



Managerial Competence of the Head of Madrasah in Managing and Developing Islamic Education (PAI) at Madrasah Aliyah Pesantren Hidayatul Maarifiyah, Riau Province

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Abstract

Education plays a pivotal role in shaping the character, intelligence, and skills of the nation's youth, aligning with the goals of Indonesia's National Education System. This study explores the managerial competence of the head of Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arifiyah in Pelalawan Regency, focusing on the planning, organizing, implementation, and control of Islamic Education (PAI). Using a qualitative descriptive approach, data were collected through interviews, observation, and documentation. Results reveal the headmaster's critical role in enhancing PAI through effective resource management, discipline enforcement, and stakeholder engagement. Challenges include adapting to pesantren-specific needs and societal demands while integrating modern pedagogical methods. The study highlights strategies for improving teacher professionalism through training, infrastructure upgrades, and a curriculum aligned with workforce demands. The headmaster's leadership fosters a balance of formal and non-formal education, creating a conducive learning environment. This research emphasizes the importance of managerial competence in achieving the madrasah's vision of producing ethical, competent, and innovative graduates.

Keywords: *Managerial Competence, Madrasah Headmaster, Islamic Education (PAI), Pesantren, Education Management*

Introduction

Education is an integral part of efforts to shape the character, intelligence, and skills of the nation's children. This aligns with the objectives outlined in Law No. 20 of 2003 concerning the National Education

System, which emphasizes the importance of achieving spirituality, noble character, and skills to face global challenges. To achieve these goals, the role of the school principal or madrasah headmaster is crucial in managing educational resources and

leading educational institutions.[1] In the context of Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arif in Pangkalan Kerinci, Pelalawan Regency, the leadership of the headmaster has a significant impact on the quality and effectiveness of the management of Islamic Religious Education (PAI).

The headmaster of a madrasah has a great responsibility in managing and developing the institution to achieve the desired vision, mission, and educational goals.[2] In this regard, the headmaster's managerial competence is one of the key factors influencing the success of managing and developing Islamic Religious Education (PAI). The headmaster of Pondok Pesantren is not only expected to have strong managerial abilities but also to motivate, coordinate, and mobilize all available resources to create a conducive and high-quality educational environment. As a pesantren-based educational institution, Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arif faces unique challenges in developing PAI that is in line with the evolving times and societal needs.

Although many studies discuss educational management in madrasahs, few focus on the managerial competence of madrasah headmasters in the context of pesantren[3], particularly in terms of managing and developing Islamic Religious Education. Additionally, there is limited literature examining specifically how the headmaster of Pondok Pesantren Hidayatul Ma'arif in Pelalawan Regency manages and develops PAI, as well as the challenges and obstacles they face in this effort. This study aims to fill this gap and provide a deeper understanding of the role of the madrasah headmaster in improving the quality of PAI at Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arif.

Previous research has shown that the success of a school or madrasah headmaster's management is greatly

influenced by their competence in planning, organizing, implementing, and controlling resources. A study by Sakinah, et.al, revealed that headmasters must be able to maintain and motivate all parties in the madrasah, including teachers, students[4], and administrative staff, to follow the applicable regulations. Moreover, the ability to build cooperation, organize educational activities, and lead teaching efforts is an essential aspect of improving the quality of education in madrasahs. This study will further explore how the managerial competence of the headmaster at Pondok Pesantren Hidayatul Ma'arif contributes to the management of PAI.

This research offers novelty in its specific focus on the managerial competence of madrasah headmasters, particularly at Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arif in Pelalawan Regency. The study will uncover the challenges and strategies faced by the headmaster in managing and developing Islamic Religious Education (PAI) amidst the rapid growth of pesantren, and how the headmaster's managerial competence can influence the quality of teaching and the success of the educational institution.

Method

This study is a field-based research that explores, uncovers, and gathers information on the managerial competence of madrasah headmasters in building stakeholder commitment at Madrasah Aliyah in Pelalawan Regency, Riau Province. The research adopts a qualitative descriptive approach with a focus on the headmasters' managerial competence in establishing stakeholder commitment in the five Madrasah Aliyah institutions in the regency. The study uses a qualitative approach through participant observation[5] to describe, elaborate, explore, and depict the accountability of

the madrasah leadership and its stakeholders.

Qualitative research methodology is grounded in postpositivist philosophy and is used to investigate natural settings (as opposed to experimental settings), where the researcher serves as the primary instrument.[6] Data sampling is conducted through purposive sampling, and data collection employs triangulation techniques. The data analysis is inductive and qualitative, with the research emphasizing meaning rather than generalization. In the naturalistic paradigm, as Lincoln and Guba suggest, the researcher assumes that context is critical, thus each context is handled according to its own specific circumstances. Additionally, qualitative research is closely tied to contextual factors.[7] The sampling method aims to gather as much information as possible from various sources and perspectives (construction). Therefore, the goal is not to focus on differences that would later be generalized, but to delve deeper into understanding the issue at hand.

Qualitative research is a process of inquiry and understanding that explores social phenomena and human issues. In this approach, the researcher creates a complex picture, examines words, detailed reports of respondents' perspectives, and studies situations in their natural contexts. According to Bogdan and Taylor, qualitative methodology involves research procedures that produce descriptive data in the form of written or spoken words and observed behaviors.[8] In social research, the research problem, themes, topics, and titles differ both qualitatively and quantitatively. Both types of research are distinct in their philosophical and methodological approaches. Quantitative research often deals with broader, more complex areas with a high degree of variation but focuses on surface-level

issues. In contrast, qualitative research deals with narrower areas, with lower variation but in-depth analysis.

This research seeks to uncover, discover, and explore information regarding the managerial competence of madrasah headmasters in building stakeholder commitment in Madrasah Aliyah in Pelalawan Regency, Riau Province. A qualitative approach is employed to describe, elaborate, explore, and depict the management of these madrasahs. The process begins with reviewing literature[9] or theories related to the research, followed by comparing these theories to the field conditions. The study is considered qualitative because the data collected is analyzed qualitatively rather than using a quantitative approach with specific measuring tools. This qualitative approach is expected to provide insights into the quality, social realities, and perceptions of the research subjects, free from the constraints of formal measurement. A qualitative study with a naturalistic approach requires data collection in natural settings.[10] Based on this concept, the researcher ensures that their presence does not alter the situation or the behaviors of those being studied.

The conceptual framework for this research is based on initial observations and facts gathered during the early stages of the study. The framework includes theories, principles, or concepts that will serve as the foundation for the research.

Results and Discussion

Results

Management and Development of Islamic Education (PAI)

Based on interviews with Mr. Syarif Kurnia, S.Pd.I, the Head of Madrasah Aliyah at Pondok Pesantren Hidayatul Ma'arifiyah, he stated: "The management and development of Islamic Education at Madrasah Aliyah Pondok Pesantren is

carried out based on the management principles of Pondok Pesantren Hidayatul Ma'arifiah, which include both formal and non-formal education (Madrasah education and Salafiyah boarding school education). This management is based on management theories that cover planning, organizing, implementation, supervision, evaluation, and control."

Additionally, the Vice-Principal for Public Relations, Mrs. Rosmaiyyati, M.Pd, added: "In the management and development of Pondok Pesantren Hidayatul Ma'arifiah, the main tasks we focus on include completing facilities and infrastructure, recruiting educators and educational staff through strict selection, and implementing curricula that align with both the Ministry of Education and Culture's and the Ministry of Religious Affairs' standards, ensuring they meet current educational demands and the needs of students."

Planning. Planning is a process that involves activities such as thinking, calculating, selecting, and determining, all aimed at achieving specific objectives. Essentially, planning is the decision-making process among alternatives regarding goals and methods to be implemented in the future to achieve desired objectives, along with monitoring and evaluating the execution results systematically and continuously.

Planning is about setting goals to be achieved and deciding on priority actions needed to reach those goals. Koontz describes planning as an intellectual process that consciously determines the actions to be taken, based on the goals to be achieved, timely and reliable information, and considering forecasts of future conditions. A well-formulated plan not only sets the direction but also minimizes external influences, encourages contributions, and establishes criteria that facilitate other managerial processes,

especially the supervision function. Furthermore, effective planning aims to achieve:

- a. Protective benefits, ensuring that goals, resources, and methods remain highly relevant to future demands, thereby reducing the risks of decisions.
- b. Positive benefits, improving productivity through the formulation of comprehensive and accurate plans.

From the interview with the Vice-Principal for Curriculum, Mrs. Herma Yulis, S.Pd, it was concluded that all planning activities at the Madrasah follow a systematic approach divided into four basic stages. The first stage is setting goals, which involves making decisions about the needs and aspirations of the Madrasah, as well as considering the broader context of the environment in which the institution operates. This process is essential in ensuring that the Madrasah's goals are aligned with its mission and vision.

The second stage involves assessing the current situation. This step is crucial for understanding the Madrasah's current position in relation to the objectives it aims to achieve. It requires a thorough evaluation of available resources, including human resources, facilities, and financial capacity, to determine whether the current state supports the pursuit of the desired goals or if adjustments are necessary.

The third stage is identifying facilitators and obstacles. This involves identifying the strengths, weaknesses, opportunities, and challenges that may impact the Madrasah's ability to achieve its goals. By conducting this SWOT analysis, the Madrasah can capitalize on its strengths and opportunities while addressing or mitigating any weaknesses and challenges that could hinder progress. This stage helps in making informed decisions about how to proceed effectively.

The final stage is developing a plan. In this stage, strategies and activities are formulated to achieve the established goals. This plan outlines specific actions, timelines, and responsibilities to ensure that the Madrasah stays on track toward achieving its objectives. According to an Islamic Education teacher specializing in Al-Quran and Hadith, teachers are expected to prepare their teaching materials thoroughly before entering the classroom. This highlights the importance of planning at every level, ensuring that both educators and the institution are well-prepared to meet their educational objectives.

Organization. Organization is the process of dividing tasks needed to achieve goals within a Madrasah organization. The Head of the Madrasah, as a manager, assigns tasks to each member of the organization, forms work groups, and establishes authority among the units within the Madrasah. Effective organization leads to the formation of roles and a formal structure designed to ensure that people can work together efficiently and effectively to reach common goals. It is about establishing relationships so that every member of the organization can cooperate effectively, achieving satisfaction by performing specific tasks in the given environment to achieve organizational goals.

Regarding the organization, in an interview with the Head of Madrasah, Mr. Syarif Kurnia, S.Pd, he explained: "There has been delegation of tasks to each Vice-Principal: the Vice-Principal for Curriculum oversees curriculum management and coordinates with the Kiyai Pondok or teachers; the Vice-Principal for Facilities and Infrastructure handles human resources, facilities, and coordinates with the head of the dormitory and other departments like construction and entrepreneurship; the Vice-Principal for

Student Affairs manages student activities, extracurriculars, alumni, and oversees the pondok pesantren's lessons and dormitory supervisors who directly interact with the students."

Implementation. Actuating, or action, involves activities carried out by the Head of Madrasah and all stakeholders to initiate and continue the tasks set by the planning and organizing phases, with each group or unit working towards achieving the established goals. Actuating also involves satisfying the human needs of the staff, rewarding, leading, developing, and compensating them.

The Head of Madrasah motivates and directs the groups or units assigned specific responsibilities according to the programs agreed upon in the planning stage, covering curriculum, administration, student activities, and extracurricular activities.

According to an interview with the Vice-Principal for Curriculum, Mrs. Herma Yulis, S.Pd: "Discipline is applied to all teachers, Kyai, and students, monitored directly by the leadership, especially regarding attendance and departures. Teachers who violate discipline may face reprimands or salary reductions." Effective planning and organization will be meaningless if not followed by effective execution. This requires hard work, smart work, and collaboration. All human resources must be optimized efficiently to achieve the vision, mission, and work programs of the organization.

To maximize teaching and learning activities at Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arifiyah, every teacher is required to attend training sessions relevant to their subjects. This was affirmed by an Islamic Education teacher, Mrs. Ver Tri Ramadhani, S.Pd, who said: "Every teacher is required to attend training to improve qualifications and professionalism, whether organized

internally by the pesantren or by the Ministry of Religious Affairs or other educational institutions. Internally, the pesantren organizes scheduled training twice a year, bringing in experts from universities in Riau, such as UIN Suska Riau and Universitas Riau."

In an organization, each member is responsible for performing tasks that align with their designated roles, expertise, and competencies. This division of labor ensures that everyone contributes effectively to achieving the organization's established goals. The success of an organization depends on how well these roles are performed, with each individual playing a vital part in the overall success of the team. The key to success lies in how these roles are integrated and coordinated within the organizational structure.

The core of actuating, or implementing, is to motivate all members of the organization to work towards the collective goals. Effective motivation ensures that each person remains engaged and committed to the tasks at hand. Leaders must inspire enthusiasm and drive, encouraging individuals to perform their best and contribute to the shared vision. Without proper motivation, even the most well-planned strategies may fail to produce desired results.

The objectives of actuating include creating more efficient cooperation among members of the organization. This is crucial for ensuring that teamwork flows smoothly and that tasks are completed in a timely and effective manner. In addition, actuating aims to develop the capabilities and skills of staff, fostering an environment where individuals can grow professionally. This helps the organization as a whole by ensuring that its members are well-equipped to meet new challenges and responsibilities.

Furthermore, actuating works to foster a sense of ownership and enjoyment of the

work among the organization's members. When individuals feel personally invested in their work and the organization's success, they are more likely to put in extra effort and take initiative. Additionally, actuating strives to create a work environment that enhances motivation and performance by promoting positivity, collaboration, and a sense of purpose. Finally, it ensures that the organization evolves dynamically, adapting to changes and continuously improving in response to external and internal factors. This adaptability is essential for long-term success in an ever-changing environment.

Control or Supervision. According to Prajudi Atmosudirjo, supervision is the overall activity of comparing or measuring what is being or has been done with established criteria, standards, or plans. Mockler defines supervision as a systematic effort to set performance standards, design feedback systems, compare actual activities with established standards, identify deviations, and take corrective actions to ensure that all organizational resources are used most effectively and efficiently towards achieving the organizational goals. "The Head of Madrasah Aliyah Pondok Pesantren supervises and evaluates the implementation of work programs regularly and quarterly. The Head performs supervision duties, monitors the teaching and learning process, and compares actual teacher performance with the agreed-upon work programs to improve the quality of Islamic Education at Madrasah Aliyah Pondok Pesantren Hidayatul Ma'arifiyah," said the Vice-Principal for Public Relations, Mrs. Rosmayati, M.Pd.

Supervision essentially compares the actual situation with the desired condition, enabling corrective action if discrepancies, obstacles, or deviations are found. Effective supervision occurs at every stage of the management process, not just at the

end. Key elements of effective supervision include:

- a. Self-control, guided by the belief that everything done is under Allah's supervision.
- b. Control functions well when leaders are truly capable of being supervisors and controllers.
- c. The system must be well-structured so that individuals are aware that mistakes disrupt the system.

Efforts of the Head of Madrasah Aliyah in Improving the Quality of Education at Pondok Pesantren Hidayatul Ma'arifiyah

The quality of education is the outcome of an educational process. When the educational process is efficient, effective, and well-managed, the likelihood of achieving high-quality results becomes significantly greater. Educational quality is often understood as a continuum ranging from low to high and can be influenced by several factors such as leadership, organizational climate, teacher qualifications, budget, adequacy of learning facilities, and more.

Edward Sallis, aligning with this perspective, states that there are many indicators or standards by which the quality of education can be measured.[11] These include the availability of good infrastructure, qualified teachers, high moral standards, satisfactory exam results, specialized programs, parental involvement, local businesses, abundant resources, the use of modern technology, effective leadership, attention to students' learning, and a well-designed curriculum. A combination of these factors contributes to the overall quality of education in an institution.

Regarding the efforts to enhance the quality of education at Pondok Pesantren Hidayatul Ma'arifiyah, the Headmaster, Syarif Kurnia, S.Pd.I, shared that both the leadership of the Madrasah Aliyah and the

Pondok Pesantren, together with all stakeholders, are committed to advancing the institution. This commitment includes fulfilling the necessary infrastructure and facilities, implementing the Merdeka curriculum, adapting the Pondok Pesantren curriculum to meet market and workforce demands, improving the quality of educators, and ensuring discipline and professionalism among staff.

Discussion

The management of Madrasah Aliyah at Pondok Pesantren Hidayatul Ma'arifiyah has been running effectively. The institution offers both formal and non-formal education, including Madrasah Tsanawiyah, Madrasah Aliyah, and vocational schools (MTs, MA, SMK). Additionally, the non-formal aspect involves traditional Pondok Salafiyah education (including the study of classical Islamic texts and other religious activities).

The facilities are almost complete and meet the needs of students. The teaching staff is also fully qualified, with the majority holding a Bachelor's degree, and some even possess a Master's degree. The learning infrastructure includes computer labs, biology labs, libraries, art studios, calligraphy studios, and sports facilities, among others.

The Head of Madrasah Aliyah at Pondok Pesantren has effectively implemented management functions such as planning, organizing, actuating, and controlling (POAC) to develop Islamic education at Pondok Pesantren Hidayatul Ma'arifiyah.

Development of Islamic Education (PAI)

The Head of Madrasah Aliyah at Pondok Pesantren has introduced several policies to develop Islamic education at the institution. These policies include:

- a. Selective and professional recruitment of teachers.
- b. Teachers are required to complete

- teaching materials before conducting lessons.
- c. Regular and periodic training programs are mandatory for teachers, whether internal or external to the Pondok Pesantren.
 - d. The Head of Madrasah Aliyah upholds strict discipline among both teachers and students.

Building Commitment Among Stakeholders

The Head of Madrasah Aliyah has succeeded in building a strong commitment among stakeholders, ensuring collaboration between the leadership of the Madrasah, teachers, and other stakeholders. This commitment has contributed significantly to improving the quality of education at Pondok Pesantren Hidayatul Ma'arifiyah, which holds an "A" accreditation.

The management of Madrasah Aliyah at Pondok Pesantren Hidayatul Ma'arifiyah exemplifies effective educational administration by integrating both formal and non-formal education systems. The success of this institution is closely tied to comprehensive management practices, including planning, organizing, actuating, and controlling (POAC), which are crucial in enhancing the quality of Islamic education. This institution's approach aligns with broader madrasah management strategies that emphasize curriculum integration, stakeholder collaboration, and infrastructure development. These elements collectively contribute to the high accreditation and educational outcomes of the institution. The following are key aspects of the management practices at Pondok Pesantren Hidayatul Ma'arifiyah: One of the key management practices is curriculum integration. The institution has successfully integrated both government and pesantren-specific curricula[12], a common practice in effective madrasah management that enhances educational quality and adaptability (Badrun, 2024).

This integration allows the institution to deliver a balanced education that addresses both formal academic requirements and religious teachings, fostering well-rounded graduates who are prepared for both the modern workforce and their religious responsibilities.

Another crucial aspect is stakeholder collaboration. Building strong commitment among stakeholders, including leadership, teachers, and the community, is essential for improving educational quality. This collaboration is a key factor in the institution's success[13],[14]. The active involvement of all stakeholders ensures that the institution's goals align with the needs of students and the broader community, creating a supportive and effective learning environment.

Infrastructure and facilities also play a significant role in enhancing the quality of education.[15] The availability of comprehensive facilities such as computer labs, libraries, and sports facilities supports a conducive learning environment, which is critical for high-quality education [16]. These resources help provide a well-rounded educational experience, allowing students to develop both academically and physically in a well-equipped environment.

In terms of teacher and student management, professional development programs for teachers ensure that they are well-equipped to provide quality education, in line with best practices in madrasah management.[16] Additionally, strict discipline among both teachers and students fosters a conducive learning environment, which is essential for maintaining high educational standards.[16] This discipline contributes to a culture of accountability and respect, which is vital for a successful educational institution.

While the management at Pondok Pesantren Hidayatul Ma'arifiyah is effective, challenges such as limited study

hours and student engagement issues may hinder the learning process. Addressing these challenges requires adaptation and continuous improvement in management practices.[14] Moreover, madrasahs play a strategic role in social change by integrating traditional and modern educational approaches to meet contemporary needs.[17] This dual approach ensures that students are prepared for both spiritual and societal challenges, contributing to the broader development of the community.

The academic contribution of Pondok Pesantren Hidayatul Ma'arifiyah is significant in fostering an educational environment that not only focuses on religious teachings but also equips students with essential academic and life skills.[18] Through its integrated curriculum[19], the institution helps bridge the gap between traditional religious education and modern academic disciplines, preparing students to excel in both spheres. The regular professional development programs for teachers, combined with the comprehensive infrastructure, contribute to enhancing teaching quality and student performance. This holistic approach to education enables graduates to become knowledgeable individuals who are not only spiritually grounded but also capable of making meaningful contributions to society. Furthermore, the institution's active role in community development and social change reflects its broader academic impact, as it contributes to shaping well-rounded individuals who can navigate the complexities of the modern world while upholding Islamic values.

Conclusion

The quality of education is a direct result of an effective educational process. When the educational system is efficient and well-managed, the likelihood of achieving high-quality results increases

significantly. Quality education is often viewed as a continuum, ranging from low to high, and is influenced by factors such as leadership, organizational climate, teacher qualifications, available resources, and the adequacy of learning facilities. Edward Sallis supports this idea, emphasizing that various indicators or standards can be used to measure the quality of education, including good infrastructure, qualified teachers, high moral standards, satisfactory exam results, parental involvement, local businesses, abundant resources, modern technology, effective leadership, and a well-developed curriculum. All of these factors contribute to creating an institution that delivers quality education.

At Pondok Pesantren Hidayatul Ma'arifiyah, the Headmaster, Syarif Kurnia, S.Pd.I, has outlined several efforts aimed at improving the quality of education. The leadership of the Madrasah Aliyah and the Pondok Pesantren, together with all stakeholders, is committed to advancing the institution by fulfilling the necessary infrastructure and facilities, implementing the Merdeka curriculum, adapting the Pondok Pesantren curriculum to meet the demands of the job market, enhancing the qualifications of teachers, and promoting discipline and professionalism among staff. The management of the Madrasah Aliyah is highly effective, with a blend of formal and non-formal education offered. The facilities, such as computer and biology labs, libraries, and art studios, are comprehensive and well-equipped. Furthermore, the Headmaster has successfully implemented the management functions of planning, organizing, actuating, and controlling to ensure the ongoing development of Islamic education at the institution. Through selective recruitment of qualified teachers and the establishment of regular training programs, the Headmaster ensures the continuous

improvement of both the staff and the educational environment, contributing to the overall success of the Madrasah and its accreditation status.

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