

## ADVANCING EDUCATION QUALITY THROUGH PROGRESSIVE MADRASAH-BASED MANAGEMENT PRACTICES

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### Abstract :

*This study aims to analyze and identify the management of Islamic boarding schools, madrasah-based management and the quality of Islamic high school education in Islamic boarding schools. This concept is the basis that Islamic boarding schools are also required to modify the quality of quality. This study is descriptive qualitative, namely research that is intended to reveal empirical facts objectively scientifically based on logic and scientific procedures and supported by strong methodologies and theories in accordance with the scientific disciplines being studied. The results of the study indicate that madrasah-based management in improving the quality of education in Islamic boarding schools can be seen from the important role of Islamic boarding school leaders who collaborate with stakeholders, an education system that uses a curriculum model from the ministry of Religion and the curriculum of the Islamic boarding school itself and also the quality of graduates of Islamic boarding schools. This is expected to contribute to other Islamic boarding schools to build a culture of institutional quality.*

### Abstrak:

*Penelitian ini bertujuan untuk menganalisis dan mengidentifikasi manajemen pondok pesantren, manajemen berbasis madrasah dan mutu pendidikan madrasah aliyah di pondok pesantren. Konsep tersebut menjadi dasar bahwa pesantren juga dituntut untuk memodifikasi kualitas mutu. Penelitian ini bersifat deskriptif kualitatif, yaitu penelitian yang dimaksudkan untuk mengungkapkan suatu fakta empiris secara objektif ilmiah berdasarkan logika dan prosedur keilmuan serta didukung oleh metodologi dan teori yang kuat sesuai dengan disiplin keilmuan yang ditekuni. Hasil penelitian menunjukkan bahwa manajemen berbasis madrasah dalam meningkatkan mutu pendidikan di pondok pesantren dapat dilihat dari peran penting pimpinan pondok pesantren yang berkolaborasi dengan para stakeholder, sistem pendidikan yang menggunakan model kurikulum dari kementerian agama dan kurikulum pesantren itu sendiri dan juga mutu lulusan pondok pesantren. Hal tersebut diharapkan dapat memberikan kontribusi untuk lembaga pesantren lainnya untuk membangun budaya mutu lembaga.*

## INTRODUCTION

Education is an effort to improve the quality of human life. In the history of mankind, even in primitive societies, education has been the most effective and efficient means of transforming science, culture and other aspects from one generation to the next (Khyzhniak et al., 2021; ). Roien et al., (2022) states that education is a norm, in the sense that education represents an aspiration of values or qualities to aspire to. According to Fahad et al., (2023), efforts to improve the quality of education are not a simple problem, but require multidimensional handling involving various related options. In a journal written by a lecturer named Dr. Rusli Malli, citing the law, said that based on law number 20 of 2003 concerning the national education system (Febrian et al., 2023), article 3 states that national education functions to develop the abilities and character and civilization of a dignified nation in order to educate the life of the nation which aims to develop the potential of students to become human beings. who believe and are devoted to God Almighty, have noble character and are knowledgeable, competent, creative, independent and become democratic and responsible citizens.

Islamic boarding schools have long been one of the traditional educational institutions that play an important role in maintaining and developing Islamic education in Indonesia (Musaddad, 2023; Arifin, 2022; Faiz et al., 2023). As an educational institution that bases its learning activities on the teachings of the Islamic religion, Islamic boarding schools have a strategic role in forming the character, faith and religious knowledge of their students (Abbas et al., 2021). However, in facing the dynamics of current developments and increasing demands for the quality of education, the role of Islamic boarding schools in providing quality education must also always be considered and improved.

One aspect that is key in improving the quality of education in Islamic boarding schools is madrasa-based management (Zubaida, 2022; Haris & Efendi, 2022; Komsiyah, 2022; Islamiah & Maulidiah, 2024). The concept of effective and sustainable management is an important basis for managing various aspects of educational activities, from curriculum planning, human resource development, to improving educational facilities and infrastructure (Qutni et al., 2021; Romlah & Latief, 2021; El Widdah, 2022; Zuhdi et al., 2024). By implementing the right management approach, Islamic boarding schools can optimize the potential of their resources to achieve higher educational quality standards.

Even though madrasa-based management has become the focus of attention in efforts to improve the quality of education in Islamic boarding schools, there are still various challenges and obstacles that need to be overcome (Zubaida, 2022; Anshori et al., 2022; Zaini et al., 2023). Starting from limited resources, to a lack of understanding and managerial skills among administrators and educational staff, all are factors that can influence the effectiveness of implementing madrasa-based management.

Barus et al., (2021) states that a quality school has several indicators, namely first, a large number of students, this indicates that the community's enthusiasm for educational institutions is very high. Second, have academic and

non-academic achievements. Third, graduates are relevant to the goals of educational institutions, meaning they comply with the standards set by the school. Through madrasa-based management, it is believed that student learning achievement is more likely to increase if educational management is centralized at the school rather than at the regional level.

The novelty of this research lies in its focus which explores the application of madrasa-based management concepts specifically in the context of Islamic boarding schools. Although there have been many studies examining educational management and efforts to improve the quality of education in various institutions, this research offers a unique contribution by specializing in Islamic boarding schools as unique and distinctive educational environments. In the context of Islamic boarding schools, the challenges and dynamics faced in implementing madrasa-based management may be different from other educational institutions (Gapari, 2023; Zubaida, 2022; Gunawan et al., 2023).

This research also carries an interdisciplinary approach by combining modern management concepts with Islamic values which are the main basis for education in Islamic boarding schools. This allows this research to provide a deeper understanding of how modern management principles can be integrated harmoniously with religious values in the context of Islamic education. Furthermore, this research also emphasizes efforts to improve the quality of education as a result of implementing madrasa-based management in Islamic boarding schools. By delving deeper, it is hoped that this research can identify best practices, obstacles and key factors that influence the successful implementation of madrasa-based management in improving the quality of education in Islamic boarding schools.

This research aims to explore and analyze madrasa-based management practices in Islamic boarding schools as an effort to improve the quality of education. Through a literature study approach, this research will explore various concepts, theories and practices related to madrasa-based management, as well as identifying factors that influence its implementation in Islamic boarding schools. Thus, it is hoped that this research can contribute to improving education management strategies in Islamic boarding schools, so that it can improve the quality of Islamic education provided.

## RESEARCH METHODS

This research is descriptive qualitative, namely research intended to reveal an empirical fact in an objectively scientific manner based on scientific logic, procedures and supported by strong methodology and theory according to the scientific discipline being pursued (Susanti et al., 2023; Arifin et al., 2024). By adopting this approach, the research will explore the unique context of Islamic boarding schools, internal dynamics, and patterns of management practices that have been implemented at Madrasah Aliyah at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi. Through a qualitative approach, this research can capture nuances that may not be able to be revealed through quantitative methods, such as the Islamic values that underlie managerial decisions, the dynamics of the relationship between

managers, teachers and students, as well as cultural factors that influence the implementation of management-based management madrasa.

Data collection techniques in this research include in-depth interviews, observation, and documentation to obtain comprehensive and valid information. In-depth interviews were conducted to explore detailed information about the informants' experiences, views and perspectives regarding the research topic, by allowing researchers to ask in-depth open questions. Observations are used to record and analyze behaviors and interactions in their natural context, providing additional insights that complement information from interviews and reveal dynamics that may not be revealed verbally. Documentation functions to collect data from various written sources or relevant archives, such as documents, reports and notes, to obtain a more complete picture and support findings from interviews and observations.

Data analysis was carried out systematically by identifying patterns, themes and relationships in data collected from interviews, observations and documentation. This process involves coding data, grouping information into relevant categories, and summarizing main findings to produce reliable conclusions. Data validity is maintained through data triangulation, a method that utilizes several data collection techniques to verify and strengthen research findings. By comparing the results of interviews, observations, and documentation and checking the consistency of information between sources, data triangulation ensures the accuracy and credibility of research results. This method also helps identify and overcome potential biases, as well as provide a more holistic and comprehensive picture of the phenomenon under study.

## **FINDINGS AND DISCUSSION**

### **Optimizing Madrasa Management in Achieving Education Standards**

Etymologically, management comes from the word management (English). The word management comes from the words manage or manager which means training a horse to move its feet (Parker, 2021). Sandberg & Alvesson, (2021) Management contains two meanings, namely mind (thinking) and action. Terminologically, management means a structuring process involving potential sources, both human and non-human, in order to achieve goals effectively and efficiently (Pangestu & Hariri, 2022; Paschen et al., 2021). Ramayulis in (Tharaba et al., 2021) stated that the meaning of management is the same as the essence of management is *al-tadbir* (management).

Madrasah Aliyah at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School reflects a structured and systematic approach to educational management to improve the quality of learning outcomes. In this institution, madrasa-based management is implemented with a focus on integration between the vision of Islamic education and effective managerial practices. This approach involves strategic planning that includes relevant faith-based curriculum, professional development for educators, and optimal resource management. By prioritizing local wisdom and Islamic values, madrasa management at Darul Huffadh seeks to create a conducive learning environment and supports students' spiritual and academic growth. Structured managerial programs, such as continuous training for teachers and regular evaluation of teaching methods,

contribute to the achievement of established educational goals. Through the implementation of madrasa-based management, Darul Huffadh not only seeks to improve students' academic quality but also shapes their character in accordance with noble Islamic principles, thereby preparing them to become competent individuals with noble character in society. The principal said, "In our madrasas, madrasah-based management is applied with an integrated approach, combining Islamic values with effective managerial practices. We have a clear organizational structure starting from madrasah leaders, administrators, to teachers and staff. Madrasah leaders are responsible for strategic policies, while administrators manage day-to-day operations and teachers focus on the teaching and learning process." (I-ks, 14/4). The results of the interviews show that the implementation of madrasa-based management at Madrasah Aliyah Darul Huffadh Tuju-Tuju Kajuara utilizes an integrative approach that combines Islamic values with effective managerial practices.

A clear organizational structure, starting from madrasa leaders, administrators, to teachers and staff, creates an efficient division of tasks, where leaders are responsible for strategic policies, administrators manage operations, and teachers focus on the teaching and learning process. Vice principal for curriculum said, "Madrasah-based management contributes greatly to the teaching and learning process. With regular training and support from leaders, teachers become more confident and skilled in teaching. In addition, a curriculum integrated with Islamic values creates a holistic learning environment, where students not only gain knowledge but also character building. We also hold regular meetings to discuss student development and more effective teaching strategies." (I-kur, 15/4). This approach strengthens the educational process by providing teachers with regular training, improving their skills, and building the confidence necessary to teach effectively. A curriculum that integrates Islamic values contributes to the formation of student character and creates a holistic learning environment. Regular meetings held to discuss student progress and teaching strategies demonstrate a commitment to continuously improving the quality of education. Overall, this madrasa-based management not only supports teaching effectiveness but also strengthens the learning environment with an approach that is in line with Islamic values and the needs of modern education.

Madrasah-based Management is linguistically structured into three words, namely management, based, and Madrasah (Rohman et al., 2022; Purwanto et al., 2023). Management is the science, art and method of utilizing and optimizing the resources and potential of existing resources effectively and efficiently to achieve goals through stakeholder empowerment (Ibeh et al., 2024). Based is interpreted as a principle, foundation. Meanwhile, madrasah is an Islamic educational institution that carries out a structured teaching and learning process to instill Islamic values, scientific values and knowledge so that it can provide benefits to human life. Based on this lexical meaning, madrasa-based management according to Martani, (2023) can be understood as the science, art and methods of utilizing and optimizing the resources and potential of the

resources owned by the Madrasah to achieve a Madrasah and educational goals as they should.

Madrasah-based management is one of the government's efforts to achieve excellence in the nation's society in mastering science and technology, in accordance with the GBHN statement and is expected to be used as a basis for developing quality and sustainable education in Indonesia. As for the characteristics of Madrasah-Based Management, Rawis et al., (2021) mentions the characteristics of madrasa-based management, namely input (input, process and output). Education system analysis can be understood through three main components: input, process, and output. Input includes initial data such as students with all their characteristics, which provides the basis for the educational process (Ridlo & Yanti, 2023; Sanjani, 2024). The process (throughput) involves management and interaction in learning effectively and efficiently, aiming to manage the dynamics of teaching and learning in order to achieve the desired educational results. Output is the final result of the education system, namely graduates who have varied knowledge, skills, values and attitudes and are in accordance with the educational goals that have been set and meet the expectations of educational institutions. By understanding the relationship between these three components, it can be identified to what extent the education system is functioning to achieve the expected goals and how improvements can be made to improve the quality of education and graduate outcomes.

### **Harmonization of Madrasah and Islamic Boarding School Management**

School is a place to receive and give lessons in order to undergo a directed, guided and controlled learning process in order to become a useful human being for the homeland and nation (Putri & Dasalinda, 2023). According to the Ministry of Religion, the term school is madrasah. Based on the Joint Decree (SKB) between the Minister of Religion, Minister of Home Affairs No. 6 of 1975 037/U/1975 and No. 15 of 1974 at a limited cabinet meeting on 26 November 1974, the substance of the SKB was: first, a madrasa diploma can have the same value as an equivalent public school diploma. Second, madrasah graduates can continue to public schools at a higher level. Third, madrasa students can move to public schools of the same level.

Harmonization of Madrasah and Islamic Boarding School Management at Madrasah Aliyah Darul Huffadh Tuju-Tuju Kajuara is a critical aspect of creating a cohesive and effective educational environment. At this institution, the integration of management practices from both frameworks ensures a unified approach to education and spiritual development. The leadership, represented by the Kyai and the Head of Madrasah, collaboratively shapes policies and strategic decisions, aligning religious and educational objectives. The curriculum is designed to merge Islamic studies with general education, promoting a comprehensive learning experience that addresses both academic and spiritual growth. Residential arrangements, including the boarding facilities, are harmonized to support the diverse needs of Santri, whether they are residing on-campus or commuting. Regular religious practices and community engagement are seamlessly incorporated into daily activities, strengthening the connection

between students, their education, and their faith. By aligning teaching resources, community involvement, and staff development, Madrasah Aliyah Darul Huffadh Tuju-Tuju Kajuara creates a balanced and enriched educational environment that exemplifies the effective integration of Madrasah and Islamic boarding school management principles. "we strive to integrate the management practices of both the Madrasah and the Islamic Boarding School to create a cohesive educational environment. For instance, the Kyai, who is pivotal in the Islamic Boarding School, also plays a critical role in overseeing the educational strategies and curriculum in the Madrasah. This alignment ensures that our values and goals are consistently applied across both educational settings." (I-ks, 14/4)

This shows that there are efforts to integrate managerial practices from Madrasahs and Islamic Boarding Schools to create a cohesive educational environment. In this case, Kyai, who is a central figure in Islamic boarding schools, also has an important role in overseeing educational strategies and curriculum in Madrasahs. With the involvement of Kyai in both institutions, educational values and goals can be applied consistently throughout the educational environment. "The teaching of Islamic texts is integral to our management strategy. We ensure that these texts are incorporated into the curriculum in a way that complements other subjects and educational goals. This approach allows us to provide a well-rounded education that respects traditional Islamic scholarship while preparing students for modern challenges." (I-kur, 15/4). This shows that integrated management between Madrasahs and Islamic Boarding Schools functions to ensure that the same educational principles and vision are followed in both institutions, which ultimately supports the achievement of overall educational goals.

This explains the importance of teaching Islamic texts as part of managerial strategy. Here, the teaching of Islamic texts is not just used as separate teaching material, but is integrated into the curriculum in a way that complements other subjects and educational goals in general. This approach enables the delivery of a comprehensive education, respecting traditional Islamic studies, while preparing students to face modern challenges. By combining Islamic teachings with the general curriculum, Madrasah Aliyah Darul Huffadh Tuju-Tuju Kajuara seeks to provide a balanced and relevant education, which links traditional knowledge with students' contemporary needs.

Implementing an integrative approach in education management to unify practices between Madrasahs and Islamic Boarding Schools. Kyai, as a central figure at the Islamic Boarding School, also plays an important role in overseeing the educational strategy and curriculum at the Madrasah, ensuring that educational values and goals are implemented consistently across both institutions. In addition, the teaching of Islamic texts is carefully integrated into the curriculum to complement other subjects and achieve broader educational goals. This approach not only respects Islamic traditions but also prepares students to face modern challenges, creating an education that is well-rounded and relevant in today's context by Table 1.

**Table 1 The relationship between madrasas and Islamic boarding schools**

Aspect	Madrasah	Islamic Boarding School	Harmonization
<b>Leadership</b>	Head of Madrasah manages educational programs and staff.	Kyai oversees both religious and managerial aspects of the institution.	Kyai's leadership aligns with the Head of Madrasah to ensure cohesive educational and managerial strategies.
<b>Curriculum</b>	Focuses on Islamic studies and general education subjects.	Includes intensive Islamic studies and religious teachings.	Curriculum integrates religious education with general studies, promoting a unified learning approach.
<b>Religious Practices</b>	Includes daily prayers, Quranic studies, and Islamic ethics in education.	Central to daily life with prayers, sermons, and religious teachings.	Regular integration of religious practices in both settings to reinforce Islamic values and education.
<b>Living Arrangements</b>	Residential facilities are part of the Madrasah infrastructure.	Provides separate boarding facilities (Cottages/Pondok) for students.	Harmonizes living arrangements to support both educational and personal development of students.
<b>Teaching Resources</b>	Uses textbooks and materials for Islamic and general subjects.	Focuses on classical Islamic texts and specialized religious materials.	Combines traditional Islamic texts with modern educational resources for a comprehensive curriculum.
<b>Community Engagement</b>	Engages with local community through educational programs and activities.	Often serves as a community center for religious and social activities.	Joint community activities and programs to strengthen ties and foster collaborative growth.

Imam Zarkasyi in Latief et al., (2021) stated that madrasas are educational institutions under the Ministry of Religion, but the learning curriculum follows the Ministry of National Education. Based on Government Regulation Number 28 and 29 of 1990 concerning Primary and Secondary education, and the implementation of the 1994 curriculum, madrasahs changed their status to become public schools with Islamic characteristics. Madrasas are specifically designated as (public) schools whose curriculum contains lessons about Islam. The function/task of a madrasah is to prepare students to be able to carry out roles that require mastery of special knowledge about Islamic teachings.

Nurcholish Majid's in Rohaeni et al., (2021) Islamic boarding school or Islamic boarding school provides an understanding, namely an institution which can be said to be a manifestation of the natural process of developing the national education system. From a historical perspective, Islamic boarding schools are not only synonymous with Islamic meaning, but also contain Indonesian authenticity (Indigenouse). The aim of education in Islamic boarding schools is to cultivate independent and well-rounded individuals, a goal supported by a robust management system that integrates organizational planning with community empowerment. According to Anggadwita et al. (2021), effective

management is crucial for the future success of these institutions. Central to this system are several key elements: the Kyai, who is a figure of profound knowledge and piety and typically the founder or leader of the school; the mosque, which serves as the heart of religious and educational activities including prayers, sermons, and the teaching of classical Islamic texts; and the students, or santri, who are classified into *santri mukim* (residents from distant areas) and *santri kalong* (locals). Additionally, the term "cottage" or "pondok" refers to the dormitories where students live, while the curriculum encompasses a broad range of Islamic texts, such as those on nahwu, sorof, fiqh, and more, reflecting the holistic nature of the education provided.

### **Educational Quality**

Educational quality assurance planning can be seen from aspects of the internal processes that exist in the school. The internal process aspect carried out by Wijono (2000) (Digdowiseiso, 2022) mentions 10 steps in the quality assurance planning process, quality assurance, namely: (1) planning QA, (2) preparing standards and specifications, (3) communicating guidelines and standards, (4) quality monitoring, (5) identifying problems and selecting opportunities for quality improvement, (6) determining operational problems, (7) selecting a team, (8) analyzing problems and identifying causes of problems, (9) creating solutions and activities quality improvement activities, (10) implementing and evaluating quality improvement efforts.

Based on research on madrasa-based management at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi in improving the quality of education, it can be explained as follows; *First*, The role of the leadership of the Darul huffadh Tuju-Tuju Kajuara Islamic Boarding School. As an educational institution based on madrasas and Islamic boarding schools. The *Pondok* leadership (Lani & Abd Amin, 2023) determines the direction of educational policy which will determine the educational goals of the two curriculum processes, namely the Ministry of Religion and the *Pondok*. Steps to improve the quality of education that lead to this goal have been taken by the leadership of the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency. This is in accordance with the results of an interview with the director of the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School that to improve the quality of education, the leadership of the Islamic boarding school has taken several steps. In the context of Madrasah Aliyah Darul Huffadh Tuju-Tuju Kajuara, several strategic actions are undertaken to ensure effective management and integration of the educational experience. Firstly, general subject teachers are empowered with the curriculum provided by the Ministry of Religion (MoRA), enabling them to deliver lessons effectively. Concurrently, religious teachers are strengthened in their role, enhancing the learning process according to the Islamic boarding school curriculum. Alumni and current students are actively involved in coaching and supervising their peers, fostering a supportive educational environment. The management team collaborates with teachers to meticulously prepare learning plans, addressing any issues with school stakeholders promptly to maintain smooth operations. The institution

adeptly manages and implements both the government-sanctioned curriculum and the Islamic boarding school curriculum, ensuring a cohesive educational approach. Efforts are made to cultivate a harmonious and conducive atmosphere within the dormitories, while also creating an engaging learning environment. Additionally, the school strives to establish a positive relationship with the surrounding community, ensuring a supportive and integrated environment for both students and residents.

*Second*, Learning Curriculum, the quality of education at the Darul Huffadh Tuju-tuju Kajuara Islamic boarding school, Bone Regency, South Sulawesi, is that improving the quality of education with madrasa-based management cannot be separated from the role of the head, director and also all stakeholders who work together to achieve a definite goal. As for the subject curriculum originating from the Ministry of Religion/MoRA (government) which is implemented at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi, only four general subjects are used. The subjects studied by students are Indonesian, English, Mathematics and also Science (Natural Science). This subject is studied by students at *Mts* level from first to third grade, as well as in Aliyah level classes from first to third grade.

A cottage will have good quality if it has clear management and also goals that are in accordance with the vision and mission that the lodge itself wants to achieve. Both in terms of planning, organization, leadership, driving, commanding, motivating, organizing, monitoring, evaluating, reporting, staving, preparing budgets, actuating, forecasting (Nwanekezie & Ogon, 2021; Sanjani et al., 2024). At the Darul Huffadh Tuju-Tuju Kajuara Islamic boarding school, we try to carry out all these processes, so that when asked what the quality of madrasa-based Islamic boarding school education is at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi, of course the answer is that it has very, very good quality. By combining these two curricula, every student who graduates can compete with students who graduate from public schools. In fact, quite a few are also continuing their education at tertiary level in the country, as well as abroad.

The education system at the Darul Huffadh Tuju-Tuju Kajuara Islamic boarding school, Bone Regency, South Sulawesi really provides good quality with the management of the madrasah and the boarding school being combined into one, making the students proficient in many things. The education system at Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School in Bone Regency, South Sulawesi, exemplifies high quality through its integrated management of both madrasah and boarding school components. This holistic approach has led to notable achievements among students. Firstly, the integration of curricula from the Ministries of Religion and Education has resulted in students becoming proficient in English, thanks to instruction from skilled and competent teachers. Additionally, the madrasah management has enhanced students' memorization of the Quran, with a well-organized schedule supporting their progress. The implementation of madrasa management has also bolstered students' proficiency in extracurricular activities, such as scouting, which is specifically tailored for female students and conducted on Saturdays. Furthermore, students have

excelled in extracurricular Pencak Silat, reflecting the school's commitment to comprehensive skill development.

Third, Quality of Graduates, to see how successful madrasa-based management is in improving the quality of education at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi, namely by looking at the quality of Islamic boarding school graduates. The quality of this boarding school's graduates is on average the best graduates.

In this research, the main focus is to investigate the impact of implementing madrasa-based management in improving the quality of education at the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, located in Bone Regency, South Sulawesi. This introductory finding provides an initial overview of the research results which will be described further in the report. In the context of Islamic education, Islamic boarding schools have an important role in maintaining religious traditions and educating a quality Islamic generation (Jubba et al., 2022; Maulidia & Sanjani, 2023). However, with the demands of the times that continue to develop, education in Islamic boarding schools also needs to keep up with developments and improve its quality.

Implementing madrasa-based management in Islamic boarding schools such as Darul Huffadh Tuju-Tuju Kajuara is important to respond to these challenges. In the Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School, Bone Regency, South Sulawesi, several key elements contribute to the effectiveness of its educational system. Facilities and infrastructure (SARPRAS) are fundamental, as they ensure the smooth operation of the teaching and learning processes. Santri, or students, are central to the institution, as their presence and engagement are crucial for the school's existence and development. Educators play a vital role in enhancing educational quality, as their expertise directly impacts the learning experience. The school employs a diverse range of teaching methods, including the lecture method for traditional oral communication, the disc method for collaborative discussions and problem-solving, the contextual method for relating lessons to real-life situations, the problem-solving method to stimulate critical thinking and analysis, and the memorization method to reinforce knowledge retention, particularly in memorizing Quranic verses. Together, these elements and methods create a well-rounded and dynamic learning environment that supports the school's educational goals.

## CONCLUSION

At Darul Huffadh Tuju-Tuju Kajuara Islamic Boarding School in Bone Regency, South Sulawesi, the madrasah aliyah management emphasizes a well-defined organizational structure encompassing the main leadership, boarding director, teacher council, secretary, administration, Kuliyyatul Mua'limi (KMI), Tahfid Quran Council (MTQ), and Darul Huffadh organization (OSDHA). Each section plays a crucial role in managing the school. To improve education quality, the school's leaders collaborate with stakeholders to implement a dual-curriculum model, incorporating both government-provided curricula and internally developed programs. The focus is on enhancing graduate quality as a

success measure. Various learning methods, such as lectures, solving, discussions, and memorization, are employed. Additionally, community cooperation is key in elevating madrasah aliyah education. Graduate quality remains a major concern, indicating the effectiveness of madrasa-based management in advancing educational standards.

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