



Strategies and Leadership in Improving The Quality of Islamic Education in Indonesia

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Abstract

Islamic educational institutions still often face limited funds, minimal use of technology, and low managerial competence, which impacts the quality of learning. This research aims to improve the quality of education to realize the hope of Islamic education that has mental intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ) for success in the world and the hereafter. The type of research used is qualitative with a library study approach, accompanied by primary sources in the form of educational books and secondary sources from several journal articles. The results of this study are strategies and leadership in improving the quality of Islamic education in Indonesia, emphasizing the importance of implementing planned strategies and competent leadership in the educational process. Improving the quality of Islamic education is not only related to the curriculum and teaching methods, but also includes developing teacher competence, utilizing technology, as well as community and government support. The quality of leadership, especially in understanding the principles of educational management, plays a very important role in maintaining and improving educational standards.

Overall, improving the quality of Islamic education requires a synergy between careful planning, relevant strategies, insightful leadership, and the involvement of all stakeholders in the education system.

Keywords: *Strategy, Policy, Leadership*

A. Introduction

Islamic education faces major challenges in the era of globalization and digitalization. Nationally, various reports indicate that the quality of Islamic educational institutions in Indonesia is still below average, particularly in terms of management, human resources, and institutional leadership (Noer & S.A.P, 2023). This challenge is exacerbated by budget constraints, low levels of leadership innovation, and minimal collaboration between educational institutions and the community and government. A similar phenomenon is also occurring globally, where Islamic educational institutions in developing countries often experience stagnation in quality due to weak governance and leadership that is not adaptive to changing times (Dacholfany, 2017). According to Mujamil Qomar, the success and growth of Islamic educational institutions are largely determined by the strength and direction of their leadership. Leadership does not only function as an administrative driver, but also as a strategic foundation in improving the quality of education. In this context, strategic and visionary leadership qualities are essential to respond to the complex challenges of the times and to encourage the creation of a high-quality and relevant Islamic education system (Andi Prastowo, Suryadi, 2021).

This view is in line with the findings of Mu'minah, Namiroh, and Malihah (2023), who assert that ideal Islamic educational leadership must be able to integrate Islamic values with strong managerial and spiritual abilities. Leaders who have a clear vision and spiritual commitment are believed to be able to foster a transformative and competitive educational climate. Syarif, Suaeb, and Akhyar (2023) also revealed that changes in the quality of Islamic education are highly dependent on the ability of leaders to shift the managerial paradigm toward a sustainable strategic approach. They emphasized the importance of leadership that can implement Total Quality Management (TQM) principles in the education system to achieve comprehensive quality improvement

(Syarif, Suaeb, & Akhyar, 2023). Unfortunately, improvements in the quality of education in many Islamic institutions often focus on technical aspects such as curriculum, facilities, and training programs, without strengthening leadership roles. Without leadership that can drive comprehensive change, reform efforts will only be cosmetic. Therefore, a leadership strategy is needed that not only sets policy direction but also fosters sustainable synergy among educational elements.

In this case, it is important to pay attention not only to the structure of the education system, but also to the quality of inputs, such as the welfare of educators, collaborative spirit among stakeholders, and leadership drive in carrying out the educational mission. Although extensive transformations have been made in terms of infrastructure and curriculum, without strong, inclusive, and inspiring leadership, it will be difficult to improve the quality of education (Sari et al., 2025). This condition is very relevant to the reality of Islamic educational institutions in Indonesia, which to this day still face various fundamental weaknesses such as a lack of competent human resources, weak leadership strategies, and minimal financial support (Noer & S.A.P, 2023). In facing global dynamics and 21st century competition, Islamic education requires support in three main aspects: quality human resources, effective leadership, and access to adequate supporting resources.

This is in line with the constitutional mandate in the Preamble to the 1945 Constitution of the Republic of Indonesia, which states that educating the nation is one of the main objectives of the state. To achieve this goal, the state has developed various levels of education from early childhood education to higher education. Based on Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning environment that enables students to actively develop their potential, including spiritual strength, self-control, intelligence, noble character, and skills that are beneficial to themselves, society, the nation, and the state (Mu'minah, Namiroh, & Malihah, 2023).

Previous studies have addressed similar themes. For example, Dicky Artanto's (2022) study, *"Transformational Leadership Strategies to Improve the Quality of Islamic*

Education Services,” demonstrates how transformational leadership at STAIT Yogyakarta can drive institutional change through innovative and collaborative approaches. These findings provide an initial contribution that leadership plays an important role in improving the quality of education. However, the study has not explicitly integrated the intellectual (IQ), emotional (EQ), and spiritual (SQ) dimensions as a basis for developing a comprehensive leadership strategy (Artanto, 2022).

This gap is the focus of this study, which offers a leadership approach that is not only transformational but also spiritually based and oriented toward the integration of three types of intelligence (IQ, EQ, and SQ). This study also adopts the principles of Total Quality Management (TQM), which have previously been more widely applied in the industrial and general education sectors, and adapts them to the context of Islamic education. This approach reinforces the theoretical foundation that improvements in educational quality cannot be separated from the role of leadership in sustainable quality management (Ginting & Haryati, 2012). Thus, the focus of this study is to analyze and evaluate how effective leadership strategies and models can be used to improve the quality of Islamic education in Indonesia. This research is expected to provide theoretical and practical contributions in formulating Islamic education policies based on strategic leadership and contextual spiritual values that address the challenges of the times. This research is designed using a qualitative literature-based approach, resulting in a conceptual synthesis capable of addressing the need for holistic improvement in the quality of Islamic education.

B. Methods

This study uses a descriptive qualitative approach with a library research design (Anwar, Studi, Agama, Islam, & Agung, 2015). This approach was chosen to describe in depth the phenomenon of leadership and strategies for improving the quality of Islamic education based on relevant written sources such as the book *Manajemen Pendidikan* (Education Management) written by Sari et al. This design was considered appropriate because it did not involve direct subjects but rather analyzed theoretical and empirical academic documents. The research procedure includes: topic identification, literature search, selection of relevant sources, data organization, and thematic analysis. The

population and sample consist of a corpus of literature from scientific journals, books, and policy documents from the last five years, selected purposively (Habsy, 2017).

The research instrument used a literature review worksheet to record and categorize important data from sources. Data collection techniques were carried out through literature searches in scientific databases such as Sinta, Scopus, Google Scholar, DOAJ, and the Garuda portal. The data analysis technique used is content analysis with a directed content analysis approach. This technique aims to identify and interpret the main themes based on a predetermined theoretical framework. The analysis is conducted contextually, emphasizing the essential meaning that is relevant to the research questions and objectives (Monggilo, 2020). Through this method, it is hoped that the research will produce a comprehensive conceptual understanding of how strategy and leadership play a role in improving the quality of Islamic education in Indonesia.

C. Result and Discussion

1. Strategic Management

Strategic management is a set of managerial decisions and actions that determine the long-term performance of an enterprise. Strategic management deals with land use planning, strategic implementation, and strategic assessment and planning. Strategic management emphasizes observations and opportunities, and environmental threats viewed in terms of environmental strengths and weaknesses. Internal and external variables that are critical to business growth are known as strategic factors and are identified by SWOT analysis (Dini, 2020).

Strategic management is developed in four phases, starting with basic financial planning and ending with what is commonly called a full strategic plan, including implementation, evaluation, and management. Ansof has established that strategic management is a systematic approach to running a business and bringing it to an achievable position. Top management (basic and principled) to enable the organization to interact effectively in order to develop quality for the purpose of optimization

(operational plans for producing goods or services and services decisions) (referred to as MISSION) and various organizational goals (operational goals) (Hasanah, Sandy, Manan, & Amalia, 2022).

Strategic management comes in the form of large-scale planning in the sense that it covers all components in an organization as outlined in the form of a strategic plan (RENSTRA). Strategic management is a planning process that is governed and directed by leaders. In relation to education, this means that school leaders are supported by educators or other education personnel so that planning can be carried out effectively and efficiently (Dini, 2020). Strategic planning as one of the components of strategic management has a role to describe goals and objectives, procure and allocate resources as initial guidelines, and create guidelines for translating organizational policies. Strategic planning is a results-oriented process that takes into account the possibilities, opportunities and limitations that exist or arise and are achieved in one to five years. Strategic planning includes vision, mission, goals, and strategic objectives, including realistic strategies and programs by anticipating future developments (Sakolan, 2021).

A strategic plan is a logical framework that defines where you are, where you want to go, and how to get there. Strategic planning is a process that guides leaders to develop a vision that describes their desired future. Planning addresses the future implications of decisions made today, including decisions related to the overall goals of the organization. Strategic planning is a philosophy that is an attitude, a way of life, a thought process, and an intellectual activity (Bachtiar, 2016). Strategic planning is an organizational planning activity where the role of top managers is very important. This strategy focuses on doing the right job (effectiveness and efficiency). Strategic planning also minimizes the possibility of mistakes or unpleasant things happening because goals, objectives, and strategies have been analyzed beforehand, as well as risk and opportunity analysis. As a result, administrators can anticipate problems before they occur and solve problems before they continue. Strategic planning can be detrimental to survival and development (Achmad & Izza, 2023).

Strategic planning is specifically used to clarify an organization's focus so that all of the organization's resources are optimally utilized to fulfill the organization's mission. Several key concepts in this definition convey the importance of engaging in strategic planning. This process is strategic because it involves determining how best to deal with dynamic and sometimes hostile environmental conditions. Systematic strategic planning in this case requires that what you do next must be focused and productive. Strategic planning involves selecting specific priorities and making decisions about long-term and short-term goals and objectives. The process for building engagement. The School Work Plan (RKS) is one form of school management function that is very important for schools for direction and guidance to people in the school for the purpose of advancing and developing the school. In preparing the plan, school development must pay attention to several principles, namely: changing the real conditions into the desired conditions (ideal), achieving student achievement, bringing better changes, systematic, directed, integrated, comprehensive improvement and development, responsive to change. The principles are transparent, based on needs and realistic in accordance with the swot analysis. With these principles, it is expected to contribute greatly to the implementation of RK by creating quality, highly competitive education (Ansari, B. I., & Saleh, 2019).

2. Strategy for Improving the Quality of Islamic Education

The definition of Strategy according to Muhaimin Syah is that it can be interpreted as one of the tactics or plans, many views of the word strategy in English are considered relevant is the word Approach (approach) procedur (stages of activity). Based on the words above, the strategy is a number of steps or an action that is engineered in such a way as to achieve a specific goal or target (Muhibbin Syah, 1995). Meanwhile, according to Syaiful Bahri Jamaroh in his book entitled "Teaching and learning strategies", namely an outline of directions for action in an effort to achieve predetermined goals (Syaiful bahri Jamaroh dan Azwan zen, 1996). In general, a strategy has the meaning, an outline of directions for action in an effort to achieve predetermined goals. When connected with teaching and learning, the strategy can be interpreted as a general pattern of teacher-student behavior in the manifestation of

teaching activities (Rohali, 1995). The definition of strategy in this case shows the abstract characteristics of a series of actions of student teachers. In a teaching and learning event: certain actuals, this is called instructional procedures (Utomo, 2018).

Educational strategy is a series of methods and approaches used to achieve educational goals effectively and efficiently. According to educational figure Gagne in 1970 who emphasized that educational strategies are plans that are arranged to create certain learning conditions. This strategy aims to facilitate the learning process so that students can acquire knowledge and skills effectively. According to him, educational strategies must be tailored to the characteristics of students and subject matter (Rahmat, 2019). On the one hand, according to Joyce and Weil in 1980, educational strategies include various approaches, methods and learning models used by teachers in the learning process. Each strategy has advantages and disadvantages, and its selection depends on the learning objectives and the needs of the learners. Indonesian heroes also have an opinion on educational strategies. Strategy is one of the many factors that influence performance in the education process. In general, a strategy is a set of instructions to achieve a predetermined goal. Obtaining information and teaching strategies can make educators more effective in their work, without preparation, learning activities often occur without clear guidelines, which can ultimately lead to less than ideal goal achievement.

The approach seeks to provide knowledge that can be applied in everyday life while forming cognitive patterns and attitudes that are in line with Islamic ideals within the framework of the Islamic education system. Curriculum planning is essential to achieve overall educational goals. The fundamental teachings of the Islamic faith form the basis of the Islamic education curriculum, which fortifies the educational process (Caso, 2013). In the context of Islamic education, the strategy according to Hasan Langgulung is a set of ideas and precepts that should guide behavior or educational initiatives in Islamic society. The Islamic point of view, which has distinctive characteristics in Islam, must also be reflected in the educational approach.

According to Hasan Langgulung, there are three models of education strategy: general education strategy, special education strategy, and blended learning method.

The government in other policy makers who make decisions regarding education planning usually apply the general education strategy. The whole community is involved in this plan and its scope is broad. The three main elements of the overall strategy are priorities in action and goals (Caso, 2013). These techniques are applied individually, with the main emphasis on the tactics that each Muslim needs to implement. Islamic education scholars have largely concentrated on the idea of tazkiyah, or the cleansing of the soul, as an essential component of a specific Islamic education plan (Caso, 2013).

The term “quality” can refer to the level, degree or quality of something. The word “quality” has many applications and implications in the context of education. The national curriculum in Indonesian education sets educational objectives, competency requirements, curriculum content, and assessment standards such as national exams. These factors collectively define quality in a relative or standardized context. In addition, one of the main pillars of human resource development (HRD) that is critical to the progress of a nation is believed to be the quality of education. Some even argue that the future of a nation depends on how well its children get a proper education. A quality educational institution will foster quality education as well. Some even argue that the future of a nation depends on how well its children get a proper education. Quality educational institutions will foster quality education as well (Asrita, 2022).

Based on the above interpretation, the ability of madrasahs or schools to oversee various aspects of their operations in order to maintain the quality of their teaching is what is meant by high-quality Islamic education. Because education is always changing to meet the needs and demands of society, it is necessary to make efforts to continuously improve its quality. Every educational institution faces serious challenges in trying to improve teaching standards. Since leadership practices in educational management have a significant impact on the quality of an institution, the knowledge of its managers is an important indicator of that quality.

Therefore, having competent leadership is essential, especially in understanding how to improve educational standards. Raising educational standards is expected to result in useful adjustments in the way educational difficulties are addressed in line with

contemporary dynamics and progress. The quality of the school itself, school leadership, quality of teachers, curriculum, financial support, facilities and infrastructure, as well as the role of parents in supporting the improvement of quality, are the main variables in improving the level of education. Mentioned in the Qur'anic verse related to the planning function in surah Ar-Ra'd verse 11:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ أَمَرَ اللَّهُ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَلٍ

Translation:

“For people, there are angels who take turns guarding them from the front and back by the command of Allah. Allah will not change the fate of a people until they change what is in themselves. If Allah wills evil to befall a people, no one can prevent it, and they will find no protector but Allah.”. (Kementrian Agama, 2019)

To improve the quality of education in schools and institutions, at least five dominant factors must be involved (Simanjuntak, 2022). :

First, the Principal as a Visionary Leader. The principal must have a clear work vision, be able to understand his/her responsibilities deeply, and work hard to achieve them. In addition, high motivation, dedication to provide the best service, and strong work discipline are important elements in creating a superior educational culture. Principals also need to lead by example and encourage collaboration between all stakeholders (Mbato, 2024).

Second, Teachers as Pillars of Education. Teachers must be actively involved in developing their competence and professionalism. This can be achieved through participation in various development activities, such as training, seminars, workshops and certification. With competent and professional teachers, learning will be more effective, creative and innovative, thus inspiring students to reach their full potential.

Third, the Student-Centered Approach. An educational paradigm that prioritizes a “child-centered” approach is key in exploring students' potential. Schools must create a conducive learning environment where students are valued for their strengths and

talents. Comprehensive and individual excellence-based assessments can support the development of students' skills and abilities according to the needs of the times.

Fourth, a Dynamic and Integrated Curriculum. A coherent curriculum, relevant to the context of the times, and able to integrate academic aspects and character values will be the foundation for achieving educational goals optimally. A dynamic curriculum can adapt to global changes, prepare students to face future challenges, and encourage creativity and innovation.

Fifth, Community and Government Collaboration. Collaboration between schools, parents, communities and other agencies, including the government, is essential to support educational success. A close relationship between the school and the surrounding environment can provide more opportunities for students to explore the world of work, expand networks, and improve school performance at the national and international levels (Furkan, 2013).

However, the challenges in managing educational institutions, especially in Islamic educational institutions, are often eliminated by ineffective management. Managerial functions that do not run optimally can be caused by various factors, such as weaknesses in the institutional system, budget limitations, and lack of proper human resource management. In this context, the quality of educational leaders of educational institutions becomes the most essential aspect. A leader who has a deep understanding of the principles of Islamic education, modern management techniques and innovations in the field of education will be better prepared to face challenges. Such knowledge provides a strong basis for making strategic decisions, leading change and creating initiatives that focus on improving the quality of education.

Investing in the competency development of Islamic education leaders is therefore essential. Training and continuing education for leaders can help them understand new approaches, implement effective strategies and create a progress-oriented learning culture. In this way, managerial bottlenecks can be overcome and the standard of teaching in Islamic education institutions can be improved, having a positive impact on future generations.

3. Leadership Policy in Improving the Quality of Islamic Education

The word “wise” (which means “always using reason, clever and skillful”) is the etymological root of the word ‘policy’. The word policy now means “a set of concepts and principles that serve as the outline and basis for a plan in carrying out a job or leadership” after adding the suffixes “ke-” and “-an”. Therefore, it is a set of ideas and ideals that serve as the basis for organizing and implementing leadership (Hasanah et al., 2022). Based on the definitions given above, we can conclude that the word “policy” emphasizes the importance of basing judgments on practical reasons in order to be agreed upon by all parties. Policies are explanations of general educational tactics and measures that serve as the foundation for doing a job, practicing a profession, or exercising leadership.

The process and results of creating learning techniques and procedures based on the aims and objectives of Islamic education and its curriculum are included in the context of Islamic education. Usually the institution with an interest or authority to do so determines the policy for the implementation of Islamic education. The main measure of the achievement of Islamic education standards is the effective implementation of this policy. Therefore, Islamic education policy plays an important role in achieving the goals of Islamic education (Dewanti, Setiawan, Tobasa, & Ediansyah, 2022). A number of key elements should be considered from two perspectives to improve the quality of Islamic education: the management perspective (changing the management paradigm) and the resource perspective (teacher caliber and principal leadership).

a. Management perspective (changing the management paradigm)

It is undeniable that in formulating policies to improve the quality of Islamic education, various factors in organizational management play a very significant role. To transform Islamic educational institutions, leaders are required to be able to formulate fundamental and applicable management concepts to effectively promote the improvement of the quality of the learning process (Saputra, Nur, & Syahid, 2025). A management adaptation strategy that focuses on long-term quality development is essential. Total Quality Management (TQM), which states that every company bears

personal responsibility for quality improvement, is a relevant tactic. This implies that everyone involved in the organization, regardless of status, position, or occupation, has an obligation to improve the level of education (Ginting & Haryati, 2012).

Therefore, ensuring the integrated and sustainable application of co-management techniques is an important responsibility of executives of Islamic educational institutions. To improve the quality of education, they must inspire employees, set a positive example and offer necessary assistance. A higher level of unity can be achieved by Islamic education institutions that have strong leadership and dedication to education management.

b. Resource perspective (teacher quality and principal leadership)

The quality of education at the school level is largely determined by teachers and principals. When making human resource development policies, the main objective is to improve the quality of teachers and principals to raise education standards. The quality of teaching and learning in schools is positively and significantly influenced by the quality of teachers and the quality of principal leadership. Good teacher collaboration and efficient leadership from principals are key markers of improved education standards. The professional competence of educators and principals is crucial to the improvement of human resources. In addition to carrying out their routine activities, they also need to change their paradigm to keep up with advances in the commercial and educational sectors. They can withstand increasingly difficult educational obstacles in this way, thus ensuring that the teaching provided is relevant and of high quality (Syarif et al., 2023).

A leader in a particular role is required to be able to motivate, guide, and empower his or her team members to achieve organizational goals. A leader's work should be aligned with their job requirements and make a valuable contribution to their obligations.

According to Deswati, a leader will be judged by his or her ability to actively participate in tasks such as providing direction to his or her group of subordinates, enlisting their help in policy implementation, or acting as a spokesperson in capitalizing on opportunities. In this sense, a leader not only makes decisions but also actively

participates in the work process and provides the guidance and support the Company needs (Monalisa, Fadla, Hayati, & Puri, 2022).

Islamic principles highly value fostering the conditions necessary for the creation of an Islamic order. Islamic leadership is essentially focused on practicing Islamic values and is seen as a group responsibility, with the leader upholding the sustainability of the group. In Islam, the leader's role is not only to support the group's activities but also to ensure that the group's needs are met at a personal level within the organization. Islamic leadership goals are not just short-term organizational targets; they also consider more general and specific goals. The purpose of Islamic leadership is to ensure that the Islamic order is upheld in the organization and to create the necessary framework to make this happen. Every Islamic leader must have a sacred purpose in his actions to gain the respect, cooperation, and loyalty of his staff members or subordinates. Consequently, Islamic leadership involves applying Islamic principles to all aspects of organizational life rather than focusing solely on achieving monetary goals (Monalisa et al., 2022).

4. Institutional Strategies in Improving the Quality of Islamic Education

Effective leadership techniques play a crucial role in the development of Islamic educational institutions. The function, quality, and professionalism of the management of an organization have a significant influence on the growth and sustainability of the institution. To manage the institution efficiently while ensuring sustainable progress, a leader is not only required to have qualified managerial skills, but also strong dedication, clear vision and unwavering commitment. In this context, the importance of a solid and relevant leadership development model cannot be overstated. One leadership paradigm that is considered capable of answering the challenges faced by Islamic educational institutions, especially in an effort to improve the quality of services provided, is the transformational leadership paradigm. This model emphasizes the importance of leaders who are able to formulate, communicate, and realize the vision and mission of the institution in real terms. This is done by involving all members of the organization in collective responsibility and synergistic cooperation, while providing inspiration, enthusiasm and excitement that motivates all parties to move forward.

Transformational leadership has great potential for the foundation to be solid for the progress and improvement of the quality of Islamic education institutions. Through this approach, leaders not only motivate and direct members, but also encourage them to go beyond their limits to achieve common goals. By integrating spiritual values and modern managerial principles, this paradigm is able to create a dynamic, innovative and competitive environment, so that Islamic educational institutions can play a more significant role in building a society with high character and competitiveness (Artanto, 2022). In an effort to improve the quality of education, there are several important aspects that need to be considered, which must be adjusted to the type and level of education, both at the primary, secondary and tertiary levels. In general, improving the quality of education centers on three main factors that are interrelated and mutually supportive, namely:

First, Adequacy of Educational Resources. This factor includes the availability and quality of resources that are the main foundation in the education process. These include competent educators, such as teachers and other education personnel, who are able to meet professionalism standards. In addition, the provision of open materials such as quality textbooks relevant to the curriculum is also an important element. Equally important is the availability of an adequate library as an additional learning resource, as well as educational facilities and infrastructure such as comfortable classrooms, functional laboratories and other supporting facilities. This adequacy aims to create a conducive learning environment that supports the achievement of educational goals.

Second, the quality of the education process. A quality education process is key in encouraging students to learn more effectively. This involves learning methods that are innovative, interactive and based on student needs. Teachers are required to not only deliver subject matter, but also develop students' critical thinking, creativity and problem-solving skills. An effective learning process should also involve educational technology as a tool, so that students can access information more widely and deeply. Thus, a good educational process does not only focus on transferring knowledge, but also building student character and competence.

Third, the Quality of Education Outcomes. Quality education outcomes are the ultimate indicator of the success of an education system. It refers to the skills, knowledge and attitudes that students acquire through the learning process. Educational outcomes can be measured through students' ability to apply the knowledge they have learned, both in academic contexts and everyday life. At the primary and secondary levels, education outcomes can be seen in the improvement of literacy, numeracy and moral values that students apply. Meanwhile, at the higher education level, educational outcomes include professional abilities, relevant research, and the contribution of graduates to the development of society and the world of work (Dacholfany, 2017).

It is important to understand that efforts to improve education standards are not only a theoretical force, but also have practical consequences that require full commitment from all stakeholders. To achieve real and sustainable quality improvement, every element in the education system, both human and material resources, must play an active role and contribute their best. Educational institutions have a strategic role in managing human resources that include not only teachers and support staff, but also students, parents and the wider community as an integral part of the education ecosystem. Teachers and support staff must function as facilitators and motivators of learning, while students are expected to be active participants in the learning process. Parents and communities also have a responsibility to create the moral, emotional and material support necessary for educational success.

Creating a learning environment that supports and advances educational standards is a collective task that requires synergy between individuals and organizations. Everyone must work together to identify needs, address challenges and capitalize on opportunities to improve the quality of education. Through a collaborative approach, initiatives to improve education are expected to be more effective and sustainable. The active involvement of all stakeholders, whether in the form of direct participation or strategic support, will strengthen the foundation of the education system. With this shared commitment, the education community as a whole will benefit significantly. Higher teaching standards will not only improve students' academic competence but also shape their character and skills to face future challenges.

Therefore, success in improving education standards is the result of close cooperation, sincere dedication and a shared vision to realize a better and more inclusive education system (Dacholfany, 2017). However, this study has a number of limitations. Because it uses a literature study approach, the data presented is entirely dependent on the strength of the analysis of written sources, without direct verification in the field. This limitation prevents the study from fully capturing the empirical dynamics that may actually occur within Islamic educational institutions. Additionally, not all relevant literature is fully accessible, meaning there may be other theories or approaches that have not been accommodated in the analysis.

Therefore, future research is recommended to use a field research approach with case study or action research methods in specific Islamic educational institutions. This will enrich empirical data and test the direct effectiveness of the leadership strategies and quality management models formulated in this study. Future research could also develop leadership evaluation instruments based on the integration of IQ, EQ, and SQ, as well as examine more deeply the involvement of the community and government in leadership practices in Islamic educational institutions. With this approach, it is hoped that the development of Islamic education quality will not only be theoretical but also practical and contextual, in line with the needs of the times.

D. Conclusion

Educational Based on the results of the literature analysis, it can be concluded that improving the quality of Islamic education in Indonesia is highly dependent on strategic, transformative, and spiritually-minded leadership. The answers to the research questions indicate that quality improvement strategies cannot be achieved solely through curriculum reform or the provision of infrastructure, but must be accompanied by strengthening the quality of educational institution leadership. Islamic education leaders must be able to integrate intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ), as well as apply quality management principles such as Total Quality Management (TQM) in the planning and implementation of educational policies.

The implications of these findings highlight the importance of developing the capacity of school principals and educators in terms of values-based and innovative leadership. Transformational leadership that can design a vision, motivate teams, and create collaboration among stakeholders is the key to success in the transformation of Islamic education. Additionally, collaboration between educational institutions, the community, and the government needs to be strengthened to create a holistic and sustainable educational ecosystem. The limitations of this study lie in the approach used, namely a literature review. Since it does not directly involve empirical field data, the results of this study are conceptual and depend on the strength of the theoretical synthesis analyzed. Further research using a case study or action research approach in the field is needed to test the effectiveness of the leadership strategies and models outlined in this study.

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