

Digital Management Integration Strategies: Enhancing the Quality of Global Islamic Education

Ahmad Fuad Ruhiyat

Manggala Islamic Education College, Bandung, Indonesia
a.fuadruhiyat@manggala.ac.id

Suggested Citation:

Ruhiyat, Ahmad Fuad. (2026). Digital Management Integration Strategies: Enhancing the Quality of Global Islamic Education. *Litera Manggala*, Volume 1, Number 1: 37–54. <https://doi.org/10.18510/lm.2026.xxx>.

Article's History:

Received March 2026; *Revised* March 2026; *Accepted* March 2026.
2026. journal.manggala.ac.id ©. All rights reserved.

Abstract:

Globalization and digitalization demand Islamic educational institutions to adopt strategic management and digital transformation to enhance institutional quality and competitiveness. This research employed a comparative qualitative case study at two institutions: Pondok Pesantren Addzimat Dai Indonesia and SMPIT Qordova using in-depth interviews, participatory observation, and document analysis. The findings indicate that the integration of strategic management, digital transformation, and transformational leadership significantly contributes to education quality improvement. SMPIT Qordova effectively utilizes EMIS and LMS, while PP Addzimat begins adopting digital learning rooted in Islamic values. Major challenges include infrastructure limitations and uneven digital literacy. Strategic management integrated with quality culture and digital tools proves effective in enhancing the quality of Islamic education. Digital transformation functions as an enabler for managerial efficiency and data transparency. This study offers a replicable conceptual framework for policy development in evidence-based Islamic education.

Keywords: digitalization; education quality; Islamic Education; strategic management.

INTRODUCTION

The acceleration of globalization, coupled with digital expansion, has shaped a new configuration of global education governance. Educational institutions now find themselves in an increasingly open, dynamic, and interconnected competitive environment across regions. This situation places educational institutions under the pressure of continuous adaptation to rapidly changing and often non-linear external environments. In this context, the ability of educational organizations to understand change, formulate policy directions, and adapt management practices is crucial for the institution's sustainability. The integration of strategic management, the use of information technology, and the involvement of local stakeholders is seen as a crucial foundation for maintaining quality and strengthening the competitive position of educational institutions (Nashrullah et al., 2025). These three aspects are not independent but intertwined in shaping an education management system that is responsive to global challenges.

Strategic management in educational institutions serves as a framework that enables institutions to formulate a vision, mission, and operational steps in a focused manner based on environmental analysis. At the same time, information technology serves as an instrument that expands the scope for efficiency, transparency, and accountability in the educational management process. Collaboration with local stakeholders, including the community and the business world, also enhances the institution's capacity to address contextual needs. The combination of these three elements creates an educational ecosystem that is oriented not only toward academic achievement but also toward strengthening social relevance. Previous research has shown that educational institutions that are able to manage these three aspects in an integrated manner tend to be more resilient in the face of the pressures of global change (Hendriawati, 2019). Thus, institutional adaptability has become a central issue in contemporary educational discourse.

The management of Islamic educational institutions, including Islamic boarding schools (*pesantren*) and integrated Islamic schools (ISIslamic schools), faces similar challenges but with distinct characteristics. These institutions are required to uphold Islamic values while simultaneously improving management quality to align with current developments. Systematically designed and data-driven management strategies are essential to producing graduates with high adaptability and competitiveness. A strategic planning-based approach enables Islamic educational institutions to identify internal potential and external opportunities in a more measurable manner. A study (Arifin et al., 2021) confirms that implementing a planned and information-based management strategy can drive improvements in graduate quality, both nationally and internationally, without neglecting institutional identity.

However, the reality on the ground shows that not all Islamic educational institutions are able to optimally respond to these demands. Traditional Islamic boarding schools (*pesantren*) and *madrasahs* in Indonesia still face various structural limitations that impact institutional performance. Uneven infrastructure availability, low levels of information technology proficiency, and curricula that are not fully relevant to contemporary needs are common issues. Several studies have revealed that strategic management practices in many Islamic boarding schools have not been implemented consistently and sustainably (Purwanti et al., 2018). This situation reflects a gap between external environmental demands and the internal capacity of Islamic educational institutions to manage change.

Limitations in the implementation of strategic management also impact the internal quality assurance system, which has not yet developed optimally. Quality evaluations are often conducted partially and not integrated into the institutional management cycle. As a result, the space for learning innovation, particularly that based on digital technology, is relatively limited. (Apriyenti et al., 2024) noted that the lack of technology-based learning innovation in Islamic education is closely related to weak quality management systems and strategic planning. This situation demonstrates that the challenges of Islamic education are not merely technical but also managerial. Strengthening management capacity is a crucial prerequisite for Islamic educational institutions to respond to the ever-changing global and digital dynamics, without losing sight of their educational character and purpose.

From an Islamic educational perspective, educational quality is not merely an administrative responsibility, but rather a collective mandate that requires transformative leadership and the strengthening of a culture of quality aligned with Islamic values and local wisdom. Comprehensive quality planning, continuous evaluation, and leadership capable of fostering collaboration across educational actors have been shown to contribute significantly to improving institutional quality (Hadi, 2018). A well-organized human resource management strategy and institutional structure are essential foundations for creating relevant and superior Islamic education. Several case studies in Islamic boarding schools (*pesantren*) have shown that the implementation of a structured managerial approach can improve the efficiency of resource use and the effectiveness of learning programs (Purwanti et al., 2018).

Digital transformation has profound implications for the education system as a whole, including for Islamic-based educational institutions. Digitalization not only presents opportunities in terms of access to information and expanding the reach of learning, but also serves as an instrument for strengthening quality evaluation systems and institutional integration. The strategic implementation of educational technology systems allows for strengthened collaboration between Islamic boarding schools (*pesantren*) and formal schools, creating a learning ecosystem that is more adaptive to global challenges (Nashrullah et al., 2025). This research focuses on how modern management strategies, including digitalization and resource strengthening, can be effectively integrated in two Islamic educational institutions: the Addzimat Dai Indonesia Islamic Boarding School and SMPIT Qordova, as an effort to improve the quality and competitiveness of educational institutions in the contemporary era.

Previous studies have shown that the use of educational management information systems (EMIS) and digital platforms has contributed to improving the quality of educational services in various contexts, including Islamic-based institutions. Furthermore, transformational leadership has been shown to significantly impact organizational culture, strategic planning processes, and human resource capacity development in schools and Islamic boarding schools (Maharani et al., 2024). However, most studies have focused on a single institution and have not systematically compared institutions with different characteristics.

This article draws on two case studies with contrasting yet complementary institutional backgrounds. The Addzimat Dai Indonesia Islamic Boarding School represents a traditional Islamic boarding school model with a strong religious foundation, while the Qordova Islamic Junior High School (SMPIT Qordova) reflects a modern Islamic educational institution that has integrated technology into its teaching system. This comparative approach allows for a more in-depth analysis of the dynamics of strategic management implementation, digital transformation, and educational quality governance within the contemporary Islamic education ecosystem.

Recent literature suggests that integrating strategic planning, transformative leadership, and digitalization is a powerful conceptual framework for improving the quality of Islamic educational institutions in the global era. However, there remains a gap in research in the Indonesian context that comprehensively discusses the application of these strategies to two different types of institutions within a single analytical framework. Therefore, this study aims to bridge this gap through a comparative approach between the Addzimat Dai Indonesia Islamic Boarding School and SMPIT Qordova.

Theoretically, this study refers to the three main pillars of strategic management in education: strategic planning, implementation and organization, and control and evaluation. These three functions play an integral role in building an education system that is adaptive to the demands of the times. Strategic planning is necessary to formulate a long-term vision and mission that aligns with global challenges. Implementation and organization serve as a medium for operationalizing the strategy in the form of structured and measurable activities, while the control and evaluation function is used to ensure program achievements and establish systematic correction mechanisms (Andikarya & Muluk, 2025).

Related literature shows that the adoption of strategic management models in Islamic education, particularly in Islamic boarding schools (*pesantren*), is not yet fully systematic. Quality evaluations are often conducted informally without the support of structured data. Meanwhile, studies on digital transformation underscore the importance of infrastructure and teachers' digital competencies to support the successful implementation of educational technology. These challenges become even more complex when faced with the need to maintain the integrity of Islamic values in the digitalization process.

In terms of leadership and resource management, leadership quality and human resource management remain key determinants of quality achievement, but implementation methods

differ between schools and Islamic boarding schools. In schools, transformational leadership generally operates within a formal bureaucratic framework (RKS/RKAS, SPMI, BAN), focusing on teaching innovation, teacher collaboration, and accountability based on documented performance indicators (Lestari et al., 2024). In Islamic boarding schools, similar principles need to be aligned with charismatic-collegial authority (*kiai-asatid*) and a culture of tarbiyah (education) and role models. Quality enhancement is more effective when built through the development of learning communities, structured halaqah (Islamic religious circles), and the inculcation of values with measurable impacts on students' morals, manners, and religious competence.

Facility management and financial accountability also require a contextual approach: schools rely on infrastructure standards and the School Operational Assistance (BOS/RKAS), while Islamic boarding schools combine typical infrastructure (dormitories, mosques, public kitchens) with socio-religious funding sources (donations, waqf), which requires a simple yet transparent audit system (Antoni et al., 2025). Although research on Islamic boarding school education management is growing, comparative studies integrating strategic management and digital transformation, specifically how school quality standards are adapted to the Islamic boarding school ecosystem, are still limited. This research fills this gap with an adaptive quality evaluation framework that combines formal performance indicators and indicators of religious character development, enabling operationalisation according to the institutional identity.

The objectives of this study are, first, to explain how implementing strategic management, integrated with a culture of quality and human resource planning, can improve the quality of education at the two institutions studied. Second, to analyze how digital transformation can be optimized to expand access and improve the quality of learning, as well as its relevance to Islamic values. Third, to identify the roles of transformational leadership, human resource management, and facilities management in driving sustainable improvement in educational quality.

Based on these objectives, two main arguments can be formulated. First, integrating strategic management and digital transformation is an effective approach to improving the quality of Islamic education in Indonesia. Second, the quality evaluation framework developed from these two case studies has the potential to be replicated at similar institutions to support policy development and capacity building for Islamic educational institutions that are more responsive to current developments.

METHOD

This research applies a qualitative, comparative case study design to examine in depth the application of strategic management in efforts to improve educational quality and institutional competitiveness. The research focuses on two Islamic educational institutions with different institutional characteristics, namely the Addzimat Dai Indonesia Islamic Boarding School and Qordova Rancaekek Islamic Junior High School. The qualitative approach was chosen because it provides researchers with space to understand social and managerial realities in context, including the internal dynamics of institutions, decision-making patterns, and strategic practices carried out in their daily activities. The comparative case study design allows researchers to examine two different contexts in parallel, so that variations in approaches, strategies, and quality achievements can be analyzed more comprehensively. With this design, the research attempts to capture the complexity of Islamic educational management practices in facing the demands of improving quality and competitiveness amidst changes in the educational environment.

The choice of a comparative case study design was also based on the need to explore in detail the processes and mechanisms that occur within each institution. Each institution has its own unique social, cultural, and organizational background, so quality management strategies cannot be understood in isolation from their context. This approach allows researchers to explore how institutional values, organizational structures, and leadership vision influence strategic management planning and implementation. By comparing the two cases, this study not only

identifies differences in practice but also finds common ground that reflects general principles of quality management in Islamic education. This comparative analysis provides a more comprehensive picture of the variety of strategic management models applied in formal and non-formal Islamic education environments.

Data collection in this study was conducted through three main techniques: in-depth interviews, participant observation, and documentation studies. These three techniques were chosen to obtain rich, multi-layered, and complementary data. In-depth interviews were used as the primary means to explore the views, experiences, and strategic considerations of key actors in institutional management. Participatory observation allowed researchers to directly witness the daily practices of the institutions, so that data obtained were sourced not only from verbal narratives but also from interactions, activities, and real-world situations. Documentation studies complemented the previous two techniques by providing written evidence regarding the policies, planning, and quality evaluations implemented by each institution.

In-depth interviews were conducted with various informants who play strategic roles in institutional management. These informants included institutional leaders, heads of curriculum departments, teachers, and education personnel directly involved in the planning and implementation of quality improvement strategies. These informants were selected based on their knowledge and experience relevant to the research focus. Through the interviews, researchers gained insight into the policy formulation process, implementation challenges, and actors' perceptions of the effectiveness of the strategies implemented. The in-depth interview approach allowed for flexible and reflective exploration, allowing informants to express their views more openly and in-depth, based on their individual experiences.

Participatory observation is conducted by researchers engaging in limited daily activities of the institution to directly understand managerial and learning practices. The focus of observation includes classroom learning processes, the use of technology in academic and administrative activities, and the management of educational support facilities. Through observation, researchers can observe how policies and strategic planning are translated into real-world practice. This technique provides an opportunity to capture aspects not always revealed through interviews, such as interaction patterns among institutional members, work culture, and responses to technology use. Participatory observation contributes to a more comprehensive understanding of the internal dynamics of the institution in the context of improving educational quality.

The documentation study focused on reviewing various official documents related to quality management and institutional strategy. The documents analyzed included strategic plans, quality evaluation reports, internal policies, and other relevant supporting documents. Document analysis enabled researchers to trace the consistency between written plans and actual practices. Furthermore, the documents provided historical information regarding the direction of institutional development and past policy changes. Through the documentation study, researchers gained a structural overview of the implemented quality management system, while also strengthening findings from interviews and observations with formal written data.

Informants were selected purposively, considering their level of involvement and knowledge of managerial processes and quality policy implementation. A purposive sampling strategy was used to ensure that data obtained came from relevant sources and had the capacity to provide in-depth information. Data validity was maintained through the application of triangulation techniques, both source and method triangulation. Data obtained from interviews were compared with observations and documents to ensure consistency of information. Furthermore, member checking was conducted by confirming interpretations with informants to ensure the accuracy of the data's meaning and context, consistent with their experiences and perspectives.

The data analysis in this study was conducted using thematic analysis techniques, which proceeded in stages and systematically. The analysis stages included data reduction, data presentation, and conclusion drawing. In the reduction stage, the collected data was selected and simplified according to the research focus. The data was then presented in the form of a thematic narrative to facilitate understanding of the relationships between concepts. The coding process was carried out by grouping the data into main themes related to the three research focuses: strategic planning, digital transformation, and leadership and resource management. The thematic approach enabled researchers to identify patterns and meanings that emerged consistently from the data.

The final stage of analysis involved a comparison between the two case studies to identify similarities, differences, and potentially replicable practices. The comparative analysis was conducted by comparing thematic findings from each institution, thus clearly identifying unique characteristics and common patterns. This process provided the basis for drawing analytical and contextual conclusions. With this methodological approach, this research aimed to produce findings that were not only descriptive but also practically relevant for improving the quality of Islamic education. The method used enabled a deeper understanding of the application of strategic management in the context of evolving globalization and digitalization.

DISCUSSION

Integration of Strategic Management and Quality Culture in Improving the Quality of Learning

The findings from the data collection indicate that both educational institutions have reached a level of infrastructure readiness that is considered adequate to support the learning process. At SMPIT Qordova, classrooms are equipped with various digital-based learning tools, such as interactive whiteboards, audiovisual presentation devices, and computer laboratories integrated with a stable internet network. The availability of these facilities provides strong technical support for the implementation of modern learning and academic administration. The existing infrastructure also reflects the institution's efforts to adapt to the demands of technology-based learning. In general, the condition of the facilities and infrastructure at SMPIT Qordova demonstrates institutional awareness of the importance of physical and digital support in supporting the effectiveness of the teaching and learning process and other supporting activities.

Meanwhile, the learning infrastructure at PP Addzimat exhibits different characteristics but still reflects the institution's basic readiness. Learning spaces have been provided in a representative and functional manner, although the use of learning devices is still dominated by conventional facilities. Internet access is available but not evenly distributed across all areas, so its utilization is not optimal in supporting digital-based learning. Nevertheless, both institutions have implemented the use of digital platforms in various management aspects, including educational administration, learning implementation, and internal quality evaluation. The use of these platforms indicates the institutions' adaptive steps to technological developments, although the level of utilization and infrastructure support still shows variation across institutions.

Table 1. Findings related to learning support facilities

Component	Addzimat Dai Indonesia Islamic Boarding School	Kordova Islamic Junior High School
Classroom	Representative, still conventional	Modern, equipped with digital whiteboard
Laboratory computer	Limited, sharing functions with other spaces	Complete and fully operational
Internet access	Limited availability in key areas	Stable and covers the entire environment

EMIS and digital systems	Used for administration	Integrated with learning and evaluation
Quality document	Yes, it's still in narrative form.	Existing, systematic and indicator-based

Interviews with the leadership of PP Addzimat revealed that the school is working to improve the digital literacy of educators through internal training and alumni support. The principal of SMPIT Qordova emphasized that the internal digital-based quality assurance system has helped them monitor teacher performance and student learning outcomes in real time. SMPIT Qordova teachers stated that the use of an LMS facilitates material distribution and assessment, while PP Addzimat teachers emphasized the need for device support to expand the implementation of technology-based learning.

In terms of strategic management implementation, both institutions have strategic quality planning documents that outline learning objectives, performance indicators, and resource allocation. SMPIT Qordova has developed a regularly updated data-driven evaluation system, while PP Addzimat still relies on narrative reports and direct leadership supervision. Stakeholder engagement is evident in discussion forums, coordination meetings, and digital literacy programs that invite parents and the surrounding community.

A culture of quality is also internalized through institutional leadership. At PP Addzimat, exemplary leadership emphasizes the integration of Islamic values with the quality of learning. At SMPIT Qordova, the principal implements a transformational leadership style by encouraging curriculum innovation and collaboration across teachers. Both leaders emphasized in interviews that quality values are not merely a formality but must be reflected in the teaching and mentoring practices of students.

In terms of learning digitization, both institutions have used EMIS for quality data management. SMPIT Qordova integrates student attendance, assessment, and progress data into a digital platform accessible to teachers, parents, and school management. PP Addzimat has begun implementing limited hybrid learning and utilizing simple digital media for Islamic values-based teaching. Maintaining Islamic values while implementing technology is a primary concern for both institutions.

Ecosystem collaboration is evident in the two institutions' efforts to share best practices and digital resources. SMPIT Qordova involves parents in its digital literacy program, while PP Addzimat engages alumni to support teacher capacity building. Financial management at both institutions has been continuously documented, with a focus on transparency and accountability to support improvements in learning quality and digital infrastructure.

However, challenges were also identified. Unequal internet access at PP Addzimat continues to impact the consistency of digital learning. The digital literacy of educators at both institutions is still uneven, despite ongoing training. The quality evaluation policy also requires refinement to make its indicators more operational and relevant to the context of Islamic boarding schools and Islamic junior high schools.

Learning quality indicators at both institutions include curriculum quality, teaching staff competency, improved digital literacy, access to digital materials, administrative efficiency, financial accountability, and stakeholder satisfaction. In summary, field findings demonstrate systematic efforts to integrate strategic management with a culture of quality, but require further strengthening of digital literacy and operational quality evaluation.

Empirical findings in the field reinforce theoretical arguments that place the integration of strategic management and a culture of quality as the primary foundation for improving the quality of learning. The literature emphasizes that educational quality does not develop spontaneously, but rather through structured strategic planning, active stakeholder involvement, and leadership practices capable of driving sustainable organizational change (Hadi, 2018). Strategic planning

provides clear direction for educational institutions in managing resources and establishing development priorities. Stakeholder engagement broadens policy legitimacy and strengthens support for program implementation. Within this framework, a culture of quality serves as a shared value that animates institutional practices, ensuring that quality improvement efforts do not stop at the administrative level but are internalized in daily learning activities.

Transformational leadership has emerged as a key element bridging strategic planning with operational quality improvement practices. This type of leadership is characterized by the leader's ability to build a shared vision, motivate the school community, and encourage innovation in academic services. Findings at SMPIT Qordova demonstrate leadership characteristics consistent with this view, with institutional leaders actively guiding change and strengthening organizational commitment. This pattern aligns with research findings (Karisma & Nadziroh, 2023) which confirm a significant relationship between transformational leadership and improved academic service quality. Leadership serves not only as a decision-maker but also as a driver of a consistent quality culture oriented toward long-term development.

In the context of PP Addzimat, field findings reveal unique dynamics related to the implementation of quality management. The integration of Islamic values into quality management practices adds a distinctive touch to the applied management model. Islamic values are not positioned as separate elements, but rather integrated with quality-oriented educational management principles. This approach enriches the quality management model with moral and spiritual dimensions relevant to the characteristics of Islamic boarding schools. The literature on Islamic education indicates that the alignment between institutional values and management systems contributes to policy acceptance and the sustainability of program implementation (Purwanti et al., 2018). Thus, quality strengthening at PP Addzimat takes place within a framework aligned with the identity and traditions of the Islamic boarding school.

The digitalization aspects implemented through the EMIS system and hybrid learning act as levers in efforts to improve learning quality. The use of digital technology enables educational institutions to expand access to learning, improve operational efficiency, and strengthen data-driven quality reporting systems. This finding aligns with the view (Nashrullah et al., 2025) which emphasizes that digitalization supports quality management through data accuracy and information integration. Digitalization is not only related to the use of technological devices but also involves changes in how institutions plan, implement, and evaluate the learning process. In this context, technology serves as a supporting tool for more transparent and measurable strategic management practices.

The digital transformation taking place at SMPIT Qordova reflects a paradigm shift in curriculum planning and learning evaluation systems. The use of technology encourages the alignment of academic policies with contemporary learning needs, while simultaneously strengthening digital literacy among educators and students. This finding is consistent with arguments (Tisnawati & Sukari, 2024) that emphasize the importance of aligning institutional policies, digital literacy capacity, and infrastructure availability. This transformation does not occur instantly, but rather through a gradual adaptation process involving changes in work patterns and organizational culture. SMPIT Qordova's experience demonstrates that strategically designed digitalization can be an integral part of a learning quality assurance system.

The digital transformation model implemented at SMPIT Qordova has the potential to serve as a reference for other Islamic educational institutions, including traditional Islamic boarding schools like PP Addzimat. The contextual application of digitalization allows the Islamic boarding school to utilize technology without neglecting the Islamic values that underpin its institutional identity. The literature confirms that the success of digitalization in Islamic education is strongly influenced by the alignment between the technology used and the organizational culture. These findings demonstrate that digitalization need not be uniform but can be tailored to the needs and character of the institution. With the right approach, technology can serve as a

supporting tool for strengthening quality, rather than a factor that shifts the core values of the Islamic boarding school.

The research findings also emphasize the importance of synergy between leadership, human resource management, and facility availability as a prerequisite for successfully improving educational quality. The literature shows that transformational leadership contributes to strengthening staff commitment and fostering collaboration across organizational elements (Lestari et al., 2024). Strategic human resource management, including ongoing planning and training, plays a role in enhancing the professional capacity of educators. Furthermore, the availability of supporting facilities, both physical and digital, provides an operational foundation for implementing strategic plans, as outlined by (Hadi, 2018) and (Purwanti et al., 2018). The synergy of these three aspects forms a quality ecosystem that enables Islamic educational institutions to develop learning quality sustainably.

The various obstacles identified in this study, particularly those related to limited infrastructure and low levels of digital literacy, align with the general challenges in implementing digital-based education management systems in Islamic educational settings. These limitations are not only technical but also reflect institutional readiness to adopt technology-based change. Uneven infrastructure and suboptimal digital competency impact the effectiveness of educational information systems in supporting quality management. In practice, this condition impacts data processing, quality reporting, and ongoing performance monitoring. These findings demonstrate that digital transformation in Islamic educational institutions requires comprehensive preparedness, encompassing aspects of facilities, human resources, and alignment with the cultural character of the institutions that host them.

The literature on educational quality management emphasizes the importance of an operational evaluation framework that can be applied contextually. A quality evaluation framework that is not aligned with religious institutional culture has the potential to generate resistance in its implementation. In the context of Islamic education, a quality evaluation system needs to be designed taking into account deeply rooted institutional values, traditions, and practices. Evaluation should not be understood solely as an administrative measurement instrument, but rather as part of a reflective process for continuous improvement. The findings of this study reinforce the view that an evaluation framework that is relevant to an institution's identity has a greater chance of being internalized by all members of the institution. This approach allows quality evaluation to function effectively as a development tool, not simply as a monitoring mechanism.

The research findings also highlight the urgency of developing measurable, adaptive, and real-time monitorable quality performance indicators. These indicators are necessary to ensure that the quality improvement process is consistent and replicable across similar institutions in different contexts. Real-time quality measurement allows institutions to obtain a realistic picture of learning performance, management effectiveness, and strategic program achievements. Furthermore, well-designed indicators can serve as the basis for more accurate, data-driven decision-making. These findings demonstrate that the success of quality management implementation depends heavily on the clarity of the performance measures used. Without operational indicators, quality improvement efforts risk becoming trapped in symbolic practices whose impact is difficult to evaluate in real terms.

The practical implications of this research point to the need to develop a quality evaluation framework that is contextualized to the institutional culture of religious institutions. This framework needs to be developed in a participatory manner to reflect the needs and values inherent in Islamic educational institutions. Contextual quality evaluation enables institutions to harmoniously integrate academic dimensions and religious values. Furthermore, this approach strengthens a sense of ownership of the evaluation system. These findings emphasize that strengthening quality is inseparable from a deep understanding of the institution's character. An

evaluation framework that is sensitive to cultural context serves as a crucial foundation for building a sustainable quality assurance system that is relevant to the goals of Islamic education.

Another prominent aspect of the practical implications of this research is the need to strengthen digital literacy capacity for educators and students through ongoing training programs. Digital literacy is not only related to the ability to use technological devices, but also encompasses an understanding of data utilization, digital ethics, and technology integration in the learning process. Continuous training programs enable gradual competency improvement and adaptability to technological developments. These findings demonstrate that human resource development is a key factor in the success of digital transformation. Without adequate digital literacy support, the available technological infrastructure cannot be optimally utilized to support improved learning quality.

The development of sustainable digital infrastructure also emerged as an important implication of this research. Infrastructure is understood not only as the availability of hardware and networks, but also includes supporting systems that ensure their operational sustainability. Transparent and accountable funding is a prerequisite for ensuring the sustainability of digital infrastructure development. The findings of this study indicate that the successful implementation of technology in Islamic education requires long-term institutional commitment. Infrastructure designed without sustainable planning can become an operational burden in the future. With proper management, digital infrastructure can serve as a key pillar in supporting an effective quality management system.

Furthermore, this study emphasizes the importance of strengthening collaboration within the educational ecosystem, involving Islamic boarding schools (*pesantren*), *madrasahs* (Islamic schools), families, and communities. This collaboration enables the development of integrated quality management practices that transcend institutional boundaries. The involvement of various stakeholders enriches perspectives in quality planning and evaluation, while strengthening social support for educational quality improvement programs. These findings demonstrate that the quality of Islamic education cannot be developed in isolation, but rather through synergy across complementary elements. Structured collaboration provides space for knowledge exchange, network strengthening, and the development of good practices that can be replicated across contexts.

Future research should focus on testing more specific, context-specific quality evaluation frameworks and on examining the long-term impact of digital transformation on learning outcomes. Further research is also needed to develop quality measures that are sensitive to variations in institutional culture. Furthermore, exploring the dynamics of stakeholder relationships, current communication patterns, and the influence of national and global education policies is crucial for enriching our understanding of quality management in Islamic education. With this approach, future research is expected to provide theoretical and practical contributions to the development of adaptive and sustainable quality management models across various institutional contexts.

Digital Transformation as an Enabler of Access and Quality of Islamic Education

The findings indicate that the infrastructure at both institutions is sufficient to support digital learning activities. SMPIT Qordova has provided classrooms with digital presentation facilities, a computer lab, and a high-speed internet connection. The Addzimat Dai Indonesia Islamic Boarding School has also provided classrooms with adequate ventilation and lighting, as well as a computer lab that serves as a digital learning center, although internet coverage is not yet evenly distributed throughout the boarding school.

Quality policy documents at both institutions have been formally developed and disseminated to all stakeholders. Learning quality support tools, such as EMIS software, a digital attendance system, and online evaluation tools, have been used to enhance administrative efficiency and the learning process.

Table 2. Findings based on observation and documentation.

Component	PP Addzimat Dai Indonesia	Kordova Islamic Junior High School
Classroom	Representative, conventional	Representative, digital
Laboratory computer	Yes, limited	Complete and integrated
Internet Network	Stable in key areas	Stable throughout the area
issue	Limited use	Fully integrated
LMS/e-learning	Still limited	Active and used daily
Quality document	Yes, in development	Complete and operational

Interviews with the leadership of PP Addzimat revealed a strong awareness of the importance of digitalization in supporting the quality of learning. The head of the Islamic boarding school emphasized that "digital transformation is not only a requirement of the times, but also a means to bring Islamic values closer to us through a more contextual and adaptive approach." Teachers at PP Addzimat stated that they are still adapting to digital tools, particularly in terms of managing materials and online evaluation.

Meanwhile, the principal of SMPIT Qordova stated that the use of technology is part of the project-based learning strategy and digital literacy. He stated, "We implement a blended learning approach so that students become accustomed to using technology while also understanding the Islamic context." The SMPIT teacher added that the daily use of the Learning Management System (LMS) has facilitated the process of distributing materials, interacting with others, and assessing them.

The strategic quality planning documents at both institutions include learning quality improvement objectives, performance indicators, resource allocation, and medium-term follow-up plans. Implementation of the quality program involves collaboration between stakeholders, including teachers, parents, and community leaders. Quality evaluation is conducted through coordination meetings, discussion forums, and periodic reporting.

The EMIS system is used to record attendance, assessments, and learning progress. Several hybrid activities have also been implemented, such as interactive online learning and cross-institutional digital discussions. Programs to improve teacher capacity in technology use have been implemented, although digital literacy challenges persist, particularly in Islamic boarding schools.

The main obstacles identified include limited network connectivity within the Islamic boarding school environment, disparities in digital competency among teachers, and the lack of a fully integrated digital-based quality evaluation framework. Despite this, Islamic values remain the primary foundation of every digital learning process, so technology is used as a means of strengthening, not replacing, the institution's core values.

The observed learning quality indicators include curriculum quality, teacher capacity building, digital literacy, access to digital learning materials, administrative efficiency, financial accountability, and the level of satisfaction of students, Islamic boarding school students, and other stakeholders.

Digital transformation acts as an enabler in improving access to and the quality of Islamic education, particularly in the context of institutions with a strong religious character, such as Islamic boarding schools (pesantren) and integrated Islamic schools. This study's findings demonstrate that digitalization has opened up new opportunities for efficient learning management, transparency of quality data, and strengthened collaboration between stakeholders. The EMIS system implemented at both institutions serves as an effective tool for monitoring learning performance and supporting data-driven decision-making. This aligns with studies confirming that the digitalization of Islamic education is not only technological but also

encompasses epistemological aspects, curriculum, and social relations within educational institutions (Shobri, 2024).

The role of transformational leadership and the internalization of a culture of quality are also crucial factors in the success of digital transformation. Findings indicate that leaders at both institutions actively emphasize the importance of cross-functional collaboration, openness to change, and community involvement in maintaining educational quality. The literature suggests that leadership with a long-term vision and the ability to build a reflective culture among educators tends to successfully integrate technology with existing institutional values (Baharuddin & Syaifuddin, 2024). The instilled quality values are not merely administrative but also become part of the institution's work ethic and spirituality.

The use of EMIS and digital learning platforms has significantly improved the quality reporting system. Data on attendance, assessments, and student achievement can be easily accessed by teachers, parents, and institutional leaders. This finding aligns with studies emphasizing the role of information systems in supporting the effectiveness of planning, implementation, and evaluation of quality improvement programs (Sutarsih & Haryati, 2024). However, this transformation is not without challenges. Infrastructure issues and the digital literacy gap remain major obstacles to the consistent implementation of digital-based quality programs, as noted in a study on digital transformation in Islamic education (Nasir & Maisah, 2022).

The policy implications of these findings are quite broad, particularly for Islamic educational institutions in the early stages of digital transformation. Strengthening operational and contextual quality evaluation frameworks, systematically improving digital literacy, and developing inclusive and sustainable infrastructure are necessary. This study also emphasizes the importance of a collaborative approach across institutions, families, and communities to create a holistic digital learning ecosystem (Zakaria & Imanuddin, 2022). In this context, strategic management that is responsive to local-global dynamics is essential so that digital transformation is not merely procedural but impacts real quality improvements.

Future research should focus on exploring how digital-based quality management models can be replicated across various types of Islamic educational institutions with diverse religious and social backgrounds. Evaluating the long-term impact of digital transformation on learning outcomes, student character, and teacher performance is also a crucial aspect requiring further investigation. Furthermore, developing digital-based quality indicators that are sensitive to religious values will strengthen the public policy framework supporting inclusive and adaptive Islamic education.

Thus, it can be concluded that digital transformation plays a crucial role in expanding access and improving the quality of Islamic education at the Addzimat Dai Indonesia Islamic Boarding School and the Qordova Islamic Junior High School. The integration of technology, strategic management, and a culture of quality has proven to be an effective strategy for driving Islamic educational institutions toward a more adaptive, transparent, and collaborative direction. This research provides theoretical contributions to the global literature on the digitalization of Islamic education and practical recommendations for the formulation of contextual policies, particularly in addressing the challenges of educational globalization in the digital era.

Transformational Leadership and Resource Management as Drivers of Quality

Data collection results indicate that both institutions have adequate classrooms for face-to-face learning, with adequate lighting and ventilation. SMPIT Qordova provides classrooms with digital presentation facilities, while Pondok Pesantren Addzimat Dai Indonesia uses conventional but well-maintained facilities. Both institutions have computer labs used for technology-based learning, although internet access is more stable at SMPIT Qordova than at PP Addzimat.

Quality support tools such as administrative and learning management software, a digital evaluation system, and quality policy documents have been prepared at both institutions. The

quality policy documents, quality vision and mission, and internal quality operational guidelines have been disseminated to stakeholders, including teachers/Islamic teachers, administrative staff, students, and parents.

Table 3. Findings of facilities and quality readiness

Component	PP Addzimat Dai Indonesia	Kordova Islamic Junior High School
Classroom	Representative, conventional	Representative, digital-based
Laboratory computer	Yes, limited	Complete and actively used
Internet access	Limited to main areas	Stable throughout the area
issue	Limited use	Fully integrated
LMS/e-learning	Not structured yet	Daily active
Quality document	Yes, narrative	Complete and operational

In an interview, the head of PP Addzimat stated that his institution is “working to improve the digital literacy of teachers and staff through internal training and alumni support.” The head of SMPIT Qordova stated that the digital-based quality management system has helped them monitor teacher performance and student progress in real time. A teacher at SMPIT Qordova explained that the use of a Learning Management System (LMS) simplifies material distribution and assessment. The teacher at PP Addzimat expressed the need for improved device support to optimize digital learning.

The implementation of strategic management at both institutions is evident in the strategic quality planning documents, which outline learning objectives, performance indicators, resource allocation, and medium-term action plans. Quality programs include curriculum improvement, teacher human resource capacity building, and strengthening digital literacy. Internal evaluations are conducted periodically through discussion forums, coordination meetings, and regular reporting.

Quality values have been internalized through the institutional culture. The institution's leadership demonstrates a transformational character, with a clear vision for quality policies, collaborative encouragement, and a focus on improving the quality of learning services. The leadership's commitment to integrating religious values with educational quality standards is evident in learning practices, student guidance, and facility management.

The education management information system (EMIS) has been used at both institutions to digitally access data on learning quality, attendance, assessments, and student progress. Technology-based learning involves e-learning, digital learning resources, and digital correspondence between Islamic boarding schools and Islamic junior high schools (SMPIT) in several hybrid learning programs. The use of quality data is beginning to be evident in reporting on the progress of teacher capacity building programs and regular curriculum evaluations. Efforts to maintain the identity of Islamic values and local culture remain a crucial part of implementing digital learning.

Ecosystem collaboration between Islamic boarding schools and Islamic junior high schools (SMPIT) is evident through the establishment of a technology-based learning ecosystem, sharing of best practices, and sharing of digital resources. The involvement of parents/guardians and the surrounding community is evident through digital literacy programs for parents and participation in activities supporting curriculum quality. Financial and resource management are continuously documented, with transparent and accountable governance, and resource allocation is directed toward improving learning quality and digital infrastructure.

Challenges include limited infrastructure in some locations, which impacts access to digital learning, and unequal digital literacy among educators and students, despite ongoing training.

Policies, procedures, and quality evaluation mechanisms require refinement to make quality indicators more operational and relevant for both types of institutions.

Learning quality indicators include curriculum quality, teacher competency, improved digital literacy, access to digital materials, administrative efficiency, financial accountability, and stakeholder satisfaction. Overall, there are systematic efforts to integrate strategic management with a culture of quality at both institutions, although infrastructure constraints, the need for improved digital literacy, and strengthening a more operational quality evaluation framework remain areas of focus for improvement.

These field findings indicate that transformational leadership plays a key role in the implementation of sustainable quality programs at both institutions. A clear quality vision, collaborative encouragement, and efforts to create agents of change are evident in leadership practices. This aligns with literature showing that transformational leadership has a positive impact on the quality of academic services and a quality organizational culture (Andikarya & Muluk, 2025). Human resource management directed at developing teacher competencies and strengthening the capacity of quality support staff is also key to institutional readiness to face the demands of the digital era. The integration of religious values with quality leadership practices provides an ethical and operational foundation for improving the quality of learning.

The synergy between quality planning, strengthening a quality culture, and human resource performance at both institutions is evident through a strategic planning process designed in a participatory manner and based on real needs. Stakeholder involvement in formulating policy direction and decision-making demonstrates institutional awareness of the importance of shared ownership of the quality improvement agenda. Resource allocation is carried out in a targeted manner to support the institution's strategic priorities, both in academic and managerial aspects. This practice reflects an effort to systematically maintain quality continuity, not simply a short-term response to external demands. Planning integrated with resource capacity enables the institutions to implement quality improvement programs consistently and measurably. In this context, quality is understood as a process that is continuously developed through planned, collaborative, and sustainability-oriented management of Islamic educational institutions.

The culture of quality that has developed within both institutions is strengthened through ongoing and reflective evaluation practices. Evaluation is not positioned as a mere administrative mechanism, but rather as a means of organizational learning to collectively improve performance. Internalizing a culture of quality encourages increased accountability, both at the leadership level and across all elements of the school and *madrasah* communities. Participation by institutional members in the evaluation process opens up space for dialogue and broader engagement in the agenda of improving the quality of learning. This demonstrates that the culture of quality functions as a shared value that animates daily institutional activities. With this approach, quality is not seen as a static target but rather as a shared commitment continually renewed through a cycle of continuous improvement.

Conceptually, the quality management framework implemented at both institutions aligns with the change-based quality management approach in Islamic education. This approach emphasizes the importance of a continuous cycle encompassing standard-setting, program implementation, outcome evaluation, process control, and standard-resetting based on reflection. This cycle enables institutions to respond adaptively to internal and external dynamics. The application of this framework demonstrates that quality improvement is a dynamic, context-dependent process. Each stage is interconnected and forms a systematic management flow. Thus, quality management does not stop at initial planning but is continually updated through ongoing evaluation and control in accordance with the evolving needs of the institution and the educational environment.

Digital transformation plays a key role in expanding access and improving the quality of learning at both institutions. The use of educational management information systems and

digital learning platforms enables more organized and efficient quality data management. Access to academic and managerial information becomes more transparent, enabling more responsive and data-driven decision-making. Digitalization also impacts how institutions design curricula, conduct evaluations, and manage overall quality governance. These changes require infrastructure readiness, digital literacy capacity, and sustainable funding support. In practice, digital transformation is not only related to technology adoption but also to changes in work patterns and organizational culture that are more open to innovation.

In addition to improving operational efficiency, digital transformation also strengthens a more structured and transparent quality reporting system. Information on learning outcomes, development programs, and institutional performance can be accessed more systematically by relevant parties. This transparency strengthens the relationship between educational institutions and parents and the surrounding community. Public trust in institutions grows along with increased information transparency and clarity in reporting mechanisms. Digitalization, in this context, serves as a communication bridge between institutions and external stakeholders. However, the effectiveness of digital transformation depends heavily on the readiness of human resources and the availability of adequate infrastructure. Challenges in this area require a sustainably designed capacity development strategy.

Obstacles related to limited digital infrastructure and competency remain challenges that need to be addressed systematically. Strengthening digital literacy for educators and students is an urgent need to ensure optimal use of technology in the learning process. Continuous training programs enable gradual competency development that adapts to technological developments. Furthermore, more targeted funding policies are needed to ensure the sustainability of digital infrastructure development. Transparent and accountable resource management is a prerequisite for maintaining the effectiveness of technology investments. With the right approach, digital challenges can be transformed into opportunities to strengthen quality management systems and improve the overall quality of learning.

Ecosystem collaboration between Islamic boarding schools, integrated Islamic schools, families, and local communities plays a crucial role in supporting improvements in the quality of learning. Sharing digital resources, knowledge, and financial and non-financial support strengthens institutions' capacity to implement educational programs. An integrated learning ecosystem enables synergy between leadership, human resources, digital literacy, and financial governance. This collaboration broadens the reach of support for educational institutions while strengthening the sustainability of quality improvement programs. In the context of religious education, family and community involvement is strategic because it contributes to strengthening the values and character that underpin learning.

An integrated ecosystem approach is also relevant for maintaining the sustainability of learning quality in diverse and increasingly global religious contexts. Global dynamics demand that Islamic educational institutions maintain their identity while improving the quality of academic services. Cross-stakeholder synergy enables institutions to respond to global challenges without losing their Islamic roots. Systematically developed collaboration enriches perspectives in quality management and opens up broader opportunities for innovation. With the support of a strong ecosystem, Islamic educational institutions have a greater opportunity to maintain relevance and competitiveness in the ever-changing educational landscape.

The findings of this study indicate that policies that promote the integration of transformational leadership, competency-based human resource management, and digital transformation have the potential to expand access and improve the quality of learning in Islamic educational institutions. This integration enables institutions to manage change in a more targeted and sustainable manner. Practical implications include strengthening operational and contextual quality evaluation frameworks, improving digital literacy for educators and students, and developing digital infrastructure through strategic partnerships with various

parties. This holistic policy approach opens up space for the development of Islamic education quality that is adaptive to national and international dynamics.

Future research should focus on testing the replication of transformational leadership models and quality-based human resource management in institutions with diverse religious characteristics. Further studies are also crucial to measure the long-term impact of digital transformation on learning outcomes and strengthening institutional quality. Furthermore, exploring cutting-edge communication mechanisms, the influence of national education policies, and developing quality performance indicators that are more operational and sensitive to institutional cultural contexts are important agenda items. This research approach is expected to enrich our understanding of Islamic education quality management in an evolving global landscape.

CONCLUSION

This research shows that the integration of strategic management, transformational leadership, and digital transformation has a significant impact on improving the quality of Islamic education. The implementation of an education management information system (EMIS), a digital learning platform, and indicator-based quality planning can improve governance efficiency, data transparency, and collaboration among stakeholders. SMPIT Qordova represents a modern institutional model that successfully combines technology and a culture of quality, while Pondok Pesantren Addzimat demonstrates great potential in adapting a digital system based on Islamic values.

This study is limited to two institutions in West Java, so generalization of the findings should be done with caution. The data are qualitative and rely on informant perceptions and institutional documentation. Furthermore, the observation period was limited, which may not capture the long-term dynamics of quality policy implementation. The study's primary contribution lies in developing a conceptual framework that integrates strategic management, digital transformation, and transformational leadership in the context of Islamic education. The comparative approach between traditional Islamic boarding schools and integrated Islamic schools is novel, providing contextual and practical insights for Islamic education policy in the digital era. This model can be replicated for similar institutions nationally and globally.

REFERENCES

- Andikarya, O., & Muluk, K. A. (2025). Peningkatan Kualitas Pendidikan Melalui Penerapan Manajemen Strategi [Improving the Quality of Education Through the Implementation of Strategic Management]. *JP3M: Jurnal Pendidikan, Pembelajaran Dan Pemberdayaan Masyarakat*, 7(1), 679–686. <https://doi.org/>[in Indonesian]
- Antoni, J., Hamengkubuwono, H., Warlizasusi, J., & Fathurrochman, I. (2025). Analisis Perencanaan Strategis Keuangan Daerah terhadap Peningkatan Mutu Layanan Pendidikan di Kabupaten Kepahiang [Analysis of Regional Financial Strategic Planning on Improving the Quality of Educational Services in Kepahiang Regency]. *An-Nidzām: Jurnal Manajemen Pendidikan Dan Studi Islam*, 12(1), 145–164. <https://doi.org/>[in Indonesian]
- Apriyenti, A., Oktawira, L., & Rahmi, S. (2024). Analisis Digitalisasi Pendidikan Terhadap Aksesibilitas, Kualitas Dan Inklusivitas Pendidikan [Analysis of Educational Digitalization on Accessibility, Quality and Inclusiveness of Education]. *Indo-Mathedu Intellectuals Journal Ученые: Lembaga Intelektual Muda Maluku*, 5(6), 7426–7436. <https://doi.org/>[in Indonesian]

- Arifin, M., Zahrudin, Z., & Maftuhah, M. (2021). Optimalisasi Model Manajemen Strategik untuk Peningkatan Kualitas Pendidikan Islam [Optimizing Strategic Management Models to Improve the Quality of Islamic Education]. *Al-Fiker: Jurnal Pendidikan Islam*, 7(2), 97–103. <https://doi.org/>[in Indonesian]
- Baharuddin, A. B., & Syaifuddin, M. (2024). Studi Analisis Proses Manajemen Strategis Dalam Pendidikan Islam [Analysis Study of Strategic Management Process in Islamic Education]. *Al-Mujabidah*, 5(1), 1–6. <https://doi.org/>[in Indonesian]
- Hadi, A. (2018). Konsepsi Manajemen Mutu dalam Pendidikan: Konsepsi Manajemen Mutu Dalam Pendidikan [Conception of Quality Management in Education: Conception of Quality Management in Education]. *MODELING: Jurnal Program Studi PGMI*, 5(2), 134–144. <https://doi.org/>[in Indonesian]
- Hendriawati, R. (2019). Penerapan sistem informasi manajemen pendidikan dalam meningkatkan mutu pendidikan di sekolah [Implementation of educational management information systems to improve the quality of education in schools]. <https://doi.org/>[in Indonesian]
- Karisma, L. A., & Nadziroh, I. F. (2023). Manajemen Mutu Perubahan dalam Peningkatan Kualitas Lembaga Pendidikan Islam di Madrasah Aliyah Negeri [Quality Management of Change in Improving the Quality of Islamic Educational Institutions at State Islamic Senior High Schools]. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 9(1), 29–42. <https://doi.org/>[in Indonesian]
- Lestari, H., Rahmawati, I., & Hasanah, S. U. (2024). Kepemimpinan Transformasional Kepala Sekolah terhadap Kualitas Layanan Akademik [Transformational Leadership of School Principals on Academic Service Quality]. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 8(2), 221–234. <https://doi.org/>[in Indonesian]
- Maharani, A., Zaen, S. P., Amanah, R. D., & Sayyirussalikin, A. (2024). Kepemimpinan Pendidikan Kompeten: Membangun Visi, Menghadapi Tantangan, Dan Meningkatkan Kualitas Pembelajaran Di Era Modern [Competent Educational Leadership: Building Vision, Facing Challenges, and Improving the Quality of Learning in the Modern Era]. *JURNAL EKONOMI MANAJEMEN DAN BISNIS (JEMB) Yuyedumelu: Universitas Dharmas Andalas*, 3(2), 254–259. <https://doi.org/>[in Indonesian]
- Nashrullah, M., Rahman, S., Majid, A., & Hariyati, N. (2025). Transformasi Digital dalam Pendidikan Indonesia: Analisis Kebijakan dan Implikasinya terhadap Kualitas Pembelajaran [Digital Transformation in Indonesian Education: Policy Analysis and Implications for Learning Quality]. *Mudir: Jurnal Manajemen Pendidikan*, 7(1), 52–59. <https://doi.org/>[in Indonesian]
- Nasir, M., & Maisah, M. (2022). Pengelolaan Pondok Pesantren Dalam Pengembangan Pendidikan Agama Islam (Studi Pada Pondok Pesantren Baiatul Quran Kabupaten Lingga) [Management of Islamic Boarding Schools in the Development of Islamic Religious Education (A Study of the Baiatul Quran Isl. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(2), 602–623. <https://doi.org/>[in Indonesian]
- Purwanti, E., Kusuma, N., & Sari, R. N. (2018). Implementasi Manajemen Strategis dalam Upaya Peningkatan Mutu Pendidikan di Pondok Pesantren: Indonesia [Implementation of Strategic Management in Efforts to Improve the Quality of Education in Islamic Boarding Schools: Indonesia]. *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 3(2), 85–92. <https://doi.org/>[in Indonesian]

Indonesian]

- Shobri, M. (2024). Peran sistem informasi manajemen pendidikan dalam meningkatkan transparansi dan akuntabilitas di lembaga pendidikan Islam [The role of educational management information systems in increasing transparency and accountability in Islamic educational institut. *AKSI: Jurnal Manajemen Pendidikan Islam*, 2(2), 78–88. <https://doi.org/>[in Indonesian]
- Sutarsih, W., & Haryati, T. (2024). Peran digitalisasi sekolah terhadap mutu pendidikan [The role of school digitalization on the quality of education]. *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(2), 288–295. <https://doi.org/>[in Indonesian]
- Tisnawati, T., & Sukari, S. (2024). Problematika Pengembangan Kompetensi Digital Guru Dalam Pendidikan Islam Di Era Globalisasi [Problems of Developing Teachers' Digital Competence in Islamic Education in the Era of Globalization]. *TSAQOFAH Учредителю: Darul Yasin Al Sys*, 4(6), 3945–3958. <https://doi.org/>[in Indonesian]
- Zakaria, M., & Imanuddin, H. M. (2022). Eksistensi Pondok Pesantren Dalam Mengembangkan Pendidikan Islam:(Analisis Manajemen Lembaga Pondok Pesantren Di Lombok) [The Existence of Islamic Boarding Schools in Developing Islamic Education: (Analysis of Islamic Boarding School Institution Managemen. *Jurnal Penelitian Tarbawi: Pendidikan Islam Dan Isu-Isu Sosial*, 7(2), 32–41. <https://doi.org/>[in Indonesian]



©2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<http://creativecommons.org/licenses/by-sa/4.0/>).