

SCHOOL QUALITY MANAGEMENT IN PESANTREN: REFLECTION ON ISLAMIC EDUCATION IN THE MODERN ERA

Najwa Dewi Oka¹, Olitia Pran Kuncoro Tarigan², Selnistia Hidayani³
231250055@student.uinbanten.ac.id¹, 231250063@student.uinbanten.ac.id²,
selnistia.hidayani@uinbanten.ac.id³

Universitas Islam Negeri Sultan Maulana Hasanudin Banten, Fakultas Tarbiyah dan Keguruan,
Program Studi Manajemen Pendidikan Islam

ABSTRACT

Pesantren, as Islamic educational institutions, play a strategic role in character formation and the development of human resources. In the modern era, pesantren are required not only to preserve Islamic traditions and scholarly values but also to develop quality-oriented and professional educational management systems. The main issue addressed in this study is how school quality management can be effectively implemented within pesantren without diminishing their fundamental Islamic identity and values. This study aims to reflect on the implementation of school quality management in pesantren as an effort to strengthen the quality of Islamic education in the modern era. The research employs a library research method with a descriptive-analytical approach through the review of books, policy documents, and relevant scholarly literature. The findings indicate that school quality management plays a crucial role in improving learning quality, human resource management, quality culture, and continuous evaluation in pesantren. Through systematic and well-planned quality management, pesantren are able to compete with other educational institutions and produce graduates who excel academically while maintaining strong Islamic character.

Keywords: Quality management, school, pesantren, Islamic education, modern era.

Article History

Received: Desember 2025
Reviewed: December 2025
Published: December 2025

Plagiarism Checker No 234

Prefix DOI : Prefix DOI :
10.8734/Sindoro.v1i2.365

Copyright : Author
Publish by : Sindoro



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Islamic boarding schools are Islamic educational institutions that play an important role in character development and improving the quality of human resources. In the framework of Islamic education in Indonesia, pesantren not only function as a center for the teaching of religious sciences, but also play a role as a social institution that instills values, ethics, and religious culture in people's lives. This position places pesantren as one of the strategic components in the national education system. However, the dynamics of the times present various new challenges that require Islamic boarding schools to be managed in a more planned and professional manner. These challenges include the flow of globalization, technological advancements, and increasing public expectations for the quality of education and the quality of graduates. This condition shows that strengthening education management, especially school quality management in Islamic boarding schools, is an unavoidable need.

From the perspective of modern education, the quality of education is no longer understood solely as the final achievement of learning, but as a continuous process that involves continuous planning, implementation, evaluation, and improvement. The concept of education quality management emphasizes the importance of systematic management of educational institutions with an orientation to continuous improvement (Sallis, 2020). The quality of education is greatly influenced by the effectiveness of institutional management, including human resource management, learning processes, and organizational culture that supports quality. Therefore, quality management is a strategic instrument in maintaining and developing the quality of education to be in line with the demands of the times (Fattah, 2020).

The application of school quality management in the context of pesantren has its own peculiarities. The pesantren is built on a strong educational tradition with an emphasis on Islamic values, example, and moral formation. Therefore, the adoption of modern management principles needs to be carried out selectively and contextually so as not to lose the identity of the Islamic boarding school. The management of pesantren education is required to be able to integrate traditional values with a professional managerial approach so that improving the quality of education can be achieved without sacrificing the identity of the institution (Mulyasa, 2021). The absence of a clear quality management system has the potential to cause quality stagnation and make it difficult for Islamic boarding schools to respond to increasingly complex educational challenges.

The urgency of strengthening school quality management in Islamic boarding schools is also in line with the direction of national education policy. The government through the Ministry of Religion of the Republic of Indonesia emphasizes the importance of developing quality, adaptive, and sustainable pesantren education in order to contribute optimally to the development of human resources (Ministry of Religion of the Republic of Indonesia, 2023). The policy places pesantren not only as religious educational institutions, but also as an integral part of the national education system that is required to meet educational quality standards. Thus, school quality management in pesantren is a strategic aspect that needs to be studied comprehensively.

Based on this description, the main problem that arises is how the implementation of school quality management can be carried out appropriately in the pesantren environment without eliminating the deep-rooted Islamic values. This issue is increasingly relevant along with the increasing demands of society for the quality of pesantren graduates, both in terms of academics and character formation. Therefore, this paper aims to examine the quality management of schools in Islamic boarding schools as an effort to strengthen the quality of Islamic education in the modern era. Understanding quality management as the foundation of pesantren education management is expected to be able to encourage the creation of a more planned, adaptive, and sustainable education system, so that pesantren remain relevant in facing the dynamics of contemporary Islamic education.

METHODS

This study uses a substantive approach with content analysis techniques. In general, this research is included in the type of library research, where data and study materials are obtained from various written sources that are relevant to the research topic. These sources include the author's empirical knowledge and experience as part of the pesantren educational environment, as well as e-books, e-journals, scientific articles, and websites that are directly related to the study of school quality management in pesantren schools. All sources used were selected based on their level of relevance and coherence with the focus of the research.

The collected data is then analyzed through content analysis techniques to identify, understand, and interpret ideas, concepts, and views related to the quality management of pesantren education in a systematic and in-depth manner.

RESULTS OF RESEARCH AND DISCUSSION

Management is generally understood as the process of managing resources to achieve organizational goals effectively and efficiently. George R. Terry defines management as a process that includes planning, organizing, actuating, and controlling activities to achieve predetermined goals. In the context of education, management functions as a framework that regulates all institutional activities so that educational goals can be achieved optimally. In the field of education, Mulyasa explained that education management is a series of activities directed at the systematic management of educational institutions, including the management of human resources, curriculum, infrastructure, and the learning environment. Thus, education management is not only administrative, but also strategic in determining the quality and success of education implementation (Mulyasa, 2021).

Conceptual Foundation: Management, School Quality, and Islamic Boarding School

In general, management is understood as the process of managing resources to achieve organizational goals effectively and efficiently. In educational practice, management is the framework that arranges the direction of the institution so that educational goals are achieved through the management of people, programs, facilities, and learning environments. In the context of education, management does not stop at administrative affairs, but also touches on strategic aspects: how institutions design work systems, ensure programs run, and maintain quality consistently (Mulyasa, 2021; Hidayat & Machali, 2020). School quality refers to the quality of educational processes and outcomes as seen through learning performance, institutional services, and satisfaction of education users. Quality does not exist as a "spontaneous event", but rather is built through a planned, systematic, and continuous improvement-oriented process. Therefore, quality management emphasizes the importance of the quality control cycle: designing standards, implementing programs, evaluating, and then correcting deficiencies based on evaluation findings (Sallis, 2020; Fattah, 2020). With this framework, quality becomes a work culture, not just a numerical target. The Islamic boarding school itself is the oldest Islamic educational institution in Indonesia which has characteristics in its education system, curriculum, and social life. Pesantren not only carry out educational functions, but also become a center for da'wah and community development through habituation of values and examples. In the modern era, many Islamic boarding schools have developed formal education so that governance challenges have become increasingly complex. Therefore, the conversation about quality in Islamic boarding schools requires an approach that combines tradition and renewal without eliminating each other (Nata, 2020; Azra, 2021; Daulay, 2020).

Why is Quality Management a Need for Islamic Boarding Schools in the Modern Era?

Islamic education in the modern era is faced with globalization, rapid social change, and broader competency demands. Educational institutions are required to be adaptive without losing basic values. At this point, pesantren need to have strong governance so that the scientific tradition and moral development continue, but the institutional system is also able to meet the demands of formal education accountability. Quality management provides pesantren with tools to organize processes: from program planning, teacher management, to more measurable evaluation (Zamroni, 2020; Tilaar, 2021). Furthermore, modern Islamic boarding schools are required not only to "survive", but also to "convince": to convince the

public that the quality of their educational services can be measured and accounted for. This need is strengthened when pesantren interact with the national education system, curriculum standards, and community expectations of graduates. Therefore, quality management is a bridge so that pesantren remain characterful, orderly and professional in management (Muhaimin, 2020; Suharto, 2021).

Implementation Pillars: Quality Planning, Human Resources, Quality Culture, and Evaluation

First, quality planning is the initial foundation because it determines the direction of the institution: vision, mission, goals, and achievement standards. Good planning makes the educational program not run just by following habits, but relies on clear priorities, measurable division of roles, and realistic achievement indicators. In Islamic boarding schools, quality planning also helps the integration of the pesantren curriculum and the formal curriculum so that they do not overlap, but strengthen each other (Sagala, 2020; Hidayat & Machali, 2020).

Second, human resource management is an important determinant of the quality of education. Teachers and education staff are not only implementers, but the key to the quality of the learning process. Therefore, strengthening competencies, fostering work ethic, and leadership that is able to move the organization is a real need. In the pesantren's tradition, exemplary values and moral integrity are strengths, but they still need to be supported by a structured professional development system so that quality does not depend solely on certain figures (Mulyasa, 2021; Arifin, 2020; Usman, 2021).

Third, quality culture is the spirit of sustainability. The culture of quality is seen in the habits of institutions that make quality as a common orientation: discipline, responsibility, openness of evaluation, and willingness to correct shortcomings. Pesantren have strong social capital through habituation of religious values and discipline. When this capital is combined with a clear quality system, pesantren can maintain quality consistency despite facing limited resources (Fattah, 2020; Suyanto, 2021).

Fourth, continuous evaluation and improvement are tools to ensure that quality does not stop as a slogan. Evaluation in the context of pesantren can be directed to student learning outcomes, learning effectiveness, educator performance, and the success of educational programs. Regular and honest evaluation will help pesantren find gaps for improvement and innovate without ignoring the traditional values that are their identity (Sallis, 2020; Bush, 2021). Scott. When quality planning is designed based on the needs and conditions of the institution, pesantren have a clearer and measurable roadmap for educational development (Ministry of Religion of the Republic of Indonesia, 2023).

Indonesian Context: Regional Good Practices and Replication Spaces

In the Indonesian context, strengthening the quality of education cannot be separated from the dynamics of regional policies and social innovation. In West Java Province, regional development planning documents place education and human development as a strategic agenda, including strengthening character and governance. Regional policy experience shows that quality improvement is not only a matter of administrative procedures, but also requires leadership commitment and collaboration between the government, education units, and the community (West Java Provincial Government, 2018; West Java Provincial Education Office, 2020).

In the discussion of pesantren quality, this kind of good practice can be an inspiration: pesantren remain rooted in values, but move with neat and measurable governance. More

broadly, international institutions also emphasize that the quality of education depends on governance, policy effectiveness, and alignment with improving the quality of learning. Within this framework, pesantren can assert themselves as institutions that are not only strong in tradition, but also strong in management, so that they are more trusted by the public and better prepared to face the challenges of contemporary education (World Bank, 2020; OECD, 2021; UNESCO, 2021).

The Context of Banten: Santri City and Opportunities to Strengthen the Quality of Islamic Boarding Schools

In the regional context, Banten is known to have a strong pesantren ecosystem and is one of the regions with deep-rooted Islamic traditions. Social capital in the form of community religiosity, closeness of pesantren to the community, and culture of discipline are important foundations for fostering a culture of quality. When quality management is applied contextually—building planning, running programs consistently, and evaluating sustainably—pesantren in Banten have the potential to become a model for strengthening the quality of Islamic education that is rooted in local traditions but still adaptive to the needs of the times (Nata, 2020; Fattah, 2020).

There is a content of the policy, the regional development document shows that education is an important part of human resource development. This opens up opportunities for synergy between Islamic boarding schools, local governments, and the community in strengthening the institutional quality of Islamic boarding schools. If this synergy goes well, pesantren will not only survive as a symbol of tradition, but also appear as a quality Islamic educational institution that is trusted by the public (Banten Provincial Government, 2017; Ministry of National Development Planning/Bappenas, 2021).

Islamic Boarding Schools, Competitiveness, and Educational Mobility Opportunities in the Global Era

In the modern era, pesantren are no longer understood as institutions that are "limited" to traditional religious teaching, but as Islamic educational institutions that can build competitiveness through quality. Many Islamic boarding schools now integrate formal curriculum and typical Islamic boarding schools so that students obtain broader academic provisions without losing their deepening of religious knowledge. This pattern strengthens the competitiveness of graduates because they are not only cognitively strong, but also have character capital, discipline, and moral integrity—things that are often a problem in educational institutions that lack intensive character development (Raihani, 2020; Suyanto, 2021; Zamroni, 2020).

With neater quality management, Islamic boarding schools are also better prepared to open access to educational mobility, including opportunities for further study to national and international universities. In this context, the quality of schools in pesantren does not have to be positioned "below" public schools, because pesantren have additional advantages in the form of character and spirituality development. Therefore, strengthening school quality management in pesantren can be understood as a strategy to expand the role of pesantren: maintaining traditions, improving service quality, and increasing the opportunities for graduates to take part in various living spaces (Raihani, 2020; UNESCO, 2021; OECD, 2021).

Evaluation of the Implementation of School Quality Management in Islamic Boarding Schools

Evaluation is an important stage in the school quality management cycle because it serves as a means of reflection on the effectiveness of the educational process that has been

implemented. In the context of Islamic boarding schools, evaluation is not only directed at the academic achievements of students, but also includes the success of character development, discipline, and internalization of Islamic values. A comprehensive evaluation allows pesantren to assess the extent to which the vision, mission, and goals of education have been realized through daily learning practices and institutional management (Bush, 2021; Usman, 2021). A number of studies show that pesantren often have strength in the aspects of moral and spiritual development, but face challenges in a well-structured and documented evaluation system. This condition can cause the quality improvement process to run less than optimally because it is not based on systematic data and analysis. Therefore, the implementation of quality management-based evaluation is important so that pesantren are able to identify advantages, weaknesses, and development opportunities objectively and sustainably (Sagala, 2020; Fattah, 2020).

In practice, the evaluation of school quality management in pesantren can be carried out through an assessment of educator performance, the effectiveness of an integrated curriculum, and the satisfaction of students and parents as educational stakeholders. This kind of evaluation is in line with the principle of total quality management which places quality as the shared responsibility of all educational institutions. When evaluation is carried out in a participatory and sustainable manner, pesantren have a strong basis for making improvements without having to abandon their distinctive character as a tradition-based Islamic educational institution (Sallis, 2020; Nata, 2020). In the future, Islamic boarding schools will be faced with increasingly complex challenges along with social changes, technological developments, and the demands of globalization of education. Islamic boarding schools are no longer enough to rely only on the legitimacy of traditions, but need to strengthen institutional governance in order to be able to compete healthily with other educational institutions. Strengthening school quality management is one of the strategic keys so that pesantren remain relevant and competitive in the modern era (Zamroni, 2020; OECD, 2021).

One of the important development directions is the improvement of the professionalism of Islamic boarding school human resources. Teachers and education staff need to be equipped with adequate pedagogic, managerial, and educational technology competencies so that the learning process can run effectively and innovatively. However, the increase in professionalism must still be based on Islamic values and exemplary values that are the spirit of pesantren education. The integration between professional competence and moral integrity is the distinctive strength of Islamic boarding schools compared to other educational institutions (Mulyasa, 2021; Arifin, 2020). In addition, the development of pesantren quality management also needs to be supported by partisan and sustainable government policies. Various regulations and programs to strengthen Islamic boarding schools issued by the Ministry of Religion show that there is serious concern for improving the quality of pesantren education. This support needs to be optimally utilized by pesantren managers to strengthen the system of planning, evaluation, and institutional development in the long term (Ministry of Religion of the Republic of Indonesia, 2022; Directorate of Early Education and Islamic Boarding School, 2022).

In the long term, school quality management in Islamic boarding schools is expected to be oriented not only to the fulfillment of administrative standards, but also to the formation of a culture of quality that is alive and rooted in the daily life of Islamic boarding schools. A culture of quality that grows from collective awareness will encourage pesantren to become Islamic educational institutions that are adaptive, inclusive, and adhere to basic Islamic values. With this direction of development, pesantren have a great opportunity to become a

model of Islamic education that is superior, characterful, and competitive at the national and global levels (Raihani, 2020; UNESCO, 2021).

Overall, the results of this research and discussion confirm that school quality management in pesantren is an important strategy in strengthening the quality of Islamic education in the modern era. The implementation of quality management does not aim to standardize pesantren with public schools, but rather to strengthen the education management system so that pesantren are able to carry out their role effectively and sustainably. With quality management that is systematically designed, pesantren can improve the quality of learning, strengthen public trust, and maintain its relevance in the national education system. Therefore, school quality management in pesantren can be seen as a strategic effort to ensure the sustainability of education

School quality management in pesantren plays an important role in ensuring the integration between formal education and pesantren education. Modern Islamic boarding schools generally integrate the national curriculum with the typical curriculum of Islamic boarding schools, so that students get general academic provisions as well as a strong deepening of religious knowledge. Through systematic quality planning, professional human resource management, and continuous evaluation, pesantren are able to create an educational environment conducive to the intellectual, spiritual, and character development of students. With this approach, the quality of schools in Islamic boarding schools is not below public schools, even in many ways showing excellence, especially in the aspects of character development, discipline, and moral integrity.

These advantages are a significant plus in the modern era, when the world of education not only demands academic skills, but also character qualities and ethics. Public schools that do not have a pesantren education base tend to focus on cognitive aspects and academic skills, while pesantren are able to combine mastery of science with the formation of morals and spirituality. This combination makes Islamic boarding school graduates have strong competitiveness and high flexibility to take part in various fields, both as academics, educators, community leaders, and professionals at the national and international levels.

Thus, school quality management in Islamic boarding schools in the modern era not only functions as an instrument of education management, but also as a strategy to strengthen the position of Islamic boarding schools in the global education system. Islamic boarding schools managed with good quality management prove that Islamic education is able to develop in line with the demands of the times without losing its identity and basic values. Therefore, strengthening school quality management in pesantren is the main key so that pesantren education remains relevant, competitive, and able to open access as widely as possible.

CONCLUSION

This research is motivated by the desire to reflect on the importance of school quality management in the pesantren environment in the midst of the dynamics of Islamic education in the modern era. Pesantren was chosen as the focus of the study because it has distinctive characteristics as an educational institution based on strong Islamic values, but at the same time it is required to be able to adapt to increasingly complex demands for the quality of education. From the studies that have been conducted, it can be concluded that school quality management has a very important role in maintaining and improving the quality of pesantren education. Quality management allows pesantren to manage the educational process in a more planned, systematic, and sustainable manner without having to abandon deep-rooted Islamic identity and traditions. Through this study, it was found that the

implementation of school quality management in Islamic boarding schools is able to have a positive impact on various aspects of education management, such as educational program planning, human resource management, quality culture development, and the implementation of sustainable evaluation. Quality management helps Islamic boarding schools in creating a more targeted and measurable education system, while encouraging the creation of a conducive and quality-oriented educational environment. In addition, quality management also allows pesantren to respond to changes and demands of modern education in a more adaptive manner, without having to sacrifice the basic values of pesantren such as sincerity, discipline, and example. The process of strengthening school quality management in Islamic boarding schools can be carried out through several stages, ranging from the formulation of clear educational visions and goals, professional human resource management, to the formation of a quality culture that involves all Islamic boarding school residents. Each of these stages requires commitment, consistency, and a shared awareness that the quality of education is a collective responsibility. The continuous application of evaluation is an important part of this process, because through the evaluation of pesantren it can identify weaknesses, make improvements, and develop educational innovations that are relevant to the needs of the times. The results of this study show that school quality management in pesantren not only functions as an administrative tool, but also as a strategic means in maintaining the sustainability and existence of pesantren as an Islamic educational institution. With good quality management, pesantren are able to improve the quality of learning, strengthen public trust, and produce graduates who have academic competence and balanced Islamic character. Therefore, it is recommended that pesantren managers continue to develop and strengthen the implementation of school quality management in every aspect of education management. This effort not only supports the improvement of the quality of Islamic education, but also opens up opportunities for Islamic boarding schools to remain relevant, competitive, and contribute significantly to the education system in the modern era.

REFERENCES

- Arifin, I. (2020). *Leadership of Islamic education*. Malang: UIN Maliki Press.
- Azra, A. (2021). *Islamic Education: Tradition and modernity in the midst of the challenges of the Third Millennium*. Kencana.
- Bush, T. (2021). *Theories of educational leadership and management* (5th ed.). Sage Publications.
- Daulay, H. P. (2020). *Islamic education in the national education system*. Kencana.
- Dhofier, Z. (2019). *Pesantren tradition: A study of kyai's life outlook and vision of Indonesia's future* (revised ed.). LP3ES.
- Directorate of Early Education and Islamic Boarding School. (2022). *Strengthening the quality of Islamic boarding schools in Indonesia*. Ministry of Religion of the Republic of Indonesia.
- West Java Provincial Education Office. (2020). *Education development policy in West Java Province*. West Java Provincial Education Office.
- Fattah, N. (2020). *Educational Quality Management*. Teenager Rosdakarya.
- Hallinger, P. (2020). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 48(2), 237-253. <https://doi.org/10.1177/1741143219885397> (Artikel Jurnal)
- Hidayah, N. (2021). Quality management of Islamic education in modern Islamic boarding schools. *Journal of Islamic Religious Education*, 18(2), 201-215. (No DOI available) (Journal Article)

- Hidayat, R., & Machali, I. (2020). *Educational management: Theory and practice of school management*. Kaukaba is Divided.
- Hoy, W. K. (2021). *School leadership and management*. Pearson Education.
- Ministry of Religion of the Republic of Indonesia. (2022). *Statistics of pesantren education*. Ministry of Religion of the Republic of Indonesia.
- Ministry of Religion of the Republic of Indonesia. (2023). *Roadmap for the development of pesantren education*. Directorate of Early Education and Islamic Boarding School.
- Ministry of Education and Culture of the Republic of Indonesia. (2020). *Independent Learning Policy*. Ministry of Education and Culture of the Republic of Indonesia.
- Ministry of National Development Planning/Bappenas. (2021). *Indonesian human resource development*. Bappenas.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven strong claims about successful school leadership*. Routledge.
- Madjid, N. (2019). *Islamic boarding school rooms: A travel portrait*. Paramadina.
- Mastuhu. (2019). *The dynamics of the pesantren education system*. INIS.
- Muhaimin. (2020). *Islamic education management: Applications in the implementation of schools and madrasas*. Kencana.
- Mulyasa, E. (2021). *Management and leadership of education*. The Earth of Scripts.
- Nata, A. (2020). *Islamic education management*. Kencana.
- OECD. (2021). *Education policy outlook: Indonesia*. OECD Publishing.
<https://doi.org/10.1787/3a4b3c4d-en>
- Banten Provincial Government. (2017). *Regional Medium-Term Development Plan (RPJMD) of Banten Province*. Banten Provincial Government.
- West Java Provincial Government. (2018). *Regional Medium-Term Development Plan (RPJMD) of West Java Province for 2018-2023*. West Java Provincial Government.
- Raihani. (2020). *Islamic education and the public sphere in Indonesia*. Springer.
<https://doi.org/10.1007/978-981-15-8857-6>
- Sagala, S. (2020). *Strategic management in improving the quality of education*. Alphabet.
- Sallis, E. (2020). *Total quality management in education* (4th ed.). Routledge.
<https://doi.org/10.4324/9780429202065>
- Sodiq, A. (2020). Islamic boarding schools and the challenges of educational globalization. *Journal of Islamic Studies*, 25(1), 45-60. (No DOI available) (Journal Article)
- Suharto, T. (2021). *Modern Islamic boarding school management*. LKiS.
- Suyanto. (2021). *Character-based education quality management*. The Earth of Scripts.
- Tilaar, H. A. R. (2021). *Education policy: An introduction to understanding education policy*. Rineka Cipta.
- UNESCO. (2021). *Education in a post-COVID world: Nine ideas for public action*. UNESCO.
<https://doi.org/10.54676/UNESDOC.2021.1>
- UNESCO Institute for Statistics. (2020). *Global education monitoring report*. UNESCO.
<https://doi.org/10.54676/UNESDOC.2020.1>
- Usman, H. (2021). *Management: Educational theory, practice, and research*. The Earth of Scripts.
- World Bank. (2020). *Improving education quality in Indonesia*. World Bank.
<https://doi.org/10.1596/978-1-4648-1597-6>
- Zamroni. (2020). *The future education paradigm*. UNY Press.

Sindoro

EDUCATIONAL SCHOLARS

ISSN: 3025-6488

Vol. 18 No 2

Palagiarism Check 02/234/67/78

Prev DOI : 10.9644/sindoro.v3i9.252