

Application of Quality Assurance Management in Boarding Schools: Implications for Final School Examination Results

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ABSTRACT

Purpose–The objective of the present investigation was to scrutinize and elucidate the Quality of Boarding schools to foster the production of high-quality graduates. The study was conducted at Madrasah Aliyah Insan Cendekia Serpong and Dwiwarna Parung Senior High School.

Design/methods/approach–This study utilized qualitative methodology, which involved various data collection techniques such as field observations, interviews with key informants within the school setting, document analysis, library research, and examination of prior research findings. The collected data were analyzed using various techniques including data reduction, presentation, and verification.

Findings–The study findings indicate that Madrasa Aliyah Negeri Insan Cendekia Boarding School Serpong and Dwiwarna Senior High School Boarding School Parung surpassed national quality assurance benchmarks. Graduation chart data from 2012 to 2017 exhibited a positive trend in progress. Madrasa Aliyah Negeri Scholars had a 94% acceptance rate into state universities, 147 students accepted into prestigious public universities in Indonesia, four accepted into private colleges, and five being accepted into overseas institutions. Similarly, Dwiwarna high school had a 50% acceptance rate into public universities, with 39 students accepted into public universities, 42 accepted into private universities, and six accepted into foreign universities.

Research implications/limitations–The study highlights the importance of quality assurance management in improving the performance of boarding schools. Future research can investigate the impact of specific quality assurance management practices on the academic outcomes of boarding schools.

Originality/value–This Study provides unique insights into the impact of quality assurance management on a specific academic outcome, which can inform future research in the field of education.

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Introduction

Islamic boarding schools are highly regarded institutions in society due to their focus on the curriculum system and fields of study related to understanding the Islamic

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religion. Islamic boarding schools operate under two curricula, one under the Ministry of Research, Technology, and Higher Education and the other under the Ministry of Religion. However, boarding schools also have only one curriculum under the Ministry of Religion. Research findings suggest that the management of Islamic boarding schools as a community-based education model must focus on good and proper management principles that rely on top leaders' full authority and charisma (Zulkarnain, 2021).

Islamic boarding schools are a learning system that requires students to live in dormitories and is the school's responsibility (Annas, Ansar, Arwildayanto, & Mas, 2022). The learning system requires quality assurance management, and stakeholders carry it out. In this article, the author discusses a quality assurance problem in a boarding school that requires cooperation between the leadership and stakeholders in the institution so that the quality of the learner's output produces expectations that are in accordance with the institution's educational objectives.

The implementation of quality assurance has a purpose, one of which is as a quality foundation that integrates into education with three factors. First, governments from various regions have set laws and obligated educational units to be socially responsible, and the state should protect public affairs, especially stakeholders. Second, a quality assurance system that has the capability can become an engine of quality and transformational power, ensuring quality in all parts of an integrated building. Third, the tools for quality assurance quality test standards can be (A & Fatmawati, 2017).

It is commonly known that an educator in education may not produce a failed generation. Regarding the reason, quality assurance should be implemented from the start of the process in education. All levels of education should implement a management system for quality to realize through input, process and output to realize quality in every school activity. One of them is using madrasah-based management, the form of Madrasah-Based Management activities through an administrative approach with an applied administration system at Madrasa Aliyah. That is the sociological approach (Muhajir, 2016).

Quality Assurance (QA) has become a mandatory role in the educational process to realize the accountability of rights to the public. A state should protect other stakeholders (stakeholder parties), especially users of an educational institution, through student measurement of new students. Research explains that the study shows that participant's agency origins affect inequality between item sets. However, in another aspect, most participants from the western region of Indonesia do not affect inequality between item sets (Ahmad Yusuf et al., 2021).

Developing and implementing quality assurance standards can be accomplished by establishing quality standards. It serves as a solution for educational institutions to attain their objectives, ensuring the quality of student graduates. The quality standards should be aligned with the national education standards at the unit level of educational institutions. The successful attainment of such standards by Madrasah Aliyah Negeri Insan Cendikia and

Dwiwarna High School indicates the effectiveness of quality assurance at the institutional level.

Superior schools always try to continuously improve the quality of performance and empower their resources to the maximum extent possible to produce a superior generation (Syuhud, 2019). An expectation in achieving quality education should be following what supports achieving an educational goal in every institution that carries out developments. The national education standards include the development of aspects of education. Input, process and output are three models in education quality management.

The quality of all activities that interact within Islamic educational institutions should be able to change this new paradigm, and its achievements lead to quality. A clear division of tasks can help develop the quality of education, the main objectives and content in recruiting employees, each field has a clear work program, and there is a clear cost for each work program with a plan. The conceptual model is in terms of curriculum development, in the development of evaluation, skills and performance and has strong principles regarding grade promotion requirements, especially in religious subjects, self-development of teaching and educational staff, and aspects of financing (Mubarok, 2021).

Management pertains to regulating and achieving shared objectives across various human endeavours. In education, management encompasses adopting various methodologies aimed at enhancing quality and excellence, such as total quality management (TQM) and integrated quality management. The successful implementation of TQM in boarding school-based education management is attributed to the seamless integration of program activities in the learning process. Education management covers seven key categories, namely: 1) curriculum management, 2) staffing, 3) student affairs, 4) infrastructure, 5) finance, 6) public relations, and 7) special services. At the boarding school level, these categories are intricately interconnected. Quality improvement initiatives leverage TQM techniques, which entail a technical implementation process that involves the active commitment of school leaders, alignment with the institution's vision, mission, and goals, enhancing continuity, prioritizing public relations, and establishing a steering committee (Haryono & Sa'diyah, 2021). The researcher is interested in examining the two Islamic boarding schools because they have models at the national level in the process of academic development and are rated the highest nationally on State Examination (UN) scores.

In light of the preceding discussion, implementing a quality assurance process is crucial to meet the desired product quality standards and stakeholders' expectations on an ongoing basis, from the outset and throughout the implementation process. It underscores that quality assurance is grounded in supervision at the outset of the process, which is not solely concerned with the final product. Additionally, it emphasizes that the final outcome is carefully monitored during the process implementation phase. Thus, determining a planning, implementation, supervision, and end-result process for an

educational institution is interlinked with the educational process and the execution of quality assurance.

In educational institutions, the quality control process entails devising a plan for education, executing it, and reviewing the educational outcomes. This process commences with a comprehensive assessment of stakeholder needs at the outset of quality assurance activities. To successfully implement quality management in Islamic education organizations, earnest planning is required, which must utilize all available quality entities within the organization. However, implementing education quality management planning is challenging for Islamic educational institutions. One such hurdle pertains to the work culture, where the performance of teachers and staff significantly impacts the process. Teaching effectiveness depends significantly on the implementation of education quality, which must be considered while developing quality management plans (Albab, 2021).

Achieving quality standards in educational institutions via total quality management necessitates a controlled process. Structured processes can enhance output by referencing quality, resulting in standardized output quality. Achieving this goal entails establishing a network that encompasses all stakeholders, including school principals, teachers, students, staff, and parents, and spans all components of the school. To meet output quality standards, the educational institution must provide a quality education focusing on input and process.

Methods

This study employed a qualitative methodology and was conducted at two educational institutions, namely, Insan Cendekia State Madrasah Aliyah Serpong and Dwi Warna Parung Senior High School. The study participants comprised ten informants who were interviewed via direct school interviews. The primary data source was obtained from document data regarding national exams, while secondary data was collected from articles and previous research related to the theme that the researcher compiled. Qualitative methods with a descriptive approach were used for the research methodology. Data were collected from school documentation, class teachers, interviews with the headmaster, and observing students and matters related to the article's compilation process. Data credibility was ensured by using data triangulation techniques, which involved data reduction, analysis, and conclusion.

Result and Discussion

According to the findings of this study, it can be argued that both the Boarding school MAN Insan Cendekia Serpong and SMA Dwiwarna Parung have successfully achieved quality management criteria. Evidence of this can be observed through the application of internal quality standards using quality assurance measures, including the utilization of quality standards in the selection of prospective students, the implementation of Bloom's Taxonomy theory in teaching and learning activities, the incorporation of modern tools based on science and technology in classroom instruction,

and the utilization of professional educators and teachers. As a result of these efforts, the graduates of these boarding schools have been accepted into prestigious State Universities (PTN) in Indonesia, demonstrating the high quality of their educational management practices.

To implement effective quality assurance, Dwi Warna Parung High School and Madrasah Aliyah Negeri Insan Cendekia Serpong have adopted William Edwards Deming's philosophy, which emphasizes continuous quality improvement management using the PDCA (Plan, Do, Check, Act.) approach. This is evidenced by various initiatives, such as selecting superior students during the admission process, conducting academic tests to classify majors, socializing schoolwork programs to ensure quality graduates, promoting dormitory living readiness, and tutoring for class XII students in preparation for prestigious State Universities (PTN) in Indonesia. Additionally, the schools conduct comprehensive tests with the assistance of education and psychology consultants from Inadata.com to increase the likelihood of acceptance into state universities. Exhibitions and visits from prestigious state universities are organized to enable students to learn more about state universities and their respective study programs. Alum associations also play a critical role in the process, providing mentoring, strategies, and experiences to assist students in achieving acceptance into their desired state universities. Guidance and Counseling Teachers also contribute significantly to the achievement of quality. The quality management efforts of both schools have been recognized by the National Accreditation Board for Schools/Madrasahs, with MAN Scholar receiving an A (Very Good) accreditation score of 96 and SMA Dwiwarna receiving an A (Very Good) accreditation score of 92.49.

The accreditation results of the two boardings confirm that those boardings have very high quality.

Table 1. Differences in National Education Standard Accreditation Value

No	Value of Education National Standard	Insan Cendekia High School	Dwi Warna High School
1	Content Standard	96	91.67
2	Process Standard	92	77.50
3	Graduate Competence Standard	97	90.00
4	Standard of educator and educational staff	98	91.25
5	Standard of facilities	99	100.00
6	Management Standard	93	95.00
7	Financial Standard	93	97
8	Standard of Educational Assessment	96	92.50
9	Final Score	96	92.48

Table 2. Distribution of Alumni Graduates in 2012-2017

MAN Insan Cendekia					SMA Dwiwarna				
YEAR	TOTAL STUDENTS	PTN	PTS	PTLN	YEAR	TOTAL STUDENTS	PTN	PTS	PTLN
2012	115	100	7	8	2012	72	34	35	3
2013	116	111	3	2	2013	89	42	40	7
2014	118	100	2	6	2014	80	40	37	3
2015	115	111	0	4	2015	78	49	24	5
2016	114	95	2	17	2016	80	41	34	5
2017	156	147	4	5	2017	87	39	42	6

The results of the accreditation score of the School/Madrasa Accreditation Board show that fulfilling the second criterion of Islamic religious education achieves quality education with more than 90 points. Grade A (very good).

Study the implementation of quality assurance management in the two Islamic boarding schools through efforts to meet the criteria of quality education. Quality indicators show that graduates of educational institutions have good National Examination scores, and graduates are accepted at PTN/ Public Universities. Society, especially the parents of students, is happy.

The results of the researcher's interviews with informants from the two Islamic boarding schools are as follows:

The planning stage includes within it the recruitment process for prospective students at both boarding schools:

1. Prospective students must be Muslim to facilitate the implementation of the work program.
2. Pass the medical test. Health is an absolute requirement for students who come to the two boardings. Health is crucial in all high-intensity learning activities, starting at four in the shubuh until Isha.
3. Prospective students make a statement that they are ready to live in the dormitory
4. To see their readiness to live in KPR, schools conduct interviews with prospective students and with students' parents.
5. Psychotest. For example, on the results of psychological tests, prospective students have an IQ (Intelligence Quotient) of 100-120, a safe category for prospective students. According to this standard, seriousness and strong motivation must be reconsidered if students with an IQ of 95 can be accepted if they are serious and have a strong desire to excel.
6. Pass an academic test to determine which students are accepted to be placed in natural sciences, social sciences and linguistics majors.

It is the first implementation or design to recruit better candidates to meet the requirements for admission to the two pesantren for these prospective students.

Do/Doing:

1. The third graders of senior high school meet the National Examination scores and meet the passing grade of the superior PTN
2. Every time a new session starts, all tenth, eleventh and twelfth graders have held socialization of the school work program, especially twelfth grade
3. At the beginning of August, students take a diagnostic exam for semester four studies: for example, what are the results of subjects in mathematics? For example, students from semesters five to six are only at 50% mastery. It is due to there being still PTNs that use the National Examination as a benchmark. The subjects tested at the National Examination in the Department of Natural Sciences were English, Indonesian, Mathematics, Physics, Chemistry, and Biology. As for the social studies major, the subjects are Sociology, Geography, Indonesian and English.

Madrasah holds comprehensive exams through the inadata.ku platform to find out students' abilities and future careers. The school organizes exams through Inadata to maintain the quality of graduates and parental satisfaction, even though the price of Inadata is relatively high. The school invited parents of students to receive an in-depth presentation from the inadata consultant about their children's achievements and careers.

Further, schools/madrasa hold PTN exhibitions at Dwiwarna Parung High School, such as universities that have prestige, including the University of Indonesia, Gajah Mada Yogyakarta, Bandung Institute of Technology in Bandung, Bogor Agricultural Institute in Bogor, Padjadjaran University in Bandung, Diponegoro University in Central Java, Brawijaya University in Malang city as well as A accredited private universities or universities that have high quality in the country are also invited to open their exhibitions/booths. It aims to motivate twelfth-grade students to participate in the PTN entrance examination. Additionally, additional knowledge about interesting study programs and questions and answers creates strong insight and motivation to excel at state universities, which Dwiwarna High School students dream of.

Another effort that is no less important is that class XII students take entrance exams at superior state universities, namely schools preparing additional tutoring outside of school activities. It means that parents use funds for tutoring activities organized by school institutions, educators are teachers from Dwiwarna High School, and student guardians are very helpful and agree with these additional tutoring activities and hope they will pass the superior PTN entrance exam. According to school data, out of a hundred and twelve Grade Twelfth students, 100 choose tutoring at SMA Dwiwarna Parung compared to tutoring at outside institutions. It is because they feel the quality and quality of good tutors/teachers. Schools collaborate with other institutions on questions and modules to make them more effective. Apart from that, there are also official colleges. If there are students who wish to continue, SMA Dwiwarna provides direct training facilities from the TNI to guide them in physical training, hiking, and other skills.

Private schools possess unique characteristics that make them attractive to students and parents, resulting in high demand in the community. An example of such a school is SMA Dwiwarna, which boasts excellent facilities such as a large sports field and a swimming pool. In addition to these amenities, private schools often provide alternative routes for students to enter state universities, such as the National Selection to Enter State Universities or through a joint State University Entrance Selection process. Students must also take a computer-based written exam before taking the SBMPTN.

Checking implies checking in the form of results and comparison with what is expected. Dwiwarna High School conducted an examination related to the mapping of subjects to be tested in the PTN entrance exam, and these results will be used as monitoring benchmarks. For example, if the subject results are still below the KKM, students who get these scores are given motivation and additional lessons.

Acting means following up on what has been obtained at the checking stage. For example, students' math results have only reached 60%. It is still lacking. Thus, it needs to be monitored. Acceptance is in the form of an increase for students whose math level is only 60%. In this way, progress is taken to standardize or exceed the standard for students to achieve easy goals. The writer of this format has explained PDCA theory.

The two Islamic boarding schools aim to provide quality education. MAN Insan Cendekia's plan to ensure that its alums are accepted into leading PTNs and receive scholarships from overseas campuses involves several strategies, including 1) Providing comprehensive materials and supporting practical courses in natural sciences to prepare students for the selection process. 2) Implementing an intensive college preparation program for twelfth-grade students begins in August and continues until just before the Public universities entrance selection test. 3) The supervising teacher (GBK) evaluates students' chances of being accepted into PTNs and their intended majors by considering their grades in class. 4) Alumni of each state university organize roadshows to support and encourage underclassmen to enter their chosen state university, and alums of certain majors open counters to inform underclassmen (class XII students) about various matters related to their major/study. 5) The MAN Insan Cendekia alum association also holds PTN trials for their younger siblings. 6) Alumni who have gone abroad motivate their junior colleagues, particularly when they are on vacation from college or have graduated. These strategies, which have been implemented for a long time, share the same principles of planning, implementing, verifying results, and monitoring outcomes. The two Islamic boarding schools' strategies demonstrate their commitment to maximizing quality and achieving quality education.

The quality of education is an essential aspect of the educational process, and its implementation is influenced by various factors such as inputs, methodologies, infrastructure, administrative support, and resources. These factors aim to create a fair and comfortable atmosphere for learning, both in the process and results. The quality of education can be evaluated through an institution's educational achievements at a

particular time. Effective management of an educational institution focuses on optimizing the utilization of human and non-human resources to enhance the input, process, and output of education. The management activities of an educational institution are geared towards ensuring customer satisfaction and meeting the needs of all stakeholders (Miftachurrohman, 2018). One is a stakeholder in an institution that can play a role well.

As a school principal, various tasks must be carried out to improve educational quality management in the school, including leadership, management of teachers, students, infrastructure, and other school members. The principal, the head of the school, plays a crucial role in improving educational quality management. In fulfilling their responsibilities, the principal has multiple roles as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Thus, the principal's contribution is vital in achieving the school's vision, mission, goals, and objectives (Siahaan et al., 2022).

In the school/madrasa leadership domain, the instructional aspect is significantly correlated with the quality of the school/madrasah, the calibre of the students who graduate from it, and organizational learning. The quality of student graduates reciprocally relates to leadership that focuses on high instructional aspects. Enhancing instructional leadership and learning organization in madrasas can positively improve both madrasa and graduate quality in schools. Therefore, improving instructional leadership is a key factor in achieving the desired outcomes of madrasas and enhancing the overall quality of education (Rosmaniar & Marzuki, 2016).

The planning process is executed professionally, while the implementation stage utilizes unique and diverse methods, incorporating various learning strategies. The evaluation process is conducted authentically, and school leaders continue to supervise the learning process by using learning tools and good classroom supervision that is carried out through inspection (Harahap, 2019). Implementing Madrasa-Based Management (MBM) is a strategic approach involving a systematic, planned, organized, and sustainable process in decentralizing education (Athiyah, 2019).

The concept of Madrasa-Based Management (MBM) serves as a mechanism for improving educational policies related to MBM. In practice, this study has multiple implications, such as offering guidance for implementing MBM in Islamic educational institutions and motivating personnel to enhance the independence of Madrasa management through MBM (Muhajir, 2016).

The study's results indicate that the quality of education management in MAN can be achieved through several approaches. Firstly, by implementing a high-quality education program in the boarding school setting. Secondly, by conducting a systematic evaluation of program quality in educational institutions. Thirdly, addressing the hindering factors that affect the implementation of quality management in educational institutions, such as the quality of inputs, educators, budgeting, leaders' commitment to quality, institutional

facilities, learning environment, and networks. Finally, by taking strategic steps to improve the quality of educational institutions (Apud, 2018).

The research found the quality design of Islamic boarding schools with forms and various elements determined by quality standards, quality mapping, planning and implementation in improving quality and evaluation (Syarifah, 2020). The research findings demonstrate the implementation of boarding management under the decree of the madrasa head and the organization of the boarding school. Additionally, all school components carry out the supervision with integrity, structured separately with assigned duties (Pambudi & Samidjo, 2019).

The study results show that there are four disciplinary methods applied in Madrasah Aliyah Negeri, namely the art of distribution, activity control, gene organization, and strong composition. Further, it means to create an atmosphere of discipline, as evident from hierarchical observations, normalization of assessments, and examinations. (Ilyasin, 2019). Including the process of accepting teachers that are carried out according to the good category. The acceptance activity starts with planning what is needed by the teacher through announcements related to teacher vacancies, aspects that are the requirements for the files prepared. The selection stage is accompanied by various tests, determining the teacher who is accepted and the important thing to pay attention to (Rahman & Ardiansyah, 2015).

In education, various factors such as teaching and learning materials, methodology, adequate facilities and infrastructure (both in terms of quality and quantity), reliable administrative staff, and safe and comfortable learning environment conditions are essential. These factors serve as inputs for the educational process, producing graduates through an institutional process. The harmonization of various inputs, the synergy of all components, and interactions in both classroom and real-life environments are crucial in achieving education quality management. These interdependent components fill, complement, and strengthen each other and are integral to the concept of integration, which is a key element in school management function for implementing education quality management (Supadi, 2021).

The basic concept of management of Islamic education can be used as a reference in implementing the functions of education in Islamic educational institutions, following Islamic guidelines and recommendations and under the values of Islamic teachings (Ismail, et al., 2021). Thus, the impact on quality assurance in the two institutions is due to the well-programmed process of implementing and managing quality assurance. Further, it can be recommended for other Islamic educational institutions. It is because an increase in quality in a service result needs to be carried out continuously and evaluates the performance of an organization as a whole, so it must be a concern. Based on the explanation above, it can be concluded that quality assurance in educational institutions, including boarding schools, has an important role in improving the quality of outputs, such as student graduates.

Conclusion

This study concludes that quality assurance management plays a crucial role in improving the academic outcomes of boarding schools. The study found that both Madrasah Aliyah Insan Cendekia Serpong and Dwiwarna Parung Senior High School exceeded the national quality assurance standards, reflected in their accreditation scores and final school examination results. Moreover, the study reveals that implementing quality assurance management strategies, such as field observations, interviews, document analysis, and library research, effectively achieves quality education and produces quality graduates. The success of these boarding schools in producing graduates accepted at leading state universities in Indonesia and abroad is a testament to the effectiveness of quality assurance management practices in promoting academic excellence. Overall, the study highlights the importance of quality assurance management in improving the academic outcomes of boarding schools and provides useful insights for future research on the implementation and effectiveness of quality assurance management strategies in educational institutions.

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