

## INVESTIGATING THE HOLISTIC MANAGEMENT IN INCREASING GRADUATES' COMPETENCE IN MADRASA BASED ON PESANTREN

M. Aqil Fahmi Sanjani <sup>1</sup>; Muhammad Husnur Ridlo <sup>1</sup>; Lisme Sinti Yanti <sup>1</sup>

<sup>1</sup> State Islamic University Maulana Malik Ibrahim, East Java, Indonesia

Contributor: [aqilsanjaya25@gmail.com](mailto:aqilsanjaya25@gmail.com)

Received: November 2023	Accepted: December 2023	Published: January 2024
DOI: <a href="https://doi.org/10.33650.pjp.v10i2.7170">https://doi.org/10.33650.pjp.v10i2.7170</a>		

**Abstract** : *This research aims to analyze and evaluate the effectiveness of Islamic boarding school-based school management in improving the quality of graduates. The quality of graduates is the outcome of the educational process that can determine the sustainability of an educational institution in the long run. The research focuses on identifying management strategies applied in the context of pesantren, measuring their impact on students' academic and non-academic achievements, and evaluating the educational governance within the pesantren environment. Through a descriptive qualitative approach with a case study, this research aims to contribute to a deeper understanding of the role of Islamic boarding school-based school management in shaping graduates with excellent quality and competitiveness. The research findings indicate that the holistic management impact on improving graduates' competence is achieved through the establishment of quality standards and pesantren-based quality control.*

**Keywords** : *Holistic Management; Graduates' Competence; Pesantren.*

**Abstrak** : *Penelitian ini bertujuan untuk menganalisis dan mengevaluasi efektivitas manajemen sekolah berbasis pesantren dalam meningkatkan mutu lulusan. Kualitas lulusan merupakan muara dari proses penyelenggaraan pendidikan yang dapat menentukan keberlangsungan suatu lembaga pendidikan dalam jangka panjang. Fokus penelitian mencakup identifikasi strategi manajemen yang diterapkan dalam konteks pesantren, pengukuran dampaknya terhadap pencapaian akademik dan non-akademik siswa, serta evaluasi tata kelola pendidikan di lingkungan pesantren. Melalui pendekatan kualitatif deskriptif dengan pendekatan studi kasus, penelitian ini bertujuan memberikan kontribusi pemahaman yang lebih mendalam mengenai peran manajemen sekolah berbasis pesantren dalam membentuk lulusan yang memiliki kualitas unggul dan berdaya saing. Hasil penelitian menunjukkan bahwa dampak manajemen holistic dalam meningkatkan kompetensi lulusan dilakukan melalui penetapan standar kualitas dan kontrol kualitas berbasis pesantren.*

**Kata Kunci** : *Manajemen Holistik; Kompetensi Lulusan; Pesantren.*

## **INTRODUCTION**

Islamic education in Indonesia, where the majority are Muslims, plays a very important role in shaping the character and ethics of the younger generation (Romlah & Rusdi, 2023). Pesantren-based madrasahs are one of the educational institutions that help develop Islamic education (Setiawan et al., 2020). Pesantren-based madrasahs have unique methods and approaches inherited from Islamic values and traditions in Pesantrens (Rosnawati et al., 2022). Pesantren-based madrasah management must adapt to the demands of the times and improve the quality of graduates in the era of globalization and complex changes in the world of education. Various elements of Pesantren-based madrasah management, including planning, implementation, and evaluation, contribute to improving the quality of graduates in schools that are integrated with Pesantren (Pramungkas, 2020; Zamroni, Rodyah, 2022).

Pesantren-based madrasahs are not only official educational institutions but also places where students' morality and beliefs are formed (Adawiyah et al., 2022). Pesantren-based madrasahs management is an important component that supports the education and teaching process (Fathurrochman et al., 2022). With the traditions and values contained in it, Pesantren management can have a significant impact on the formation of the character and competence of madrasah graduates. If taken into the context of general education, many schools ignore religious education as an effort to instill character in students. The result in the field is a moral crisis such as social problems in society, student brawls, drug abuse, drinking, bullying and other things (Hasanah, 2021). Indonesian Child Protection Commission (KPAI) recorded a total of 2,355 cases of child protection violations per year from 2023 until October (Ridho & Tumin, 2023). In the complaints from the special child protection cluster, the two highest were victims of sexual crimes and victims of physical or psychological violence, including bullying.

As a traditional Islamic educational institution, Pesantren contribute greatly to the formation of students' morality and character (Silfiyasari & Zhafi, 2020; Firdausy, 2022). However, as time goes by, the problem of managing Pesantren-based madrasahs is becoming increasingly complex, which requires policymakers and educational practitioners to continue to innovate and improve the management of these educational institutions (Baharun & Diana, 2023; Ningtias, 2019). Religion-based madrasah management includes many things besides daily administration (Sirojuddin et al., 2022). This also includes things such as Islam, Pesantren traditions, and a holistic approach to education. Therefore, it is very important to understand how to implement policies and optimize Pesantren-based madrasah management.

The form of responsibility of educational institution managers to their users and stakeholders is to provide good education (Fachrudin, 2021). Fachrudin stated in his research that Pesantren-based schools improve quality through strategic management, where kiai play a role as the main figures in ensuring that quality improvement runs

optimally, which is also in line with other research by (Prasetyo et al., 2021) that strategic management Pesantren-based schools can achieve educational goals effectively. If schools can be managed well, Pesantren may have an advantage. The educational process does not only occur in the classroom, but also in the Pesantren environment so that students can achieve the best academic and non-academic achievements while maintaining Islamic scientific traditions (Kabul & Mubarak, 2023). To ensure their quality, Pesantren also adapt to national education standards.

Pesantren are Islamic educational institutions recognized by the surrounding community with a dormitory system where students receive religious education through educational institutions or madrasahs as mentioned in research (Maduningtias, 2022). Likewise, according to research by (Handoko, 2021) and he also stated that the curriculum is an important component of formal educational institutions, because it functions as a guide for determining lesson content, directing the educational process, and measuring the success and quality of learning outcomes. The results of research by Maduningtias show that to get students with the desired quality, the Pesantren curriculum must be revitalized (Maduningtias, 2022), this is also in line with other research (Syafaruddin et al., 2022) which states that the quality of Pesantren-based school graduates must have collaboration and balanced and interrelated integration. Curriculum integration combines various curricula, such as those of the Ministry of Education and Culture, the Ministry of Religion, and Pesantren curricula, into educational materials that are managed in an integrated manner in one curriculum management. This functions to avoid separation between Pesantren and schools; the implementation management is combined.

The social systems of schools and Pesantren around the world incorporate an integrated education model. The aim is to produce human resources who have a broad religious understanding, which involves developing the values of faith and devotion to God Almighty. This education is expected to enhance the formation of character and morals, while also equipping individuals with broad general knowledge to tackle current and future challenges. Similar to MBI (*International Standard Madrasah*) Amanatul Ummah Pacet Mojokerto is an educational institution that has a boarding school that has high-quality and competitive graduates.

## **METHOD**

The research methodology employed in this study is qualitative, utilizing in-depth interviews with key stakeholders, including madrasa administrators, teachers, and other relevant individuals (Abdussamad & Sik, 2021). The primary focus of data collection was at MBI Amanatul Ummah in Pacet Mojokerto. The researchers aim to comprehensively analyze the gathered data to enhance the understanding of the dynamics of Pesantren management and identify potential areas for improvement (Hardani et al., 2020).

Given that the data context is expressed through words rather than structured sequences, various methods were employed for data collection. These methods include observations, interviews, document analysis, and recordings, which are then typically "processed" before use. Processing involves activities like note-taking, typing, editing, or transcribing. It is important to note that qualitative analysis in this context primarily relies on words and language, which are often organized into extended textual forms (Ramdhan, 2021).

The in-depth interviews allowed the researchers to gather nuanced insights and perspectives from different stakeholders, providing a rich source of qualitative data. The variety of data collection methods employed underscores the comprehensive approach taken to understand the intricacies of Pesantren management. As the researchers delve into the qualitative analysis, they navigate through the wealth of textual data, aiming to derive meaningful patterns, themes, and insights that can contribute to a deeper understanding of the management practices in Pesantren.

## RESULT AND DISCUSSION

The Madrasah Aliyah Ammanatul Ummah, founded by KH. Asep Saifuddin Chalim, strives to maintain international standards and serves as a pioneering Pesantren. This initiative emerged from concerns about the diminishing influence of religion on the Indonesian populace and the perceived inability of Islam to function as a liberating and alternative problem-solving religion. The institution was established to address these challenges, with a particular focus on nurturing exceptional graduates.

### 1. Quality Standards and Graduates

KH. Asep Saifuddin Chalim founded Madrasah Aliyah Ammanatul Ummah in 2006, establishing it with international standards. KH. Asep Saifuddin Chalim founded Ammanatul Ummah as an Pesantren, serving as a pioneer. KH. Asep Saifuddin Chalim is very enthusiastic about building the Ammanatul Ummah Flagship MTS institution in Kembang Belor village, Pacet Mojokerto. This is caused by a very complicated situation and deep concern about the fact that the Indonesian people are increasingly far from being touched by religion, and the fact that Islam as the majority religion is unable to function as a religion of liberation and alternative problem solving. KH. Asep Saifuddin Chalim built the Ammanatul Ummah Superior Madrasah Aliyah because of the large number of MTS students who excelled at his school. Madrasah Aliyah was built after PP's Superior Tsanawiyah Madrasah. In 1998/1999, Amanatul Ummah founded Madrasah Aliyah after PP's Superior Tsanawiyah Madrasah.

All supporting program activities in various parts of the madrasa education system to ensure that the quality of the products or services produced is always consistent with the ideal standards planned and created as madrasa goals (Hasanah, 2021). Quality assurance also includes the process of establishing and fulfilling quality

standards for education management consistently and continuously, so that all parties involved feel satisfied (Dimmera & Purnasari, 2021). MBI Amanatul Ummah Pacet Mojokerto sets the following standards to develop graduates who can answer the challenges of education and global transformation as below;

**Table 1: The Standards Used to Develop Graduates Competence**

Standards	Explanation
Curriculum planning and review	We design the curriculum to be as effective as possible, considering stakeholder needs such as length of study, attendance patterns, place, structure, sequence of material delivery, learning process, and evaluation. The curriculum implemented is based on the concept of integration between the national curriculum and the international curriculum, which is the focus. It is hoped that it can provide added value to graduates with strong foreign language skills. To improve the quality of education, we implement the mu'ilah curriculum by combining the Al-Azhar curriculum from Cairo, Egypt with the National Curriculum. This is a strategic step in meeting the needs of students in line with global developments and increasing graduate competencies.
Criteria for prospective students	The process of accepting prospective students at MBI Amanatul Ummah applies various criteria to ensure strict selection. Prospective students are required to meet academic and/or non-academic ability standards, as well as psychological aspects in accordance with institutional policy. Through this qualification, prospective students are expected to actively participate in the learning process. For the achievement route, prospective students must have achievements, at least as champions in junior high school competitions at the regency or city level. This requirement aims to ensure that those who enter through the achievement pathway have a track record of achievement that reflects extraordinary potential and excellence.
Teacher qualifications	The quality and quantity of teachers are very important for implementing the curriculum, with a minimum of 30% of teachers having to have a master's or doctoral degree. The curriculum needs and institutional requirements support the continuing education of teachers for their development. Teachers are effectively placed according to their qualifications and with clear roles. Teacher development programs include

---

	appointment, academic position training, periodic training, consultation, research, and educational activities. The main focus is teacher involvement in developing, supporting, and monitoring student achievement.
Learning resources	Physical learning resources, which include equipment, consumables, and information technology, must be adequately available and usable to complete lessons. Academic services, libraries, laboratories, audiovisual media and computers are adequate to support the curriculum. Each classroom has IT-based learning devices. The learning cluster team also provides learning modules, learning activity units, student worksheets, and question banks for learning materials.
The learning environment	The learning environment supports the learning process and educational activities as a whole. The environment, space and learning facilities are continuously maintained in terms of beauty, cleanliness, tidiness, safety and security, in accordance with the curriculum offered, and managed efficiently and effectively following technological advances. The madrasah environment supports students' overall learning experience, both inside and outside the classroom.
Learning organization	The organization structures and manages learning programs effectively. The learning program clearly explains, communicates, and regularly monitors its details to students. The learning process and exams are scheduled systematically and coordinated with all components involved. Feedback from students and auditors is carefully analyzed and acted upon as necessary. Teachers are expected to ensure that students fully understand the material before stopping their explanations.
Functional positions	The leadership structure at the madrasah includes the madrasah leadership, which consists of the madrasah head, or institutional Coordinator and Treasurer. Apart from that, there are Deputy Leaders who involve a number of roles such as Treasurer II, Deputy Coordinator for Administration, Deputy Coordinator for Curriculum, Deputy Coordinator for Student Affairs, Deputy Coordinator for Teachers and Personnel, Deputy Coordinator for Higher Education, Deputy Coordinator for Facilities and Public Relations, Deputy Coordinator for Boys' Pesantren, Deputy Coordinator of Women's

---

---

		<p>Pesantren, and Deputy Coordinator of Mu'ilah. This structure covers important aspects of madrasa management and ensures comprehensive leadership.</p>
Teaching activities	and learning	<p>Teaching and learning activities align with clear goals and curriculum targets. The presentation of the material is designed to be optimally planned and prepared by referring to the syllabus and learning tool plan. Routinely assess the lesson material to ensure it is appropriate and understandable for students. The teaching methods implemented support independent learning, encourage student initiative, and adopt a scientific approach. Student-centered learning with a facilitative pattern aims to achieve change in four domains, namely cognitive, affective, psychomotor and cooperative. The learning process is used as an example for other schools and madrasas in developing noble morals, noble character, superior personality, leadership, entrepreneurial spirit, patriot spirit and innovator spirit.</p>
Learning assessment	evaluation and	<p>Evaluation in the learning process must cover all objectives and elements of the curriculum being taught. All parties involved must know what will be assessed and what will be assessed. Design planned assessment methods to meet formative, summative, and diagnostic needs. Qualitative and quantitative analysis is used to create and use standard test instruments. The standards used for the assessment scheme must be clear and apply to every aspect of the curriculum. Students are regularly monitored, given feedback, and corrected as necessary. This is done to ensure that assessments demonstrate all student achievement and understanding.</p>
Supports academic and non-academic achievements		<p>Students receive effective support during the learning process by providing information about how to study, the use of libraries, computers and health assistance. The institution also provides consultation services and assistance in the areas of curriculum, employment, as well as personal matters for students, and communicates this clearly to them. In addition, the institution provides information, consultation and special support for students with high potential, aiming to ensure that all students receive assistance and guidance that suits their individual needs.</p>

---

Graduate outcomes and quality control	Routinely using performance indicators provides information about the success of educational goals. Consistently and coherently implement quality control arrangements at every level and subject. Learning results, outputs and outcomes are continuously monitored, analyzed and followed up, aiming to ensure optimal achievement and continuous improvement in the quality of education.
Madrasa management organization	Strive for effective relationships between individuals to form efficient cooperation in work program committees, so that work can be completed in accordance with the job description or appropriate division of tasks. Determine the committee period for all educational activities for one year by applying the principles of equality and justice for teachers and education staff, in accordance with their respective competencies. This aims to ensure harmonious collaboration for all elements and assignments that are in accordance with the qualifications and expertise of individuals in the committee team.

The discussion outlines the comprehensive standards and strategies implemented by MBI Amanatul Ummah Pacet Mojokerto to develop high-quality graduates capable of meeting the challenges of education and global transformation. The institution has established twelve key standards covering various aspects of its educational system. MBI Amanatul Ummah Pacet Mojokerto's commitment to these standards has resulted in the creation of a robust educational system. The holistic approach, encompassing curriculum design, teacher quality, learning resources, and a conducive environment, contributes to the development of graduates with exceptional academic and non-academic achievements (Munastiwi, 2015). The institution's focus on quality control and continuous improvement reflects a commitment to excellence and serves as a potential model for other educational institutions seeking to enhance their students' overall development and success.

School culture emerges from a structured and massive process (Rasmuin & Ilmi, 2021) and is a characteristic of educational institutions (Mustakim, 2020). The values held by students show the school culture. The madrasah management level carries out cultural changes. However, this does not eliminate the basic values of Pesantren (Nurdiansyah et al., 2022). By incorporating modern management into madrasa management, this shows the adoption of Pesantren values. Shaking hands and kissing teachers' hands is proof of the 6S culture. Apart from that, because this madrasa is under the auspices of the Amanatul Ummah Pesantren, its value is *tawadhu'*. Implementation of a school culture that moves from programs to routine activities.

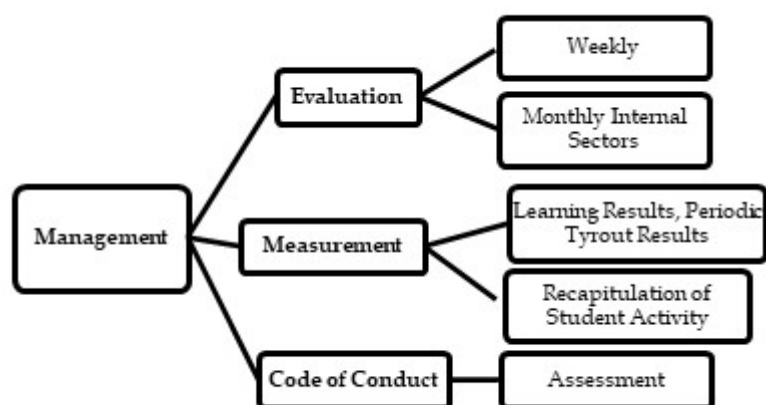


The culture developed in Pesantren is one of the efforts to produce quality graduates, there are a number of habits that become an integral part of everyday life. Students consistently engage in activities such as evening study, *nadzaman* reading, evening tasbih prayers, and language discipline. There are other efforts such as conditioning to form a madrasa culture which is reflected through a set of rules known to students and teachers. Teachers implement this conditioning by referring to the established rules and regulations as guidelines. This example begins with the presence of teachers at the madrasah, both when they arrive and when they leave, creating an environment that provides a positive example for the moral development and discipline of students. With the synergy of habituation, conditioning and example, Pesantren create an atmosphere that supports the formation of strong madrasa character and culture.

## **2. Controlling Graduate Quality Programs**

MBI Amanatul Ummah Pacet Mojokerto effectively manages the control of a competitive graduate quality program, which includes a regular evaluation process on a weekly and monthly basis. This process includes measuring student learning outcomes and recording their activity. Apart from that, there are rules and regulations that students must comply with as part of quality control. Quality control procedures are implemented in conjunction with continuing development activities in the management of Pesantren-Based Education (Rizal, 2023). Furthermore, educational institutions are actively engaged in subsequent measures aimed at ensuring the efficient execution and ongoing enhancement of quality management procedures pertaining to Pesantren-Based Education. This underscores a holistic strategy for promoting and sustaining the excellence of education in Pesantren.

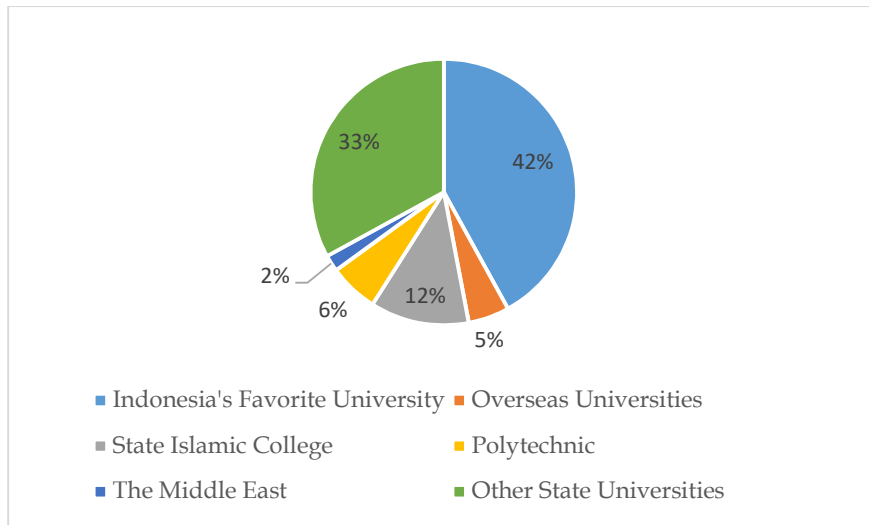
The institution known as MBI Amanatul Ummah Pacet Mojokerto has effectively established a comprehensive framework to ensure the high caliber of its graduating students. The curriculum is distinguished by a rigorous evaluation method carried out on a weekly and monthly basis, facilitating an ongoing and thorough review of student achievement. The assessment not only assesses scholastic accomplishments but also considers a range of activities, so assuring a comprehensive evaluation of student growth (Badrudin et al., 2023). Furthermore, the establishment has implemented explicit guidelines and protocols that function as essential elements of the quality assurance system, underscoring the significance of adherence in maintaining and improving educational benchmarks. MBI Amanatul Ummah Pacet Mojokerto is committed to cultivating an educational atmosphere that promotes the development of quality and accountability in its student body. The following is a role map of the evaluation form carried out at MBI Amanatul Ummah;



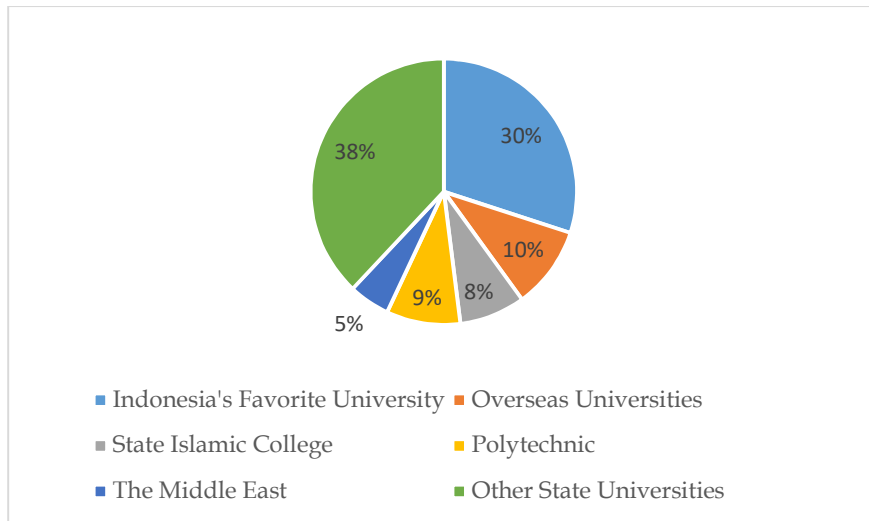
**Figure 1: The Role Map of the Evaluation Form**

The implementation of this management system was primarily motivated by the objective of ensuring the production of graduates of exceptional quality (Aisah et al., 2021). The management approach encompasses several elements, including processes for evaluation and assessment, along with a prescribed set of regulations that students are required to abide by (Oztemel & Gursev, 2020). Management plays a crucial role in overseeing and evaluating the academic progress and accomplishments of students (Shava et al., 2021). Additionally, it is responsible for formulating standards and regulations that play a significant role in shaping the overall caliber and proficiency of graduates. The approach underscores a holistic strategy that seeks to cultivate persons with a broad range of skills and competencies by employing a blend of assessment systems and adherence to established regulations.

With this approach, institutions can monitor and evaluate program effectiveness continuously, thereby ensuring the quality of graduates who are able to compete in a dynamic environment. Universities both nationally and internationally recognized many graduates from MBI Amantul Ummah Pacet Mojokerto through this process. One of the qualities and achievements of MBI's students is delegating their students to carry out the 2018-2019 AFS Student Exchange Program in America. All MBI Amanatul Ummah graduates continue their studies at the university of their choice. MBI's graduate students target is for 99% of its graduates to be accepted by their favorite universities.



**Figure 2: Graduate Achievement at 2022**



**Figure 2: Graduate Achievement at 2023**

The data above demonstrates a positive correlation between the implementation of quality management and the quality of MBI Amanatul Ummah graduates. Data from the last two years shows that MBI Amanatul Ummah students have successfully enrolled at leading universities in Indonesia and abroad. MBI students have successfully enrolled at leading universities in Indonesia such as the University of Indonesia, Gajah Mada University, Bandung Institute of Technology, Sepuluh November Institute of Technology Surabaya, and Airlangga University. They have also successfully enrolled at leading universities in Europe and the Middle East. This is proof that the number of graduates increases every year based on a presentation about how integrated quality management helps improve the quality of graduates. Improvement in academic and non-academic

achievements. So that every year MBI Amanatul Ummah Pacet Mojokerto graduates are accepted both at home and abroad.

The robust positive correlation between the implementation of quality management and the outstanding achievements of MBI Amanatul Ummah graduates underscores the critical role of competency management in shaping the future of students in Pesantren. The consistent success of students in obtaining placements at prestigious universities both in Indonesia and abroad is proof of the effective integration of quality management practices, and this also applies to various Pesantren that do the same thing. By fostering a conducive environment that prioritizes academic and non-academic development, Pesantren increase the number of graduates each year and ensure their acceptance at renowned institutions globally. This success story highlights the potential for other Pesantren to emulate a similar approach, thereby laying a solid foundation for their students' holistic development and promising future.

## CONCLUSION

In order to achieve a good quality of education, of course, every educational institution determines quality standards to determine benchmarks or quality points that must be met by the institution and all work units in the educational environment in stages by applicable laws and regulations. Twelve quality standards for achieving the best graduates have been set at MBI Amanatul Ummah Pacet Mojokerto. These standards are set as the foundation that must be implemented to provide graduates who can be competitive and contribute personally and to the surrounding community. Good management of Pesantren-based schools can also facilitate graduates entering their favorite universities as a form of learning process at a higher level of education. As MBI Amanatul Ummah Pacet Mojokerto continues to witness many graduates making significant strides in their educational journeys, this success story sets a valuable precedent for other institutions. By prioritizing quality management and holistic development, Pesantren have the potential to nurture well-rounded individuals with promising and prosperous future paths.

## ACKNOWLEDGMENT

This journal article is a research output independently funded by the author for Postgraduate degree requirements at State Islamic University of Malang. Appreciation is given to the thesis supervisor of this research project.

## BIBLIOGRAPHY

- Abdussamad, H. Z., & Sik, M. S. (2021). *Metode penelitian kualitatif*. CV. Syakir Media Press.
- Adawiyah, N. R., Akil, A., & Abidin, J. (2022). Karakteristik Pendidikan Agama Islam di Madrasah Prespektif Kebijakan Pendidikan. *PeTeKa*, 5(3), 317-325.

- Aisah, I., Achmad, A., Khoeriah, N. D., & Sudrajat, A. (2021). Management of infrastructure in improving the quality of vocational high school graduates. *Journal of Industrial Engineering & Management Research*, 2(4), 172-189.
- Badrudin, B., Saputra, F. R., Munawaroh, L. T., Hidayat, H., & Jaelani, M. S. (2023). Manajemen Kurikulum Madrasah Berbasis Pesantren di MI Al-Khudamat Sumedang. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 6(01), 28-32.
- Baharun, H., & Diana, U. (2023). Consumer Behavior in Choosing Madrasah Education Institutions: Kotler's Perspective. *TADRIS: Jurnal Pendidikan Islam*, 18(1), 52-67.
- Dimmera, B. G., & Purnasari, P. D. (2021). Analisis Sistem Penjaminan Mutu Pendidikan Pada SMA yang Terakreditasi A. *Sebatik*, 25(2), 367-372.
- Fachrudin, Y. (2021). Strategi Peningkatan Mutu Sekolah Berbasis Pesantren. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 4(2), 91-108.
- Fathurrochman, I., Sholeha, F., Dhania, R., & Yanti, Y. F. (2022). Manajemen Madrasah Berbasis Nilai Pesantren Di Mts Alhidayah Muara Telang. *E-Amal: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 1347-1362.
- Firdausy, A. (2022). Pesantren-Based Experiential Marketing; Sense Emotional Analysis in Building Customer Loyalty. *Managere: Indonesian Journal of Educational Management*, 4(3), 259-269.
- Handoko, M. D. (2021). Standar Penyelenggaraan Pendidikan Nasional. *Jurnal Dewantara*, 10(02), 131-146.
- Hardani, H., Andriani, H., Ustiawaty, J., & Utami, E. F. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu.
- Hasanah, R. (2021). Kenakalan Remaja Sebagai Salah Satu Bentuk Patologi Sosial (Penyakit Masyarakat). *Jurnal Cakrawala Ilmiah*, 1(3), 343-354.
- Kabul, T. F. L. H., & Mubarak, A. (2023). Relevansi Kurikulum Pondok Pesantren Terhadap Kompetensi Santri Di Abad 21:(Studi Kasus Pada Pondok Pesantren Sunan Kalijaga Kabupaten Nganjuk). *Ability: Journal of Education and Social Analysis*, 112-124.
- Maduningtias, L. (2022). Manajemen Integrasi Kurikulum Pesantren Dan Nasional Untuk Meningkatkan Mutu Lulusan Pesantren. *Al-Afkar, Journal For Islamic Studies*, 3(2), 323-331.
- Munastiwi, E. (2015). The Management Model of Vocational Education Quality Assurance Using 'Holistic Skills Education (Holsked)'. *Procedia-Social and Behavioral Sciences*, 204, 218-230.
- Mustakim, M. (2020). Rekognisi Kebijakan Pemerintah Terhadap Pesantren Sebagai Lembaga Pendidikan Di Indonesia. *Dalam Ransformasi: Jurnal Kepemimpinan Dan Pendidikan Islam*, 3(2), 28-41.
- Ningtias, R. W. (2019). Quantum Leadership of Teacher in Improving The Quality of Education Based on Pesantren. *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 7(1), 01-33.
- Nurdiansyah, N. M., Arief, A., Kahfi, A., & Hudriyah, H. (2022). Transformational Leadership in The Development of A Quality Culture Of Madrasah (Research Problems at MTs and MA Pondok Pesantren Rafah Bogor). *Edukasi Islami: Jurnal Pendidikan Islam*, 10(02), 71-83.
- Oztemel, E., & Gursev, S. (2020). Literature review of Industry 4.0 and related technologies. *Journal of Intelligent Manufacturing*, 31(1), 127-182. doi: 10.1007/s10845-018-1433-8
- Pramungkas, P. R. (2020). Sistem Informasi Manajemen Sekolah Berbasis Information

- Communication Technology (ICT) Dalam Peningkatkan Mutu Pendidikan Siswa Di Lingkungan Pesantren. *AFKARINA: Jurnal Pendidikan Agama Islam*, 3(2), 1-18.
- Prasetyo, M. A. M., Salabi, A. S., & Muadin, A. (2021). Mengelola Efektivitas Organisasi Pesantren: Model Kesesuaian Budaya Organisasi. *Fenomena*, 13(01), 41-62.
- Ramdhan, M. (2021). *Metode Penelitian*. Cipta Media Nusantara.
- Rasmuin, R., & Ilmi, S. (2021). Strategi implementasi pendidikan karakter di masa pandemi Covid-19: Studi kasus di MAN 2 Banyuwangi. *Indonesian Journal of Islamic Education Studies (IJIES)*, 4(1), 17-36.
- Ridho, M. R., & Tumin, T. (2023). Upaya Penyadaran Pecandu Narkoba Melalui Nilai Religiusitas di Panti Rehabilitasi Pondok Tetirah Dzikir Yogyakarta. *Jurnal Studi Islam dan Kemuhammadiyah (JASIKA)*, 3(1), 21-37.
- Rizal, M. S. (2023). Manajemen Mutu Pendidikan di SMP Islam Al Arief Muaro Jambi Berbasis Pesantren. *Jurnal Tonggak Pendidikan Dasar: Jurnal Kajian Teori Dan Hasil Pendidikan Dasar*, 2(2), 125-143.
- Romlah, S., & Rusdi, R. (2023). Pendidikan Agama Islam Sebagai Pilar Pembentukan Moral Dan Etika. *AL-IBRAH*, 8(1), 67-85.
- Rosnawati, R., Hantoro, R. R., Saripuddin, S., Milasari, M., Maisah, M., & Jamrizal, J. (2022). Pengelolaan Pondok Pesantren Dalam Pengembangan Pendidikan Agama Islam. *Jurnal Ilmu Manajemen Terapan*, 3(6), 623-634.
- Setiawan, D., Bafadal, I., Supriyanto, A., & Hadi, S. (2020). Madrasah berbasis pesantren: Potensi menuju reformasi model pendidikan unggul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 34-43.
- Shava, G. N., Heystek, J., & Chasara, T. (2021). Instructional leadership: Its role in sustaining school improvement in South African schools. *International Journal of Social Learning (IJSL)*, 1(2), 117-134.
- Silfiyasari, M., & Zhafi, A. A. (2020). Peran Pesantren dalam Pendidikan Karakter di Era Globalisasi. *Jurnal Pendidikan Islam Indonesia*, 5(1), 127-135.
- Sirojuddin, A., Amirullah, K., Rofiq, M. H., & Kartiko, A. (2022). Peran Sistem Informasi Manajemen dalam Pengambilan Keputusan di Madrasah Ibtidaiyah Darussalam Pacet Mojokerto. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 19-33.
- Syafaruddin, S., Rifa'i, M., & Brutu, D. W. (2022). Manajemen Kepala Sekolah Dalam Peningkatan Mutu Lulusan. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 12(2), 183-190.
- Zamroni, Z., & Rodiyah, H. (2022). Quantum Attraction of Kyai's Leadership in Indonesian Pesantren. *Dinamika Ilmu*, 22(1), 187-199.