

# Enhancing Madrasas' Competitive Edge: The Power of Effective Governance Systems

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## Abstract:

This research aims to explore the factors that contribute to increasing the competitive advantage of educational institutions through implementing an effective governance system. A qualitative approach with a case study design was used in this research. The location of the research was MI Gedanganak and SD Hj. Isriati Moenadi, East Ungaran District, Semarang Regency. Data collection methods include observation, in-depth interviews, and document analysis. Data analysis was carried out thematically to identify governance patterns in the two educational institutions. The research results show that the two institutions, MI Gedanganak and SD Hj. Isriati Moenadi is included in the category that excels in its management. MI Gedanganak is recognized as having excellence in madrasa management, including curriculum, student, teaching staff, finance, and infrastructure management. Meanwhile, SD Hj Isriati Moenadi Ungaran is also known for its excellence in school management, including curriculum management, students, teaching staff, finances, and infrastructure. Both institutions use a holistic Islamic learning approach, emphasizing integrating Islamic concepts, knowledge, and skills. The implication of this research is to provide a deeper understanding of the governance practices of educational institutions and their contribution to increasing the competitive advantage of Islamic educational institutions.

**Keywords:** *Competitive Advantage, Effective Governance, School Management*

## Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang berkontribusi dalam meningkatkan keunggulan kompetitif lembaga pendidikan melalui penerapan sistem tata kelola yang efektif. Pendekatan kualitatif dengan desain studi kasus digunakan dalam penelitian ini. Lokasi penelitian dilakukan di MI Gedanganak dan SD Hj. Isriati Moenadi, Kecamatan Ungaran Timur, Kabupaten Semarang. Metode pengumpulan data meliputi observasi, wawancara mendalam, dan analisis dokumen. Analisis data dilakukan secara tematis untuk mengidentifikasi pola-pola tata kelola di kedua lembaga pendidikan tersebut. Hasil penelitian menunjukkan bahwa kedua lembaga, MI Gedanganak dan SD Hj. Isriati Moenadi, termasuk dalam kategori yang unggul dalam pengelolaannya. MI Gedanganak diakui memiliki keunggulan dalam manajemen madrasah, termasuk manajemen kurikulum, siswa, tenaga pengajar, keuangan, dan infrastruktur. Sementara itu, SD Hj Isriati Moenadi Ungaran juga dikenal memiliki keunggulan dalam manajemen sekolah, mencakup manajemen kurikulum, siswa, tenaga pengajar, keuangan, dan sarana prasarana. Kedua lembaga menggunakan pendekatan

pembelajaran Islam holistik, yang menekankan integrasi konsep, pengetahuan, dan keterampilan Islam. Implikasi dari penelitian ini adalah memberikan pemahaman yang lebih dalam tentang praktik tata kelola lembaga pendidikan dan kontribusinya dalam meningkatkan keunggulan kompetitif lembaga pendidikan Islam.

**Kata Kunci:** *Keunggulan Kompetitif, Tata Kelola Efektif, Manajemen Sekolah*

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## INTRODUCTION

Management is a process of planning, organizing, coordinating, and controlling existing resources to achieve goals effectively (Foris et al., 2020; Hefniy et al., 2021; Rusdi et al., 2022). Effective here is the purpose of its management, which can be achieved by what has been planned before so that it can be used in various fields such as industry, education, health, business, and so on (George & George, 2023). Management is critical and must be present in all movements of an organization to achieve the success of its goals (Rosyadi & Asiya, 2021; Ciric Lalic et al., 2022; Diana, 2023). Similarly, Islamic education management is a process to increase the competitive advantage of madrasas through an effective governance system by coordinating various educational resources such as educators (Zaid et al., 2022; Mahmud et al., 2022; Susilawati & Astuti, 2022).

Madrasah-based schools still experience obstacles to appearing as quality schools and take part optimally to give hope to the community (El Widdah, 2022; Hasanah & Hefniy, 2023). This problem is felt to be very complex, ranging from problems with the madrasah implementation system, curriculum arrangement, weak competence of educators, availability of learning infrastructure, and limited educational media to methodological problems in learning (Rapanta et al., 2021).

The impact of poor education management is that madrasah-based schools cannot produce reliable and quality graduates (output) as expected by the community (Mustajab & Iltiqoiyah, 2020). Consequently, madrasas are permanently abandoned, and for quality purposes, people trust sending their sons to their favorite government schools or to integrated Islamic primary schools rather than sending their sons to madrasa-based schools (Haroon, 2021; Wijaya & Khoir, 2022; Umiarso et al., 2022).

Madrasahs, or Islamic educational institutions, have a central role in shaping the educational landscape, especially in Muslim-majority countries like Indonesia (Brooks et al., 2020; Mu'is & Suwandi, 2022; Abu Bakar & Hasanah, 2021). Among these institutions are MI Gedanganak and SD Hj. Isriati Moenadi is examples that provide quality Islamic education while meeting national curriculum standards (Ilham, 2020; Lahmar, 2020; Rusdi et al., 2022). The effective governance system implemented in these two institutions is the key to their success in maintaining competitiveness and relevance in the education sector (Alfawaire & Atan, 2021).

In recent years, the concept of effective governance in educational institutions has increasingly received attention as an essential factor in ensuring the delivery of quality education. Effective governance encompasses various aspects, including organizational structure, leadership, decision-making processes, accountability mechanisms, and stakeholder engagement.

Understanding how these elements contribute to the success of madrasahs such as MI Gedanganak and SD Hj. Isriati Moenadi can provide valuable insights into improving Islamic educational institutions' quality and competitiveness.

MI Gedanganak and SD Hj. Isriati Moenadi are two Islamic educational institutions that stand out for their ability to integrate religious teachings with the relevant national curriculum. They are known for their dedication to shaping students into individuals who are competitive, responsible, and able to contribute positively to society. The success of both in managing high-quality Islamic education is an interesting object for further research.

Several previous studies have been conducted in the context of the management of Islamic educational institutions, including madrasahs. For example, research by Zaini et al. (2023) highlights the importance of effective leadership in improving the quality of Islamic education in madrasahs. Their findings show that strong leadership can bring about positive change in many aspects, from academics to organizational culture. In addition, the research of Lim et al. (2020) explores the impact of the application of information and communication technology (ICT) on improving administrative and learning efficiency in madrasahs. The results of this study show that ICT integration can help madrasahs manage resources and improve the quality of learning.

Another relevant research study was conducted by Alfawaire et al. (2021), which focused on the importance of curriculum management by the principles of Islamic education in madrasahs. The study highlights the need to prepare a curriculum relevant to students' needs and religious values. In addition, research by Abu Bakar et al. (2021) discusses the role of parents in improving the quality of Islamic education in madrasahs. Their findings suggest that active parental involvement can contribute to students' educational success.

In addition, research by Mu'is and Suwandi (2022) investigated the influence of the learning environment on students' academic achievement in madrasah. The results of this study show that a conducive learning environment can improve student motivation and performance. On the other hand, research by Indriani (2019) highlights the importance of developing teacher pedagogical competence in Islamic education. This study emphasizes the need for teacher training and professional development to improve madrasahs' learning quality.

Finally, research by Ilham (2020) examines the implementation of extracurricular programs to improve students' skills in madrasah. Their findings suggest that well-designed extracurricular programs can help students develop their potential beyond the academic curriculum.

Previous research has investigated various aspects of governance systems in educational institutions, including madrasahs. However, there is still a knowledge gap related to the comprehensive evaluation of the implementation of governance systems at the local level, such as at SD Hj. Isriati Moenadi, Semarang District. Previous research has focused on specific governance aspects, such as educator management or financial management. However, yet to be a study has looked holistically at various factors that influence the implementation of governance systems in madrasahs at the district level, especially in Semarang District. Therefore, more comprehensive and in-depth research is needed to

evaluate the overall implementation of the governance system at SD Hj. Isriati Moenadi and identify the key factors influencing its success at that level.

The novelty of this research lies in the holistic approach to evaluating the implementation of governance systems in madrasahs, especially in SD Hj. Isriati Moenadi, Semarang District, has yet to be thoroughly studied. With a focus on madrasahs as examples of successful Islamic educational institutions, such as MI Gedanganak and SD Hj. Isriati Moenadi, the study offers new insights into the key factors contributing to the success of governance systems at the district level. This research will provide a deeper understanding of how an effective governance system can strengthen the position of madrasah in education competition and become a guide to improve the quality of education at the local level, especially in Semarang District.

## RESEARCH METHODS

The research method used in this study is a qualitative descriptive approach with a case study type (Doyle et al., 2020). A descriptive approach is used to describe and analyze Islamic educational institutions' characteristics and management excellence, especially MI Gedanganak and SD Hj. Isriati Moenadi Ungaran. A qualitative approach is chosen to gain a deep understanding of management practices in both institutions. Case studies are chosen because they allow researchers to study specific phenomena in authentic contexts.

This research will involve several data collection methods, including participatory observations in the daily environment of MI Gedanganak and SD Hj. Isriati Moenadi Ungaran, in-depth interviews with various related parties such as principals, teachers, and administrative staff, and analysis of documents related to the management of Islamic educational institutions. The data from these various sources will be analyzed thematically to identify patterns or themes in management practices in the two madrasahs. Using this method, researchers can understand the implementation of effective governance systems in Islamic education environments at the elementary school and madrasah ibtidaiyah levels (Rozi et al. 2021).

The data analysis technique used in this study was Miles and Huberman data analysis (Rizqiyah, 2023). This method allows researchers to understand the implementation of governance systems in madrasahs, especially MI Gedanganak and SD Hj. Isriati Moenadi. The case study approach will enable researchers to explore detailed and contextual information about how governance systems are applied in daily practice in both madrasahs. Data will be collected through in-depth interviews with various stakeholders, participatory observation, and analysis of related documents. Furthermore, the collected data will be analyzed using Miles and Huberman's data analysis approach, including data reduction, data presentation, and conclusions. Using this method, researchers can identify key factors that influence the success of governance system implementation in madrasah in a systematic and structured manner.

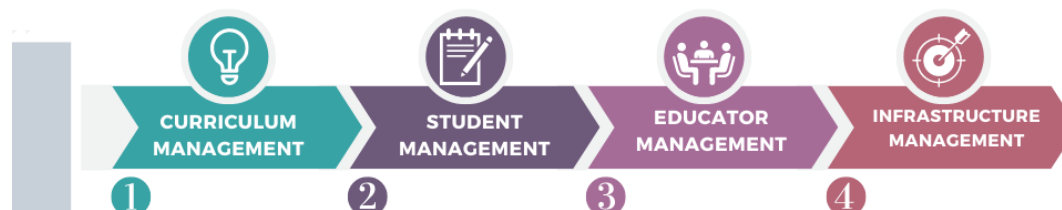
## RESULTS AND DISCUSSIONS

According to Djoyo Negoro, the characteristics of excellent schools have several indicators, namely: 1) academic and non-academic achievement above the

average of other schools, 2) more complete facilities and infrastructure and services, 3) a better learning system, 4) conducting a fairly strict selection of registration, 5) getting significant interest from the community, which is evidenced by the large number of registrants compared to other schools, 6) Higher tuition fees than other schools (Haroon, 2021).

### Excellent Management of Islamic Education Institutions

Based on the author's research and analysis results on the management of superior Islamic educational institutions in MI Gedanganak and SD Hj. Isriati Moenadi, East Ungaran District, Semarang Regency, it can be concluded:



**Figure 1. Excellent Management of Islamic Education Institutions in MI Gedanganak**

#### *Curriculum Management*

Curriculum management is the process of planning, organizing, implementing, and evaluating the curriculum of an educational institution. The curriculum is the core of education, which includes the educational institution's learning and teaching plans and goals. Curriculum Management aims to ensure that the curriculum prepared meets the educational needs of students, keeps up with the times, and prepares students to face real-world demands.

Curriculum management is an arrangement made for the success of teaching and learning activities, the current term learning, so that these activities can achieve maximum results. The scope of curriculum management includes planning, implementation, and evaluation. MI Gedanganak, in preparing its curriculum, is planned in advance and also collaborates with third parties. MI Gedanganak, in implementing this year's curriculum, still uses the K13 and the independent curriculum. In implementing learning at MI Gedanganak, students begin to learn after prayer and recitation. After that, just do learning in class. MI Gedanganak also has a flagship program, the Tahfidz Juz 30 program. Curriculum evaluation activities at MI Gedanganak are carried out every month and at the end of each school year.

This is by the result of an interview conducted with the principal of MI Gedanganak; At MI Gedanganak, the curriculum preparation process is carried out with prior planning. We hold internal meetings between school administrators and teachers to discuss learning needs and objectives. In addition, we also work with third parties, such as education experts and local communities, to get helpful input and advice in developing the curriculum (I\_KS\_2023).

Then, the activities carried out at the end of the year in curriculum management at MI Gedanganak are evaluation activities. Evaluation is based more on judgment (consideration) whose results are needed for program improvement.

Curriculum evaluation activities at MI Gedanganak are carried out every month and at the end of each school year. The semester or annual evaluation activities are carried out by the head of the madrasah, waka curriculum, educators, and the head of the foundation. This is done to find solutions in managing the curriculum that has been implemented in the madrasah for one full year.

Meanwhile, SD Hj. Isriati Moenadi Ungaran, in compiling its curriculum, is carried out once a year. Planning activities are carried out using joint meetings to discuss the new school year curriculum concept. In preparing the curriculum, SD Hj. Isriati Moenadi Ungaran also collaborates with a third party, LEC-Lentera Mandiri Group, to run its school programs, such as the flagship program Bahasa. The implementation of the curriculum at SD Hj. Isriati Moenadi Ungaran still uses two curricula, namely the K13 and independent curricula. The educators of SD Hj. Isriati Moenadi Ungaran, namely the educators of SD Hj. Isriati Moenadi Ungaran, in implementing teaching and learning activities (KBM) in the classroom, previously prepared learning tools such as syllabus, porta promissory notes, RPP / MA, and other learning tools.

Students of SD Hj. Isriati Moenadi started learning activities after praying and reciting. Learning activities in class start from 08.10 to 14.00 WIB. SD Hj. Isriati Moenadi has excellent programs to support the academics of its students, such as the Quran program and the English Language Tutoring (I\_KS\_2023) program.

Then, the next activity is the curriculum evaluation activity for SD Hj. Isriati Moenadi Ungaran. Evaluation is based more on judgment (consideration) whose results are needed for program improvement. Curriculum evaluation activities carried out by SD Hj. Isriati Moenadi Ungaran is not only carried out weekly but also carried out at the end of each semester. Where the semester or annual evaluation activities are not only carried out by the principal, curriculum waka, and educators but are directly attended and led by the head of the foundation.

### ***Student Management***

Student Management is the process of managing and regulating various aspects related to students' presence, development, and welfare in an educational institution. The purpose of learner management is to create a conducive learning environment, optimize the potential of learners, and ensure their academic and non-academic success.

In student management, MI Gedanganak conducts planning for the admission of new students, which is carried out before the new school year. Several steps must be taken in student planning. Student planning is carried out to achieve the expected goals. As stated in the interview, activities are as follows; The steps include Forecasting, formulation of policy objectives, programming, preparation of steps, scheduling, and financing. In managing its students, MI Gedanganak plans to accept new students according to their needs. There are PPDB and MPLS committees for accepting new students of MI Gedanganak. Furthermore, MI Gedanganak, in accepting new students, uses a quota system, and MI Gedanganak divides its students not based on the abilities of their students but based on the similarities of students and also differences in students, such as talents, interests, and abilities (I\_KS\_2023).

Then, in coaching its students, MI Gedanganak conducts coaching in curricular and extracurricular fields. Coaching in the curricular field of students at MI Gedanganak began after conducting prayer reading activities and Asmaul Husna together in the madrasah yard at 07.35-13.45 WIB. After that, students start learning activities in class according to a predetermined lesson schedule (I\_WKS\_2023).

There are eight selected extracurricular activities in MI Gedanganak, such as tilawah extra, tambourine extra, calligraphy extra, drum band extra, volleyball extra traction, and others. Then, in the evaluation activity, the homeroom teacher makes a report card to be given to each student's guardian as a form of a report on student learning outcomes for one semester.

Meanwhile, SD Hj. Isriati Moenadi Ungaran, who is planning the admission of students, is analyzing the number of classrooms and the number of existing educators. In addition, SD Hj. Isriati Moenadi Ungaran also analyzed the number of kindergarten graduates who want to continue their studies at SD Hj. Isriati Moenadi Ungaran. The admission of new students at SD Hj. Isriati Moenadi, a new student admission committee (PPDB), has yet to be. There is only an MPLS committee. SD Hj. Isriati Moenadi Ungaran, in the admission of its new students, uses a quota system. In the admission of new students, there is also no particular test or standard to be accepted at SD Hj. Isriati Moenadi Ungaran. Then, after the admission of new students, SD Hj. Isriati Moenadi Ungaran carried out MPLS activities (school environment introduction period). MPLS activities are an introduction to the physical environment of the school and the social environment for new students.

Principal of SD Hj. Isriati Moenadi: Good morning, too; thank for this opportunity. Curricular development of students at SD Hj. Isriati Moenadi is carried out for six days a week. The implementation of learning begins after students pray and recite together from 08.10 WIB to 14.00 WIB (I\_KS\_2023).

The division of classes for new and old students, SD Hj. Isriati Moenadi Ungaran conducts tests on new students and groups them based on the similar abilities of each student. The grouping does not intend to compartmentalize students but aims to help them develop optimally. Furthermore, the development of students of SD Hj. Isriati Moenadi is carried out by coaching in curricular and extracurricular fields.

Good morning, too; thank you for your visit. Curricular development of students at SD Hj. Isriati Moenadi is carried out for six days a week. The learning implementation begins after students pray and recite together from 08.10 WIB to 14.00 WIB.

Extracurricular coaching is an additional activity outside the program structure, which is generally an activity to develop the interests of students' talents. Then, as an activity to report the learning outcomes of their students, the homeroom teacher makes a report on the students' learning outcomes through report cards to be reported to each guardian of their students.

### *Educator Management*

Educator Management is a management process that includes recruitment, development, motivation, and evaluation of the performance of educators in an

educational institution. The purpose of educator management is to create a conducive work environment for educators to improve the quality of learning and achieve the educational goals that have been set.

The educator management process covers several key aspects, including identifying the needs of educators, selecting and recruiting qualified educators, developing professional development programs, providing necessary support and facilities, and periodic performance evaluations. In addition, educator management also involves creating a positive work climate, providing motivation, and managing conflicts that may arise between educators to create effective collaboration in the delivery of learning materials.

The planning process for educators in MI Gedanganak is carried out by analyzing their needs. Yes, madrasahs sometimes need new educators to fill vacant positions or improve the quality of teaching. The process of calling prospective new educators through a selection test is carried out to select applicants according to the needs and standards of the madrasah. After the selection test, the head of the MI Gedanganak madrasah gave orientation and assignments according to the new educators' areas of expertise. For example, those who are experts in religion will teach religious lessons, while new homeroom teachers will be given orientation before duty. This is to ensure they can adapt and carry out tasks effectively.

Then, MI Gedanganak, in improving the performance of its educators, the madrasah instructed its educators to attend training held by the government. MI Gedanganak evaluates the performance of its educators by supervising educators about the readiness of learning administration and supervising educators by directly seeing learning activities in the classroom. Performance appraisal of educators is a tool in leader decision-making that is beneficial for employees, and useful for knowing shortcomings, potentials, goals, plans, and employee career development.

### ***Financial Management MI Gedanganak***

Budget planning is adjusted to the overall madrasah development plan, both short-term and long-term. Short-term development is in the form of one-year development, while long-term development is in the form of five-year, ten-year, or even twenty-five-year development. Based on short-term and long-term development plans, financial planning is made to achieve the desired goals or objectives. Financial planning at MI Gedanganak begins with a joint meeting to plan the madrasah budget (RAPBM). Preparing a budget is a negotiation or agreement between the top leadership and the leaders below to determine the amount of budget allocation.

MI Gedanganak obtains funding for its education from two primary sources. First, from the government, which consists of School Operational Assistance (BOS) funds, and second, from the payment of shariah students made every month. In addition, MI Gedanganak also receives additional funds from the Special Fund Allocation (DAK) or General Allocation Fund (DAU) by submitting it first to the Ministry of Religious Affairs for madrasah development (I\_Waka\_2023).



The source of funds is then allocated or used to finance school programs such as financing the development of facilities and infrastructure, salaries of educators and staff, and routine expenditures (goods and services). Those who oversee MI Gedanganak's finances are the foundation and the district mora. The form of madrasah accountability for using BOS funds is that madrasahs report BOS funds to foundations and district ministries, which are carried out every three months.

SD Hj. Isriati Moenadi Ungaran, in planning its educators, is carried out by analyzing the needs of its educators, whether they need new educators or not. When in need, the principal submits to the foundation. In recruitment, planning must be done by paying attention to labor sources, both internal and external. SD Hj. Isriati Moenadi in recruiting is carried out in two ways: recruiting educators from internal existing by appointment and from external openings for new educators.

Good day, too. Thank you for your visit. The selection process for prospective new educators in our school involves a team consisting of me as the principal, Waka Human Resources (HR), and Waka Curriculum (I\_Waka Kurikulum\_2023).

In the orientation activities and assignment placement of his educators, the principal gave orientation to his new educators, namely being a homeroom companion for grade 1 first for several years, not directly becoming homeroom teachers.

For the sake of the quality of student learning activities, of course, it must be adjusted to the quality of educators owned by the school, so it is necessary to develop educators. The purpose of human resource development is to improve the professionals and skills of employees in carrying out their duties and functions optimally. SD Hj. Isriati Moenadi Ungaran, to improve the performance of its educators, the school included their educators in training held by the agency. The school will conduct independent training activities if more than training is needed. Then, the performance of SD Hj is evaluated. Isriati Moenadi educators were carried out by using teacher performance assessment instruments (IPKG) and supervising educators directly in the classroom.

### ***Infrastructure Management***

Infrastructure Management is the process of managing and regulating various physical and non-physical facilities used to support learning activities and the operation of educational institutions. The main objective of infrastructure management is to ensure that all available facilities and infrastructure can be utilized efficiently and effectively and meet the needs of students, educators, and administrative staff.

Infrastructure management covers several key aspects, including planning, maintenance, supervision, and facility development. The planning phase involves identifying needs, budgeting, and setting facility development and improvement priorities. Facility maintenance involves regular maintenance, repairs, and renovations to keep the facility in good condition and safe to use. Supervision is related to regulating the use of facilities, security, and enforcement of rules and

policies related to the use of facilities. Facility development includes developing and improving infrastructure to match technological developments and evolving educational needs. With effective infrastructure management, educational institutions can create an optimal learning environment for students and teaching staff and support the achievement of overall educational goals.

Planning of infrastructure facilities at MI Gedanganak is carried out during the annual meeting. In the meeting, one discussed the need for madrasah infrastructure facilities to be completed, repaired, or replaced. Planning infrastructure facilities also discuss what homeroom teachers or educators need for smooth learning activities in the classroom. Waka Sarana Infrastructure asks each educator to list the infrastructure facilities that must be submitted to the BOS treasurer.

There are several possibilities that we can take. First, we can make purchases using government fees. Second, we can also make purchases using tuition fees from students' parents. In addition, we can also get assistance from BP3 or assistance from other communities (I\_KS\_2023).

Inventory activities are carried out by recording existing infrastructure facilities in MI Gedanganak by giving a code to each item and continuing to make item inventory cards (KIB) and room inventory cards (KIR). Students are also involved in maintaining existing infrastructure facilities in MI Gedanganak, in addition to educators. Then, the elimination activity is an activity process that aims to remove infrastructure facilities from the inventory list because infrastructure facilities are considered to be not functioning as expected, especially for the benefit of implementing school learning. Removal activities at MI Gedanganak are carried out if the item is severely damaged or cannot be repaired. The removal of infrastructure facilities can also be caused by the fact that the goods need to be updated. Rather than endangering students, MI Gedanganak updates the infrastructure facilities that have been used.

SD Hj. Isriati Moenadi's plan for its infrastructure facilities was conducted in a meeting at the beginning of the new school year. The procurement of infrastructure is carried out by making it yourself and buying finished goods and grants from third parties.

Inventory activities for infrastructure facilities at SD Hj. Isriati Moenadi Ungaran is carried out by recording existing infrastructure facilities to code each item and making an item inventory card (KIB) or room inventory card (KIR) (I\_Waka\_2023).

In essence, recording and giving codes to every facility and infrastructure held has the aim that all school parties can easily re-recognize the equipment in the school, both in terms of ownership to the person in charge and supervision.

Furthermore, the maintenance of existing infrastructure facilities at SD Hj. Isriati Moenadi Ungaran cares for and cleans, which is carried out daily by cleaners. In addition to janitors, educators, and students are also involved in maintaining existing infrastructure facilities at SD Hj. Isriati Moenadi Ungaran. The principal instructed all educators and students to maintain the existing infrastructure in this school. Then, the existing infrastructure facilities at SD Hj will be removed. Isriati Moenadi Ungaran is carried out if the item can no longer

support student learning activities. Therefore, SD Hj. Isriati Moenadi Ungaran updated its infrastructure to support the student learning activity program.

### Multisite Study on Excellent Islamic Education Management

The Multisite Study on Management of Excellent Islamic Education Institutions in MI Gedanganak and SD Hj. Isriati Moenadi in East Ungaran District, Semarang Regency, is an in-depth study to understand the differences and similarities in management practices between the two educational institutions. By investigating key aspects such as curriculum, class grouping, educator recruitment, financial management, and infrastructure development, this study aims to understand better the factors that cause differences in performance and success between the two institutions.

**Table 1. Differences in performance and success between the two institutions**

No	Equation	Difference
1	The process of preparing the curriculum at MI Gedanganak involves planning.	MI Gedanganak implements a completely Islamic-based curriculum, while SD Hj. Isriati Moenadi follows the national education curriculum with the addition of Islamic religious lessons
2	MI Gedanganak collaborates with third parties in curriculum preparation.	In class grouping, MI Gedanganak does not divide classes based on the ability of students, while SD Hj. Isriati Moenadi groups based on the abilities of individual students
3	MI Gedanganak uses the K13 curriculum and the independent curriculum.	In recruiting educators, MI Gedanganak only recruits from external, while SD Hj. Isriati Moenadi recruits from internal and external
4	Students at MI Gedanganak start learning after doing prayers and reciting.	Financial management is also different, where the finances of the MI Gedanganak madrasah are managed by the madrasah, while SD Hj. Isriati Moenadi is managed by foundations and schools
5	MI Gedanganak has a superior program, namely the tahfidz juz 30 program.	In developing infrastructure, MI Gedanganak relies more on DAK or DAU funds from the government, while SD Hj. Isriati Moenadi uses independent funds
6	Curriculum evaluation is carried out periodically, both every month and at the end of the school year.	
7	The process of preparing the curriculum at MI Gedanganak involves planning.	

The results showed that increasing the competitive advantage of madrasahs can be achieved by implementing an effective governance system. This study found that madrasahs that managed to achieve competitive advantage had several characteristics in their governance. First, superior madrasahs implement curricula relevant to student's needs while paying attention to religious aspects in accordance with the institution's identity. Second, student management focuses on character building and individual potential development, as well as a class grouping that pays attention to the needs and abilities of students. Third, madrasahs succeed in attracting qualified educators by recruiting from various

sources and providing exemplary professional development opportunities. Fourth, transparent and efficient financial management, as well as the use of funds to improve the quality of education. Fifth, adequate infrastructure can be developed by utilizing various available sources of funds. By implementing an effective governance system with these characteristics, madrasahs can increase their competitiveness and significantly contribute to the world of education.

This qualitative study explores social media use in the context of increasing environmental awareness among urban youth. The research method was an in-depth interview of 20 purposively selected participants from various social and educational backgrounds. The collected data were analyzed using a qualitative approach, focusing on emerging thematic and narrative patterns.

The results showed interesting patterns of behavior in the use of social media to strengthen environmental awareness. Participants expressed that social media provides a powerful platform to share information, experiences, and inspiration around environmental issues. They stated that through social media, they can be involved in various environmental movements, campaign for concrete actions, and build communities that care about the environment.

Nevertheless, the findings reveal some challenges young people face in using social media for environmental purposes. Some participants expressed concern about the prevalence of superficial and sensationalist content, which could distract from more pressing environmental issues. In addition, there is also a tendency to get caught up in filter bubbles on social media, where views that are only in line with pre-existing beliefs are preferred, hindering deeper dialogue and understanding.

The study concluded that social media significantly influences environmental awareness and pro-environmental behavior among urban youth. However, to make optimal use of it, efforts are needed to increase media literacy and awareness of the dynamics involved in social media use. Thus, social media can be an effective tool in strengthening the environmental movement and building a more sustainable society in the future.

The contribution of this research is to provide a deeper understanding of the importance of implementing an effective governance system in increasing the competitive advantage of madrasahs. By identifying critical factors in governance, the study provides a comprehensive view of how madrasahs can improve their quality holistically. This finding can be a basis for decision-makers in madrasahs to design more effective development strategies in curriculum, student management, human resource management, finance, and infrastructure. In addition, the study also contributes to the academic understanding of the role of governance in the context of Islamic education, which can be the basis for further research in this field. Thus, the results of this study have relevant practical and theoretical implications for the development of madrassas and the context of Islamic education in general.

## CONCLUSION

The study highlights the role of social media in strengthening environmental awareness among urban youth. Findings from interviews with 20 participants suggest that social media provides a platform to share information, experiences, and inspiration about environmental issues. However, challenges such as shallow content and filter bubbles can hinder a deeper understanding of environmental issues. In conclusion, social media has great potential to strengthen the environmental movement. However, efforts are needed to increase media literacy and awareness of the dynamics involved for this potential to be optimally utilized.

In its conclusion, the study confirms that social media has great potential to be an effective tool in strengthening the environmental movement among urban youth. However, to make optimal use of this potential, efforts are needed to increase media literacy and awareness of the dynamics involved in social media use. Recommendations for future research include a more in-depth content analysis to identify the most effective types of environmental content and a comparative study across social media platforms to understand differences in their effect on environmental awareness.

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