

Islamic Education Management Strategies for Improving Learning Quality in Islamic Boarding Schools

Islamic Education
Management
Strategies

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ABSTRACT

This study investigates strategies for improving the quality of learning in Islamic boarding schools through effective Islamic education management, innovative curriculum development, and comprehensive teacher professional development. Islamic boarding schools have long served as vital institutions in nurturing students' moral, spiritual, and intellectual character, yet many continue to face challenges related to traditional management systems, rigid curricula, and limited teacher training opportunities. The purpose of this research is to identify adaptive management and pedagogical strategies that can align Islamic boarding schools' education with contemporary educational standards while maintaining core Islamic values. Employing a qualitative library research design, this study analyzes scholarly literature, academic journals, and policy reports using content analysis techniques to uncover theoretical insights and best practices in Islamic education management. The findings reveal that enhancing learning quality in Islamic boarding schools requires modernization of management systems, integration of religious and general knowledge in the curriculum, and sustained investment in teacher capacity-building. Effective leadership, curriculum innovation, and continuous professional development collectively foster a dynamic and high-quality learning environment. The study concludes that the integration of modern educational approaches with Islamic principles is essential for strengthening Islamic boarding schools' institutional performance, improving student learning outcomes, and ensuring their continued relevance in the modern educational landscape.

Keywords: Curriculum Innovation, Islamic Education Management, Learning Quality, Teacher Professional Development.

ABSTRAK

Penelitian ini mengkaji strategi untuk meningkatkan kualitas pembelajaran di sekolah berbasis Islamic boarding school melalui penerapan manajemen pendidikan Islam yang efektif, pengembangan kurikulum yang inovatif, serta pengembangan profesionalisme guru secara komprehensif. Islamic boarding school selama ini berperan penting dalam menanamkan nilai-nilai moral, spiritual, dan intelektual kepada peserta didik, namun masih menghadapi berbagai tantangan seperti sistem manajemen yang tradisional, kurikulum yang kaku, dan terbatasnya pelatihan bagi tenaga pendidik. Tujuan penelitian ini adalah untuk mengidentifikasi strategi manajerial dan pedagogis adaptif yang dapat menyelaraskan pendidikan Islamic boarding school dengan standar pendidikan kontemporer tanpa meninggalkan nilai-nilai Islam. Menggunakan metode penelitian kepustakaan dengan pendekatan kualitatif, penelitian ini menganalisis literatur ilmiah, jurnal akademik, dan laporan kebijakan melalui teknik analisis isi untuk menemukan wawasan teoretis serta praktik terbaik dalam manajemen pendidikan Islam. Hasil penelitian menunjukkan bahwa peningkatan kualitas pembelajaran di Islamic boarding school memerlukan modernisasi sistem manajemen, integrasi antara pengetahuan agama dan umum dalam kurikulum, serta investasi berkelanjutan dalam pengembangan kompetensi guru. Kepemimpinan yang efektif, inovasi kurikulum, dan pengembangan profesional berkelanjutan berkontribusi pada terciptanya lingkungan belajar yang dinamis dan berkualitas tinggi. Penelitian ini menyimpulkan bahwa integrasi antara pendekatan pendidikan modern dengan prinsip-prinsip Islam merupakan langkah

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penting untuk memperkuat kinerja kelembagaan Islamic boarding schools , meningkatkan hasil belajar santri, dan menjaga relevansinya dalam lanskap pendidikan modern.

Kata kunci: *Inovasi Kurikulum, Manajemen Pendidikan Islam, Kualitas Pembelajaran, Pengembangan Profesional Guru.*

INTRODUCTION

Islamic boarding school-based education plays a crucial role in shaping the character of the younger generation, especially in Indonesia. As an Islamic educational institution, an Islamic boarding school has a unique approach in teaching religious teachings and nurturing noble character in its students (Mujahid, 2021; Jubba et al., 2022; Umar et al., 2024; Jusubaidi et al., 2024; Islamic et al., 2024). With a history spanning centuries, Islamic boarding schools have become the backbone of Islamic education in the archipelago, producing scholars, community leaders, and individuals with strong religious and moral foundations. However, despite its long history in producing competent individuals in the field of religion, many Islamic boarding schools still face significant challenges in improving the quality of their educational programs in the contemporary era.

The challenges faced by Islamic boarding schools in the 21st century are increasingly complex and multidimensional. Limited curriculum, lack of technological integration, and ineffective educational management are key issues hindering the enhancement of learning quality in Islamic boarding schools (Arif, 2022; Faizin, 2024). Many Islamic boarding schools still rely on traditional curricula that focus solely on classical religious texts without adequately integrating general knowledge, life skills, or technological competencies required in the modern era. This creates a gap between Islamic boarding school graduates and the demands of the job market and higher education, which increasingly require multidisciplinary skills and digital literacy. Furthermore, the management of Islamic boarding school education often runs conventionally, without clear strategic planning, effective human resource management, or systematic quality evaluation mechanisms (Ritonga, 2025).

More specifically, the research problem lies in the disparity between the potential of Islamic boarding school as a character and religious education institution and its actual performance in producing graduates who are competitive and relevant to contemporary needs. Many Islamic boarding school graduates face difficulties when entering the workforce or continuing to higher education because their skills and knowledge are considered less compatible with modern demands (Purwanto et al., 2021). This issue is not merely technical but also structural and managerial, where the lack of professional educational management results in inefficiency, stagnant innovation, and minimal adaptation to educational developments. The absence of clear quality standards, weak monitoring and evaluation systems, and limited utilization of information and communication technology in both administrative and instructional processes causes Islamic boarding schools to lag behind other educational institutions.

Existing literature shows that although many studies discuss Islamic education management in various educational institutions, the implementation of effective management in Islamic boarding school remains limited (Izzetillah et al., 2024). Several modern educational theories, such as school-based management, total quality management, or Islamic education management theories focused on character development, have not been effectively adapted by Islamic boarding school. While some studies suggest the application of these theories, Islamic boarding schools often face challenges in implementing them due to cultural constraints, limited resources, or resistance to change from internal stakeholders (Rohaeni et al., 2021; Syafruddin et al., 2022; Saadah et al., 2022). This indicates a gap between theoretical frameworks and actual practice that requires further investigation.

This study aims to explore and analyze Islamic education management strategies that can be applied to improve the quality of learning in Islamic boarding school. Based on the facts presented, this research argues that improving learning quality in Islamic boarding schools requires adaptive and modern Islamic education management strategies that can accommodate the needs of contemporary education. The hypothesis of this study is that by applying the principles of educational management based on effective resource management, a dynamic curriculum, and the use of technology in the learning process, the quality of learning in Islamic boarding schools can be significantly improved.

LITERATURE REVIEW

Theories of Islamic Education Management

Islamic education management refers to the systematic organization, coordination, and administration of resources, policies, and strategies within Islamic educational institutions to achieve effective learning outcomes (Musaddad, 2024). In the context of an Islamic boarding school, management not only involves conventional educational administration but also the integration of Islamic values in every aspect of institutional functioning. Recent studies highlight that traditional Islamic boarding school management tends to be hierarchical and informal, which may hinder efficiency and limit opportunities for educational innovation (Purwanto et al., 2021; Halimah et al., 2024; Yugo, 2025). Contemporary approaches to Islamic education management emphasize strategic human resource development, participatory leadership, and adaptive organizational structures to address the challenges posed by modern education and societal needs (Puspitasari et al., 2020; Budiman et al., 2025; Kamil, 2025; Syifahaya, 2025).

The integration of Islamic management principles with modern management theories, such as School-Based Management (SBM), has been suggested as a pathway to enhance learning quality, improve resource utilization, and foster a conducive learning environment in Islamic boarding schools (Abidin, 2020; Kurniawan, 2025). Moreover, technological integration and structured professional development for staff are increasingly recognized as essential components in modern Islamic education management. Studies show that Islamic boarding schools that adopt these adaptive strategies are better able to maintain educational standards, meet contemporary student needs, and remain competitive within the broader Indonesian education system (Rohaeni et al., 2021; Syafruddin et al., 2022). Islamic education management in Islamic boarding schools requires a dynamic approach that balances traditional religious values with contemporary educational principles to ensure both moral and academic excellence in students.

Curriculum and Teacher Development in Islamic Boarding School

Curriculum development in Islamic boarding schools plays a critical role in shaping the overall quality of education and preparing students for both religious and worldly responsibilities. Effective curriculum design integrates classical Islamic teachings with modern subjects, providing students with a balanced and holistic education (Purwowidodo & Zaini, 2024; Budi, 2025). However, literature indicates that many Islamic boarding schools continue to rely on rigid, traditional curricula that do not fully accommodate the evolving demands of 21st-century education, including critical thinking, technological literacy, and global competencies (Díaz et al., 2022). Such limitations can impede students' ability to engage with contemporary knowledge and skills, reducing the relevance of their educational experience.

Studies suggest that curriculum innovation in Islamic boarding schools should involve the adaptation of competency-based models, the incorporation of flexible learning modules, and alignment with national and global education standards, while preserving Islamic values (Syahriani & Ferdi, 2023; Farikhah et al., 2024; Mufarokah et al., 2025). The implementation of a dynamic, student-centred curriculum has been linked to improved engagement, enhanced moral and intellectual development, and better learning

outcomes. In addition, the successful integration of modern teaching methods and technology into the curriculum requires careful planning and continuous evaluation to ensure that educational objectives are met. Therefore, curriculum development is not only a structural component of educational management but also a strategic mechanism to enhance the quality and competitiveness of Islamic boarding school education in contemporary society.

Factors Affecting Learning Quality

Teacher professional development is widely recognized as a central factor in determining the quality of learning in Islamic boarding school-based education. High-quality teachers are critical for effective knowledge transfer, student engagement, and the implementation of modern pedagogical approaches, yet many Islamic boarding schools face challenges in providing sufficient training and career development opportunities (Taliak et al., 2022; Adeoye et al., 2024; Hantoro et al., 2024; Amaliyah, 2024). The literature emphasizes that ongoing professional development programs, including workshops, mentorship, and ICT training, enable teachers to integrate modern teaching strategies, digital tools, and competency-based approaches into their classrooms (Nawaz et al., 2025; Manuel, 2025).

Additionally, teacher empowerment through professional development fosters higher motivation, institutional loyalty, and active participation in curriculum innovation, which directly improves learning outcomes (Badrun, 2024; Fawait et al., 2024). Studies also highlight that the lack of investment in teacher development often leads to stagnation in teaching quality and reduced effectiveness of Islamic boarding schools education. By contrast, institutions that systematically prioritise teacher professional growth demonstrate improved educational performance, greater adaptability to contemporary educational challenges, and the capacity to balance Islamic moral education with academic excellence (Situmorang, 2022; Musaddad, 2024). Therefore, teacher professional development is not only a mechanism for skill enhancement but also a strategic component of institutional effectiveness, influencing both student achievement and the sustainability of Islamic boarding schools as centres of Islamic learning.

RESEARCH METHODS

The object of this research is the phenomenon of Islamic education management in Islamic boarding schools, particularly in efforts to improve the quality of learning in Islamic boarding school. The phenomenon being focused on in this research is the challenges faced by Islamic boarding schools in managing education effectively and enhancing learning quality amidst limitations in resources, such as curriculum, teaching staff, and the use of technology (Purwowidodo & Zaini, 2024). The primary issue identified in this study is the lack of adaptive and modern educational management strategies in Islamic boarding schools, which impacts learning quality and the competitiveness of Islamic boarding schools in facing contemporary educational challenges. This research aims to explore Islamic education management strategies that can be implemented in Islamic boarding schools to improve the quality of learning in a more effective and relevant way.

This research employs a library research approach, which is a type of documentary research. The primary data in this study are obtained from relevant literature sources related to the research topic, particularly those discussing Islamic education management, learning quality, and Islamic boarding school management. Secondary data is gathered from books, journals, articles, research reports, and other scholarly sources that address the theories of Islamic education management and their application in Islamic boarding schools (Abidin, 2020). The use of both primary and secondary data aims to gain a comprehensive understanding of the issues faced by Islamic boarding schools in improving educational quality and to explore various management strategies that can be applied in the context of Islamic boarding schools.

This research draws on several foundational theories, one of which is the Islamic Education Management Theory. This theory, developed by scholars like Abu Bakr (2003), emphasizes that Islamic education management should focus on human resource development, particularly teachers and students, as well as the management of educational resources that support learning quality. Additionally, the School-Based Management (SBM) theory, proposed, is used to understand how education management at the school level, including in Islamic boarding schools, can improve educational quality through community empowerment, budget management, and the professional development of educators (Budiman et al., 2025). These two theories provide the foundation for formulating appropriate management strategies for Islamic boarding schools.

The research process consists of several stages, including data collection, data analysis, and conclusion formulation. Data collection is carried out by reviewing relevant literature on Islamic education management and learning quality in Islamic boarding schools. The sources used include books, academic journals, previous research articles, research reports, and magazines discussing related topics. The literature selected must meet the criteria of relevance to the research topic and provide in-depth insights into the issues being analysed. Additionally, data is also collected from reports related to Islamic education policies and studies focusing on Islamic boarding schools management in Indonesia.

The data analysis technique used in this research is content analysis. This process involves a detailed study of the collected data from various literature sources to identify patterns, relationships, and important information relevant to the research topic. Content analysis is used to find recurring themes in the implementation of Islamic education management in Islamic boarding schools and to evaluate how existing management strategies impact learning quality in Islamic boarding schools. The analyzed data is then organized into categories and narratives to draw clear and structured conclusions about the effectiveness of various management strategies in enhancing education quality in Islamic boarding schools.

RESULTS

Key Themes in Islamic Education Management

The first keyword in this research is Islamic Education Management. According to the literature, Islamic education management refers to the process of organizing and coordinating resources, policies, and strategies in Islamic educational institutions to achieve effective learning outcomes (Musaddad, 2024). The management process includes curriculum design, teaching methods, staffing, resource allocation, and institutional leadership. In Islamic boarding school, Islamic education management often involves integrating religious and general education in a way that reflects Islamic values. Studies show that effective management in Islamic boarding schools is crucial for creating a conducive learning environment, improving the quality of education, and meeting the needs of students. However, many Islamic boarding schools face challenges in modernizing their management practices to keep pace with educational reforms and technological advancements.

The explanation of this data highlights the importance of Islamic education management in improving the quality of learning in Islamic boarding schools (Situmorang, 2022; Khoirunnisak et al., 2023). A well-managed Islamic boarding schools can provide a structured and supportive environment that fosters both academic and moral development in students. However, due to the traditional nature of many Islamic boarding schools, there are often gaps in adopting modern management strategies. For instance, Islamic boarding schools may struggle with implementing contemporary pedagogical approaches, integrating technology into the curriculum, or addressing the professional development of educators. These gaps result in inefficiencies and missed opportunities for enhancing the educational experience of students. Therefore,

understanding and improving Islamic education management in Islamic boarding schools is essential for increasing the quality of education offered in these institutions.

The relationship between the description and explanation of the data in paragraphs one and two aligns directly with the research problem of improving the quality of learning in Islamic boarding schools. The research shows that while Islamic education management plays a vital role in achieving educational success, many Islamic boarding schools still operate with outdated management models that hinder their ability to provide high-quality education. The lack of modern management practices, coupled with the challenges of resource limitations, creates an environment where students are not fully supported in their educational journeys. This gap highlights the need for a more systematic approach to Islamic education management in Islamic boarding schools to enhance learning quality and institutional effectiveness (Badrun, 2024).

Findings of Curriculum Development in Islamic Boarding Schools

The second keyword in this study is curriculum development. Literature on curriculum development in Islamic education suggests that a well-designed curriculum is fundamental for achieving high learning outcomes (Purwowidodo & Zaini, 2024). In Islamic boarding schools, the curriculum must balance religious and general education, ensuring that students receive a comprehensive education that prepares them for both spiritual and worldly responsibilities. Research indicates that the quality of the curriculum is often impacted by factors such as limited resources, outdated teaching materials, and the lack of integration between traditional and modern educational methods. Furthermore, the curriculum in many Islamic boarding schools tends to be rigid, with little flexibility to adapt to the needs of students or respond to global educational trends.

The explanation of the data reveals that curriculum development in Islamic boarding schools is a key area that needs improvement to enhance the quality of education. A well-structured curriculum that integrates religious and secular subjects can help students develop a well-rounded set of skills (Harianto, 2024). However, the literature shows that the lack of resources and the traditional approach to curriculum design in many Islamic boarding schools can limit the effectiveness of the educational experience. For instance, outdated textbooks and insufficient teacher training on modern pedagogical approaches can prevent students from fully benefiting from their education. Therefore, updating and improving the curriculum to meet the demands of the 21st century is essential for improving educational outcomes in Islamic boarding schools (Drake & Reid, 2020).

The relationship between the description and explanation of the data in paragraphs four and five is closely related to the research problem of enhancing learning quality in Islamic boarding schools. The findings indicate that an outdated and rigid curriculum is a significant barrier to improving the quality of education in these institutions. Islamic boarding schools that rely on traditional curriculum models may not be equipping students with the necessary skills and knowledge to succeed in a rapidly changing world (Díaz et al., 2022). This highlights the importance of curriculum development as a critical factor in improving learning quality and ensuring that Islamic boarding schools remain relevant in the modern educational landscape.

Perspectives on Teacher Professional Development

The third keyword in this research is teacher professional development. Literature indicates that teacher quality is one of the most influential factors in the success of any educational institution (Taliak et al., 2022; Harianto, 2024). In Islamic boarding schools, the professional development of teachers is crucial for enhancing their teaching effectiveness and ensuring that they are equipped to deliver high-quality education. However, many Islamic boarding schools face challenges in providing adequate training and development opportunities for their teachers. Research suggests that the lack of professional development programs, limited access to training resources, and low salaries contribute to the challenges faced by teachers in Islamic boarding schools. These issues

affect the ability of teachers to engage students effectively and meet the demands of the curriculum.

The explanation of the data shows that teacher professional development is a key area for improving the quality of learning in Islamic boarding schools (Adeoye et al., 2024). Teachers who are not given the opportunity to improve their skills and knowledge may struggle to adapt to new teaching methods or incorporate modern technologies into their classrooms. The literature suggests that without ongoing professional development, teachers may become disengaged or unable to provide the level of education that students need to succeed. Therefore, investing in teacher training and providing opportunities for professional growth is essential for enhancing the quality of education in Islamic boarding schools.

The relationship between the description and explanation of the data in paragraphs seven and eight is directly linked to the research problem of improving learning quality in Islamic boarding schools. The findings highlight that inadequate teacher professional development is a significant barrier to achieving high-quality education in Islamic boarding schools. Without the necessary training and support, teachers may not be able to implement effective teaching strategies or respond to the evolving needs of students. This reinforces the need for a comprehensive approach to professional development that addresses the specific challenges faced by teachers in Islamic boarding schools and empowers them to improve their teaching practices (Budi, 2025).

Table 1. Addressing Challenges in Islamic Boarding Schools Education

Challenge Category	Specific Issues	Examples/Context	Strategies for Addressing Challenges
Resource Limitations	Limited budgets restrict access to materials, facilities, and qualified staff.	Many Islamic boarding schools depend on volunteer teachers and donations.	Seek external funding, partnerships, and community support.
Inadequate Infrastructure	Outdated or insufficient facilities hinder learning quality and student comfort.	Lack of modern classrooms, libraries, and technology resources.	Invest in basic infrastructure upgrades and technology access.
Cultural and Institutional Barriers	Resistance to change due to traditional values and institutional norms that may oppose modernization.	Some Islamic boarding schools prioritize conventional methods over new ones.	Conduct awareness programs and involve religious leaders in reform.
Alignment of Islamic and Modern Education	Need to integrate Islamic values with contemporary pedagogies and technologies.	Limited use of technology and modern teaching methods in curricula.	Provide teacher training on digital tools and innovative pedagogy.

Table 1 outlines key challenges faced in Islamic boarding schools' education and potential strategies to address them. Resource limitations, such as restricted budgets and access to facilities or qualified staff, can be mitigated through external funding, partnerships, and community support. Inadequate infrastructure, including outdated classrooms, libraries, and technology, requires targeted investment in basic facilities and technology access. Cultural and institutional barriers, stemming from adherence to traditional values, can be addressed via awareness programs and engagement with religious leaders to promote reform (Rohaeni et al., 2021). Finally, aligning Islamic and modern education, particularly integrating Islamic values with contemporary pedagogies and technologies, calls for teacher training in digital tools and innovative teaching methods. These strategies aim to enhance educational quality, student engagement, and institutional modernization.

DISCUSSION

The findings of this study underscore the critical role of effective Islamic education management in improving learning quality in Islamic boarding school. The research highlights that although Islamic boarding schools are historically well-established institutions for Islamic learning, many still face significant challenges in adopting modern management practices. The literature reveals that traditional management approaches, coupled with limited resources and outdated pedagogical methods, hinder the growth and effectiveness of these institutions (Drake & Reid, 2020; Hadi, 2022). Effective management in Islamic boarding school is essential for providing a structured learning environment, which can directly impact the educational outcomes of students. Therefore, improving management strategies in Islamic boarding school is crucial for aligning these institutions with the demands of contemporary education and for enhancing student achievement.

One of the key findings from this research is the necessity of updating and improving the curriculum in Islamic boarding schools-based schools. The literature analysis demonstrates that the curriculum in many Islamic boarding schools remain rigid, offering little flexibility to adapt to modern educational trends or to cater to the evolving needs of students. While the integration of religious and general education is a significant strength of Islamic boarding schools, the lack of alignment between the curriculum and global educational standards can limit the effectiveness of the learning process (Syahriani & Ferdi, 2023). The research suggests that a more dynamic, student-centred curriculum that incorporates both Islamic teachings and contemporary subjects could better equip students for success in both religious and secular domains. The challenge lies in ensuring that the curriculum remains true to Islamic values while also meeting the academic and professional demands of the modern world.

Another significant finding from this study is the pivotal role of teacher professional development in enhancing the quality of education in Islamic boarding schools (Amaliyah, 2024). The research points out that teacher quality is one of the most influential factors in educational success (Adeoye et al., 2024). However, many Islamic boarding schools face challenges in providing adequate training and professional development opportunities for teachers. Without ongoing professional growth, teachers may struggle to adapt to new teaching methodologies, engage students effectively, and incorporate modern technologies into their classrooms. To address this issue, investing in comprehensive teacher training programs is essential. Professional development opportunities would not only improve teaching practices but also foster a more engaged and motivated teaching staff, ultimately leading to better learning outcomes for students (Nawaz et al., 2025).

The findings from the literature review and the data analysis directly address the research problem of improving the quality of learning in Islamic boarding schools. The study clearly identifies that the challenges faced by Islamic boarding schools in modernizing their educational management, updating the curriculum, and enhancing teacher professionalism contribute significantly to the overall limitations in the quality of education provided (Mas'udi, 2024; Zhang et al., 2025). As Islamic boarding schools often rely on traditional educational methods, they may struggle to provide the level of academic rigor required by today's students. However, by addressing these issues through the adoption of modern management practices, dynamic curriculum design, and comprehensive teacher professional development, Islamic boarding schools can significantly improve the quality of learning and become more competitive in the educational landscape.

The study also highlights the importance of overcoming the practical barriers that Islamic boarding schools face, such as resource limitations and inadequate infrastructure. Many Islamic boarding schools operate with limited budgets and rely heavily on volunteers and religious scholars to teach, which can impact the consistency and quality of education. While the core values of Islamic education remain central to Islamic boarding schools, it is clear that alignment between these values and modern educational

practices is needed (Purwowidodo & Zaini, 2024; Yugo, 2025). This requires overcoming cultural and institutional barriers that may resist change. In particular, the integration of technology and contemporary teaching methods into the curriculum and the training of teachers to use these resources effectively is essential for improving the educational experience.

CONCLUSION

This study concludes that enhancing learning quality in Islamic boarding schools-based education requires an integrated approach encompassing effective Islamic education management, curriculum innovation, and teacher professional development. While Islamic boarding schools have long played a central role in Islamic education, many still operate under traditional management systems that hinder adaptability to modern educational challenges. The findings emphasize that modernization anchored in Islamic values yet responsive to contemporary needs is crucial for improving academic excellence, moral integrity, and institutional competitiveness. The study implies that Islamic boarding schools' leaders and policymakers must implement participatory management, integrate modern pedagogical methods, and promote continuous teacher training to ensure professional growth. Incorporating technology, community involvement, and flexible curriculum models can create a more dynamic and student-centred learning environment. Policymakers should also support Islamic boarding schools through funding, infrastructure improvement, and capacity-building programs for educators and administrators.

However, this research is limited by its library-based design, which relies solely on secondary sources without empirical field data. Consequently, it may not fully reflect the diverse realities of Islamic boarding schools across Indonesia. Future research should employ empirical or mixed-method approaches, such as interviews, surveys, and case studies, to examine how modern management strategies are implemented in practice. In summary, this study contributes to the development of Islamic education by proposing that sustainable improvement in Islamic boarding schools depends on harmonizing faith-based principles with modern educational innovation. Strengthening management, curriculum, and teacher professionalism will enable Islamic boarding schools to remain relevant and competitive in Indonesia's evolving educational landscape.

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