



**MANAGEMENT OF IMPROVING THE QUALITY OF BOARDING SCHOOL
(PESANTREN) EDUCATION (STUDY AT PP. MIFTAHUL ULUM BETTET
PAMEKASAN)**

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Abstract: Management of Improving the Quality of Boarding School (Pesantren) Education (Study at PP. Miftahul Ulum Bettet Pamekasan)

This study aims to investigate the management of improving the quality of pesantren education with a focus on PP. Miftahul Ulum Bettet Pamekasan. This type of research is qualitative research with data sources obtained from interviews, observations, and documentation. And analyzed and interpreted to answer the research focus. The findings of this study indicate that one of the aspects found in improving the quality of pesantren is the combination of formal and non-formal education curriculum with boarding school activities carried out through the mondok system. The assessment system used includes written and oral exams in addition to practical exams and affective assessments. In addition, teachers and their education are taken care of through certification and training that improves their expertise. The quality planning management methods used in this pesantren have met the requirements of high-quality pesantren education. This research provides practical guidance for improving the quality of pesantren education, and can be taken into consideration in improving quality management in pesantren.

Keyword: Management, Quality Improvement, Islamic boarding school education

Abstrak: Manajemen Peningkatan Mutu Pendidikan Pesantren (Studi Di PP. Miftahul Ulum Bettet Pamekasan)

Penelitian ini bertujuan untuk menginvestigasi manajemen peningkatan mutu pendidikan pesantren dengan fokus pada PP. Miftahul Ulum Bettet Pamekasan. Jenis penelitian ini merupakan penelitian kualitatif dengan sumber data yang diperoleh dari wawancara, observasi, dan dokumentasi. Serta dianalisis dan diinterpretasikan untuk menjawab fokus penelitian. Temuan penelitian ini menunjukkan bahwa salah satu aspek yang ditemukan dalam peningkatan mutu pesantren adalah penggabungan kurikulum pendidikan formal dan non formal dengan kegiatan kepesantrenan yang dilakukan melalui sistem mondok. Sistem penilaian yang digunakan mencakup ujian tulis dan lisan selain ujian praktik dan penilaian afektif. Selain itu, guru dan pendidikannya diperhatikan melalui sertifikasi dan pelatihan yang meningkatkan keahlian mereka. Metode manajemen perencanaan mutu yang digunakan di pesantren ini telah memenuhi persyaratan pendidikan pesantren berkualitas tinggi. Penelitian ini memberikan panduan praktis untuk meningkatkan kualitas pendidikan pesantren, serta dapat menjadi pertimbangan dalam meningkatkan manajemen mutu di pesantren.

Kata Kunci: Manajemen, Peningkatan Kualitas, Pendidikan Pesantren

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A. INTRODUCTION

Islamic boarding schools were established in Indonesia as a result of changing cultural and religious values in a religious society (Fitri & Ondeng, 2022). Moreover, thanks to centuries of heritage, boarding school (pesantren) have remained steadfast in maintaining both modern and classical education and teaching systems. This makes them robust in the modern era. The spirit and ideals of the pioneers and founders of boarding school (pesantren) never seem to be lost. This resilience comes from outside sources, which sometimes contradict the principles of Islamic education institutions, but also because of the system that has been built and implemented by the next generation of leadership (Fadillah, 2015).

The purpose, mission, and vision of Islamic education must be kept in mind if the next generation wants to continue the struggle and ideals of the founders of boarding school (pesantren). In addition, the systems and components that are essential to achieve the goals should not be ignored. Some examples are management, human resources, curriculum, and organizational culture (Pitri, Ali, & Anwar Us, 2022). boarding school (pesantren) was originally not too different from other educational institutions. Boarding school (pesantren) education holds an irreplaceable role in shaping in-depth religious education and building a solid character for students in Indonesia. As an educational institution that not only offers religious learning, boarding school (pesantren) also serves as a guardian and protector of Islamic traditions that are rich in spiritual, moral, and ethical values (Syafe'i, 2017).

The goal of education in boarding school (pesantren) is to produce individuals who have a strong understanding of Islamic teachings, which address three main issues: Allah Swt, man, and nature. This goal involves understanding that there is no absolute separation between Allah Swt (Khaliq) and creation and that the three elements relate to each other holistically (Karimah, 2018). In addition, the goal of boarding school (pesantren) is to produce students who can handle the problems and demands of life in the current time and space environment. However, an undeveloped boarding school (pesantren) education system is less desirable because it will be dominant in the use of non-formal education formed from community culture alone (Aini, 2021).

In facing the problem of an underdeveloped education system in boarding school (pesantren), especially in terms of religious education materials and objectives, the government issued Law No. 20 of 2003 concerning the National Education System (SISDIKNAS) (Matlani & Khunaifi, 2019). The signing of the law transformed boarding school (pesantren) from institutions that previously only taught religious and moral lessons into religious education institutions authorized to organize formal education such as schools or madrasah. Through this change, boarding school (pesantren) have the opportunity to use a modern education system that combines formal and non-formal education. Currently, only a few boarding school (pesantren) still adhere to the traditional education system (Sulaiman, 2016).

The curriculum in boarding school (pesantren) educational institutions does not only concentrate on religious topics but is also designed to keep up with the times (Abdurrahman, 2017). This shows an effort to integrate religious education with broader education so that boarding school (pesantren) can be more relevant to the demands of the times and the needs of students. These changes are expected to increase interest and participation in boarding school (pesantren) education and strengthen the role of boarding school (pesantren) as comprehensive educational institutions.

Boarding school (pesantren) began to open themselves to improve the quality of education. As religious educational institutions, their response to quality improvement, development over time, and social change includes four main elements. First, there are changes in the content or curriculum of boarding school (pesantren) by including general education. Second, there are reforms in educational methods, including improving the quality

of teaching. Third, there are changes in the institutional system of boarding school (pesantren) to ensure the efficiency and effectiveness of education. Fourth, there is a shift in the function of boarding school (pesantren) education which is increasingly developing and involves a broader social function. With the development of boarding school (pesantren) like this, boarding school (pesantren) have become an institution that is increasingly in demand by various groups. Boarding school (pesantren) can maintain principles and traditions that emphasize ethics and faith, but they can also adjust to new ways that will help the boarding school (pesantren) system survive (Siswanto, 2015).

PP. Miftahul Ulum Bettet Pamekasan is an Islamic educational institution that focuses on religious values and has seen positive developments in the development of various types of education to the needs of today's society. This institution has successfully integrated religious education with general subjects. Evidenced in research conducted by Atnawi which states that the implementation of educational activities in this Islamic Boarding School is generally divided into two categories, namely boarding school-based education and school-based education. In addition, the types of school-based education are also divided into two, namely formal education and non-formal education (Atnawi, 2017).

Various studies on the quality of boarding school (pesantren) education have been conducted. Some of these studies have also become references and information in observing the improvement of the quality of boarding school (pesantren) education. One of them is the findings in M. Kharis Fadillah's research which shows that boarding school (pesantren) education at boarding school (Pesantren) Modern Gontor (PMG) has been of high quality because its modernization is by the quality control process of Islamic education (Fadillah, 2015). Ali Hamdi through his research also stated that Muhammadiyah Lamongan Islamic Boarding School succeeded in improving the quality of education in its madrasah diniyah program. This success was not only influenced by the authority of the Muhammadiyah Lamongan Islamic Boarding School leadership but also by the close collaboration between the madrasah diniyah and the boarding school as a very solid work team. This educational development plan is built by detailing the vision, mission, and goals that have been carefully planned (Hamdi, 2019). Likewise, Sariman's research stated that the Miftahus Sa'adah Lampung Islamic Boarding School had achieved the goal of improving the quality of education because it succeeded in formulating strategies from SWOT results on quality improvement efforts (Sariman, Warisno, & Murtafiah, 2023).

From the literature review that has been described, several things are noted as differences with the research conducted at PP. Miftahul Ulum Bettet Pamekasan. This research can attract the author's interest to study more deeply because this research is different from other research. The focus of this research lies on the quality of boarding school (pesantren) education in general which still adheres to the salafi boarding school (pesantren) system and adapts and combines modern learning systems.

PP. Miftahul Ulum Bettet Pamekasan successfully unites religious education and general lessons. The education system continues to develop to achieve this goal. This includes updating the curriculum, improving educational facilities and infrastructure, and developing plans and techniques to improve the quality of education. So this attracts the attention of researchers to study the quality management of education in PP. Miftahul Ulum Bettet Pamekasan further.

The purpose of this study is to analyze and describe the education management system in PP. Miftahul Ulum Bettet Pamekasan in improving the quality of boarding school (pesantren) education. So that researchers can provide recommendations after knowing what are the supporting and inhibiting factors for efforts to improve the quality of education in PP. Miftahul Ulum Bettet Pamekasan. This research can provide a deeper understanding of how education management in boarding school (pesantren) can improve the quality of education. It can provide new insights and concepts that can be applied in the context of another

boarding school (pesantren) or even other educational institutions so that the results can provide a framework for improving the effectiveness and quality of boarding school (pesantren) education.

B. METHOD

This study uses a qualitative research approach with a case study research type. This research was conducted at PP. Miftahul Ulum Bettet Pamekasan in the 2023-2024 academic year. The research started from September 3 to October 18, 2023, and focused on strategies to improve the quality of education in boarding school (pesantren) PP. Miftahul Ulum Bettet. The data collection methods in this study were structured interviews, observation, along documentation.

Pre-determined guidelines were used during these interviews, with questions strictly organized for each subject (Sugiono, 2017). Researchers used structured interviews as a data collection technique to obtain consistent and comparable information between respondents. With this approach, researchers can gain an in-depth understanding of the topic under study as well as obtain relevant and credible data (Arikunto, 2005).

Other data collection techniques used were observation and documentation. Observation involves direct observation of the phenomenon under study, while documentation involves collecting data from written sources or relevant documents. The combination of these two techniques provides comprehensive and verified data to support the research. The data analysis technique is carried out by interpreting field data by selecting and sorting data that can answer the research focus, describing, and describing conclusions as the final result of research findings

C. RESULTS AND DISCUSSION

RESULTS

1. Quality Management of Boarding School (pesantren)

Quality management is a process that involves several actions and involves the effective use of management elements and functions with the help of others (Tanjung, Supriani, Mayasari, & Arifudin, 2022). To achieve success a manager, management is considered a profession because it requires specialized skills. In addition, management professionals are expected to follow a code of ethics. Therefore, management has interrelated dimensions as science, advice, and profession. All of these are involved in achieving company goals (Purnomo, 2017).

Quality is often defined as quality. The extent to which products can meet customer needs and satisfaction, according to Juran, is considered quality. In contrast, Crosby states that standards and cues are appropriate. According to Rohait, quality is a complete description and characteristics of goods or services that demonstrate the ability of goods or services to meet expected or implied needs (Fadillah, 2015). Quality of service in education is defined as the expected level of perfection and control over that level to meet customer desires. Sallis says that organizational quality is a philosophy and methodology that helps organizations plan for change and organize plans to deal with significant influences from outside (Rasmi, 2014).

Furthermore, according to Depdiknas (2001) in Mulyasa, the quality of education includes inputs, processes, and outputs of education. That is, the quality of education consists of components such as the resources used (input), the process of implementing educational activities (process), and the results or achievements achieved (output). Thus, quality can be defined as quality that includes compatibility with customer needs and satisfaction, compliance with established standards, satisfactory descriptions and characteristics, expected levels of perfection, and control over these levels. In the context of supporting education, the

quality of education also includes elements involving the input, process, and output of education (Mulyasa, 2011).

Boarding school (pesantren)" are the same words that refer to Islamic educational institutions where student's santri study. There is no significant difference between these two words, although they are often used separately. The word "student's santri" is often associated with the word "sattiri" in Tamil, which means people who live in poor houses or religious buildings. The term comes from the Indian "shastri", which means a person who knows the holy books of Hinduism or a person who is an expert in the holy books. (Syafaruddin & Syukri, 2022).

The term "Pondok" refers to a simple house or dwelling made of bamboo. In addition, the word "Pondok" comes from the Arabic word "funduq," which means dormitory or hotel. In West Java, the term "Pesantren" is more commonly used, while in East Java, the term "Pondok" is more commonly used. However, there are times when the two words are often used together (Shofiyah, Ali, & Sastraatmadja, 2019). Boarding school (pesantren), according to Imam Zarkasyi, is an Islamic educational institution with a dormitory or cottage system, with the kyai as the main figure and the mosque as the center of activity that animates it. The kyai also teaches Islam under the guidance of the kyai, and his main task is to teach Islam under the guidance of the kyai. (Hardian Ridho Wahyono, Happy Susanto, 2020).

From the various definitions above, the understanding of boarding school (pesantren) quality management should be understood as a series of processes that include various actions. In this process, the elements and functions of management are applied as efficiently and effectively as possible, by involving cooperation with other parties. The purpose of this process is to achieve the goals and objectives set by the boarding school (pesantren), by customer needs and satisfaction, and based on or even exceeding predetermined standards, starting from the input stage, the process, to the educational outcomes.

2. Quality Management of Boarding School (Pesantren) in PP.Miftahul Ulum Bettet Pamekasan

The following are some of the stages that PP Miftahul Ulum Bettet Pamekasan has gone through by the boarding school (pesantren) quality standards:

a. Needs Mapping

PP Miftahul Ulum Bettet Pamekasan analyzes the needs of the boarding school (pesantren) to understand well what is needed to achieve the desired quality standards of education. One of the needs mapping steps taken is the formation of a curriculum development team in the boarding school (pesantren). In PP. Miftahul Ulum Bettet Pamekasan, the formation of this curriculum development team is authorized through a Decree issued by the Head or Caregiver of the Boarding School. The curriculum has been deemed appropriate and relevant, and the curriculum development process involves the participation of the head of the Foundation, committees, resource persons, and other parties involved in curriculum development at PP. Miftahul Ulum Bettet Pamekasan.

b. Program Planning and Development

Based on the results of the needs mapping, the boarding school (pesantren) designs and develops an appropriate education program by considering the established quality standards. Thus, in the design process, the curriculum development team has been established by PP. Miftahul Ulum Bettet Pamekasan formulates the basic framework of the curriculum. This basic framework is built on three main foundations, namely the philosophical foundation, juridical foundation, and theoretical foundation. However, at the implementation stage, the focus is on the philosophical foundation, especially in the selection of local content programs, self-development, and life skills education in PP. Miftahul Ulum Bettet Pamekasan. The

selection of these three programs is based on the potential and culture that develops in the environment of each boarding school (pesantren).

c. Implementation of the Education Program

The planned education program is carefully implemented, including the implementation of learning activities, curriculum, and teaching methods. In its implementation, the special task of the education program at PP. Miftahul Ulum Bettet Pamekasan is given to the boarding school (pesantren) Education Bureau which has been formed based on the results of a meeting decision and ratified in a decree by the Boarding School Caregiver. Then for the consistent implementation of the program, a PP education calendar was formed. Miftahul Ulum Bettet as a reference for the implementation of several boarding school (pesantren) activities.

d. Periodic Monitoring Evaluation

PP. Miftahul Ulum Bettet Pamekasan conducts periodic evaluations of educational programs and boarding school (pesantren) activities to ensure that quality standards continue to be met. In this case, the Boarding School (pesantren) Education Bureau conducts evaluation meetings which are also included in the monthly agenda. The evaluation is not only centered on the education program in madrasah, but boarding school (pesantren) education in general, which includes education programs in each dormitory, class, and in each level of education in boarding school (pesantren).

e. Stakeholder Involvement

Boarding School (pesantren) Education Bureau PP. Miftahul Ulum Bettet Pamekasan involves related parties, such as another boarding school (pesantren) bureaus that have a relationship with the smooth implementation of educational programs in boarding school (pesantren). So some criticisms and suggestions from student's santri guardians, the local community, and teachers can be raised in the process of evaluation and continuous improvement.

f. Innovation and Continuous Improvement

PP. Miftahul Ulum Bettet Pamekasan is committed to continuous innovation and improvement in all aspects of education, by the development of needs and established quality standards. Therefore, some educational programs that have been determined have changed in the form of implementation models, implementation times, and implementation schedules. This is to create several innovations in boarding school (pesantren) activities, especially in educational programs.

g. Performance Measurement

PP. Miftahul Ulum Bettet Pamekasan conducts regular performance measurements to monitor the boarding school (pesantren)'s achievements in achieving the established quality standards. This is also related to the evaluation as a guideline in improving the quality of the performance of the Boarding School (pesantren) Education Bureau. This measurement is given openly and can then be observed by several other stakeholders in an open meeting of the pesantren management. Dengan mengikuti tahapan-tahapan ini, PP. Miftahul Ulum Bettet Pamekasan menunjukkan dedikasi terhadap pemenuhan standar mutu boarding school (pesantren) secara menyeluruh dan berkelanjutan.

3. The Role of Boarding School (Pesantren) in the Quality Control Process of Islamic Education

In general, management supervision includes the following: 1) setting organizational goals or targets; 2) setting standards that must be adhered to; 3) monitoring and analyzing current activities; and 4) taking action to correct mistakes.

To carry out management supervision or control, there are the following steps: a) Create standards that will be used as the basis for control; b) Measure the results or implementation that has been achieved; c) Compare the results or implementation with the standards; and d) Make improvements if there are errors.

Managers can use a variety of ways to oversee their supervisory activities. The first is direct supervision, which is done directly by the manager himself. The second is indirect supervision, which is done through subordinate reports. The last is exception-based supervision, which is focused on significant departures from standards or expected results. However, all the methods that will be carried out must meet the criteria or characteristics of an effective control system. The scope is, a) Accurate, which is precise and correct. b) Timely, which is carried out periodically. c) Objective and comprehensive. d) Focused on strategic control points. e) Realistic from an economic and organizational point of view. f) Flexible, can be adjusted to needs and changes. g) Prescriptive and operational, providing instructions that can be implemented. h) Accepted by members of the organization, acceptable and understood by members of the organization.

By considering these descriptions, it can be concluded that the supervision process in each organization is similar, only the strategies and supporting components may differ. The quality of Islamic education can be described as follows: 1) planning stage by setting standards and measurement indicators, such as cognitive, affective, psychomotor aspects, or personal/social relationships; 2) measurement or audit by using assessment guidelines as a way to measure results; 3) comparison of implementation results with the set standards; and 4) improvement if the results do not meet the standards, but if the results are the same or better than the standards, then the previous standards can be improved.

DISCUSSION

1. Implementation of Quality Improvement Management of Islamic Boarding School (Pesantren) Education at PP. Miftahul Ulum Bettet Pamekasan

A consistent and sustainable management process is required for education quality management. Improving the quality of education in boarding schools or boarding school (pesantren) based education is centered on religious or Islamic principles (boarding school), which have become part of Indonesian culture. Quality management of boarding school (pesantren)-based education places importance on the synergy of management functions, including the concept of quality, teamwork, and stakeholder satisfaction, which contribute to the effectiveness and efficiency of managing the institution. To achieve this goal, tools, methods, or strategies are used to create a good quality culture.

PP.Miftahul Ulum Bettet Pamekasan applies planning and development of boarding school (pesantren) education management programs to be the basis of development in improving the quality of madrasah. Through careful planning, PP.Miftahul Ulum Bettet Pamekasan can set clear goals and objectives and identify effective strategies for building a positive image of the madrasah. Good collaboration between the boarding school (pesantren) education management team of teachers, staff, and related parties helps in the implementation of planning and development of boarding school (pesantren) education management programs.

This boarding school (pesantren) education program is accommodated by the Takhassus Diniyah Education Bureau (PTD) with a decree from the caregiver. The need that greatly affects the improvement of boarding school (pesantren) education is the activeness of students in participating in programs that have been determined by the PTD bureau. During the interview process, the head of the PTD bureau also mentioned that the educational program that can be felt for a long time is a challenge to maintain the conduciveness of students to remain actively mingled with the program. The hope of the PTD bureau, of course,

is the awareness of individual student's santri who are madrasah students or student's santri who are boarding school (pesantren) teachers to be aware of each other's duties and responsibilities to be able to achieve the expected goals of planning when forming the program.

Based on the explanation from the general secretary of the boarding school (pesantren), it is known that the "ammiyah" education program has made efforts to develop and improve the curriculum to be the curriculum set by the Ministry of Education and Culture (Kemendikbud) or the Ministry of Religion (Kemenag), as well as social demands from stakeholders, but still maintaining the boarding school (pesantren) approach as the main principle. PP. Miftahul Ulum Bettet Pamekasan, as previously explained, initially there were only madrasah diniyah schools such as Madrasah Ibtidaiyah Diniyah (MID), Madrasah Tsanawiyah Diniyah (MTsD), Madrasah Aliyah Diniyah (MAD). Over time, this was followed by the establishment of formal schools ranging from MTs, MAs, and universities. The establishment of boarding schools is an effort to further strengthen the principles of Islam, and to date, the development through the establishment of boarding schools can be seen as a success. MTs. Miftahul Ulum Bettet which consists of 8 rombel per class, MA. Miftahul Ulum Bettet which also consists of 10 rombel per class with 3 class majors, as well as building better facilities. In addition, the PP Foundation. Miftahul Ulum Bettet also established a college that is quite attractive to students called YUNISMA which has been successfully submitted to become a University college so it was renamed UIM. PP curriculum. Miftahul Ulum Bettet Pamekasan continues to be updated and developed by combining the concept of boarding school (pesantren) and meeting systemic needs. The boarding school was established non-formally, but it became a successful first step to establishing a formal institution.

The explanation above shows that PP. Miftahul Ulum Bettet Pamekasan develops management that combines formal and non-formal curriculum. The boarding school method involving boarding is also carried out. In the implementation of the learning program at PP. Miftahul Ulum Bettet Pamekasan, secular lessons, and boarding school (pesantren) lessons are combined. So that students get a comprehensive education.

2. Modernization of the Boarding School (Pesantren) Education System in PP.Miftahul Ulum Bettet Pamekasan

Boarding school (pesantren) education has been an integral part of the educational culture in Indonesia for centuries. Boarding school (pesantren), as educational institutions based on Islamic religion, have played an important role in maintaining and spreading religious values and developing the character of students. However, in the face of the times and the demands of modern times, boarding school (pesantren) also need to make adjustments to remain relevant and able to meet today's educational needs.

In PP. Miftahul Ulum Bettet Pamekasan, awareness of the importance of modernizing the boarding school (pesantren) education system has become one of the main focuses. This educational institution realizes that boarding school (pesantren) must also be able to keep up with technological developments, integrate general education, and provide a holistic understanding to students.

One of the steps taken in modernizing the boarding school (pesantren) education system is the use of information and communication technology (ICT). In this digital era, the utilization of technology becomes very important to improve the efficiency and effectiveness of the learning process. Santris are given access to computer devices, the internet, and digital learning resources at certain hours to support their learning. This helps the students santri to keep up with technological developments and improve their digital literacy.

In addition, to modernizing, this educational institution also integrates general education with boarding school (pesantren) education. Students at PP. Miftahul Ulum Bettet Pamekasan not only gets in-depth religious education, but is also given general lessons such

as math, natural science, English, and others. This approach provides an opportunity for santri to have comprehensive knowledge that is relevant to the demands of the modern world.

PP educational institution. Miftahul Ulum Bettet Pamekasan successfully combines the national education curriculum with the boarding school (pesantren) curriculum. The schools incorporated in this boarding school (pesantren) foundation still pay attention to general education, even though they are based on boarding school (pesantren).

PP. Miftahul Ulum Bettet Pamekasan also manages all the institutions under it with A accreditation. They offer a variety of interesting extracurricular activities such as journalism tutoring, speech, computer science, foreign languages, calligraphy, and martial arts Melayu, as well as general extracurricular activities such as scouting and laboratory skills development. The mosque, prayer room, male and female dormitories, administrative office, management dormitory, kitchen, school building, sports field, student cooperative, practice studio, library, computer laboratory, language laboratory, storage warehouse, bathroom, boarding school (pesantren) health post All facilities are provided by PP. Miftahul Urum Betit Pamekasan. In addition, the dormitories in the female boarding school and the male boarding school are also different. There are 28 rooms in the girls' dormitory and 120 rooms in the boys' dormitory. In addition, the teaching building is quite a lot.

3. Boarding School (Pesantren) Organization and Leadership in PP. Miftahul Ulum Bettet Pamekasan

Organizational management and leadership are important aspects of boarding school (pesantren) management in PP. Miftahul Ulum Bettet Pamekasan. This educational institution realizes that a successful boarding school (pesantren) requires an effective organizational structure and strong leadership to achieve the desired educational goals. In organizational management, this boarding school (pesantren) has a well-organized structure. There is centralized management with activities led by a caregiver or head of the boarding school (pesantren) who is responsible for various operational aspects and policies. This caregiver has a central role in directing and supervising all boarding school (pesantren) activities. Several departments are also well organized based on their responsibilities and duties in carrying out educational, administrative, financial, health, and other functions. This clear and well-defined organizational structure facilitates coordination and cooperation between departments in achieving common goals.

In terms of leadership, boarding schools (pesantren) pay great attention to the role and competence of the boarding school (pesantren) head and teachers. The head of the boarding school (pesantren) is required to have a deep understanding of Islamic values, education, and management. They are responsible for making strategic decisions, designing educational programs, and leading and inspiring teachers and student's santri. At the teacher level, leadership is also highly emphasized. The teachers at PP. Miftahul Ulum Bettet Pamekasan are given training and guidance to become effective leaders in the classroom. They are encouraged to adopt innovative learning approaches, encourage active participation of student's santri, and provide clear direction in the teaching-learning process.

In organizational management and leadership, PP. Miftahul Ulum Bettet Pamekasan also applies the principles of transparency, accountability, and participation. Important decisions are made through dialog and deliberation by involving all stakeholders, such as caregivers, teachers, students, and the surrounding community. This creates an inclusive climate and provides space for active participation from all relevant parties. With good organizational management and strong leadership, PP. Miftahul Ulum Bettet Pamekasan hopes to create a conducive educational environment, where student's santri can develop holistically and obtain a quality education. In carrying out their duties and responsibilities, the caregivers, teachers, and all boarding school (pesantren) staff are committed to

continuously improving the quality of management and leadership for the advancement of boarding school (pesantren) and Islamic education in this modern era.

D. CONCLUSION

As a result of data processing conducted by researchers at PP Miftahul Ulum Bettet Pamekasan, among the research findings are that this educational institution has implemented educational quality management, which meets the requirements of high-quality boarding school (pesantren) education by combining formal and non-formal curriculum. With boarding school (pesantren) activities carried out with a cottage system, this boarding school (pesantren) can provide general education to stakeholder demands. In addition, the many successful extracurricular activities show that this boarding school (pesantren) has the necessary facilities and infrastructure. This can be achieved through regular training and complete facilities, such as adequate space and updated devices for the learning process. Not only that, the assessment system at PP Miftahul Ulum Bettet Pamekasan includes written and oral exams as well as practical and effective exams, which include disciplinary and routine assessments. This boarding school (pesantren) also sets disciplinary rules and imposes penalties for those who violate them.

The boarding school (pesantren) also pays great attention to teachers' abilities and education by including them in training and certification that supports skill development. And even PP. Miftahul Ulum Bettet Pamekasan remains friendly with all parties involved in education, such as the surrounding community and the guardians of students or students' santri. This helps build good cooperation in supporting education in the boarding school (pesantren). The programs in this boarding school (pesantren) have also been socialized to all stakeholders, both internal and external, with the principle of service. All parties in the boarding school (pesantren) are committed to serving regardless of the social status of the community, thus creating an inclusive climate and accommodating the needs of all parties involved.

Recommendations can be made to improve the quality of education in PP Miftahul Ulum Bettet Pamekasan. These recommendations include the development of a quality management system that involves all stakeholders, the utilization of technology in the learning process, improving the quality of human resources and leadership, and regular evaluation and monitoring. By implementing these recommendations, it is expected that this boarding school (pesantren) can continue to improve the quality of education and organizational management.

E. REFERENCES

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