

Enhancing Islamic Education: The Role of Madrasah-Based Management in Islamic Boarding Schools

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ABSTRACT

This study aims to analyze the contribution of madrasah-based Islamic education management, focusing on planning, organizing, implementing, supervising, and assessing. The research highlights the potential of effective management practices within madrasahs to enhance the quality of education, particularly in Islamic boarding schools (pesantren). Using a qualitative approach and a case study design, this research seeks to reveal empirical facts objectively and scientifically, supported by strong methodology and theory. Data collection methods include observations, interviews, and documentation, while data analysis follows a systematic process involving data collection, analysis, and conclusion drawing. The findings underscore the significant role of madrasah-based management in improving education quality at Madrasah Aliyah in the Darussalam Bermi Islamic Boarding School. Key contributions include the proactive leadership of boarding school authorities, collaboration with stakeholders, integration of a dual curriculum (government and pesantren-specific), and the resulting high quality of graduates. The collaboration between stakeholders and the dual curriculum system significantly impacts educational outcomes, as evidenced by the alumni's quality. The study indicates that madrasah-based management practices, particularly the dual curriculum, do not present significant issues within pesantren. Instead, these practices positively impact educational quality. Effective management strategies, leadership, and stakeholder collaboration are crucial to this success. The integration of the Ministry of Religion's curriculum with the boarding school's specific curriculum demonstrates adaptability and effectiveness. This study provides a foundational understanding of madrasah-based Islamic education management's contribution to improving educational quality. The successful implementation of a dual curriculum and stakeholder involvement are key factors. These findings offer a framework for further research into the contributions and best practices of madrasah-based management in Islamic education.

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1. INTRODUCTION

Education is a human effort to cultivate and develop the inherent potential, both physical and spiritual, in accordance with societal and cultural values. According to Freeman Butt, education involves the activity of receiving and imparting knowledge, allowing culture to be passed from generation to generation (Djumransjah, 2006). Additionally, education can be understood as the process of transforming knowledge from educators to students, fostering a high attitude and enthusiasm for understanding and realizing their lives, thereby forming piety, character, and a noble personality (Mudzakkir & Mujib, 2006). Marimba (1998) defines education as the conscious guidance or leadership by the educator towards the physical and spiritual development of the educated person, aiming for the formation of a primary personality (Mudyahardjo, 2002; Suwarno, 1984). Education not only facilitates the transmission of cultural values but also encourages critical thinking and personal growth. By nurturing both intellect and character, education plays a crucial role in shaping individuals who can contribute meaningfully to society.

Discusses the development of Islamic education today with the application of religious learning methods and the ability of educational institutions such as the college in applying the curriculum both from the government as a formal curriculum, as well as a non-formal curriculum from the cottage. Both are very effective in improving children's abilities, especially in forming a religious character. Based on the theory of moral development: This theory considers moral development as the main basis in Islamic education. Moral development includes everything that is directly related to planning, preparation, development, development, direction, and control of everything in an efficient and successful manner. Islamic Education Theory by Ismail Raji al-Faruqi: Concept: Al-Faruqi emphasizes the importance of Islamization of knowledge and education, i.e. enriching education with Islamic values and integrating religious teachings with modern science. Islamic education management at Pondok Pesantren Darussalam Bermi may seek to implement the concept of Islamization of knowledge and education, by integrating Islamic values in the curriculum and teaching methods, as well as ensuring that modern science is studied within the framework of Islamic understanding.

Education can be seen as the intentional guidance provided by educators to foster the physical and spiritual development of students, aiming to shape a more refined and focused personality, ultimately leading to the formation of a virtuous and complete human being (Suwarno, 1984). Ratna (2023), referencing Law Number 20 of 2003 on the National Education System, highlights that national education aims to enhance the abilities, character, and culture of a dignified nation to improve national intelligence. Additionally, it seeks to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, and are knowledgeable, capable, creative, independent, and responsible democratic citizens (Rusli et al., 2021). Therefore, it is essential for education to be actualized according to its purpose and nature, ensuring it aligns with its intended goals.

This is also in line with what Aziz (2018) said: education at the school or madrasah level and level should be of high quality and quality, besides that, it must also have many indicators so that the desired education can be achieved, among other indicators. things that must be included in school/madrasah level education include the following: *First*, the main thing is the large number of students, this indicates that the school or madrasa is very popular and has become popular among the community. *Second*, have academic and non-academic achievements. *Third*, graduates must be relevant to the goals of the educational institution, meaning that they comply with the standards set by the school. Through madrasa-based management, it is believed that student learning achievement is more likely to increase if educational management is centralized at the school rather than at the regional level.

To understand the conceptual basis and current findings relevant to the title, and to guide further research on the contribution of Islamic education management at the Darussalam Bermi Islamic Boarding School, it is essential to distinguish the current research from previous studies. Unlike earlier research by Badrun (2023), which focused on the leadership role of Tuan Guru in developing Islamic boarding schools, and Mustofa (2021), which examined Islamic education management in the era of

pesantren modernization, this study aims to fill existing gaps. Previous studies, such as Oktaviana et al. (2022), on the development of Islamic education management at Babus Salam Islamic Boarding School, primarily highlighted curriculum integration within pesantren but fell short of assessing the effectiveness of curriculum implementation. Additionally, they did not address critical aspects like the role of ustadz or pesantren leaders in mobilizing the teaching staff. Therefore, this research will delve deeper into the application of both the government curriculum and the boarding school curriculum within the pesantren.

Therefore, this article aims to examine the contribution of madrasa-based Islamic education management in the context of the Darussalam Bermi Islamic Boarding School in West Lombok. This research is crucial for enhancing the understanding of Islamic education at Darussalam and for improving the overall quality of education. By analyzing the contribution of Islamic education management, we can identify specific areas where Islamic boarding schools can enhance their educational offerings. These improvements may include curriculum planning, teaching methods, resource management, and student evaluation. Ultimately, this research aims to elevate the quality of educational services provided to the community. By refining the management of Islamic education, boarding schools can more effectively meet the educational needs of the local population, thereby contributing to the community's educational development.

2. METHODS

To explore the role of Islamic-based education management at Darussalam Bermi Islamic Boarding School in Lombok, this study employed a qualitative research methodology with a case study approach. This approach is designed to offer an in-depth and comprehensive understanding of phenomena by examining the perceptions and experiences of individuals or groups involved (Noor, 2011). The case study method is particularly useful for investigating the complexities within social, cultural, and psychological contexts, enabling the collection and analysis of data, presentation of findings, and verification of results. This research specifically focuses on the contribution of Islamic-based education management at Darussalam Bermi, emphasizing the critical role of the boarding school leader in collaborating with other teachers, especially in the implementation of both the national curriculum mandated by the government and the school's own curriculum. The methodology includes credibility checks across various stakeholders, such as the head of the pesantren, teaching staff, dormitory ustad and ustazah, and the surrounding community. The case study nature of this approach allows for a thorough analysis of a specific case by gathering data from multiple sources, including interviews, observations, and documents, which together provide a holistic understanding of the case being studied (Muhadjir, 2012). The data sources are categorized into primary and secondary types (Meleong, 2007), with primary data being directly collected through observations, interviews, and documentation at the Darussalam Bermi pesantren, and secondary data obtained from relevant journals, books, and online resources.

Research methods encompass various types, depending on the perspective from which they are approached. Based on the research setting, methods can generally be classified into three categories: field research, library research, and laboratory research. This particular study falls under the category of library research, as the data collection method involves examining books and other literature directly related to the topic under investigation. Research can typically be conducted in two main forms: library research and field research. In this study, the researcher employed a qualitative approach, specifically qualitative descriptive-analytical research. This approach involves critically describing the subject matter and exploring the foundational ideas and theories of the figures involved. Consequently, this research is centered on analyzing books and literature relevant to the discussion topic.

3. FINDINGS AND DISCUSSION

3.1. *Contribution of Madrasah-Based Islamic Boarding Schools at Darussalam Bermi Islamic Boarding School*

As a madrasa-based educational institution, the role of the Darussalam Bermi Islamic Boarding School in West Lombok is to determine the direction of educational policy which will determine the educational goals with two curriculum processes, namely the Ministry of Religion and the Islamic Boarding School (Farhan & Hadisaputra, 2021). Steps in improving the quality of education that lead to this goal have been taken by most Islamic boarding school leaders, one of which is the Darussalam Bermi Islamic Boarding School, West Lombok. To improve the quality of education, the Darussalam Bermi Islamic Boarding School, West Lombok have taken several steps, including:

The strategies include effectively empowering general subject teachers to teach lessons aligned with the Ministry of Religion's curriculum, strengthening religious teachers in delivering the Islamic boarding school's curriculum, and involving alumni or service students in mentoring and supervising students. Additionally, the management is responsible for preparing learning plans with teachers, addressing any issues that arise with school stakeholders, and managing the implementation of the curriculum from both the government and the Islamic boarding school. Furthermore, the management strives to create a harmonious and conducive atmosphere within the boarding school, fostering a positive learning environment that extends to the surrounding community (Karina & Rindaningsih, 2023).

Therefore, from the results that the author obtained above, the author can draw a common thread that the contribution of the Darussalam Bermi Islamic Boarding School plays a very important role in madrasas in Indonesia because the Darussalam Bermi Islamic Boarding School which promotes madrasah-based Islamic management must be in accordance with the learning plans and curriculum that have been prepared. Determined by the Ministry of Religion/Ministry of Religion to suit the function and objectives of the boarding school and/or school itself in order to create the boarding school or school that people aspire to.

Islamic educational institutions play a crucial role in national education, as religious values are integral to the overall educational framework. These divine values form the foundation of every learning process within Islamic educational institutions. Besides fostering strong religious beliefs, these institutions also provide robust education in science and technology, ensuring their offerings are on par with general education institutions. This integration is influenced by modern reform ideas in the Islamic world and the rise of the Indonesian nation, gradually incorporating general subjects into the madrasa curriculum. Religious textbooks are tailored to different educational levels, and knowledge books used in public schools are also included. To enhance the quality of education, madrasah management must focus on five key areas: management practices, the use of computers and the internet in learning, fostering a team-oriented culture, utilizing educational aids, and involving teachers, students, parents, and stakeholders (Arif, 2013). By addressing these areas, Islamic educational institutions can continue to evolve and meet the educational needs of their communities while maintaining their religious foundations.

3.2. *Contribution to the Islamic Boarding School Learning Curriculum in Darussalam Bermi West Lombok*

Speaking in the context of the average quality of education in Islamic boarding schools, improving the quality of education with madrasa-based management cannot be separated from the role of the head, director and also all stakeholders who work together to achieve a definite goal (Khotimah & Dodi, 2022). As for the curriculum, subjects originating from the Ministry of Religion/Depag (government) are generally taught in Islamic boarding schools. A cottage will be of good quality if it has clear management and goals that are in accordance with the vision and mission that the lodge itself wants to achieve (Saihu, 2020). Both in terms of planning, organization, leadership, driving, commanding, motivating, organizing, monitoring, evaluating, reporting, staying, preparing budgets,

actuating, forecasting (Muhammad Rouf, 2016). At the Darussalam Bermi Islamic boarding school, we try to carry out all these processes so that when asked what the quality of madrasa-based Islamic boarding school education at the Darussalam Bermi Islamic Boarding School is, of course the answer is that it has very, very good quality. By combining these two curricula, every student who graduates can compete with students who graduate from public schools. In fact, quite a few are also continuing their education at tertiary level within the country, as well as abroad.

The education system at the Darussalam Bermi Islamic Boarding School provides very good quality with the management of the madrasah and the boarding school being combined into one, making the students proficient in many things, some of which can be seen from: *First*, Santri are proficient in English. With the curriculum from the merger of the ministries of Religion and education, the students are proficient in English, because they are taught directly by teachers who are skilled and competent in the field of English. *Second*, Al-Qur'an Memorization Increases, With the madrasah management implemented in Darussalam Bermi memorization increases. Reason every existing schedule is well scheduled. *Third*, Santri are proficient in extra-curricular activities in Scouting and *fourth*, Santri are proficient in Extra-curricular Pencak Silat.

The role of pesantren has long been recognized by the community, as have madrasas and Islamic schools, for their contributions to civilization. These institutions excel in shaping understanding and thought, thereby fostering a culture that civilizes individuals. In the global era, their expertise, cultural influence, and strategic roles must become more prominent and adaptive to contemporary demands. Islamic boarding schools, madrasas, and Islamic schools are renowned for their dual roles as educational and social institutions. As educational institutions, they offer distinct programs characterized by Islamic values that set them apart from other educational systems. As social institutions, they are deeply integrated into the community, providing not only education but also social support and moral guidance (Haningsih, 2008). By maintaining these dual roles, they continue to play a pivotal part in both the educational landscape and the social fabric of their communities. Their ability to adapt and remain relevant in a rapidly changing world is crucial for their sustained impact and success.

The presence here is intended in the context of changing and developing the community. Islamic boarding schools, madrasas and schools here are considered as a symbol of the permanences of a kiyai in a certain community, or area. In this field, Islamic boarding schools, madrasas and schools are highly admired because they are good at changing people's behavior, motivating, or making changes to them even though there are complaints about the existence of Islamic boarding schools that are exclusive, closed to the surrounding community, but generally the community around the pesantren has experienced better development than before (Haningsih, 2008).

3.3. Quality of Alumni in Darussalam Bermi Islamic Boarding School

The success of madrasa-based management in enhancing the quality of education at the Darussalam Bermi Islamic Boarding School in West Lombok is evident in the exemplary quality of its graduates. The graduates of this boarding school consistently rank among the best, reflecting the effectiveness of the education and management practices in place. This achievement highlights the impact of madrasah-based management on educational outcomes, showcasing how well-structured management can lead to superior educational performance. The focus on both academic excellence and spiritual development ensures that graduates are well-rounded individuals prepared for future challenges. Moreover, this success story serves as a model for other Islamic educational institutions aiming to improve their educational standards.

First, pesantren education is seen as classic, but in the current era many pesantren are transforming along with technological advances. From the side of the Darussalam Bermi pesantren, the facilities are very adequate in supporting student learning. Call it a computer to feel the ability of children to science technology. As well as in supporting general learning, laboratories are available, such as for physics and biology lessons. And so is the language lab. This is also inseparable from the steps of the teachers

as motivators who teach according to their fields. Facilities and Infrastructure (SARPRAS) in educational institutions is an element of education that is very necessary (Bashori, 2016). Because without adequate facilities and infrastructure, the teaching and learning process will not be achieved or run smoothly. Second, the function of Santri or students in Islamic boarding schools is very important. Because without santri or students, an Islamic boarding school institution will not be able to exist and develop. Santri are children who will be given teaching guidance by teachers/ustadz/ustadzah by introducing knowledge in both formal and non-formal forms and the third is the teaching staff. Educating staff are people who have an important role in educational institutions. With the presence of teaching staff, the process of improving the quality of education will also be better for developing the quality of education (Ansori, 2020).

Because Islamic boarding schools are educational institutions in Indonesia that are regulated and recognized by the government. Historically, the emergence of the three institutions has a relationship with each other so that they have their own characteristics. As an education system, the three institutions have input, process and output components. These three components must be managed and regulated with professional management to produce quality and quality education. In the course of their journey, the three institutions are always faced with various problems in their development, both problems in input, process and output. Identification of existing problems is the first step in efforts to continuously improve the quality and quality of these educational institutions (Yahya, 2015).

3.4. Contribution of the Learning System and Curriculum of the Darussalam Bermi Islamic Boarding School, West Lombok

Discussing the contribution of learning at the Darussalam Bermi Islamic Boarding School in West Lombok, several effective methods are employed. Firstly, the lecture method is prominently used, wherein lessons are narrated orally. This traditional method has long facilitated oral communication between teachers and students, making it a cornerstone of the teaching and learning process. The lecture method is particularly effective in Islamic education, as it allows teachers or ustaz to convey religious teachings, stories from the Quran and Hadith, and general Islamic concepts. These lectures can be delivered formally in front of the class or informally in a taklim assembly.

Additionally, the discussion method plays a vital role in the educational approach at Darussalam Bermi. This interactive method encourages students to actively engage in exchanging ideas, opinions, and thoughts. Teachers facilitate discussions by posing questions, moderating conversations, and guiding the discourse towards specific learning objectives (Athifah, 2022). This method not only enhances critical thinking and understanding but also fosters a collaborative learning environment. By combining traditional and interactive teaching methods, Darussalam Bermi Islamic Boarding School ensures a comprehensive educational experience that addresses both academic and spiritual development.

Contextual teaching methods in Islamic education integrate learning with real-life situations, enabling teachers to connect religious teachings to students' daily lives, thereby enhancing their understanding and making Islamic principles more relevant in a modern context. This approach helps students grasp the importance and relevance of their faith in contemporary society. Meanwhile, the problem-solving method engages students in addressing specific issues or situations, encouraging them to identify problems, analyze contributing factors, and seek solutions based on Islamic principles. This method fosters critical thinking and practical application of religious knowledge to everyday challenges. Memorization remains fundamental in Islamic education, especially for learning the Quran and the traditions of the Prophet Muhammad. Students memorize Quranic verses, prayers, and important traditions, which not only preserves religious knowledge but also reinforces moral and ethical values, instilling a deep-rooted understanding and commitment to Islamic teachings (Sirojudin, 2019).

By understanding the pedagogical reasons behind the selection of these teaching methods, teachers can be more effective in planning lessons that suit the needs and characteristics of their

students, thereby improving overall learning outcomes. For example, the lecture method is pedagogically suitable for efficiently transferring information to a large number of students in a short period of time. It is suitable for conveying basic religious concepts, explaining sacred texts such as the Quran, and introducing new concepts in Islam (Arif, 2013).

The second method employed is discussion, which is utilized in the learning system at Darussalam Bermi Islamic Boarding School. In this approach, the *ustad* or *ustadza* presents Islamic boarding school material, followed by scientific discussions held in several groups, known as *firqoh-firqoh*. These groups gather various opinions, which are then collectively analyzed and concluded, or alternative solutions are identified to address problems in the learning process. The third method is the contextual method, where the teacher or *ustad/ustadza* relates the learning material directly to the students' real-life conditions or situations. Fourth, the problem-solving method is applied by encouraging students to pay attention to, study, and think critically about a problem, and then analyze it to find solutions. Lastly, the memorization method is implemented, requiring students to memorize all subjects. For example, every student must memorize the verses from each *surah* in the Quran.

Some of the limitations or challenges that schools may face include barriers to implementing a dual curriculum, resource constraints, and areas where educational practices can be improved. First, resource limitations in terms of physical facilities and infrastructure can be significant. Schools may struggle with inadequate classrooms, laboratories, and libraries, which can hinder their ability to provide an optimal learning environment. Additionally, the shortage and quality of teaching staff pose another challenge. A lack of qualified teachers or insufficient numbers can impede a school's ability to deliver high-quality education. Furthermore, the integration of a dual curriculum can exacerbate these issues, as it requires additional resources and specialized training for teachers. Schools must also address the professional development needs of their staff to ensure they can effectively teach both curricula. To overcome these challenges, schools should seek increased funding, invest in infrastructure improvements, and prioritize the recruitment and retention of qualified teachers.

Second, implementing a dual curriculum that includes both religious and general aspects presents several challenges, particularly in ensuring suitability to student needs. The primary difficulty lies in harmonizing these two components to make them relevant and engaging for students. Effective integration requires careful planning and consideration of students' interests and needs. Additionally, teacher training and mentoring are crucial for successful implementation. Teachers must receive adequate training and ongoing support to navigate the complexities of a dual curriculum. Without proper training, educators may struggle with structuring and delivering the integrated content effectively (Fathurrochman et al., 2022). Furthermore, schools should establish continuous professional development programs to keep teachers updated on best practices and new methodologies. By addressing these challenges, schools can create a more cohesive and effective educational experience that meets the diverse needs of their students.

Educational practices can be significantly improved by the effective use of technology in learning. However, schools often face challenges in this area due to limited access to technology and insufficient skills among staff and students. These limitations can hinder a school's ability to enhance the quality of education through technological integration. To overcome this, schools should invest in infrastructure and provide comprehensive training for both teachers and students to maximize the benefits of educational technology.

Additionally, the moral and ethical development of students is crucial but often inconsistently implemented. Schools should make concerted efforts to integrate moral and ethical values into all aspects of education, ensuring these principles are consistently reinforced throughout the curriculum (Wahidah, 2023). This can be achieved by incorporating ethical discussions in various subjects, promoting community service activities, and creating an environment that models and supports ethical behavior. By addressing these areas, schools can create a more holistic educational experience that prepares students not only academically but also as responsible and ethical members of society.

Islamic boarding schools are Islamic educational institutions that grow and are recognized by the surrounding community with a dormitory system whose students receive religious education through the recitation system or madrasah. The curriculum is one of the important components in formal educational institutions that is used as a reference to determine the content of teaching, direct the process of educational mechanisms, and measure the success and quality of educational outcomes. This study concludes that in order for students to have these qualities, the pesantren curriculum needs to be revitalized. Curriculum integration means a combination of several types of curriculum, including the Ministry of Education and Culture curriculum, the Ministry of Religion's curriculum, and the Islamic Boarding School curriculum which are generally integrated in learning materials and managed in one curriculum management. In terms of implementation management, it is unified so that there is no discourse between pesantren and schools (Maduningtias, 2022).

4. CONCLUSION

Based on the data from this research on the contribution of madrasah-based Islamic education management at the Darussalam Bermi Islamic Boarding School, there are clear improvements in student performance, achievements, graduation rates, and the success of graduates in advancing to prestigious universities both nationally and internationally. The quality management of Madrasah Aliyah at Darussalam Bermi focuses on a well-defined organizational structure that includes the main leadership, the director, the board of teachers, secretaries, administrators, the kuliyyatulmua'limi (KMI), the assembly of tahfidz qur'an (MTQ), and the Darul Huffadh organization (OSDHA). This effective management, combined with a dual curriculum from the Ministry of Education and the pesantren's own curriculum, plays a crucial role in enhancing educational quality. The collaborative efforts of the boarding school leaders with all stakeholders, along with the implementation of various teaching methods such as lectures, problem-solving, discussions, and memorization, significantly contribute to the students' success. The quality of the graduates and their ability to integrate into the community further demonstrate the effectiveness of this educational approach. This study serves as a valuable reference for Islamic educational institutions and future researchers aiming to explore and improve Islamic education management practices.

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