

THE EMBODIMENT OF ISLAMIC BOARDING SCHOOL-BASED SCHOOL MANAGEMENT IN IMPROVING THE QUALITY OF GRADUATES

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ABSTRACT

A national character-strengthening educational program known as "Islamic Boarding Based School" can foster various intelligences, religious spirituality, and life skills. As a result, curriculum management in Islamic boarding schools affects the caliber of graduates from those institutions. So by implementing good and integrated Islamic boarding school-based school management at MAS As'adiyah Sengkang, it will produce quality graduates. This research aims to: 1) determine how Islamic boarding school-based school management improves the quality, and 2) determine the implications of Islamic boarding school-based school management in improving the quality. A qualitative research design employing a case study methodology was employed in this study. Observation, interviews, and documentation were the methods of data gathering employed. As a consequence of the findings, MAS As'adiyah Sengkang's management is divided into four phases: 1) planning by holding work meetings at the start of the new school year; 2) organizing by providing duties proportionally and professionally; 3) mobilization carried out in the form of performance based on the work program; and 4) supervision in the form of assessments in evaluating performance by school leaders. There are two implications of the implementation of Islamic boarding school-based school management that research found at MAS As'adiyah Sengkang, namely theoretical implications that include the vision, mission, and goals of the school as well as the need to develop awareness of cooperation in improving the quality of graduates.

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1. INTRODUCTION

Islamic boarding schools are a type of education that can help build religious spirituality, life skills, various intelligences, and the character of a country. The concept of Islamic boarding school-based education combines the benefits of traditional classroom instruction with those of Islamic boarding school instruction (Halik, 2016; Puad & Ashton, 2021).

The curricula and administration of Islamic boarding schools incorporate elements of the Islamic boarding school culture (Ilyasin, 2020). The idea of incorporating Islamic boarding school culture into courses is present in the concept of Islamic boarding school-based institutions; however, in this instance, the culture that can be included in current subjects is chosen and tailored to the subject matter. Deepening religious knowledge, boarding, obedience, setting an example, piety, independence, discipline, simplicity, tolerance, qana'ah, humility, fortitude, solidarity/help, honesty, istiqomah, community, and cleanliness are all part of this Islamic boarding school's ethos (Hefner, 2016).

Formal educational institutions that combine the Islamic boarding school education system with a curriculum that includes Islamic boarding school lessons are called Islamic boarding school-based schools. A comprehensive Islamic education system that stresses both ancient Islamic learning and modern science will be created by combining these two institutions (Sahin, 2018).

The word "regular school" refers to formal schools that follow traditional teaching methods or schools that run regular programs. In conventional schools, evaluation is done through daily tasks and oral, written, and practical tests. In traditional schools, instruction lasts for five to six hours every day throughout six school days. The curricula used by Islamic boarding school-based institutions and public schools differ fundamentally from one another (Qoyyimah, 2018). Public school education typically follows the government curriculum. In the meantime, the curriculum in Islamic boarding schools is based on two different sources: one created by the government and the other, which is more focused on religious education. A curriculum similar to that of public schools is even employed by certain traditional Islamic boarding schools.

One of the primary factors that an educational institution targets to fulfill its formal and informal learning objectives is the caliber of its alumni. The caliber of an educational institution's alumni will have a significant impact on its growth or downfall (Tomlinson, 2017; Tirtowaluyo et al., 2020). When instructional component pieces are handled carelessly, this can happen. Therefore, effective management is necessary, particularly in the area of the curriculum that will be taught or supplied to students, to produce good graduates based on the skills acquired by students. By using Islamic boarding school-based curriculum management, excellent morals are upheld as a standard or degree of good character in addition to creating the greatest and highest caliber graduates.

Graduates from an educational institution are inherently endowed with certain qualitative attributes. There are two ways to raise the standard of education: first, raising the standard of academically focused education to offer a starting point for raising the standard of education in line with modern standards (Pambudi & Harjanto, 2020; Helda & Syahrani, 2022). Enhancing the standard of education focused on fundamental (non-academic) life skills is the second step. Thus, there are two types of graduates' character attributes: academic graduates' quality and non-academic graduates' quality. If an educational institution has high levels of success, then it might be considered to be of high quality (Brennan & Shah, 2000; Darling-Hammond et al., 2006). The quality

character of academic graduates can be in the form of achieving report cards and passing scores that meet predetermined standards, while the quality character of non-academic graduates can be the values of honesty, devotion, politeness, and responsibility.

It is undeniable that providing high-quality education is essential to raising the caliber of graduates (Tirtowaluyo et al., 2020; Famularsih et al., 2022). An education that meets predefined requirements for ability, insight, and skills is said to be of high quality. An institution's educational standards must be raised to make progress grounded in deliberate change.

Good management is also necessary to generate graduates of high caliber (Tooley, 2021; Nursetialloh, 2023). Goal-achieving activities are included in management, and they are completed by people who give their all by following set procedures. Knowing what needs to be done, figuring out how to accomplish it, comprehending how to do it, and gauging the success of their endeavors are all included in this. An organization's planning, organizing, actuating, and controlling are its four fundamental tasks.

Contrary to what has been previously explained, the quality of graduates is still far below expectations (Pambudi & Harjanto, 2020; Pramana et al., 2021). Several graduates who work in factories or companies are not employed based only on their skill set, according to another fact. This indicates that the evidence shows a mismatch between skill competence and the necessary field or job position. This is evident from the caliber of the institution's inputs, features, outputs, and results, which allows us to determine the caliber of its instruction. The benchmark is the ability of the employer to match graduate absorption to the competencies at the institution.

Additional empirical data continues to demonstrate that most graduates are job seekers and have not been able to address the needs of stakeholders or other educational institutions (Indrawati & Kuncoro, 2021; Cheng et al., 2022). They also lack the entrepreneurial potential to further improve their competencies. To find out how Islamic boarding school-based school management can raise the caliber of graduates, more research is necessary in this area. Based on the above, the researcher is interested in conducting research with the title "The Embodiment of Islamic Boarding School-Based School Management in Improving the Quality of Graduates."

2. METHOD

This study employed qualitative research methods. Three components make up qualitative research: 1) case studies; 2) ethnography; 3) grounded theory; 4) biography; and 5) phenomenology (Creswell & Creswell, 2017). The descriptive method is one of the techniques utilized in qualitative research. Using this approach, researchers attempt to characterize and condense the diverse circumstances that are the subject of their investigation. MAS As'adiyah Sengkang is the research area.

The research strategy is flexible, using various combinations of techniques to obtain valid data. The data collection methods used in qualitative research are as follows: a) observation; b) interview; c) documentation; and e) questionnaire. The mechanism is as follows: Researchers looked for data on MAS. As'adiyah Sengkang graduate students,

research determines the number of students who are research subjects. Researchers distribute a questionnaire in the form of a tracer study. Next, the researcher collects questionnaire data and carries out a transcript of the results of filling in the data in the tracer study. After obtaining research data, the researcher then concludes and makes suggestions.

In qualitative research, data analysis starts with data reduction, data categorization, and synthesis so that a conclusion can be drawn from the data (Creswell & Creswell, 2017). Data analysis in qualitative research is carried out starting before entering the field, during the field, and at the end of the research. The data analysis used in this research is a flowing data analysis model.

3. RESULTS AND DISCUSSION

Results

Researchers used the observation method, interviews, and documentation to explore data and information based on the defined research focus, which is about how Islamic boarding school-based school management improves the quality of graduates at MAS As'adiyah Sengkang and what are the implications of Islamic boarding school-based school management in improving the quality of graduates at MAS As'adiyah Sengkang. Three sources—the principal, the deputy head of student affairs, the deputy head of public relations, and the deputy head of curriculum—were consulted to gather information from the interviews. The findings and field discussion at MAS As'adiyah Sengkang are presented in the following manner.

Islamic boarding schools are a type of education that fortifies national character, fosters numerous intelligences, and cultivates spiritual and theological knowledge (Sudiapermana & Muslikhah, 2020; Jamilah, 2021). This is yet another benefit of Islamic boarding school-based education since these institutions combine the best features of conventional classroom instruction with the unique features of Islamic boarding school instruction.

Naturally, the As'adiyah Sengkang Islamic Boarding School has changed throughout the years as technology has advanced quickly. It is now an Islamic boarding school that also operates Islamic boarding school-based schools. This action was taken in response to the problems posed by globalization, which began with the kiyai's comprehension and appreciation and culminated in their holy activities. Islamic boarding school-based schools are an excellent educational model that combines the application of the Islamic boarding school system, which emphasizes morality and independence in life, with the application of the school education system, which places more emphasis on developing scientific abilities and skills.

The management of MAS's Islamic boarding school, As'adiyah Sengkang, is responsible for assisting in the realization of the school's vision, objectives, and goals to develop students with moral character who will benefit society, religion, and the country as a whole. Implementing Islamic boarding school-based schools requires teamwork rather than individual effort. This collaboration is required not only within the learning unit but also outside of it in other learning units that are carried out, such as school units,

Islamic boarding school development units, and Islamic boarding school development units. Qur'an, therefore all laws are intended to produce well-mannered graduates who follow Islamic boarding school regulations and have disciplined dispositions.

As explained by the head of the Islamic boarding school, there are four functions of Islamic boarding school-based school management that are implemented at MAS. As'adiyah Sengkang is based on stages in the management process, especially in forming graduates who have Muslim personalities, starting from planning, organizing, implementing, and supervising. adapted to school conditions. The stages of student management at MAS As'adiyah Sengkang are as follows:

1. Planning

Planning is a process for determining appropriate and appropriate future actions through a sequence of choices, of course taking into account the available resources (Faludi, 2013; Romiszowski, 2016). This means that every plan must be adjusted to the school's vision, mission, and goals. The results of the researcher's interview with the school principal are as follows: "At the beginning of every year, when a work meeting is held, we will make a long-term, medium-term, and short-term work program plan that is submitted by each unit and discuss it in the unit work meeting with the Foundation. The long-term program aims to create Islamic boarding school-based schools that are disciplined and adhere to the rules that apply both in schools and Islamic boarding schools, producing students or students who have good moral character, as well as increasing achievements based on the applicable government curriculum and forming student graduates who are by Islamic teachings as practiced by the Prophet Muhammad and his companions or who are known as *ahlu sunnah walajama'ah*. Meanwhile, in the short term, make requirements for prospective new students according to the school's achievements and establish good relationships with student guardians and other schools, whether they run Islamic boarding school-based schools or regular formal schools. "Of course, whether the work program that has been created and agreed upon is successful or not depends on how much support there is from teachers and staff, which is of course strengthened by support from the Foundation."

From the description above, it can be concluded that before the start of the new school year, the school principal first holds a work meeting with the units in the school. So that the plans made are known and approved by all school parties so that the school's goals can be achieved, especially the quality of graduates.

2. Organizing

Organizing is a process of determining, grouping, and arranging the various activities needed to achieve a goal by placing people in each of these activities according to their respective competencies (McLean, 2005), including providing the necessary tools and determining the authority that is relatively delegated to each individual who will carry out the activity.

The results of the researcher's interview with the school principal are as follows: "So after planning, the next step is organizing; in this case, I, as the school principal, have to know who the teachers are who are suitable for the field of study and teaching

at the school. Mapping teachers in the division of main tasks and functions is something that is carried out and adapted to the personal abilities of teachers and staff who are experts in their fields." Apart from that, the curriculum representative also said, "During yesterday's working meeting, we also worked out together which ustdaz would be suitable to be the head of the program as well as the head of the lab."

From the description above, it can be concluded that all learning divisions, namely schools, Islamic boarding schools, and Qur'an ta'limul Qur'an divisions, have made good organizations to map tasks and search for heads of divisions to help smooth the work programs that have been created previously.

3. Implementation

Based on interviews and observations conducted by researchers at the research location, it shows that the implementation management function for students in improving the quality of graduates and having good personalities has been running well. This is inseparable from policymakers who have given freedom to schools within Islamic boarding schools to be able to carry out activities or programs by previous program planning.

4. Supervision

In the context of the world of education, supervision is an observation process that aims to supervise an educational program (Zepede, 2013). Both the activities carried out and the results of these activities with the data collected. So that, in the end, a material is obtained that is suitable and can be used as a basis for future evaluation and improvement processes if necessary (Kalule & Bouchamma, 2014).

Supervision is carried out to control the quality of student graduates at MAS As'adiyah Sengkang. This is done in two ways, namely during normal school hours through daily tests carried out by the teacher, assessing the middle of the semester and the end of the semester, and reporting the results to the Deputy Head of Curriculum for further follow-up.

Supporting and inhibiting factors

As part of the educational process at school, you will undoubtedly run into several challenges or limitations when doing these tasks. Furthermore, Islamic boarding school-based school management is used at MAS As'adiyah Sengkang in an endeavor to raise the caliber of student graduates. Naturally, nothing goes as planned; there are numerous challenges posed by the adztas/ah as well as by the pupils themselves. Several reasons both helped and impeded the rise in the caliber of graduates who were self-selected by the students, according to the findings of observations and interviews conducted by researchers with teachers. The purpose of MAS As'adiyah Sengkang's Islamic boarding school-based school management is to support the achievement of the institution's vision, mission, and goals.

According to the findings of an interview with the Deputy Head of Curriculum, "the existence of good cooperation from the entire board of teachers and staff, students, and parents to make the existing regulations a success is the supporting factor in improving the quality of graduates at this school." The student's lack of enthusiasm for participating

in all of the school's programs, their varied backgrounds and prior educational experiences, and the lack of strictness and sanctions meted out by Islamic boarding schools in compliance with applicable regulations are the factors that are impeding their progress.

Implementation of Islamic boarding school-based school management in improving the quality of graduates

The process of improving the quality of student graduates at MAS As'adiyah Sengkang, requires the implementation of four management functions that support each other, namely planning, organizing, implementing, monitoring, and evaluating, as follows:

1. Planning

Plans that have been made and agreed upon at the beginning of the year work meeting activities by all units, as well as ustadz/ah together with unit leaders and foundations, are then integrated to achieve the goals of the school or Islamic boarding school in improving the quality of graduates, namely:

a. Online student registration flow

According to researchers, creating an online registration flow for prospective new students, can be described as follows: 1) There is progress in the technological system used to support the achievement of schools or Islamic boarding schools by providing information online to the wider community about the vision, mission, and goals of schools or Islamic boarding schools in producing quality graduates who have good Muslim personalities amidst the current moral decadence. 2) There is convenience provided to parents of prospective new students in carrying out the registration process for their sons or daughters because it can be done outside the school or Islamic boarding school for 24 hours via the website, either via laptop or cellphone at home, which is connected to the internet. All information required for registration, such as the PPDB brochure, registration flow, registration entry fees, education fees, and testing announcements, is available on the website. 3) There is special attention given by parents regarding the search for the quality of the school as a place for the continuation of their son or daughter, not only his or her academic knowledge but also his or her educational attainment. 4) Providing motivation as well as mental readiness and self-confidence for sons or daughters in studying at Islamic boarding schools because they will be separated from their parents. 5) There is seriousness and high enthusiasm for learning from prospective students in preparing themselves by studying diligently so that when carrying out the test they can pass several things, such as academic tests, reading the Koran, paying attention to tajwid, and preparing mentally so that when they enter Islamic boarding school they already have mental provisions and a strong and healthy personality.

b. Creation of work programs

According to researchers, the existence of regulations from policymakers, in this case, schools, in creating daily, weekly, monthly, and annual work programs related

to improving the quality of graduates has been described as follows: 1) There is seriousness in carrying out the vision, mission, and goals of the school or Islamic boarding school, not just a formality. 2) There is cooperation and attention from the ustadz/AH in improving the quality of student graduates. This is demonstrated by the existence of togetherness in education because a program cannot possibly run alone if those who manage education do not support the success of the school program. 3) There is enthusiasm in seeking knowledge from the ustadz/ah to better understand Islamic teachings, especially regarding morals and personality because it can help them in creating programs and choosing activities more effectively according to psychological development so that they can produce qualified graduates. In general, it's also religion. 4) There is better control in efforts to achieve the goals of the work program that has been created in a structured and neat manner.

c. Making a supporting budget for the program

According to researchers, creating a budget to support school or Islamic boarding school programs is necessary because it describes the existence of a positive plan for the effectiveness of achieving the goals of the work programs that have been created. From the description above, it can be seen that an educational institution must have a good plan before acting, especially in managing education, which will have effects or results on students. A good plan will certainly produce good results, and vice versa.

2. Organizational implications

In the Islamic view, everything must be done in a planned and orderly manner, except the process of teaching and learning activities in schools or Islamic boarding schools, which is an important matter that, of course, needs serious attention because this can help students learn more easily and optimally ([Rohaeti et al., 2021](#); [Maduningtias et al., 2022](#)). As for the analysis of the organizational implications that researchers get, they are:

1) There is the formation of a learning division.

According to research, for the goals of schools and Islamic boarding schools to be achieved well, there needs to be support and a work attitude that is proportional and professional, and policymakers have done this well by creating three learning divisions, namely the formal education (school) division, the ta'limul Qur'an division, and the Islamic boarding school development division.

2) There is management of duties and responsibilities.

According to researchers, the functions of the above divisions can run well when task management and the assignment of responsibilities to each division have been created. This has been done well on an ongoing basis, based on their respective talents and expertise.

3. Implications for mobilization and implementation

The implementation of the school/Islamic boarding school activity program, which has become a habit, has improved the quality of graduating students at MAS. As'adiyah Sengkang has used three strategies, namely: first, knowledge about morals (adab), or what is called moral knowing; second, the growth of social empathy for fellow humans; and third, the habit of worship and discipline.

Of course, this activity is intended so that students can carry it out according to the schedule that has been made, and this activity lasts 24 hours. The implications are:

- 1) Strategy to increase knowledge about morals/adab, which is carried out through:
 - a. School activities, as a teaching and learning program, must be followed by all students from Monday to Saturday, starting from 07.30 to 12.00.
 - b. Tausiyah activities, as spiritual cleansing activities carried out every week, have the following implications: a) There is additional knowledge and the provision of advice regarding poor ethics and manners in behavior, and this will be reflected in the quality of graduates who behave well; b) There is additional understanding related to Islamic knowledge; and c) There is refreshing motivation so that graduates are not easily influenced by negative invitations that come to them, especially by obeying school or Islamic boarding school rules.
- 2) A program strategy for developing social empathy among humans, which is carried out through: a) Activities to provide financial aid donations for victims of natural disasters; b) Sacrificial activities during Eid al-Adha
- 3) Worship habituation strategy

The worship habituation program can form graduates who have disciplined personalities, and this cannot be done in a short time but needs to be done continuously.

4. Supervision implications

This supervision activity is carried out 24 hours a day at the Islamic boarding school. The details are:

- 1) Monitoring attendance both at school and during recitation
- 2) Supervision of behavior and speech

By holding supervision, it does not mean that the school or Islamic boarding school is looking for mistakes or shortcomings in the ustadz or ah, but this supervision is intended to see to what extent the programs have been achieved in implementation at the school, what the obstacles are, and also the factors that influence them. This understanding is very important for every education manager to do and understand because the essence of supervision is to monitor so that the implementation of the curriculum in Islamic boarding school-based schools does not deviate from what was planned.

The aspects that need to be monitored in the implementation of the Islamic boarding school-based school curriculum include learning tools, reference books used by teachers, the learning process, and learning evaluation ([Sahid et al., 2021](#); [Aziz et al., 2023](#)).

5. Implications for evaluating the Islamic boarding school-based school curriculum

Evaluation is an inseparable part of determining the quality of graduates according to the applicable curriculum (Bath et al., 2004; Helda & Syahrani, 2022). Through evaluation, the value and absorption of graduates can be determined and known, so that it can be used as a consideration of whether the curriculum in Islamic boarding school-based schools needs to be applied or not and which parts need and must be perfected (Puad & Ashton, 2021; Aziz et al., 2023).

Several things are indicators of good quality education (Syomwene, 2018; Antony et al., 2023; Saini et al., 2023), namely: 1) Graduate competency quality standards are at least the same as national education standards, namely that the quality standards for graduates of an educational institution must have graduate quality standards that are at least the same as national education quality standards so that targets can be measurable and clear; 2) Have clear competency standards and basic competencies, because in this way the education process will run as well as desired; 3) Have a clear vision and mission as a reference and guideline for the ideals of the educational institution or school; 4) School quality policy targets content standards and assessment. A good institution is one that always has quality policy targets and assessment content standards as important references for the future; 5) The educational objectives of each subject are a very important reference for students and teachers to maximize the teaching and learning process in the classroom; 6) It is hoped that a graduate profile description can be realized for each subject, which can become a benchmark in the educational process; and 7) As a result, each subject is oriented and contributes to realizing a national education that is pious, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

Improving the quality of graduates from an educational institution is not an easy thing to do; it requires careful study and planning. Because good-quality graduates certainly cannot be separated from a quality educational process. This means that the quality of graduates can only be improved by improving the quality of education in an educational institution, whether related to the learning process in the classroom, infrastructure, or anything else in building a good school culture.

The implication of research results related to Islamic boarding school-based school management in improving the quality of graduates is that there needs to be a re-discussion of the importance of the school's vision, mission, and goals; more attention needs to be given from leaders to subordinates, especially on welfare issues, so that they can concentrate on providing the best service to students. Apart from that, the increase in new knowledge that can be useful for students in the future, the diligence shown by students in carrying out the habituation program, both formal learning and worship, discipline, high awareness of social empathy, and reflected the good quality of graduates, and the need for assertiveness in enforcing school/Islamic boarding school rules to create disciplined graduates.

4. CONCLUSION

Based on the results of the analysis and discussion related to Islamic boarding school-based school management, which has improved the quality of graduates at MAS As'adiyah Sengkang, which has been described above, the researcher can draw the conclusion that Islamic boarding school-based school management improves the quality of graduates by using learning strategies, knowledge about morals, and growing social empathy, among others. humans and programs for habituation of worship and discipline. The scope of coverage includes needs analysis, recruitment, selection, orientation, placement, coaching, and recording and reporting, and in its implementation, it uses four management functions, namely:

- a. Planning: 1) Select and determine values so that the quality of graduates is prioritized to be developed based on the school's vision, mission, and goals; 2) Policy-making carries out socialization regarding the main duties and personalities of all student graduates; 3) Prepare a work program by integrating the quality values of graduates with school goals; and 4) Implementing a habituation program in the form of daily behavior
- b. Organizing by mapping and distributing proportional and professional tasks according to their respective main tasks and functions.
- c. Actuating consists of four activity programs provided, namely: 1) formal learning at school; 2) implementation of discipline; 3) habit of worship; and 4) growth of social empathy.
- d. supervision (controlling) by providing supervision in the program implementation process in harmony between the school and the Islamic boarding school.

Besides that, the Muslim personality formed through Islamic boarding school-based school management will produce the best quality graduates according to the school's goal indicators, namely achievement, ethics, and religion. Supporting and inhibiting factors for Islamic boarding school-based school management in improving the quality of student graduates are as follows:

- a. Supporting factors: 1) There is a figuration of Kiyai and Ustdaz/ah as role models; 2) There is motivation and Islamic advice from kiyai, ustadz/ah, and parents of students; 3) There is attention and harmonious communication; 4) There is a program to get used to worship and develop social empathy; 5) There is firmness in law enforcement and sanctions for those who violate the rules; and 6) There are adequate facilities and infrastructure that meet the needs of students.
- b. Obstacle factor: 1) There has not been a growing awareness of the spirit of learning in the souls of students regarding the importance of a future that is by their competencies; 2) Students have not been able to adapt to various Islamic boarding school rules; 3) The students' souls are still spoiled, unstable, and easily influenced; 4) The effectiveness of learning is not evenly distributed, and there are difficulties in evaluating

This research suggests that, in order to improve the quality of graduates who are moral and religious, it is necessary to revisit the significance of schools' and Islamic boarding schools' vision, mission, and objectives. Additionally, they should endeavor to provide

infrastructure and supporting facilities that are currently unavailable. Finally, schools and Islamic boarding schools should be able to manage education in an integrated manner. In order to generate graduates who are superior, have faith, and have morality, it is expected of professionals and parents of students to be able to support Islamic boarding schools.

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