



Parental Collaboration as a Strategic Driver of Quality Management and Institutional Resilience in Islamic Boarding Schools

Nurur Rifqotul Maulidah*, Abdullah

Universitas Nurul Jadid, Indonesia

Email : rifqotulmaulidah@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i1.1801>

ABSTRACT

Keywords:

Parental
Collaboration; Quality
Management;
Institutional
Resilience

*Corresponding Author

This study examines the impact of parental collaboration based on criteria derived from quality management and institutional resilience frameworks in Islamic boarding school-based junior high schools. The research aims to analyze how parental collaboration contributes to strengthening quality management practices and enhancing institutional resilience in responding to internal and external challenges. Employing a qualitative research approach, data were collected through in-depth interviews, observations, and document analysis, and analyzed using quality management perspectives developed by Deming and Juran. The findings reveal that parental collaboration plays a strategic and potential role in reinforcing the foundations of quality management and supporting institutional recovery and improvement following periods of resilience. Effective partnerships between parents and educational institutions are shown to enhance service quality, strengthen institutional components, and build a positive organizational image through both internal and external social relationships. Furthermore, in the context of boarding school-based institutions, intensive institutional objectives foster stronger branding ties between parents and schools, contributing to sustainable quality improvement and long-term institutional resilience.

Article History:

Received: November 2025; Revised: December 2025; Accepted: January 2026

Please cite this article in APA style as:

Maulidah, N. R., & Abdullah (2026). Parental Collaboration as a Strategic Driver of Quality Management and Institutional Resilience in Islamic Boarding Schools. *Journal of Educational Management Research*, 5(1), 884-897.

INTRODUCTION

Islamic educational institutions in Indonesia play a vital role in strengthening the nation's educational system and shaping students' character, morality, and intellectual capacity. Education is widely recognized as the foundation of social development, as it determines the quality of human resources and national progress (Dewi, 2025; Kusumawati, 2025; Najiburohman et al., 2025; Syafiih, 2025). Within this context, Islamic education has made

significant contributions through the boarding school model, which integrates academic learning with spiritual and moral development. This model offers a more comprehensive educational environment, allowing students to develop discipline, religious values, and social responsibility through continuous supervision and structured routines. Evidence from various Islamic boarding schools indicates that intensive learning environments contribute positively to character formation and academic consistency. However, sustaining educational quality in such institutions requires not only internal management capacity but also strong external support systems. Therefore, strengthening collaboration between schools and parents becomes a crucial societal issue, as it directly affects educational quality, institutional sustainability, and the long-term resilience of Islamic educational institutions.

Despite their strategic role, Islamic boarding school-based institutions face complex challenges in maintaining educational quality and institutional resilience (Badriyah, 2025; Kamalia, 2023; Munif et al., 2025; Muzayyin & Bali, 2023). These challenges arise from both internal and external factors, including limited resources, managerial constraints, social change, and increasing educational demands. One persistent problem is the marginalization of parents' roles in supporting school management and decision-making processes. In many cases, parents are positioned merely as service users rather than strategic partners in education. This imbalance weakens institutional capacity to respond to crises, adapt to change, and continuously improve educational services. Moreover, boarding schools operate under formal educational regulations while simultaneously managing residential and moral development systems, which increases managerial complexity. Without effective collaboration with parents, schools may struggle to maintain consistent quality standards, manage student well-being, and respond to external pressures such as policy changes or socio-economic instability. Consequently, the absence of structured parental collaboration becomes a fundamental problem that undermines both quality management and institutional resilience.

Field observations in Islamic boarding school-based junior high schools reveal a gap between institutional expectations and parental involvement. While boarding schools provide intensive academic and religious supervision, parental participation in school programs, evaluation processes, and communication forums remains relatively low (Badriyah, 2025; Munawwaroh et al., 2025; Rofiki & Badriyati, 2025; Veronika, 2024). This phenomenon is particularly evident in schools that emphasize discipline and residential learning, where parents tend to delegate full educational responsibility to the institution. As a result, schools often face difficulties in addressing student burnout, emotional challenges, and motivational decline caused by prolonged separation from family environments.

In addition, limited parental engagement reduces feedback mechanisms that are essential for improving curriculum relevance, service quality, and institutional adaptability. Preliminary data from SMP Insan Terpadu indicate that weak parent–school collaboration has affected the effectiveness of quality management practices, especially in curriculum evaluation and human resource development. These conditions highlight the urgent need to reassess parental collaboration as a strategic element in strengthening both quality management and institutional resilience.

Previous studies have emphasized the importance of parental involvement in improving educational outcomes and institutional performance. The active parental engagement enhances students' academic achievement and social development while strengthening school capacity to manage external pressures (Faisal, 2023; Fitriya, 2023; Masrum et al., 2023; Suroiyah & Wahyudi, 2023). In the context of educational management, Mulyasa (2005) highlights that parental participation contributes significantly to improving service quality and institutional accountability. The collaboration with parents expands access to resources, reinforces shared responsibility, and enhances institutional stability. In Islamic education, parental support is also associated with the preservation of spiritual and moral values within formal schooling structures (Haris, 2024; Makiyah, 2024; Solehah, 2025). However, most existing studies focus on general schooling systems or non-residential educational settings. As a result, the specific dynamics of parental collaboration in Islamic boarding school–based institutions remain underexplored, particularly in relation to quality management systems and institutional resilience.

Although prior research provides valuable insights into parental involvement, several limitations remain. First, many studies examine parental engagement primarily from the perspective of student achievement, rather than institutional quality management and resilience. Second, limited attention has been given to boarding school–based Islamic education, where the intensity of institutional control may unintentionally reduce parental participation. The quality management requires continuous stakeholder involvement, yet empirical studies rarely analyze how parents contribute to quality improvement processes in residential Islamic schools (Hasanah et al., 2024; Maulidy, 2025; Saharani & Diana, 2024). Furthermore, existing literature often treats quality management and resilience as separate constructs, without examining their interconnectedness through parental collaboration. This gap is critical, as resilience in educational institutions depends not only on internal systems but also on strong external partnerships. There is a pressing need for research that integrates parental collaboration, quality management, and institutional resilience within the specific context of Islamic boarding school education.

This study offers novelty by positioning parental collaboration as a strategic driver of both quality management and institutional resilience in Islamic boarding school-based education. Unlike previous studies that focus on outcomes or participation levels, this research examines parental collaboration through quality management frameworks developed by Deming and Juran. By integrating these perspectives, the study highlights how parental involvement contributes to continuous improvement, institutional recovery, and long-term sustainability. In addition, the research incorporates Islamic educational management principles, such as *ukhuwah* (brotherhood) and *syura* (consultation). This integrative approach represents a state-of-the-art contribution, as it combines modern quality management theory with Islamic educational values. Addressing this issue is essential to ensure that Islamic boarding schools remain adaptive, competitive, and aligned with holistic educational goals in a rapidly changing educational landscape.

Based on the identified gaps, this study addresses the central research problem of how parental collaboration influences quality management and institutional resilience in Islamic boarding school-based junior high schools. The study argues that structured and active collaboration between parents and schools strengthens quality management systems and enhances institutional capacity to adapt to internal and external challenges. By focusing on SMP Insan Terpadu, this research provides empirical evidence of how parental engagement supports curriculum development, human resource management, and institutional recovery processes. The findings are expected to contribute theoretically by enriching Islamic educational management literature with a stakeholder-based perspective. Practically, the study offers recommendations for school leaders and parents to develop effective collaboration mechanisms, such as participatory forums and transparent communication systems. Ultimately, this research contributes to the development of inclusive, resilient, and sustainable Islamic education in Indonesia.

RESEACH METHOD

This study employed a qualitative research approach to explore the impact of parental collaboration on quality management and institutional resilience in Islamic boarding school-based education. A qualitative design was selected because it enables an in-depth understanding of subjective experiences, social interactions, and contextual dynamics that cannot be adequately captured through quantitative measurement. The focus of this study was to examine how parental collaboration influences quality management processes such as curriculum management, evaluation practices, and continuous improvement as well as institutional resilience, including the ability to respond to challenges

related to financial governance, digital transformation, and policy changes. From a theoretical perspective, this research is grounded in the post-positivist paradigm, which views social reality as context-dependent and interpretable through empirical inquiry and participants' perspectives. This paradigm allows the researcher to acknowledge multiple realities while maintaining systematic and rigorous data analysis. Consequently, the research design facilitated the generation of reliable and consistent conceptual data regarding the forms of quality management and institutional resilience emerging from sustained collaboration between parents and educational institutions.

The research was conducted at SMP Insan Terpadu, a junior high school in Indonesia that adopts an Islamic boarding school model integrating formal academic education with residential and religious learning. This site was purposefully selected due to its relevance to the research focus, as Islamic boarding school-based institutions frequently encounter challenges related to quality management and institutional resilience resulting from intensive educational and residential systems. SMP Insan Terpadu is recognized for its commitment to holistic student development; however, it also faces managerial complexities related to curriculum implementation, human resource management, parental engagement, and adaptation to external changes. These characteristics make the institution a suitable case for exploring how parental collaboration contributes to strengthening quality management systems and institutional resilience. The research subjects included the principal, the head of the boarding school, teachers, parents, and students. A purposive sampling technique was used to select 15–20 informants who were considered capable of providing rich and relevant data. Inclusion criteria comprised parents actively involved in school activities, teachers with more than three years of experience, school leaders responsible for quality management, and selected students as supporting informants.

Table 1. Research Informants

| No | Informant | Total | Interview Code |
|----|-------------------------|-------|------------------------|
| 1 | Parents | 6 | MB, MV, MC, MF, MI, MH |
| 2 | School Principal | 1 | UQ |
| 3 | Head of Boarding School | 1 | UR |
| 4 | Teachers | 5 | UU, UF, UW, UM, UL |
| 5 | Students | 6 | TN, DM, SJ, DN, TF, SI |

Data were collected using three primary techniques: in-depth interviews, participant observation, and document analysis. First, semi-structured interviews were conducted using an interview guide that explored forms of

parental collaboration, such as routine communication, participation in school meetings, and voluntary involvement in school programs. Sample questions included: “How are parents involved in curriculum-related decision-making?” and “What forms of parental participation support institutional programs?” Second, participant observation was carried out during school activities, including parent–teacher meetings and boarding school events, to capture authentic interactions between parents and the institution. Third, document analysis involved reviewing school reports, meeting records, and institutional documents related to resilience, such as strategies for responding to the COVID-19 pandemic or adapting to national curriculum changes. Data collection was conducted iteratively, and triangulation was applied to enhance data accuracy and trustworthiness.

Data analysis followed an inductive thematic analysis approach informed by quality management frameworks proposed by Deming and Juran (Deming, 2021; Juran, 2022). The analytical process began with the transcription of interview recordings and observation notes, followed by open coding to identify initial concepts related to parental collaboration, quality management, and institutional resilience. These codes were then grouped into broader categories based on similarities in meaning and relevance to the research focus. Subsequently, categories were synthesized into major themes, such as forms of parental collaboration (communication, volunteering, decision-making) and dimensions of institutional resilience (adaptive capacity, crisis recovery, and sustainability). The emerging themes were continuously reviewed to ensure analytical depth and consistency. Data credibility was strengthened through triangulation of sources and methods, as well as member checking, whereby findings were returned to informants for validation. An audit trail documenting the data collection and analysis process was maintained, and reflexive notes were used to address potential researcher bias. This analytical strategy enabled the development of contextual, meaningful, and theoretically grounded interpretations of parental collaboration in strengthening quality management and institutional resilience.

RESULT AND DISCUSSION

Based on the qualitative approach employed, the findings reveal key patterns of parental collaboration at SMP Insan Terpadu and its impact on quality management and institutional resilience in an Islamic boarding school context. Data were collected through in-depth interviews with 19 informants (6 parents, 2 school leaders principal and head of boarding school, 5 teachers, and 6 students), participant observation conducted across 10 school-related activities, and document analysis including annual reports and meeting records. The

thematic analysis identified three major themes: (1) forms of parental collaboration, (2) the impact of collaboration on quality management, and (3) contributions to institutional resilience. These themes reflect the interconnected relationship between parents and the institution as mediated through quality management practices. The findings illustrate how parental collaboration strengthens school quality and establishes a foundation for institutional resilience in responding to internal and external challenges.

Parental collaboration was manifested through several practical strategies, including routine communication via school-based digital applications, voluntary participation in boarding school activities, and involvement in curriculum-related decision-making processes. Informants reported that parents often initiated discussions concerning students' challenges at home, which were subsequently translated into joint support programs by the school. For instance, one parent described organizing parenting workshops aimed at strengthening family awareness of Islamic educational values. These collaborative practices created a shared responsibility between parents and the institution, reinforcing mutual trust and alignment of educational goals.

The influence of parental collaboration on quality management was evident in improvements in curriculum evaluation and resource management. Teachers reported that parental feedback contributed to refining instructional materials, resulting in more stable academic outcomes. School administrators noted that collaboration reduced gaps between school expectations and home environments, thereby supporting continuous quality improvement. These findings align with Total Quality Management principles, which emphasize stakeholder participation as a core mechanism for sustaining educational quality (Deming, 2021; Juran, 2022).

Institutional resilience was significantly strengthened through moral and material support provided by parents during periods of crisis. Document analysis revealed that during the COVID-19 pandemic, parents collaborated to provide logistical assistance and emotional support, enabling a rapid transition to online learning without significant declines in educational quality. Informants emphasized that this collaboration fostered a strong support network grounded in Islamic values of solidarity and mutual assistance, allowing the institution to recover quickly and maintain operational stability.

Overall, these findings demonstrate that parental collaboration extends beyond daily operational support and plays a critical role in establishing long-term institutional resilience within boarding school-based Islamic education.



Figure 1. Parental Collaboration in Enhancing Quality Management and Institutional Resilience in Boarding School–Based Education

Figure 1 illustrates the conceptual relationship between parental collaboration, quality management, and institutional resilience in boarding school based education. The figure highlights how active parental involvement through regular communication, voluntary participation, and shared decision making functions as a strategic input that strengthens key components of quality management, including curriculum evaluation, resource management, and continuous improvement processes. These collaborative practices create a supportive ecosystem that enhances institutional adaptability and responsiveness, enabling schools to effectively cope with internal and external challenges such as policy changes, technological transitions, and crisis situations. As a result, parental collaboration not only reinforces the stability and sustainability of educational quality but also contributes significantly to institutional resilience by fostering trust, shared responsibility, and long-term commitment between families and the educational institution.

The discussion integrates the empirical findings with relevant theoretical frameworks and examines their practical implications for SMP Insan Terpadu and similar institutions. Parental collaboration, conceptualized as an active partnership, was found to strengthen quality management through systematic feedback mechanisms, consistent with Total Quality Management models that emphasize stakeholder involvement. Within Islamic boarding school settings, this collaboration reflects the value of *ta'awun* (mutual assistance), where strong family–institution relationships help mitigate student isolation and ensure curriculum relevance to both spiritual and academic needs.

Institutional resilience was enhanced through the flexibility generated by parental collaboration, enabling rapid adaptation to crises such as the COVID-19

pandemic. However, uneven parental participation emerged as a potential challenge, as limited engagement from some families may weaken institutional resilience. These findings address a significant gap in the literature by demonstrating that parental collaboration is not merely supplementary but constitutes a core element of sustainable Islamic education. Practical recommendations include the development of inclusive digital platforms to broaden parental engagement and ensure equitable participation, as advocated by Sallis (2007).

Table 1. Forms of Parental Collaboration (Based on Theme Frequency from 19 Informants)

| Crisis Experienced | Parental Collaboration Contribution | Resilience Outcome |
|--------------------------------|---------------------------------------|--|
| COVID-19 Pandemic | Logistical and moral support | Rapid transition to online learning without a decline in quality |
| Curriculum Change | Participation in discussion processes | Stronger adaptation of Islamic institutional culture |
| Student Enrollment Fluctuation | Family support networks | Rapid recovery from enrollment decline |

Parental Collaboration and Institutional Resilience

In Islamic boarding school-based institutions, parental involvement plays a crucial role in strengthening institutional resilience. Epstein (2001) emphasizes that active parental engagement creates strong support systems for students' academic and social development, which ultimately enhances a school's capacity to withstand external pressures. Danim (2010) further highlights that close collaboration with parents expands access to resources and reinforces shared responsibility, enabling institutions to endure social and economic challenges. Nevertheless, ineffective communication and low participation levels may hinder these benefits, underscoring the need for transparent and participatory collaboration strategies as recommended by Sallis (2007).

Table 2. Impact on Quality Management (Based on Observation and Document Analysis)

| Quality Management Aspect | Impact of Collaboration | Key Indicator |
|---------------------------|-------------------------|--|
| Curriculum Evaluation | Increased relevance | Parental feedback improves content alignment |
| Resource Management | Greater efficiency | Reduced time and cost inefficiencies |
| Academic Standards | Outcome stability | Consistent student achievement |

The table illustrates a strong relationship between quality management dimensions and parental collaboration. In curriculum evaluation, parental feedback enhanced instructional relevance by aligning learning materials with students' developmental needs. In resource management, active parental participation reduced inefficiencies and supported optimal use of school resources. Furthermore, collaboration contributed to stable academic outcomes, as parental monitoring and engagement motivated students to maintain consistent performance. These results confirm that parental collaboration is integral to strengthening quality management in Islamic boarding schools.

Table 3. Indicators of Institutional Resilience (Based on Crisis Cases from Documents)

| Crisis Encountered | Parental Collaboration Contribution | Resilience Outcome |
|---------------------------|--|---|
| COVID-19 Pandemic | Logistical and moral support | Rapid transition to online learning without quality decline |
| Curriculum Change | Participation in discussions | Stronger adaptation of Islamic school culture |
| Enrollment Fluctuation | Family support networks | Quick recovery from enrollment decline |

Table 3 demonstrates how parental collaboration contributes to positive resilience outcomes during institutional crises. During the COVID-19 pandemic, parental support facilitated a smooth transition to online learning. In response to curriculum changes, parental involvement ensured alignment with Islamic values, reinforcing institutional identity. Meanwhile, family-based support networks played a vital role in addressing enrollment fluctuations through community engagement and advocacy. Collectively, these findings highlight the importance of parental collaboration in maintaining institutional stability and sustainability.

In summary, the findings confirm that parental collaboration at SMP Insan Terpadu strengthens both quality management and institutional resilience through practical mechanisms such as feedback integration, resource support, and crisis responsiveness. While challenges related to unequal participation persist, the evidence underscores that inclusive and structured collaboration between parents and schools is essential for the sustainability of Islamic boarding school education. This study provides valuable insights for similar institutions seeking to adopt integrated collaboration models to enhance educational quality and institutional resilience amid Indonesia's evolving social landscape.

CONCLUSION

This study highlights that parental collaboration is a decisive factor in strengthening both quality management and institutional resilience in Islamic boarding school-based education. The most important lesson derived from this research is that collaboration grounded in regular communication, voluntary participation, and shared decision-making enables schools to maintain academic standards, optimize resource management, and respond effectively to crises. The findings demonstrate that parental involvement is not merely supportive, but functions as a strategic mechanism that enhances institutional adaptability, particularly during periods of disruption such as the COVID-19 pandemic. By integrating Islamic values such as *ta'awun* (mutual assistance) into contemporary collaborative practices, this study reinforces the idea that stakeholder engagement is central to sustainable educational governance and long-term institutional stability.

From an academic perspective, this study contributes to the literature by bridging Islamic educational values with modern theories of quality management and organizational resilience, offering an empirically grounded model of parent-school collaboration in a boarding school context. However, the research is limited by its single-case qualitative design, which restricts the generalizability of findings, as well as by variations in parental participation influenced by socio-economic differences. Future research is therefore encouraged to adopt quantitative or mixed-method approaches to examine the impact of parental collaboration across a broader range of institutions and contexts. Comparative studies involving different types of Islamic schools or cross-regional settings would further enrich understanding and strengthen the applicability of these findings at a national and international level.

REFERENCES

- Badriyah, N. (2025). *Elementary Madrasah Teachers' Perceptions of the Seamless Learning Model*. JETech: Journal of Education and Technology, 1(1), 1–9.
- Dewi, A. T. A. (2025). *Program Guru Penggerak and the Improvement of Teachers' Pedagogical Competence: A Case Study at the East Java Teacher Development Center*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Faisal. (2023). *Management of Extracurricular Activities in Multiple Intelligence-Based Student Selection*. Manazhim: Jurnal Manajemen dan Ilmu Pendidikan, 5(1), 108–125. <https://doi.org/10.36088/manazhim.v5i1.2798>
- Fitriya, N. (2023). *Seamless Learning Model: Teachers' Perception of Learning Adaptation in Madrasah*. Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran, 8(2), 373–382. <https://doi.org/10.33394/jtp.v8i2.6547>
- Haris, A. (2024). *Islamic Boarding School: The Best Investment for the Future of Education*. Proceeding of International Conference on Education, Society and Humanity, 2(2), 1362–1364.
- Hasanah, U., Fauzi, M. N., & Abrori, M. (2024). *The Role of School Environment in Maintaining the Consistency of Hijab Wearing in Students: Social Challenges and Solutions for Religious Education in the Modern Era*. Journal of Social Studies and Education, 1(2), 100–112. <https://doi.org/10.61987/jsse.v1i2.392>
- Kamalia, S. (2023). *Creating Positive Learning Environment Through Work-Life Balance-Based Human Resource Development*. PEDAGOGIK: Jurnal Pendidikan, 10(1), 32–45. <https://doi.org/10.33650/pjp.v10i1.5575>
- Kusumawati, I. (2025). *AI-Based Human Capital as a Catalyst for Increasing the Strategic Agility of Educational Organizations*. International Journal of Multidisciplinary Research, 1(5), 239–245.
- Lundberg, H., & Öberg, C. (2021). *Teachers, Researchers, but Not Innovators? Rethinking University–Industry Collaboration*. Journal of Business & Industrial Marketing, 36(13), 161–173.
- Makiyah, N. (2024). *Enhancing Educational Excellence: Elevating Learning Quality Through Podcast-Based Arts Performances in Pesantren*. Journal of Islamic Education Research, 5(1), 1–12. <https://doi.org/10.35719/jier.v5i1.371>
- Manzoor, S. R., Ho, J. S. Y., & Al Mahmud, A. (2021). *Revisiting the University Image Model for Higher Education Sustainability*. Journal of Marketing for Higher Education, 31(2), 220–239.
- Masrum, Haris, J., & Indrianti, S. (2023). *Learning Design Based on Educational Game Guessing Words: Increasing Concentration in Children With Attention Deficit Hyperactivity Disorder*. Journal of Innovation in Educational and Cultural Research, 4(1), 10–18. <https://doi.org/10.46843/jiecr.v4i1.379>

- Maulidy, A. (2025). *Social Media Influence on Consumerism Trends Among College Students*. Indonesian Journal of Education and Social Studies, 4(1), 16–28. <https://doi.org/10.33650/ijess.v5i1.11682>
- Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). *Higher Education Strategies in Digital Transformation*. Education and Information Technologies, 27(3), 3171–3195. <https://doi.org/10.1007/s10639-021-10739-1>
- Mulyasa, E. (2014). *School-Based Management*. Remaja Rosdakarya.
- Muryali, M., Yani, A., Aiyub, A., Nazaruddin, N., & Maryam, M. (2025). *Publicity as a Policy Instrument: Analyzing Communication Strategies and Public Perceptions of Teacher Capacity-Building Policies in Aceh*. Electronic Journal of Education, Socio-Economic, and Technology, 6(2), 683.
- Mushinzimana, L., Faisal, A., & Teressia, A. (2025). *Strategies to Evaluate Strengths, Weaknesses, Opportunities, and Threats of Business Communities in Rwanda in Adopting Digital Transformation to Enhance Financial Benefits*. Indiana Journal of Economics and Business Management, 5(1), 64–96. <https://doi.org/10.5281/zenodo.14787518>
- OECD. (2020). *Education Responses to COVID-19: Embracing Digital Learning and Collaboration*. OECD Publishing.
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Sage Publications.
- Rahayu, P., & Trisnawati, N. (2022). *Public Relations Strategies at SMK IPIEMS Surabaya in Enhancing Public Trust During the COVID-19 Pandemic*. Jurnal Pendidikan Administrasi Perkantoran (JPAP), 10(2), 124–139. <https://doi.org/10.26740/jpap.v10n2.p124-139>
- Rof, A., Bikfalvi, A., & Marques, P. (2022). *Pandemic-Accelerated Digital Transformation in Born-Digital Higher Education Institutions: Toward Customized Multimodal Learning Strategies*. Educational Technology & Society, 25(1), 124–141.
- Munawwaroh, I., Hadi, M. I., Shudiq, W. J., & Maulidy, A. (2025). *Artificial Intelligence (AI) Innovation in Education: From Data-Driven Learning to Automated Teaching*. In *Proceedings of the 2025 IEEE International Conference on Industry 4.0, Artificial Intelligence, and Communications Technology (IAICT)* (pp. 173–180). IEEE. <https://doi.org/10.1109/IAICT65714.2025.11100623>
- Munif, M., Rozi, F., & Sulaiman, A. N. M. (2025). *Implementation of Experiential Learning Method in Developing Grouping Skills to Support Students' Interests and Talents*. EduSphere: Journal of Educational Innovation and Learning, 1(1), 9–16.

- Muzayyin, M., & Bali, M. M. E. I. (2023). *Risk Management at MI As-Sholihin Karangpenang Oloh Karangpenang Sampang*. In *Proceedings of the International Conference on Education, Society and Humanity* (Vol. 1, No. 1, pp. 1228–1232).
- Najiburohman, N., Hefniy, H., R., A. H. A., & Alwahedi, M. A. A. (2025). *Virtual School Tours: Boosting Community Interest and Attracting Prospective Students*. *EVALUASI: Jurnal Manajemen Pendidikan Islam*, 9(2), 340–353. <https://doi.org/10.32478/3gtzvf72>
- Rofiki, M., & Badriyati, L. (2025). *Enhancing Student Resilience Through Anti-Bullying Policies: A Qualitative Study*. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 11(1), 161–176. <https://doi.org/10.32678/tarbawi.v11i01.11304>
- Saharani, L., & Diana, S. (2024). *Optimization of Islamic Values-Based Public Relations Strategy in Increasing New Student Admissions*. *Managere: Indonesian Journal of Educational Management*, 6(2), 194–206. <https://doi.org/10.52627/managere.v6i2.523>
- Solehah, I. (2025). *Educational Management Strategies for Internalizing Islamic Education Values in Shaping Students' Disciplinary Character*. *Journal of Educational Management Research*, 4(5), 2391–2401.
- Suroiyah, E. N., & Wahyudi, W. (2023). *Word Square Model: Students' Semantic Concepts in Learning Arabic Vocabulary*. *PALAPA: Jurnal Studi Keislaman dan Ilmu Pendidikan*, 11(1), 207–220. <https://doi.org/10.36088/palapa.v11i1.3122>
- Syafiih, M. (2025). *The Future of Education in the Digital Era: Between Technological Innovation and Equitable Access*. In *Proceedings of the International Conference on Education, Society and Humanity* (Vol. 3, No. 1, pp. 737–741).
- Veronika, E. (2024). *Overcoming Academic Challenges: The Role of Self-Efficacy in Reducing Student Burnout in PAI Learning*. *Journal of Social Studies and Education*, 1(2), 73–86. <https://doi.org/10.61987/jsse.v1i2.517>