



# Strategic Adaptation in Islamic Education Quality Management: Navigating Social Developments for Sustainable Educational Outcomes

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## ABSTRACT

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Education Quality,  
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Strategy, Principal  
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The aim of this study is to provide sustainable solutions in adaptation strategies in Islamic education management in dealing with social controversies. This study is based on the importance of adaptive management in improving the quality of education from social and technological progress. With a research design using qualitative methods and a case study approach. Data collection techniques in this study used observation, interviews with several informants, and documentation. The data analysis technique in this study used the Milles and Huberman model, namely an interactive model including data reduction, data presentation, and drawing conclusions. The results of the study show that inclusive curriculum is designed to accommodate social and cultural diversity. Digital technology is used to enrich students' learning experiences, provide wider access to educational resources, and enable a more flexible and adaptive learning process. The application of a continuous evaluation model ensures that the assessment of the quality of education is carried out continuously by involving various school communities. These findings emphasize the importance of adapting inclusive and technology-based education strategies to ensure the relevance and quality of education amidst ever-evolving social dynamics.

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## INTRODUCTION

Adaptation in Islamic education quality management is necessary to deal with the social controversies that often occur, however, it is important to remember that imitating sustainable solutions from best practices can help to address these challenges more effectively. Adaptation strategies in Islamic education quality management refer to the approach taken by Islamic educational institutions to adapt to changes in the social, political, and economic environment, as well as manage the quality of education in an innovative and sustainable way (Maulidia, 2023; Sanjani, 2024; Wahyudi, 2023). Adaptation in the quality management of Islamic education is necessary because the social and

cultural environment around educational institutions is constantly changing. Replicating sustainable solutions from best practices in various other educational institutions can help Islamic schools overcome challenges more effectively (Albughayl, 2024; Chedrawi et al., 2024). Many schools have succeeded in improving the quality of education by adopting innovative educational technologies and student-centered teaching methods (Alsharari & Aljohani, 2023; Grossi et al., 2023; Haddade et al., 2024; Hassall, 2020; Kulal et al., 2024). Therefore, by adopting solutions that have proven to be effective, Islamic schools can improve their quality management in a sustainable and adaptive manner. Adaptation in Islamic education quality management is essential to face social and cultural changes, and imitating sustainable solutions from best practices can increase effectiveness in overcoming challenges and maintaining education quality.

Research on adaptation strategies in Islamic education quality management is certainly not the first, there have been many studies on adaptation strategies in Islamic education quality management. Rapid social and cultural changes are forcing these schools to continue to innovate and find new ways to stay relevant (Beycioglu & Kondakci, 2021; Guàrdia et al., 2021). The many social controversies such as gender equality issues, digitalization of education, and curriculum changes, require in-depth research to find effective and sustainable solutions in education marketing (Grossi et al., 2023; Hübscher et al., 2022; Khahro & Javed, 2022; Vesperi et al., 2024). Success of the Implementation of Sustainable Solutions Many studies have shown that imitating sustainable solutions from best practices has brought positive results to Islamic schools (AlQahtany, 2022; Nasir et al., 2021; Testa et al., 2022). In addition, research also shows that schools that implement these best practices experience improvements in community engagement and parent satisfaction. These studies provide empirical evidence that by adopting solutions that have proven effective in other educational institutions, Islamic schools can address social and cultural challenges more effectively and maintain a high quality of education.

The current research on adaptation strategies in Islamic education quality management highlights the importance of adopting sustainable solutions from best practices, yet there are notable gaps that need further exploration. These include a limited focus on contextual differences, where studies often generalize best practices without tailoring them to specific cultural and social environments (Ekasari et al., 2021; Pahrudin et al., 2023). While the immediate benefits of these practices are well-documented, there is insufficient analysis of their long-term sustainability and potential challenges during adaptation, such as resistance to change and resource limitations (Adiyono et al., 2022; Kulal et al., 2024). The underrepresentation of indigenous Islamic educational models in the

adaptation process (Abdullah et al., 2023; Safana, 2024; Utari et al., 2024), coupled with the lack of comprehensive strategies to address rapid social changes like gender equality and digitalization leaves a significant research gap. Addressing these gaps would provide a more robust understanding of how Islamic schools can effectively adapt and maintain high-quality education amidst evolving challenges.

This study aims to explore sustainable adaptation strategies in Islamic education management, particularly in addressing social controversies with a focus on efforts to maintain the relevance of schools such as Madrasah Tsanawiyah (MTs) Mukhtar Syafa'at Blokagung amidst rapid societal changes. This study emphasizes the need for educational institutions to respond to issues such as gender equality and digitalization of education, as failure to adapt can lead to irrelevance and inability to meet the evolving needs of students and society. By identifying sustainable solutions, including multi-stakeholder collaboration to improve the quality of inclusive Islamic education and the integration of information and communication technology to improve management efficiency, this study seeks to offer practical strategies that can be implemented at MTs Mukhtar Syafa'at Blokagung to ensure its continued relevance and success in the changing social landscape.

## RESEARCH METHOD

The selection of the object of this research in the Islamic educational institution MTs Mukhtar Syafa'at Blokagung which operates in the pesantren environment is based on several strong reasons. One of the strong reasons is that this institution faces unique challenges to integrate Islamic values with the needs of modern education, which often triggers social controversy. The design of this study uses a qualitative method with this case study approach chosen to provide an in-depth understanding of the phenomenon being studied (Assyakurrohim et al., 2022), namely adaptation strategies in Islamic education quality management at the madrasah. The case study approach allows researchers to explore in detail various aspects that affect the quality management of education, including the unique social and cultural context in the pesantren environment. This approach is expected to uncover specific strategies implemented by schools in dealing with social controversies and replicating sustainable solutions, as well as providing practical insights that can be applied in other Islamic educational institutions.

The data collection techniques in this study use observation, interviews, and documentation to provide a comprehensive and in-depth understanding of adaptation strategies in education quality management at MTs Mukhtar Syafa'at Blokagung. Qualitative data were collected through in-depth interviews with principals, teachers, and parents of students to understand their views on social

challenges and the adaptation strategies implemented. In addition, participant observation was conducted to directly monitor the implementation of adaptation strategies in the school environment. Observations are carried out to obtain direct and tangible data on daily interactions and practices in schools, which allows researchers to observe how strategies and policies are implemented in real contexts. The simultaneous use of these three techniques ensures that the data collected is triangulated, reduces the potential for bias, and increases the accuracy and validity of the research findings.

The data analysis technique in this study uses the Milles and Huberman model, which is an interactive model including data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering and simplifying relevant information from the data collected through observation, interviews, and documentation, to focus on key themes related to adaptation strategies and education quality management. Data presentation involves organizing information that has been reduced to a systematic and easy-to-understand form, such as tables, graphs, or narratives, to facilitate analysis and interpretation. The last stage, drawing conclusions, is carried out by analyzing the data that has been presented to identify patterns, relationships, and significant findings that explain how adaptation strategies are applied and their impact on education quality management at MTs Mukhtar Syafa'at Blokagung. This approach ensures that the analysis is conducted thoroughly and structured, allowing researchers to come to valid and accountable conclusions.

## **RESULT AND DISCUSSION**

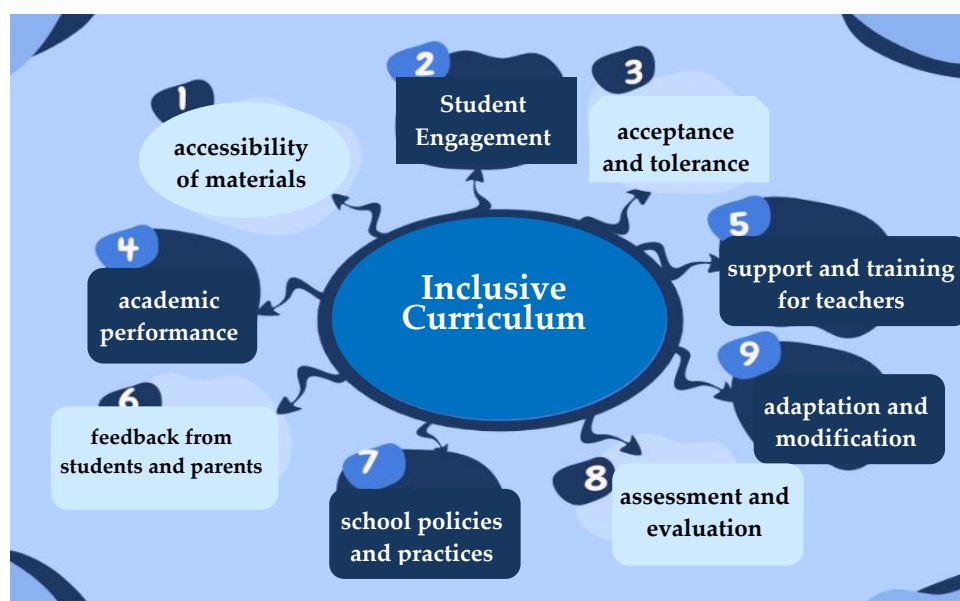
### **Implementation of an Inclusive Curriculum**

The implementation of an inclusive curriculum that accommodates diversity in social and cultural perspectives shows a positive impact in improving student understanding and reducing social controversy. Inclusive curricula are designed to reflect social and cultural diversity, which is relevant to address controversies that may arise from differences of opinion in society. The expression is supported by a lecture on the curriculum of Mrs. Zulfatun Naima, as follows "an inclusive curriculum is an approach that ensures all students, regardless of background, ability, or special needs, can access and participate in learning. This is important because it can accommodate diversity within the classroom and ensure that every student has equal opportunities to learn and grow. With this approach, we can reduce inequality and create a more equitable and supportive learning environment". The importance of implementing an inclusive curriculum that ensures all students, regardless of background, ability, or special needs, can access and participate in learning. Inclusive curriculum not only accommodates diversity in the classroom but also reduces disparities and

creates a more equitable and supportive learning environment.

This statement was also corroborated by an interview with Mrs. Juwairiya, "we have several successful examples. For example, we saw an increase in student participation and achievement from diverse backgrounds following the implementation of an inclusive curriculum. Programs designed to promote diversity and inclusion have helped create a more positive and supportive learning environment. We also get positive feedback from students and parents regarding this change". The results of the interview with Ms. Juwairiya confirmed the effectiveness of the inclusive curriculum by providing concrete examples of the successes that have been achieved. Mrs. Juwairiya reported that after the implementation of the inclusive curriculum, there was an increase in the participation and achievement of students from various backgrounds. Programs designed to promote diversity and inclusion have helped create a more positive and supportive learning environment.

Based on interviews with the deputy principal of the curriculum and the quality assurance agency, the inclusive curriculum has proven to be effective in creating a fair and supportive learning environment. This approach allows all students, regardless of background or ability, to actively participate in learning, thereby reducing inequality and promoting diversity. Despite challenges such as resistance to change and the need for additional training for teachers, the measures taken, such as comprehensive training and ongoing support, have been successful in increasing student participation and achievement. This is also corroborated by concrete examples of programs that have improved the learning atmosphere and received positive feedback from students and parents.



**Figure 1. Inclusive Curriculum Chart**

Figure 1, an inclusive curriculum is an important approach in education that ensures all students, regardless of background or ability, have equal access and participation in the learning process. Indicators such as material accessibility, student engagement, acceptance and tolerance, academic performance, support and training for teachers, feedback from students and parents, school policies and practices, and assessments and evaluations, are benchmarks of the effectiveness of this curriculum. The implementation of an inclusive curriculum at MTs Mukhtar Syafa'at Blokagung has a significant positive impact in improving students' understanding.

### **The Use of Digital Technology as a Sustainable Solution**

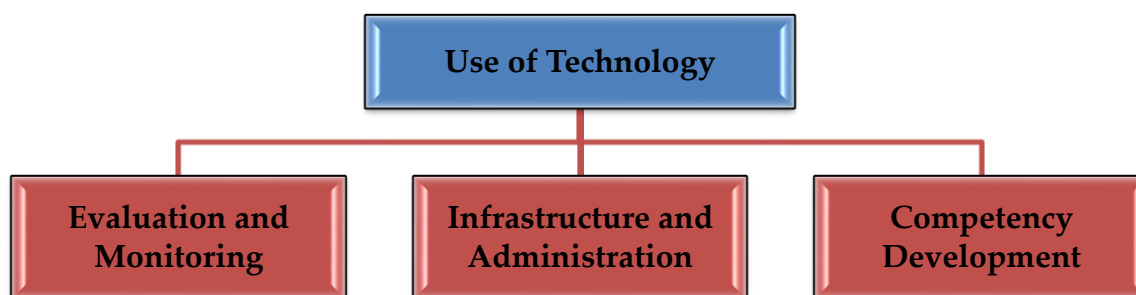
The use of digital technology in education has become key to increasing the effectiveness and efficiency of the learning process, including at MTs Mukhtar Syafa'at Blokagung. Digital technology such as online learning platforms, educational applications, and interactive tools, enable teaching that is more dynamic and responsive to students' needs. The integration of digital technology into the inclusive curriculum in schools helps ensure that all students, including those with special needs, can access learning materials more easily. The use of such technology also supports training and professional development for teachers, by providing additional resources and tools needed to implement an inclusive curriculum effectively.

The expression is supported by a discussion by Mrs. Zulfatun Naima as follows, "digital technology has become an important element in the modern curriculum. At our school, we see digital technology as a tool that can enrich the learning experience of students. By using online learning platforms, educational apps, and other digital tools, students can access a wider and more varied range of educational resources, which support their learning in a more in-depth and interactive way. Digital technology can help create a more flexible and adaptive learning process". Argument explain the interview results show that digital technology has become an important element in the modern curriculum in schools. The use of digital technology, such as online learning platforms, educational applications, and other digital tools, is seen as a means to enrich students' learning experiences. Digital technology allows students to access a wider and more varied range of educational resources, thus supporting deeper and more interactive learning.

This is in line with the opinion of Mrs. Juwairiya, who said that digitalization has the potential to improve the quality of education. "Digital technology provides a great opportunity to improve the quality of education in a more systematic and measurable way. It helps in data-driven decision-making and continuous quality improvement. We support the use of digital technology

by providing training for teachers and school staff to improve their digital skills. We also work closely with schools to ensure that they have access to the necessary technological devices. In addition, we encourage the implementation of quality standards for the use of technology in education to ensure that technology integration runs effectively and efficiently".

Based on the results of WKS Curriculum and Quality Assurance Agency interviews, it is shown that digital technology plays a crucial role in modern education, enriching students' learning experiences through access to a wider and varied range of resources. This technology supports more immersive and interactive learning, and allows for monitoring student progress and adapting teaching strategies based on accurate data. The use of digital management systems for teachers and school staff improves the quality of education systematically and measurably.



**Figure 2. Chart of Technology Used**

Based on the Figure 2, MTs Mukhtar Syafa'at has effectively integrated digital technology into various aspects of education to improve the quality of learning and the efficiency of school management. By utilizing digital technology, schools can create a more inclusive and adaptive learning environment, which not only increases student engagement but also facilitates the evaluation and feedback process, thereby supporting the achievement of better learning outcomes and responding more quickly to social challenges and changes.

### **Continuous Evaluation Model for Assessing the Quality**

A continuous evaluation model is applied at MTs Mukhtar Syafa'at to ensure that the assessment of the quality of education is not only carried out periodically, but also involves regular feedback and evaluation from various stakeholders. This is important because education is a dynamic and continuous process, which requires constant adjustment and improvement. This is in accordance with the results of an interview with the vice principal who stated that the evaluation applies to all academic communities of the school. He argued

"we apply a continuous evaluation model in this school, where the assessment of the quality of education is carried out continuously, not just periodically. We involve various stakeholders, including teachers, students, and parents, in providing regular feedback". This shows that an inclusive and collaborative approach, where all parties involved in the education process have a role in evaluating and directing improvements in the quality of education in schools.

The continuous evaluation model implemented at MTs Mukhtar Syafa'at includes several important elements that work together to ensure high quality education. First, data collection is carried out comprehensively to identify student performance and the effectiveness of the teaching process, using various methods such as surveys and tests. Performance monitoring is carried out periodically with a focus on key indicators that reflect success or challenges faced in education. Furthermore, evaluation of the teaching process aims to assess the effectiveness of the teaching methods used by involving feedback from students and teachers.

**Table 1 Continuous Evaluation Indicators**

Category	Element	Description
Data Collection	Data Collection	Collect data on student performance and teaching processes.
	Collection Method	Techniques such as surveys and tests.
Performance Monitoring	Performance Monitoring	Oversee student performance and teaching effectiveness.
	Performance Indicators	Assessing successes and challenges in education.
Teaching Evaluation	Evaluation of the Teaching Process	Assess the effectiveness of teaching methods.
	Feedback	Collect feedback from students and teachers.
Stakeholder Engagement	Stakeholder Engagement	Engage students, teachers, parents, and the community.
	Active Participation	Encourage active involvement in improving education.
Customization and Enhancements	Customization and Enhancements	Make changes based on the results of the evaluation.
	Change Implementation	Implementing changes to improve the quality of education.
Transparency	Process Openness	The evaluation process is carried out openly.
	Results Reporting	Provide evaluation reports for all parties.

The involvement of stakeholders including students, teachers, parents, and the community, is considered very important because their active participation can encourage more significant improvements in the quality of education. Based on the evaluation results collected, the school makes adjustments and improvements, implementing changes needed to improve the quality of learning. The process is carried out with high transparency as seen in table 1, where the evaluation results are reported to all parties involved and ensure that all improvement steps are carried out openly and accountably.

## Discussion

Adaptation strategies in Islamic education quality management are becoming increasingly crucial amidst rapid social developments. The concept emphasizes the need for Islamic educational institutions to proactively manage social changes (Javed, 2023), such as the digitalization of education (Sanjani, 2024), gender equality issues, and shifts in cultural values (Maulidia, 2023), in order to maintain their relevance and effectiveness (Faiz et al., 2023). Islamic education quality management in facing these challenges must develop innovative and sustainable adaptation strategies, including the integration of information technology, the implementation of curricula that are responsive to contemporary issues, and multi-stakeholder collaboration (Al Haddar et al., 2023; Ekasari et al., 2021). The goal is to ensure that Islamic educational institutions are not only able to adapt to change, but also lead in forming a generation with character and high competitiveness, in accordance with Islamic values. Thus, this adaptation strategy not only functions as a response to social developments, but also as an effort to continuously improve the quality of education in a dynamic context.

An inclusive curriculum that reflects social and cultural diversity can address controversies that may arise from differences of opinion in society by ensuring that all students (Efendi, 2022), regardless of background or ability (Basri & Hasri, 2024), have equal access and participation in the learning process. The importance of an inclusive curriculum in creating a fair and supportive learning environment, despite challenges such as resistance to change and the need for additional training for teachers (Fath et al., 2023). The effectiveness of an inclusive curriculum increased participation and achievement of students from various backgrounds as well as positive feedback from students and parents.

The integration of digital technology, such as online learning platforms and educational applications, has been proven to improve the quality of learning and support sustainable solutions in education quality management (Gupta, 2023). Digital technology offers wider access to educational resources and allows for more flexible and sustainable learning methods (Elkington, 2022). Organizations such as UNESCO and UNICEF support the use of digital technologies in education as a way to improve access and quality of education globally. They also advocate the use of technology as a tool to achieve the Sustainable Development Goals (SDGs) in education (Hassall, 2020). The integration of digital technology in education has been proven to bring significant benefits in improving the quality of learning and supporting sustainable solutions in education quality management (Javed, 2023). This technology expands accessibility, allows for personalized learning, improves collaboration, saves costs, and supports lifelong learning.

The use of digital technology allows for more accurate monitoring of student performance and continuous adjustment of teaching strategies (Bakar et al., 2023; Khotimah et al., 2024; Sanjani et al., 2023). These measures ensure that MTs Mukhtar Syafa'at not only provides quality education but also prepares students to face future challenges in an increasingly digital world. The Quality Assurance Agency emphasizes the importance of implementing quality standards in the use of technology to ensure the effectiveness and efficiency of technology integration in education, making it a sustainable solution to improve the quality of education.

Schools can identify problems more quickly and responsively by using the continuous evaluation model to changing needs and challenges that arise in the educational environment (Halabi, 2024). Quality Assessment is a systematic approach designed to regularly assess and improve the quality of education (Salim et al., 2024; Zuhdi et al., 2024). This model involves the collection of comprehensive data on student performance and the teaching process through various methods such as surveys and tests. Performance monitoring is conducted periodically to monitor the effectiveness of teaching and student achievement, using key indicators that indicate successes and challenges in education.

Evaluation of the teaching process assesses the methods used and gathers feedback from students and teachers to ensure that the methods implemented are effective. Stakeholder involvement, including students, teachers, parents, and the community, is essential to encourage active participation in the evaluation and improvement process. Based on the evaluation results, adjustments and improvements are made to make necessary changes in the curriculum and teaching methods.

## CONCLUSION

The implementation of inclusive curriculum and digital technology at MTs Mukhtar Syafa'at Blokagung has proven effective in improving the quality of education and reducing social controversies. This approach not only ensures that all students, regardless of background, ability, or special needs, can access and participate in learning, but also promotes a more equitable, inclusive, and supportive learning environment. The use of digital technology enriches students' learning experiences by providing access to a wider and more interactive range of educational resources, and allows for continuous evaluation and adjustment based on accurate data. Through a continuous evaluation model, schools can systematically identify the strengths and weaknesses of education, make necessary adjustments, and ensure that the quality of education is always relevant and high. This collaborative approach involves all parties involved in the educational process, ensuring continuous and comprehensive improvement.

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