

Quality Management in Education within the Boarding School System at Private Islamic High School

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ABSTRACT

Educational quality is essential for developing graduates with strong academic competence and character. However, research on quality management in pesantren-based madrasahs remains limited, particularly concerning the integration of formal and pesantren education. This study examines the implementation of educational quality management at Darul Hikmah Private Islamic High School Pekanbaru. Using a descriptive qualitative approach, data were collected through interviews with the Deputy Head of Curriculum Affairs and three teachers, supported by document analysis. The findings show that quality management is implemented through planning, organizing, implementation, and monitoring processes integrated into the pesantren system. These efforts include curriculum integration, the Tahfizh Al-Qur'an program, Arabic and English language development, and regular program evaluation. The study highlights that the pesantren system can effectively support continuous educational quality improvement.

Keywords: Educational Quality Management, Boarding Schools, Islamic Schools

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INTRODUCTION

The quality of education is a crucial aspect of the educational process that determines the success of educational institutions in producing graduates who are competent, possess strong character, and are capable of adapting to the changing times (Marlina & Ritonga, 2026). In the current era of educational transformation, educational institutions are required not only to meet national education standards but also to create innovations that support the continuous improvement of educational service quality (Nasrun et al., 2026). Educational quality management serves as a vital tool for managing all educational resources to ensure that educational objectives are achieved effectively and efficiently.

Educational quality management is a planned and systematic management process to ensure the delivery of quality education through continuous planning, implementation, monitoring, and evaluation. Effective implementation of quality management can foster a culture of quality within educational institutions, enabling all school components to work synergistically toward achieving established goals (Mannan et al., 2025; Rahayu et al., 2025).

As Islamic educational institutions, madrasahs bear broader responsibilities than public schools. In addition to striving to improve students' academic achievement, madrasahs are also required to foster students' religious character, noble moral values, and social skills (Mannan et al., 2025; Nasrun et al., 2026). Therefore, an educational management system is needed that can continuously integrate academic learning with character development and Islamic values.

One educational model considered capable of supporting the achievement of these goals is the boarding school system. The boarding school system is an educational model that integrates formal learning activities with the guidance of students' lives in the dormitory for twenty-four hours a day (Muhtadin, 2025). Through this system, the educational process takes place not only in the classroom but also through habit formation, supervision, and character

building in students' daily lives. Various studies indicate that the boarding school system can enhance educational quality by strengthening discipline, fostering character development, nurturing religious devotion, and improving student academic performance (Anwar, 2023; Kasanah & Wanto, 2024).

Darul Hikmah Private Islamic High School in Pekanbaru is one of the madrasahs implementing a boarding school system by integrating the national curriculum with the pesantren curriculum. This madrasah offers flagship programs such as the Qur'an Memorization Program, Arabic and English language enhancement, and a preparatory program for studies in the Middle East. Additionally, all students are required to reside in the dormitory so that academic and character development can be carried out intensively.

Theoretically, educational quality management encompasses the systematic planning, organizing, implementation, and monitoring of activities aimed at achieving educational objectives. Meanwhile, the boarding school system is an educational model that integrates academic activities, character development, and dormitory life into a unified educational process. The integration of these two concepts enables the creation of an educational environment conducive to improving educational quality comprehensively (Kasanah & Wanto, 2024; Muhtadin, 2025).

Several previous studies have examined the relationship between educational quality management and the boarding school system. Frandani et al., (2024) found that the implementation of internal quality management in pesantren-based madrasahs plays a crucial role in improving the quality of educational services through structured and sustainable management. Research by Junaedi et al., (2024) indicates that the implementation of strategic management in boarding schools contributes to improving educational quality through systematic planning, implementation, and evaluation of programs. Additionally, Geh et al., (2024) revealed that integrated boarding school management can enhance the quality of learning and educational outcomes for students. On a broader scale, Zhong et al., (2024), through a meta-analysis, found that the boarding school system has a positive impact on students' academic and non-academic development. Meanwhile, research by Kasanah & Wanto (2024) and Muhtadin (2025) indicates that the success of boarding schools in improving educational quality is influenced by the implementation of effective management functions and continuous supervision.

Nevertheless, most previous studies have focused primarily on pesantren management, the effectiveness of the boarding school system, or its impact on student development. Studies specifically analyzing the implementation of educational quality management functions, including planning, organizing, executing, and monitoring, within the context of boarding school-based madrasahs remain relatively limited. Furthermore, few studies have examined how the integration of the national curriculum and pesantren curriculum, madrasah flagship programs, and dormitory guidance systems are managed as part of efforts to improve educational quality. Therefore, this study was conducted to analyze educational quality management within the boarding school system at the Darul Hikmah Private Madrasah Aliyah in Pekanbaru, thereby providing a more comprehensive picture of the implementation of quality management in boarding school-based madrasahs.

METHOD

This study employs a qualitative approach using descriptive methods. This approach was chosen to gain an in-depth understanding of educational quality management within the boarding school system at Darul Hikmah Private Islamic High School in Pekanbaru. The research was conducted at Darul Hikmah Private Islamic High School in Pekanbaru. The data sources consisted of primary and secondary data. Primary data was collected through interviews with the Vice Principal for Curriculum and three teachers directly involved in the implementation of educational programs and the management of school activities. Informants were selected using purposive sampling, a sampling technique based on specific criteria tailored to the research needs – namely, informants considered to be the most knowledgeable

and involved in the implementation of educational quality management at the school. Secondary data was obtained through a document review, including the school profile, curriculum documents, educational programs, and various documents related to educational quality management.

Data collection techniques involved interviews and documentation. Interviews were used to gather information regarding the planning, implementation, monitoring, and evaluation of educational quality within the boarding school system, while documentation was used to supplement and strengthen the data obtained from the interviews. The data obtained was then analyzed using an interactive analysis model that included data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, this study applied source triangulation by comparing information obtained from the Curriculum Deputy, teachers, and available supporting documents.

FINDINGS AND DISCUSSION

Educational Quality Planning in the Boarding School System

Educational quality planning at Darul Hikmah Private Madrasah Aliyah in Pekanbaru is carried out through the formulation of a vision, mission, objectives, and various educational programs that serve as guidelines for academic activities and student guidance within the boarding school environment. The madrasah's vision is focused on developing students who are well-grounded in religious studies, excel academically, and possess good character. This was emphasized by the Deputy Head of Curriculum, who stated that *"At the start of every school year, we develop a program based on the madrasah's vision, including memorization targets, language programs, and integrated boarding school activities."* To realize this vision, the madrasah has established eight missions and nine objectives that serve as the direction for the institution's development. The integration of the national curriculum and the boarding school curriculum demonstrates that planning is not merely administrative but also strategic in building students' character and competencies.

Quality planning is also evident in the implementation of a curriculum that integrates the national curriculum with the boarding school curriculum. Through this integration, students not only acquire academic competencies in accordance with national education standards but also receive reinforcement in religious education and character development. These efforts are reinforced through various flagship programs such as the Qur'an Memorization Program, the development of Arabic and English language skills, and a program preparing students for studies in the Middle East. These programs are designed as part of the madrasah's strategy to produce graduates who possess both academic competitiveness and strong Islamic competencies.

Based on an interview with the Deputy Head of Curriculum, the educational program is developed before the start of the new academic year through coordination meetings involving madrasah and pesantren leadership. During these meetings, learning objectives, boarding school programs, Quran memorization targets, language programs, and various other supporting activities are established. Teachers are also involved in the development and implementation of the program to ensure that planned activities proceed in accordance with the established objectives.

These findings indicate that educational quality planning at the Darul Hikmah Private Islamic High School in Pekanbaru is carried out in a focused manner through the establishment of a vision, mission, objectives, and various flagship programs that support the achievement of educational quality. In line with the concept of educational quality management, which positions planning as the initial stage of the quality cycle (quality planning) that determines the direction of an educational institution's success. In Total Quality Management (TQM) theory, effective planning must be based on the needs of educational stakeholders and oriented toward continuous improvement.

Furthermore, [Muhtadin's \(2025\)](#) research confirms which states that the success of improving educational quality in the boarding school system begins with thorough planning

through the development of academic programs, character development, and student achievement targets. [Anwar's \(2023\)](#) research also indicates that the integration of formal educational programs and boarding school guidance must be systematically planned to ensure educational goals are optimally achieved. Thus, the planning implemented at Darul Hikmah Private Islamic High School in Pekanbaru demonstrates strategic efforts to integrate academic and religious education as the foundation for improving educational quality.

Organization of Educational Quality in the Boarding School System

The organization of educational quality at the Darul Hikmah Private Madrasah in Pekanbaru is carried out through a clear division of tasks and responsibilities among educators, educational support staff, and boarding school administrators. In practice, the madrasah and pesantren work in an integrated manner to support the implementation of boarding school-based education. Teachers not only play a role in classroom learning activities but are also involved in student guidance through various religious programs, character development, and other supporting activities. One teacher stated, *"We have been assigned tasks according to our respective fields, and there is regular coordination to ensure that the madrasah and pesantren programs do not operate in isolation."* This situation indicates that the coordination is not only structural but also functional, achieved through cross-institutional collaboration.

In addition to the division of tasks among teaching staff, organization is also evident through the integrated management of school and dormitory activities. The boarding school system requires all students to reside in the dormitory, necessitating effective coordination between the madrasah and the pesantren in managing both academic and non-academic activities. Various educational programs, religious training, language development, and pesantren-related activities are carried out in a coordinated manner to ensure the educational process runs continuously for twenty-four hours.

Based on interviews with the Deputy Curriculum Coordinator, the organization of educational programs is carried out through the division of tasks according to respective fields. Teachers are assigned responsibilities based on their competencies and the subjects they teach, while the management of boarding school activities involves pesantren administrators and dormitory supervisors. Several teachers also explained that regular coordination is conducted to align the madrasah's programs with the boarding school's programs so that there is no overlap in activities and all programs can proceed in accordance with the established objectives.

The organization of educational quality is further supported by the madrasah's organizational structure, teacher working groups (MGMP), and the involvement of supervisors from the Ministry of Religious Affairs in providing guidance and oversight of educational implementation. Additionally, the qualifications of the teaching staff, most of whom hold bachelor's or master's degrees, serve as a crucial asset in supporting the professional implementation of educational programs.

These findings indicate that the organization of educational quality at Darul Hikmah Private Islamic High School in Pekanbaru has been implemented through division of labor, inter-institutional coordination, and the allocation of human resources according to their respective duties and responsibilities. In the organizing function, the aim is to group tasks, establish work relationships, assign duties, and coordinate all resources so that organizational goals can be achieved effectively. This function is crucial because the success of an educational institution is determined not only by good planning but also by the ability to manage and coordinate all organizational components ([Nurhikmah, 2024](#); [Wijayanti & Wicaksana, 2023](#)).

This finding aligns with [Nikmah's \(2013\)](#) research, which found that organization in boarding schools is carried out through job definition, task allocation, the integration of madrasah and dormitory activities, and coordination focused on improving educational quality. Furthermore, the research by [Kasanah & Wanto \(2024\)](#) indicates that the success of boarding school management is significantly influenced by effective organization, particularly in task allocation, program coordination, and synergy between school administrators and dormitory managers. Thus, the organizational structure implemented at Darul Hikmah

Private Islamic High School in Pekanbaru demonstrates systematic efforts in managing human resources and educational programs, ensuring that the boarding school system operates effectively and supports the improvement of educational quality.

Implementation of Educational Quality in the Boarding School System

The implementation of educational quality at Darul Hikmah Private Islamic High School in Pekanbaru is carried out through the application of a boarding school system that integrates academic activities, character development, and religious education within a single educational environment. This system requires all students to reside in the dormitory, ensuring that the educational process does not occur solely during classroom instruction but continues through various character-building activities conducted outside of school hours. With this system, the madrasah has a broader opportunity to supervise, guide, and shape students' character continuously. The Deputy for Curriculum stated that *"All activities are already scheduled, from learning to boarding school programs, so student guidance can be provided 24 hours a day,"* indicating that educational activities take place not only in the classroom but also in daily life within the boarding school.

The educational program is implemented through a combination of formal learning and boarding school activities. Formal learning takes place according to a set schedule, while dormitory activities include religious practice guidance, character building, language development, and various other supporting activities. The educational approach applied focuses not only on academic achievement but also on shaping students' personalities through the cultivation of religious behavior, discipline, and responsibility in daily life.

As a boarding school-based madrasah, the Darul Hikmah Private Madrasah Aliyah in Pekanbaru also implements programs to develop Arabic and English language skills as part of its educational quality initiative. The use of these two languages is mandatory at specific times as an effort to enhance students' communication skills and support the program for preparing to study in the Middle East. Additionally, the implementation of the Qur'an memorization (Tahfizh) program is one of the flagship activities conducted continuously to strengthen students' religious competencies.

Based on an interview with the Vice Principal for Curriculum, the implementation of educational programs is carried out in accordance with the plan formulated at the beginning of the academic year. All academic activities, boarding school guidance, the Tahfizh program, and language development are conducted on a scheduled basis and involve teachers and boarding school counselors in the implementation process. Teachers also explained that the boarding school system provides greater opportunities for student guidance because interactions between teachers, dormitory supervisors, and students are more intensive compared to regular schools.

The implementation of educational quality at Darul Hikmah Private Islamic High School in Pekanbaru demonstrates alignment between planned programs and on-the-ground implementation. From an educational quality management perspective, the implementation stage (actuating) is the process of mobilizing all organizational resources to ensure that planned objectives are achieved effectively. Effective implementation is characterized by programs being carried out in accordance with objectives, the involvement of all organizational components, and the creation of an educational environment that supports quality achievement. This is evident in the integration of academic activities, character development, religious programs, and skill development, which are carried out continuously within the boarding school system.

This finding aligns with the research by [Mustaqiim & Azani \(2024\)](#), which found that the success of boarding school programs is demonstrated through the implementation of curriculum integration between formal education and pesantren education, thereby supporting the simultaneous development of students' academic competencies and character. This research confirms that the implementation of integrated programs is a key factor in improving educational quality within boarding school-based institutions. Additionally, these findings align with the research by [Geh et al., \(2024\)](#), which demonstrates that the

implementation of well-planned boarding school programs, supported by the involvement of all school stakeholders, can enhance the quality of learning and educational standards on an ongoing basis.

Supervision and Evaluation of Educational Quality in the Boarding School System

Supervision and evaluation of educational quality at Darul Hikmah Private Islamic High School in Pekanbaru are conducted continuously to ensure all educational programs align with established objectives. Supervision covers the learning process, the implementation of boarding programs, and various supporting activities. In its implementation, the madrasah involves school administrators, teachers, and supervisors from the Ministry of Religious Affairs to monitor program implementation and provide guidance to teaching and non-teaching staff.

Educational quality evaluation is carried out through various activities, such as learning supervision, student learning outcome assessments, the Madrasah Principal Performance Evaluation (PKKM), and periodic program evaluations. These activities aim to determine the level of achievement of educational programs while identifying aspects that need improvement. Additionally, evaluation results are used as a basis for decision-making and the development of improvement programs for the next period.

Based on interviews with the Vice Principal for Curriculum, classroom supervision is conducted routinely to monitor the implementation of the teaching and learning process in the classroom. Supervision focuses not only on instructional administration but also on the teaching strategies used by teachers and student progress. Some teachers explained that supervision results are typically accompanied by feedback and follow-up actions aimed at improving the quality of learning. Additionally, evaluations of the boarding school program are conducted through evaluation meetings involving representatives from the madrasah and the pesantren to discuss program achievements and challenges encountered during the implementation of activities. Monitoring and evaluation are conducted continuously through supervision, evaluation meetings, and performance assessments. One teacher noted that *"After supervision, there is usually direct feedback from the madrasah principal to improve our teaching methods,"* indicating that evaluation is not merely administrative but also focused on enhancing the quality of learning.

The implementation of these monitoring and evaluation processes demonstrates the madrasah's efforts to maintain and continuously improve the quality of education. In management functions, controlling is the process of measuring, comparing, and evaluating the implementation of activities against established standards or objectives. Through supervision and evaluation, educational institutions can determine the success rate of implemented programs and make improvements if discrepancies are found in their implementation. Thus, the supervisory function plays a crucial role in maintaining the consistency of educational quality.

This finding aligns with the research by [Gadafi et al., \(2024\)](#), which explains that educational supervision evaluation plays a crucial role in improving educational quality through the processes of monitoring, assessment, and follow-up regarding the implementation of educational programs. Systematic evaluation enables educational institutions to identify weaknesses and formulate more effective improvement strategies. Additionally, these findings align with the research by [Saputri et al., \(2024\)](#), which states that managerial supervision plays a crucial role in maintaining the quality of educational institutions by ensuring all aspects of educational management align with established standards. Continuous supervision has proven effective in supporting improvements in the quality of educational services and the overall performance of the institution.

The Impact of Quality Management Implementation in the Boarding School System

The implementation of educational quality management within the boarding school system at Darul Hikmah Private Islamic High School in Pekanbaru has yielded various positive impacts on educational quality improvement. These impacts are evident in students' academic and non-academic achievements, the quality of graduates, and increased public trust in the school. This success is inseparable from the implementation of an integrated educational program combining academic learning, character development, and religious education, carried out continuously within the boarding school environment.

One indicator of the successful implementation of quality management is the student graduation rate, which reached 100% in the 2024/2025 academic year. Additionally, a number of graduates have successfully continued their education at universities through various admission pathways. These achievements demonstrate that the educational process effectively supports students in attaining academic competencies in line with established standards. The Vice Principal for Curriculum stated, *"Alhamdulillah, this year's graduation rate is 100%, and many of our students have been accepted into public universities as well as universities abroad,"* which demonstrates that the implementation of quality management has a direct impact on educational outcomes.

Further impacts are evident in the various academic and non-academic achievements attained by students at the provincial, national, and even international levels. Some of the achievements include 1st Place in the Arabic Language Olympiad (OBA) at the Riau Provincial level, 1st Place in the Madrasah Science Competition (KSM) at the Provincial level, 2nd Place in the KSM at the National level, 1st Place in the Fahmil Qur'an at the Provincial level, and being a Finalist in the International Nasyid Competition in Thailand. These various achievements demonstrate that the madrasah does not only focus on academic development but also provides opportunities for students to develop their talents and potential in various fields.

The excellence of the Qur'an Memorization (Tahfizh) program is also one of the outcomes of implementing educational quality management. This program is designed as part of a flagship curriculum aimed at shaping students who possess both strong academic abilities and robust religious competencies. The existence of the Tahfizh program serves as a unique draw for the community and reinforces the madrasah's identity as an educational institution rooted in the pesantren tradition.

Based on an interview with the Vice Principal for Curriculum, the success of various educational programs has led to increased public interest in enrolling their children at the Darul Hikmah Private Madrasah Aliyah in Pekanbaru. This is evident from the high number of applicants each year and the growing trust of parents in the quality of education provided by the madrasah. Several teachers also noted that students' success in academic, religious, and character development areas is one of the factors reinforcing the madrasah's positive image in the community.

Research findings indicate that the implementation of quality management within the boarding school system contributes to improved graduate quality through the balanced development of academic, character, and spiritual competencies. From an educational quality management perspective, the success of a program can be gauged by the outcomes achieved by students as the primary recipients of educational services. High-quality education produces graduates who are not only academically excellent but also possess character, skills, and moral values aligned with societal needs.

This finding aligns with the research by [Geh et al., \(2024\)](#), which found that the systematic management of boarding schools through planning, implementation, and evaluation processes can enhance the quality of learning and overall educational standards. This study confirms that the integration of academic programs and boarding school guidance contributes to improved educational outcomes for students. Furthermore, these findings are supported by research by [Zhong et al., \(2024\)](#), which demonstrates that the boarding school system has a positive influence on students' cognitive development, thereby supporting improved academic achievement and the quality of learning outcomes. Thus, the implementation of quality management through the boarding school system at Darul Hikmah

Private Islamic High School in Pekanbaru not only impacts the improvement of student achievement but also strengthens the quality of graduates and the madrasah's competitiveness.

CONCLUSIONS

Educational quality management within the boarding school system at Darul Hikmah Private Islamic High School in Pekanbaru has been implemented through the integrated functions of planning, organizing, executing, and monitoring. Quality planning is realized through the formulation of a vision, mission, and flagship programs, while organization is achieved through a clear division of tasks and coordination between the madrasah and the pesantren. The implementation of educational quality is carried out through the integration of academic learning, character building, and religious education, while control is conducted through regular supervision and evaluation. This implementation has had a positive impact on improving the quality of education, as evidenced by high graduation rates, student achievements, and increased public trust. Practically, the findings of this study imply that school/madrasah principals should strengthen coordination between the madrasah and the boarding school, enhance the effectiveness of supervision, and optimize character and religion-based flagship programs, while for policymakers, they can serve as a basis for strengthening school management policies based on boarding schools that integrate the national curriculum and pesantren education. However, this study has limitations because it was conducted at only one institution with informants limited to the Deputy Head of Curriculum and several teachers, thus failing to encompass a broader perspective from all stakeholders. Therefore, future research is recommended to involve a more diverse group of informants and cover a wider geographic area in order to obtain a more comprehensive picture.

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