

(Research/Review Article)

Madrasah Management Improving Quality at MIS IT Nurul Ikhwan Cahaya Ananda Palembang

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Abstract: Improving the quality of education is a strategic challenge for every educational unit, including private elementary madrasahs that carry the Integrated Islamic approach. MIS IT Nurul Ikhwan Cahaya Ananda Palembang as a basic educational institution based on Islamic values and technology, faces various dynamics in managing quality management, ranging from limited resources to the complexity of implementing an internal quality assurance system. This study aims to describe in depth the management strategies applied in improving the quality of education, as well as identifying the challenges and solutions faced by madrasahs in the implementation process. The research method used is descriptive qualitative with data collection techniques in the form of observation, documentation, and in-depth interviews with key informants. The results of the study indicate that madrasahs have implemented quality management through strategic planning, strengthening teacher capacity, integrating technology in learning, and community involvement. Despite challenges such as budget limitations and imbalances in HR competencies, madrasahs are able to present solutions based on collaboration and innovation that are oriented towards the sustainability of education quality.

Keywords: Madrasah Management, Education Quality, Quality Assurance System.

1. Introduction

In the era of 21st century educational transformation, educational institutions are required to be able to adapt to the increasingly rapid dynamics of society, technology, and globalization. Education no longer only functions as a process of transferring knowledge, but also as a means of character formation, strengthening 21st century competencies, and developing the potential of students holistically. In this context, the quality of educational institutions is a primary concern, especially in responding to the challenges of the quality of Indonesia's human resources in the future [1]. Educational management, especially at the level of basic education units such as madrasah ibtidaiah, plays a crucial role in determining the direction and strategy for improving the quality of education. Improving quality is not just a slogan, but a systemic process that includes strategic planning, implementation of quality programs, continuous monitoring and evaluation, and participation of all stakeholders. Therefore, madrasah management cannot be viewed as a mere administrative activity, but as a main pillar in achieving national education goals.

The phenomenon that has emerged in the world of Indonesian education today shows that there are still many educational units, including madrasahs, that face various obstacles in improving the quality of educational services. These obstacles are not only related to aspects of facilities and infrastructure, but also to managerial aspects, human resources, curriculum management, and community participation [2]. Many madrasahs still carry out conventional management practices without data-based planning and without a clear direction in building sustainable quality. The discontinuity between the vision of the institution and the implementation of work programs is also an indicator of the weakness of madrasah quality management. In this case, the head of the madrasah as a transformational leader is expected to be

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able to take a strategic role as an agent of change who is able to orchestrate all components of the madrasah towards planned, measurable, and sustainable quality improvement.

Data from the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2023 showed that only around 30% of private elementary madrasahs met national education quality indicators, both in terms of input, process, and output. In fact, many private madrasahs do not yet have an established internal quality assurance system (SPMI), even though regulations have required the implementation of SPMI as an integral part of education quality management [3]. The low quality achievement can be seen from the results of the BAN-S/M accreditation in the same year, where most private elementary madrasahs only obtained B or even C accreditation. In addition, the results of the evaluation of the IT-based superior madrasah program showed that not many madrasahs were able to integrate information technology in quality improvement management optimally [4]. This strengthens the indication that the issue of quality management is still a weak point that must be immediately intervened through more comprehensive research and development.

Several previous studies have been conducted in order to analyze the management of improving the quality of madrasahs. Research by [5] shows that the leadership role of the madrasah principal in quality management greatly influences the improvement of quality culture and student achievement at MI Al-Huda Yogyakarta. Research by [6] examines the quality management strategy based on community participation at MI Miftahul Ulum Sidoarjo and finds that partnerships with the community contribute to improving educational services. The study by [7] emphasizes the importance of integrating digital technology into the madrasah quality management system as a response to the industrial era 4.0, but also notes that many madrasah principals do not yet have adequate digital managerial competencies. The three studies show that aspects of leadership, community participation, and technology are three important variables in madrasah quality management.

Based on the overall previous research above, it seems that most researchers only focus on partial approaches in quality management, such as leadership or community participation, and less focus on the overall integration between strategic planning, implementation of internal quality assurance systems, and strengthening of quality culture based on technology and Islamic values. Therefore, to fill the research gap, this study will focus more on integrative and applicable quality management, by exploring how the role of the madrasah principal in building a quality management system that is adaptive to the development of the times, while still based on the characteristics of madrasahs based on Islamic values and information technology. The novelty in this study is the combination of a modern quality management approach based on an internal quality assurance system with a local wisdom approach and the character of madrasahs based on Integrated Islamic Technology (IT), which until now has been minimally studied specifically in the context of private elementary madrasahs.

Based on the researcher's initial observations, it was found that MIS IT Nurul Ikhwan Cahaya Ananda Palembang as one of the developing private elementary madrasahs experienced various challenges in improving the quality of education, especially in the aspect of internal management. Although this madrasah has adopted a technology-based Integrated Islamic approach and has a grand vision to produce a Qur'anic generation that is adaptive to the development of the times, in practice there are still several obstacles in strategic planning, implementation of quality programs, teacher involvement in quality management, and consistency of quality evaluations carried out periodically. In addition, the support of human resources and the management administration system that are still developing are challenges in themselves in realizing a systematic and sustainable quality culture. This condition indicates the need for an in-depth study of quality management practices in the madrasah so that more effective and contextual managerial strategies can be formulated.

The purpose of this study is to analyze in depth how quality improvement management practices are implemented at MIS IT Nurul Ikhwan Cahaya Ananda Palembang, focusing on three main components, namely quality planning, implementation of quality improvement programs, and evaluation and follow-up of educational quality results. This study also aims to identify supporting and inhibiting factors that influence the effectiveness of quality management in the madrasah, as well as to provide relevant strategic recommendations for the development of a madrasah quality management system based on Integrated Islamic values and information technology. Thus, the results of this study are expected to not only provide theoretical contributions in the development of Islamic education management studies, but also contribute practically to madrasah stakeholders in improving the quality of educational services holistically and sustainably.

2. Literature Review

Madrasah Management

Madrasah management is a systematic process in managing all resources owned by Islamic-based educational institutions to achieve educational goals effectively and efficiently. This management includes various main functions, namely planning, organizing, implementing, supervising, and evaluating which are adjusted to the characteristics of the madrasah. According to [8], educational management in the context of madrasahs does not only emphasize administrative aspects, but also aspects of spiritual leadership and religious quality culture. The head of the madrasah as a leader has a strategic responsibility in creating a conducive learning environment, encouraging innovation, and motivating all elements of the madrasah in achieving superior educational quality.

In practice, effective madrasah management must be able to respond to external dynamics such as curriculum changes, technological developments, and community demands. This requires strategic planning based on the vision and mission of the madrasah, as well as the ability to consistently implement an internal quality assurance system. Strengthening the role of teachers as partners in management, involving the madrasah committee, and increasing the capacity of education personnel are the keys to successful management. Therefore, the effectiveness of madrasah management is not only determined by the skills of the madrasah principal alone, but also by the collective synergy of all stakeholders involved in the education process.

Improving the Quality of Education

Improving the quality of education is a systematic and sustainable effort to improve the quality of the learning process and outcomes through various managerial, pedagogical, and evaluative strategies. The quality of education is assessed from various indicators, including the quality of input (students, teachers, facilities), the learning process, and outputs such as academic grades, attitudes, and skills of students. In the context of madrasahs, the quality of education also includes the spiritual dimension and akhlakul karimah which are the characteristics of Islamic educational institutions. According to [9], improving the quality of education requires a quality culture that is deeply embedded in all aspects of the institution, from data-based planning to implementation that is oriented towards achieving the established quality standards.

The process of improving quality cannot be separated from the existence of an internal quality assurance system (SPMI) which functions as an instrument of control and continuous improvement. Through SPMI, madrasahs can identify weaknesses, make improvements, and develop strategic programs in a measurable manner. This requires the head of the madrasah to be able to develop quality indicators that are in accordance with the characteristics of the madrasah and to conduct routine evaluations of program implementation. In addition, improving quality also requires the support of information technology, active involvement of parents, and policies that support innovation and the development of teacher professionalism. Thus, improving quality is not just a short-term project, but a comprehensive and sustainable institutional transformation process.

3. Method

The research method used in this study is a descriptive qualitative approach, which aims to describe and understand in depth the practice of madrasah management in improving the quality of education at MIS IT Nurul Ikhwan Cahaya Ananda Palembang [10]. This approach was chosen because it allows researchers to explore social realities and managerial dynamics that occur in the field holistically and contextually. The data sources used in this study consist of primary and secondary data. Primary data were obtained from interviews, observations, and direct documentation in the field, while secondary data were obtained from official madrasah documents such as work plans, quality documents, and evaluation reports [11]. The informants in this study were determined purposively, namely selected based on their roles and direct involvement in managing the quality of the madrasah. The four main informants in this study were AW (Head of Madrasah), RN (Deputy Head of Curriculum), DA (Senior Teacher), and SL (Head of Madrasah Committee).

The data collection technique in this study used three main methods, namely in-depth interviews, participant observation, and documentation. Interviews were conducted in a semi-structured manner to obtain in-depth information but remained focused according to the focus of the study [12]. Observations were conducted directly on the quality management

activities carried out by the madrasah, while documentation was used to obtain relevant written data and strengthen the results of observations and interviews. The data analysis technique used was the interactive analysis of the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions/verification [13]. The analysis was conducted thematically to identify important patterns in quality management. To ensure data validity, this study used source and method triangulation techniques, so that the validity of the findings can be scientifically and objectively accounted for [14].

4. Results and Discussion

MIS IT Nurul Ikhwan Cahaya Ananda Palembang is one of the private Islamic elementary schools based on Integrated Islam located in Palembang City, South Sumatra Province. This school is located in a fairly developed community environment with easy access, both from residential areas and community activity centers. As an Islamic educational institution, this school carries a vision to produce a generation of Qur'anic who are intelligent, have noble morals, and are able to face the challenges of the times through character strengthening and technology integration in learning. The educational facilities at this school are quite adequate, including classrooms, computer laboratories, and a simple library that continues to be developed. In addition, MIS IT Nurul Ikhwan Cahaya Ananda has a complete organizational structure and involves active participation from parents and the surrounding community, making it one of the schools that is starting to show growth in managerial quality and quality of basic education services based on Islamic values.

Madrasah management in improving the quality of education is a complex process that involves various elements such as planning, implementation, supervision, and continuous quality evaluation. At MIS IT Nurul Ikhwan Cahaya Ananda Palembang, efforts to improve quality have become a priority agenda developed within the framework of the vision "Realizing an integrated Islamic madrasah that excels in quality, is religious in character, and is adaptive to technology." In this study, the results of interviews with informants showed that the quality management strategy implemented was not only administrative, but also touched on comprehensive transformational and participatory aspects.

In the quality planning stage, the head of the madrasah (AW) explained that all work programs are prepared through annual work meetings involving the management team, teachers, and the madrasah committee. This planning refers to real needs in the field, the results of the previous year's evaluation, and medium-term development projections. "We don't just make programs, everything is based on evaluation and we involve teachers and the committee to determine priorities," said AW in an interview. This planning includes improving teacher competency through internal and external training, strengthening the internal quality assurance system (SPMI), updating digital-based learning facilities, and an approach to developing student character that integrates Islamic values and the national curriculum. This reflects a strong awareness from madrasah management that quality cannot be achieved only through conventional learning, but must be through a planned system that is adaptive to change.

In terms of implementing the quality program, the deputy head of the madrasah for curriculum (RN) emphasized that the success of the program is largely determined by the discipline of implementation and the involvement of all teachers and staff. One of the leading programs implemented is the "One Teacher One Innovation Program," where each teacher is required to produce one learning innovation product each semester. "With the innovation target, teachers are motivated to think creatively and not just teach in the old way," said RN. In addition, the madrasah also integrates IT-based learning through the use of online learning platforms and student evaluation applications. For example, mid-semester assessments are now partly carried out digitally, either through Google Forms or independent exam applications developed by the madrasah IT team. The implementation of these activities cannot be separated from the support of routine technology training, so that teachers not only have pedagogical competence, but also digital competence.

In the dimension of supervision and quality monitoring, senior teachers (DA) said that evaluations are carried out periodically through academic supervision and program evaluations by the management team. "We have a supervision schedule, at least once a month. But more importantly, we also evaluate the implementation of the program at the end of the quarter," explained DA. This supervision is not carried out in a top-down manner, but in the form of mentoring and constructive feedback. The results of supervision are used as a basis for improving learning practices, preparing further training, and adjusting learning strategies.

This evaluation also involves teacher performance assessment instruments, student satisfaction, and parental responses through periodic questionnaires. The monitoring system implemented shows that the madrasah is trying to build a sustainable quality cycle: planning, implementing, evaluating, and improving (Plan-Do-Check-Act).

From the side of community participation and the committee, the head of the madrasah committee (SL) said that improving quality is not only the internal responsibility of the madrasah, but must also involve the surrounding community. "We from the committee are actively involved in annual program discussions and help with facility needs, including the procurement of projectors and scholarships for underprivileged students," said SL. The committee also facilitates the relationship between parents and the madrasah, and encourages collaboration in student character development activities such as short-term Islamic boarding schools, religious competitions, and social activities in the surrounding environment. The role of this committee strengthens the dimension of public accountability in madrasah management and is an important indicator of participatory quality.

However, this study also found several challenges faced in the quality improvement process. First, the limited operational budget of private madrasahs means that several programs cannot be realized optimally. The head of the madrasah (AW) said that the BOS (School Operational Assistance) funds received were still insufficient to finance the entire quality development plan, so the madrasah had to be creative in finding alternative funding through parental initiatives or sponsorship. Second, the capacity of teachers in managing technology-based learning still varies. Although training has been provided, some teachers still need intensive assistance in implementing online learning applications effectively. Third, the quality documentation system has not been fully organized. SPMI documents and program reports are sometimes not systematically documented, which complicates the ongoing evaluation process.

From these findings, it can be concluded that the management of madrasahs at MIS IT Nurul Ikhwan Cahaya Ananda has shown progressive and structured efforts in improving the quality of education through participatory planning, implementation of innovative programs, intensive supervision, and community involvement. However, challenges in terms of funding, human resource capacity, and documentation systems are homework that needs to be fixed immediately. The added value of this madrasah lies in the spirit of collaboration and innovation, which are important capital for building a sustainable quality culture. The strategies that have been implemented can be a model for developing madrasah quality management based on Islamic values and technology in the era of modern education.

Management Strategy in Improving the Quality of Education

Improving the quality of education is a strategic issue that is the main focus in the management of educational institutions, including in madrasahs. In the context of MIS IT Nurul Ikhwan Cahaya Ananda Palembang, the quality management strategy is seen as an integral and systemic process that does not only rely on administrative aspects, but also on strengthening the core values of the madrasah, developing human resources, and utilizing information technology in supporting the learning process. This madrasah realizes that the quality of education will not be realized without careful planning, consistent implementation, comprehensive supervision, and continuous evaluation based on data and critical reflection [5]. Therefore, the strategy adopted by MIS IT Nurul Ikhwan is not only technocratic, but also places the aspect of Integrated Islamic values as the main spirit in managing quality management.

One of the main strategies implemented in this madrasah is quality planning based on the institutional vision and mission. Planning is the initial stage that determines the direction and targets of every effort to improve quality. In this case, MIS IT Nurul Ikhwan developed a long-term madrasah vision that emphasizes the integration of academic excellence, strengthening Islamic character, and mastery of technology. The vision is then described in a mission, objectives, and measurable annual strategic plan. The preparation of the strategic plan is carried out in a participatory manner by involving all elements of the madrasah, thus creating a sense of ownership of the designed program. Each work unit, from the curriculum, student affairs, to facilities and infrastructure, is given a mandate to prepare a synergistic work program and support the achievement of the quality indicators that have been set.

The quality management strategy is realized in the form of developing the professionalism of educators and education personnel. Teachers are the main component in the education system, and the quality of learning is largely determined by the quality of teachers. For this reason, MIS IT Nurul Ikhwan organizes various capacity building activities, such as cur-

riculum workshops, active learning training, IT training based on digital learning, and strengthening the integrative methodology between the national curriculum and the Islamic curriculum [15]. Teachers are also encouraged to carry out independent self-development through educational literacy, online training, and internal pedagogical discussion forums. This strategy aims to create teachers who are adaptive, innovative, and able to design contextual learning according to the needs of students in the digital era.

Strengthening the leadership of the madrasah principal is a key strategy in quality management. The madrasah principal at MIS IT Nurul Ikhwan takes a central role as a *leader*, *manager*, and *motivator* in creating a positive quality culture. The leadership that is instilled is transformational, where the madrasah principal not only manages administrative affairs, but also leads by example, encourages innovation, and creates a collaborative work atmosphere. The madrasah principal plays an active role in ensuring that every activity runs according to quality standards, and becomes a liaison between the internal madrasah and external parties such as parents, the community, and related agencies. This leadership style encourages the creation of a work culture that is oriented towards continuous improvement.

The internal quality assurance system (SPMI) is also a strategic foundation in managing the quality of education in this madrasah. MIS IT Nurul Ikhwan designed an SPMI system that is adjusted to the characteristics of an Integrated Islamic-based madrasah. SPMI is run through a continuous cycle that includes: setting quality standards, implementing programs according to standards, evaluating achievements, and improving based on evaluation results. The determination of standards is carried out by referring to the National Education Standards (SNP) which include eight main aspects, namely content, process, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing, and education assessment [16]. The implementation of SPMI is carried out periodically by forming an internal quality team tasked with monitoring and assessing the success of each program and compiling quality reports for improvement and subsequent policy making.

In order to improve the effectiveness of quality implementation, MIS IT Nurul Ikhwan also implements a strategy to strengthen work culture and Islamic values in the madrasah environment. Quality culture is not only about achieving numbers and targets, but also about forming a strong organizational character. Values such as honesty, discipline, responsibility, and the spirit of innovation are instilled in all madrasah residents through daily activities and learning routines. The habit of reading the Qur'an, praying dhuha, and religious studies are an integral part of the strategy for forming an Islamic work ethic. With this approach, the madrasah not only produces students who are academically intelligent, but also have good morals, and are able to become agents of change in society.

One of the prominent strategies in MIS IT Nurul Ikhwan is the use of technology in management and learning. The digitalization of madrasahs is carried out in stages, starting from the use of teacher and student attendance applications, online-based evaluation systems, to the use of digital learning platforms such as Google Classroom and the Qur'anic Learning application [17]. In terms of management, document archiving is done digitally to facilitate access and speed up decision-making. Teachers are trained to develop interactive teaching media and utilize various digital devices in delivering learning materials. This strategy is very important in responding to the challenges of the Industrial Revolution 4.0, as well as being an added value for madrasahs that carry an IT-based Integrated Islamic approach.

In addition to the internal aspects, the quality management strategy also touches on the realm of partnership relations and community participation. MIS IT Nurul Ikhwan builds close communication with parents of students and the surrounding community as partners in improving the quality of education. The madrasah holds an Islamic parenting program, a communication forum for guardians, and social activities involving the community, such as social services and environmental development. Through this approach, the madrasah does not stand alone in improving quality, but becomes part of an open and inclusive education ecosystem. Community participation is also manifested in the form of financial support, facility development, and provision of volunteers for religious and student activities.

As a follow-up to these strategies, MIS IT Nurul Ikhwan developed a structured internal monitoring and evaluation system. Every activity or program that is run is evaluated periodically using evaluation instruments that have been prepared by the quality team. This evaluation includes aspects of goal achievement, effectiveness of implementation, obstacles faced, and recommendations for improvement. The evaluation results are then discussed in a management meeting and followed up in the form of program revisions or preparation of follow-up activities. The evaluation is carried out transparently and involves teachers, the

head of the madrasah, and elements of the committee. With this evaluation system, the madrasah has a strong basis in making decisions and setting development priorities.

In implementing its strategy, MIS IT Nurul Ikhwan also has advantages in the aspects of administrative management and institutional governance. This madrasah implements a clear regulation-based governance system and standard operating procedures (SOP). Each activity has implementation guidelines and measurable performance targets [18]. Financial administration is managed accountably and openly, thus fostering trust from parents and the community. The division of tasks and authorities between the head of the madrasah, deputy head, teachers, and staff is carried out proportionally and functionally, which ultimately creates efficiency and effectiveness in carrying out tasks. This systematic management strengthens the competitiveness of the madrasah and provides a positive image in the eyes of the public.

The overall quality management strategy implemented at MIS IT Nurul Ikhwan Cahaya Ananda Palembang shows that this madrasah has a clear direction in developing the quality of education. The approach implemented is comprehensive and integrated, covering the dimensions of planning, implementation, supervision, and continuous quality assurance. In addition, strengthening Islamic character, professionalism of educators, use of technology, and community involvement are the main strengths in the quality improvement strategy. Although challenges remain, such as budget limitations and variations in HR competencies, this madrasah shows seriousness and high commitment in making quality a culture that is inherent in every educational process. Thus, the quality management strategy implemented by MIS IT Nurul Ikhwan Cahaya Ananda Palembang can be an inspiring model for other madrasahs in realizing quality, Islamic education, and relevant to the demands of the times. The combination of a systemic approach and the values of Integrated Islamic spirituality are the main strengths in the madrasah quality management strategy in the era of modern education.

Challenges and Solutions in Implementing Quality Management

Implementation of educational quality management is a process that does not always run smoothly, especially in the context of private educational institutions such as madrasahs. Although MIS IT Nurul Ikhwan Cahaya Ananda Palembang has a strong commitment to improving quality, the reality in the field shows that there are various challenges that hinder the optimization of the management strategies that have been designed. These challenges include internal and external aspects, ranging from limited resources, HR capacity, to cultural factors and institutional policies. However, these challenges are not absolute obstacles, but rather a starting point for building a more adaptive, responsive, and sustainable quality management system.

One of the main challenges faced by MIS IT Nurul Ikhwan is limited financial resources. As a private elementary madrasah, the operational funding of the madrasah largely depends on the BOS Fund and donations from parents of students. However, the allocation of these funds is often insufficient to implement all quality programs that have been designed optimally [19]. Activities to improve teacher competency, provide technology-based learning facilities, and improve educational infrastructure are often delayed or implemented in stages due to budget constraints. The absence of stable alternative funding sources means that program planning must be carried out very selectively and efficiently, which has an impact on the limited space for innovation in developing educational quality.

The second challenge is related to the capacity and equalization of competency of educators and education personnel. Amidst the demands of the digital era and curriculum based on integration of Islam-ICT, not all teachers have the same ability in managing innovative technology-based learning. There are still teachers who rely on conventional methods in teaching, so that the learning process becomes less varied and contextual. In addition, the high administrative burden often makes teachers lose focus on developing their professionalism. On the other hand, education personnel who handle administration, finance, and quality document management also face challenges in terms of digitalizing the administration system. Differences in the level of adaptation to change cause the implementation process of quality programs to run at uneven speeds between work units.

The third challenge is the lack of a standardized and digitalized quality documentation system. Good quality management requires systematic evidence and data as a basis for decision making and continuous improvement. However, in practice, the management of quality documents such as activity implementation reports, program evaluations, teacher performance reports, and monitoring reports have not been fully documented. Most of them are

still stored in physical form which is prone to being lost or scattered, and have not been arranged chronologically and structured. The irregularity of this documentation makes it difficult for management to prepare accreditation reports, program evaluations, and formulate data-based policies [20].

The next challenge is the low level of active involvement of some parents and the community in quality improvement programs. Although the madrasah has tried to build communication with parents through various forums, not all guardians provide active support for the programs being run. Most parents only participate in ceremonial activities or when there are financial obligations, but have not been involved in strategic discussions about the quality of education. This is influenced by various factors, such as the level of education of parents, limited time, and lack of understanding of the importance of partnerships in education. In fact, community participation is an important indicator in ensuring the quality of community-based education.

In addition, the lack of a consistent and reflective monitoring and evaluation system is also an obstacle in itself. The evaluations conducted are often only administrative and formal, not fully describing the success of the program comprehensively. The absence of standard and accurate evaluation instruments causes the evaluation results to be unable to provide sharp feedback for improvement. In some cases, evaluations are conducted after activities have taken place without any clear measurement of impact or achievement of indicators. The weakness of this monitoring system causes a gap between the planning and realization of quality programs.

In facing these challenges, MIS IT Nurul Ikhwan has begun to develop various strategic solutions that are adaptive and contextual. The first solution developed is optimizing the management of madrasah finances through diversification of funding sources. Madrasahs have begun to collaborate with philanthropic institutions, social foundations, and alumni to support the financing of strategic programs, especially those related to improving quality. In addition, internal fund-raising programs are also carried out through charity activities, bazaars, or collective donations, the proceeds of which are used to develop learning facilities. With this funding diversification, madrasahs have the flexibility to run programs that were previously delayed due to budget constraints.

The second solution is to increase teacher capacity gradually and based on real needs. Training programs are no longer carried out en masse and one-way, but are developed in the form of teacher learning communities, peer teaching, and thematic training that is directly applicable to teaching tasks. Madrasahs also utilize online learning platforms such as Moodle and Google Workspace for Education to familiarize teachers with accessing learning materials and carrying out technology-based assessments. The involvement of young teachers as technology mentors for senior teachers is also a strategic step to accelerate the distribution of competencies. This strategy encourages the formation of a collaborative culture and mutual learning between educators.

To overcome the problem of quality documentation, madrasahs began to build a digitalization system for administration and quality data management [21]. Document management is carried out using cloud storage and spreadsheet applications that can be accessed by the management team and education staff. Each unit is required to upload activity reports, photo documentation, and evaluation instruments periodically into the system. This step not only simplifies the data tracking process, but also speeds up the process of preparing accreditation reports and evidence-based planning. This digitalization is also integrated with the attendance system, student assessment, and program monitoring, thus creating a more transparent and efficient quality management system.

The next solution is to strengthen strategic partnerships with parents and the surrounding community. Madrasahs design inclusive and participatory programs, such as parenting workshops, annual quality program meetings, and parental involvement in student activity committees. This strategy aims to increase a sense of ownership and shared responsibility in improving quality. In addition, madrasahs also build collaborative relationships with community leaders, mosque administrators, and local organizations to create a community-based education network. By strengthening the synergy between madrasahs and the community, the quality program is no longer an internal affair, but becomes a collective movement supported by all parties.

To address the weaknesses in the monitoring and evaluation system, the madrasah has developed a more structured and results-oriented quality evaluation instrument. Evaluation is carried out not only at the end of the activity, but also at the planning and implementation stages. Achievement indicators are compiled based on established quality standards, and are

equipped with assessment rubrics that are adjusted to the characteristics of the program. In addition, reflective evaluations are also carried out between teachers through quality discussion forums, where each teacher can provide input on the implementation of activities. The evaluation results are then analyzed by the quality team and used as a basis for compiling recommendations for improvement. With this approach, the evaluation process is not only an administrative obligation, but also a means of learning together to improve the quality of the madrasah in a sustainable manner.

The strategy for resolving the challenges of implementing quality management at MIS IT Nurul Ikhwan shows a shift in the management paradigm from a reactive approach to a proactive and preventive approach. Challenges are no longer seen as mere obstacles, but as opportunities to strengthen the system. The efforts made by this madrasah reflect the principle of *continuous improvement* which is the spirit of modern quality management. With a holistic and responsive approach to the local context, the madrasah has succeeded in building an adaptation mechanism that allows the sustainability of the quality program despite its limitations.

The overall solution implemented shows that the implementation of quality management in MIS IT Nurul Ikhwan is not partial or incidental, but is arranged in a framework of an interrelated and mutually supportive system. Strengthening financial aspects, increasing HR capacity, digitalization of administration, community involvement, and reflective evaluation are important foundations in creating a resilient quality management system. With the commitment and cooperation of all parties, the challenges faced can be overcome strategically, and even become a momentum for better institutional innovation and transformation.

5. Comparison

The results of the study on quality improvement management strategies at MIS IT Nurul Ikhwan Cahaya Ananda Palembang show that an integrative approach that emphasizes participatory planning, strengthening a quality culture based on Integrated Islamic values, utilizing information technology, and continuous evaluation are the main keys in encouraging the creation of superior and sustainable education quality. This finding is in line with the results of the study [4] which emphasizes the importance of the role of the madrasah principal as a transformational leader in creating a conducive quality culture. Likewise with the study [22], which states that community participation, especially the role of the madrasah committee and parents, contributes significantly to the success of the quality program. However, this study shows uniqueness in the dimensions of strengthening the digitalization system in quality management and the development of cloud-based documentation, which have not been the main focus in the two previous studies.

When compared to research [6] which highlights the importance of teacher mastery of technology in facing the challenges of the digital era in madrasahs, this study provides a more applicable picture related to how digitalization is applied not only in learning, but also in the administration system and management of quality documents. In addition, this research approach also broadens the scope by identifying in depth structural challenges such as limited funds and practical solutions based on strengthening community networks. Thus, it can be concluded that this study not only strengthens previous findings, but also enriches academic discourse by presenting a more comprehensive, adaptive, and contextual quality management model according to the characteristics of Integrated Islamic-based madrasahs in the modern era.

6. Conclusion

Based on the overall results and discussion, it can be concluded that the management of the madrasah in improving the quality of education at MIS IT Nurul Ikhwan Cahaya Ananda Palembang is implemented in a structured and sustainable manner through participatory strategic planning, strengthening the capacity of educators, utilizing information technology, and implementing an adaptive internal quality assurance system. This madrasah also instills a quality culture based on Integrated Islamic values as the main foundation in forming a professional and religious organizational character. Despite facing various challenges such as budget constraints, disparities in teacher competency, and a less than optimal documentation system, the madrasah was able to respond with contextual solutions based on collaboration and innovation, which showed a strong commitment to holistic quality transformation.

To support the sustainability of quality management at MIS IT Nurul Ikhwan Cahaya Ananda Palembang, it is recommended that madrasahs strengthen the digitalization system in

data management and quality documentation, develop teacher training programs based on needs and technology regularly, and expand strategic partnerships with external parties to overcome resource limitations. In addition, it is necessary to build a monitoring and evaluation mechanism that is more reflective and based on measurable performance indicators, so that the quality improvement process can be carried out more systematically and has a direct impact on improving the quality of education services at madrasahs.

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