

Application Of George R. Terry's Management Functions In Improving The Quality Of Islamic Educational Institutions

Samsu¹, Raudhoh², Erdiansyah³, Habibi UI Akbar⁴

^{1,2} State Islamic University Sulthan Thaha Saifuddin Jambi, Indonesia

³Kantor Kementerian Agama Kabupaten Musi Banyuasin. Indonesia

⁴Sekolah Tinggi Ilmu Tarbiyah (STIT) Al-Falah Rimbo Bujang, Indonesia

Email : erdiansyah.math@gmail.com

Abstract

Islamic educational institutions are strategic platforms for developing students' potential comprehensively, including intellectual, spiritual, and moral aspects, in order to achieve quality education as mandated by Law Number 20 of 2003 concerning the National Education System. The quality of education in Islamic educational institutions can be seen from the achievement of quality in terms of educational input, process, and output. Therefore, planned and systematic management is needed so that the improvement of educational quality can run effectively and sustainably. The role of management in Islamic educational institutions is very important and can be implemented through George R. Terry's basic management functions, namely planning, organizing, actuating, and controlling. This study uses a qualitative descriptive approach with a literature review method sourced from national journals selected based on specific criteria. The results show that the planning function is implemented through the formulation of vision, mission, goals, policies, procedures, and required resources. The organizing function is realized through clear task distribution and the establishment of an effective organizational structure. The actuating function is supported by providing motivation, rewards for educators and educational staff, and optimizing communication. Meanwhile, the controlling function is carried out through continuous monitoring, supervision, and evaluation to ensure the achievement of Islamic educational goals optimally.

Keywords: Management Functions, George R. Terry, Quality of Islamic Education.



INTRODUCTION

The rapid development of the modern era dynamically demands various changes in many aspects of life. Currently, Indonesia is undergoing a major transformation influenced by both internal and external factors. Changes in social, national, and state life occur very rapidly, significantly affecting various sectors, including social, cultural, economic, and educational fields. In facing the demands of increasingly advanced science and technology along with the globalization of life patterns, high-quality human resources (HR) are essential (Nasrika, 2019). Without qualified human resources, a nation may fall behind others in the increasingly competitive global environment.

Quality human resources can only be achieved through quality education. However, organizing quality education is not an easy task. Moreover, quality education itself is mandated by Law Number 20 of 2003 concerning the National Education System, Chapter II Article 3, which states that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life. It aims to develop students' potential so that they become individuals who believe and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens (Yanti, 2021).

Considering the functions and objectives of education mandated by the law above, educational institutions must inevitably be managed professionally in order to achieve the expected goals. One of the primary tasks pursued by every educational institution is to create institutions that are of high quality and excellence. A quality educational institution is one that can provide satisfaction to educational consumers beyond their expectations and needs (Hambali & Mu'alimin, 2020).

Quality education cannot be realized without proper management. Effective educational management is an important prerequisite for creating quality education. The low quality of education at every level remains a crucial issue faced by Indonesia today. According to the results of the 2018 Programme for International Student Assessment (PISA) survey published in 2019, Indonesia ranked 74th out of 79 participating countries. In other words, Indonesia was among the six lowest-ranked countries. Observing this reality, Indonesia must continue striving to achieve education that aligns with the objectives of national education (Suncaka, 2023).

Based on this reality, efforts to establish educational institutions that align with national education goals require directed and professional management. In this context, management is understood as a strategic process of optimizing and empowering all available resources, particularly within the Muslim community, through effective and organized cooperation. With proper management, existing potentials can be maximized to develop individuals who are not only intellectually intelligent but also possess noble character and are capable of contributing positively to the nation, state, and society.



Therefore, the implementation of optimal management becomes a fundamental necessity so that educational institutions can function dynamically, adaptively, and sustainably in facing various challenges of the modern era.

This is because the essence of management lies in its functions. In the field of management, George R. Terry's management functions are widely recognized and remain relevant for good reason. The management functions introduced by Terry—planning, organizing, actuating, and controlling—are highly suitable for implementation in educational institutions (Hasnida & Azhari, 2024). These functions provide systematic stages in managing educational institutions from beginning to end, enabling educational goals to be achieved effectively and efficiently when properly implemented.

Based on the explanation above, the author aims to analyze how the implementation of George R. Terry's management functions can improve the quality of educational institutions through a literature review of previous studies. The author seeks to understand the processes involved in achieving successful implementation of George R. Terry's management functions within educational institutions.

The discussion regarding the implementation of George R. Terry's management functions is important to understand and examine because it can serve as both a theoretical and practical reference, especially for educational institutions in Indonesia, as an effort to improve educational quality standards in accordance with educational objectives. For students, this study can also function as a learning medium to broaden insights and knowledge regarding the application of George R. Terry's management functions in educational institutions.

RESULTS AND DISCUSSION

Results

Based on the results of an in-depth analysis of ten articles that underwent a comprehensive literature review process, it was found that there is a consistent tendency for Islamic educational institutions to adopt the management functions proposed by George R. Terry as the foundation for institutional management. The implementation of this concept is not only intended to maintain institutional operational sustainability but is also directed toward improving educational quality, strengthening Islamic values, and achieving competitive and well-characterized graduates. This indicates that Islamic educational institutions are increasingly aware of the importance of systematic and professional management in facing the challenges of modern times.

More broadly, the implementation of these management functions includes four main stages, namely planning, organizing, actuating, and controlling. At the planning stage, institutions formulate educational goals aligned with Islamic values and societal needs. Organizing is carried out through the effective arrangement of human resources



and institutional structures. Furthermore, implementation is directed toward optimizing the learning process and student development through inspirational leadership. Meanwhile, controlling plays a role in ensuring that all activities run according to plan through continuous evaluation, thereby creating effective, adaptive, and quality-oriented governance in Islamic educational institutions.

The findings from the first reference indicate that every educational activity in madrasahs must be based on clear, directed, and realistic planning so that the predetermined goals can be achieved optimally. In addition, organizing must be carried out effectively and efficiently through good cooperation among all elements within the madrasah, enabling each individual to carry out their duties and responsibilities properly while also obtaining satisfaction in the implementation process. The actuating aspect emphasizes the importance of motivating all madrasah personnel to continuously improve the quality of their performance. Meanwhile, the controlling function is carried out continuously to ensure that all activities proceed according to the plans that have been prepared, while also serving as the basis for evaluation and improvement in enhancing educational quality within the madrasah (Mashar, 2021).

The findings from the second reference indicate that, within the context of Islamic educational institutions, the planning process is conducted through determining various strategic decisions, including establishing work programs, operational steps, time allocation, and budget planning arranged systematically and measurably. This planning is not only oriented toward administrative aspects but also considers Islamic values, students' needs, and societal demands, making the direction of madrasah development clearer, more focused, and more relevant to the objectives of Islamic education itself (Ma'ad, 2025).

Meanwhile, from the organizing perspective, activities are focused on implementing the prepared plans through the proportional distribution of duties and responsibilities according to each individual's competence. In Islamic educational institutions such as madrasahs, organizing also reflects the principles of cooperation (*ta'awun*) and trustworthiness (*amanah*), where every element—both educators and educational staff—actively participates in collaboratively implementing programs. Thus, the organizing process not only aims to achieve work efficiency but also to build synergy and collective commitment in realizing educational goals oriented toward academic quality and Islamic character formation.

The findings from the third reference indicate that in the actuating process within Islamic educational institutions such as madrasahs, communication plays a very important role in supporting organizational effectiveness. Good communication among institutional elements, including principals, teachers, educational staff, and other related parties, can create a conducive work atmosphere while also motivating all personnel

(Sa'id & Andamisari, 2025). This demonstrates that the success of program implementation is determined not only by careful planning but also by how messages, directions, and information are communicated clearly, openly, and continuously.

Furthermore, the intensity and quality of good communication are the main supporting factors in improving overall madrasah performance. Through forums such as regular meetings, deliberations, and other coordinative activities, processes of aligning perceptions, strengthening commitment, and conducting joint evaluations contribute to improving the quality of educational institutions. In the context of Islamic education, effective communication also reflects the values of brotherhood (*ukhuwah*), openness, and shared responsibility, ensuring that task implementation is not merely administrative but also driven by a spirit of togetherness in achieving quality and Islamic-character-based educational goals.

The findings from the fourth reference indicate that in the context of Islamic educational institutions, the controlling function is implemented through monitoring various ongoing activities with the aim of identifying deviations from the predetermined plans (Aswaruddin et al., 2024a). Through such supervision, the madrasah can determine appropriate, measurable, and professional corrective actions so that every mistake or inconsistency can be addressed effectively without disrupting the continuity of educational programs.

Furthermore, the evaluation process in this study does not only focus on assessing results but also includes continuous improvement efforts through preventive and repressive actions. Preventive actions are carried out to prevent future mistakes through guidance and system strengthening, while repressive actions are implemented as corrective measures against violations that have already occurred. From the perspective of Islamic educational institutions, such supervision also reflects the principles of responsibility (*amanah*) and continuous improvement (*islah*), enabling educational quality to improve systematically and sustainably.

The findings from the fifth reference indicate that in efforts to improve the quality of Islamic educational institutions, madrasah principals implement management functions systematically and integratively. At the planning stage, work programs are formulated along with the determination of human resources and policies that support institutional goals. This planning is not only technical and administrative but also directed toward strengthening the vision, mission, and development direction of the madrasah to become more structured and quality-oriented (Afkari et al., 2022). Furthermore, in the organizing function, the madrasah principal establishes a clear school organizational structure as the basis for distributing duties among teachers and educational staff according to their respective competencies. In the actuating stage, the principal acts as a role model by demonstrating good and calm work attitudes while also providing both moral and material

motivation, including giving rewards to outstanding teachers and involving educators in training and professional development activities. Meanwhile, in the controlling function, comprehensive evaluations are conducted on educational inputs, processes, and outputs, including human resources, organizational structures, work programs, and academic as well as non-academic achievements. This supervision is carried out periodically at the end of each semester and at the beginning or end of the academic year by involving related parties, thereby ensuring continuous and measurable improvement in madrasah quality.

The findings from the sixth reference indicate that in the context of Islamic educational institutions, the optimization of management functions is carried out in an integrated and continuous manner, starting from planning to evaluation. At the planning stage, institutions not only formulate program strategies administratively but also conduct needs analyses based on the real conditions of the madrasah, particularly by considering the quality and availability of human resources (Farid et al., 2025). This is important so that every designed program is not merely normative but realistic, measurable, and aligned with institutional capacity and the direction of improving the quality of Islamic education.

At the actuating stage, program effectiveness is highly determined by the quality of communication established among all elements of the madrasah. Effective and efficient communication becomes the main instrument in mobilizing human resources to work synergistically, purposefully, and with a shared understanding of organizational goals. Furthermore, the controlling function is not only understood as a monitoring activity but also as a systematic quality assurance mechanism carried out by teachers and related parties to ensure conformity between plans and implementation. Meanwhile, evaluation plays a more strategic role as the basis for institutional performance reflection, which includes analyzing achievements, identifying gaps between targets and realization, and determining data-based improvement measures. Thus, evaluation not only serves as the end of the management cycle but also as the starting point for sustainable improvement planning in enhancing the quality of Islamic educational institutions holistically and continuously.

The findings from the seventh reference indicate that in efforts to improve educational quality in Islamic educational institutions, the actuating function plays an important role through motivating all members of the madrasah community. This motivation is not merely understood as encouragement but as a strategic process to build awareness, willingness, and commitment among individuals in carrying out the duties and responsibilities entrusted to them according to their respective organizational roles (Awaludin et al., 2024).



Furthermore, providing motivation in the madrasah context aims to encourage all institutional elements to work more productively, discipline themselves, and orient their efforts toward achieving common goals. Effective motivation can create a conducive work environment, enhance the work spirit of educators and educational staff, and strengthen collective responsibility. In the perspective of Islamic education, this process also reflects the values of service (*khidmah*) and trustworthiness (*amanah*), so that performance improvement is driven not only by external factors but also by internal awareness to provide the best possible contribution in carrying out educational duties.

The findings from the eighth reference indicate that in efforts to improve the quality of Islamic educational institutions, the organizing function is not limited to structural task distribution but is also realized through strengthening the capacity of madrasah members. This is carried out by providing various forms of teacher competency training, including Subject Teacher Consultation activities (*Musyawarah Guru Mata Pelajaran / MGMP*) as a forum for professional development and improving learning quality (Khusnah, 2025). This effort reflects that organizing is directed toward building competent, adaptive, and sustainable human resources to support the achievement of educational quality.

Furthermore, in the actuating function, the madrasah principal plays a role in directing all school members by providing motivation so that they remain committed to the institution's vision, mission, and goals. In addition, the actuating process is characterized by two-way interpersonal communication, where reciprocal interaction occurs between leaders and madrasah members. This communication pattern not only strengthens coordination but also creates constructive dialogue in decision-making and problem-solving. Thus, actuating in this context functions not only as a mobilization process but also as a means of strengthening participatory and collaborative working relationships in improving the quality of Islamic education.

The findings from the ninth reference indicate that in the context of Islamic educational institutions, particularly madrasahs, the planning function is carried out through collaboratively determining goals and objectives together with stakeholders, such as principals, teachers, educational staff, and the community. This participatory approach emphasizes that the direction of madrasah development is not determined unilaterally but is built through mutual understanding so that the established goals become more relevant to environmental needs and can be implemented effectively (Al Huda, 2025).

Furthermore, in the organizing function, task distribution is carried out flexibly without establishing special teams, where the implementation of Public Relations Vice Principal duties is supported by the principal, teachers, and staff according to their respective capacities. At the actuating stage, the principal plays a role in providing motivation and direction to all madrasah members so they can perform their responsibilities optimally while also encouraging harmonious cooperation between the

madrasah and the community. Meanwhile, the evaluation function is carried out through supervision and control activities to identify program achievements, both completed and incomplete, thereby serving as the basis for continuous improvement and enhancement of madrasah performance.

The findings from the tenth reference indicate that in Islamic educational institutions, the planning function focuses on managing human resources, particularly educators and educational staff, so that they align with the needs and development direction of the madrasah. This process also involves the roles of the principal and vice principals as important elements in formulating institutional development strategies and policies, enabling every quality improvement program to be planned more systematically, measurably, and according to the real conditions of the madrasah (Alfarizi et al., 2024).

Furthermore, in the organizing function, the work structure is arranged in detail through clear job descriptions for each leadership element, including the principal and vice principals responsible for curriculum, student affairs, facilities and infrastructure, public relations, as well as the school secretary. The clarity of each vice principal's role functions to strengthen coordination, clarify workflow, and improve the effectiveness of madrasah program implementation. At the actuating stage, various human resource development efforts are carried out, such as training, task integration, and providing opportunities for educators to develop their interests and talents. Meanwhile, the controlling function is implemented through periodic monitoring and evaluation activities accompanied by compensation as a form of appreciation for performance, thereby increasing work motivation and institutional quality sustainably.

DISCUSSION

The results of the study on ten articles indicate that the implementation of management functions according to George R. Terry in Islamic educational institutions, particularly madrasahs, has been carried out systematically and interrelatedly among functions. These four functions do not stand independently; rather, they form a continuous managerial cycle aimed at improving educational quality. These findings confirm that madrasahs have adopted modern management principles while simultaneously internalizing Islamic values such as trustworthiness (*amanah*), responsibility, deliberation (*musyawarah*), and cooperation.

1. Planning

The planning function in Islamic educational institutions is a fundamental stage that determines the direction and success of the entire managerial process in madrasahs. Based on the analysis of various studies, planning is no longer understood merely as the preparation of administrative work programs but has developed into a strategic process involving a comprehensive analysis of institutional needs. In this context, madrasahs are

required to accurately understand both internal and external conditions so that every program designed truly addresses real needs and contributes to the continuous improvement of educational quality.

Research findings also show that planning in madrasahs is carried out through the establishment of educational goals that are not only oriented toward academic achievement but also integrate Islamic values such as morality (*akhlaq*), responsibility, and trustworthiness. The involvement of various stakeholders, including principals, vice principals, teachers, educational staff, and the community, forms an essential part of this process. This participatory approach strengthens policy legitimacy while creating a shared sense of ownership over the designed programs, making their implementation more effective and sustainable.

Theoretically, this aligns with Terry's view that planning is the basic process of determining organizational goals and identifying the best steps to achieve them efficiently and effectively (Terry, 2021). In the educational context, management experts such as Hidayat emphasize that effective planning must be realistic, flexible, and based on the actual needs of the school. Therefore, planning should not be purely idealistic but must consider the real conditions of the institution to ensure optimal implementation (Hidayat et al., 2025).

Furthermore, research findings indicate that planning in madrasahs also includes human resource management, institutional development strategies, time allocation, and measurable budgeting. These aspects demonstrate that planning has both technical and operational dimensions that are crucial in supporting program effectiveness. In line with this, experts such as Robbins and Coulter argue that effective planning should integrate organizational resources optimally to achieve goals efficiently and systematically (Aisyah et al., 2024).

Thus, it can be concluded that the planning function in Islamic educational institutions plays a strategic role as a roadmap directing all institutional activities. Effective planning not only ensures program organization but also builds harmony between the institution's vision, societal needs, and Islamic values. Therefore, the stronger the quality of planning implemented, the greater the opportunity for madrasahs to achieve superior, adaptive, and sustainable educational quality.

2. Organizing

The organizing function in madrasahs, based on various studies, represents a systematic effort to arrange human resources and institutional structures so that all organizational elements can work effectively and purposefully. Organizing is not merely interpreted as the formation of formal structures but also as the process of creating work mechanisms that ensure every educational program is implemented according to the roles and responsibilities of each individual within the institution.

The findings reveal that organizing in madrasahs is carried out through the establishment of a clear organizational structure, including the determination of job descriptions for principals, vice principals, teachers, and educational staff. The clarity of task distribution is an important factor in creating work effectiveness because it prevents overlapping authority and accelerates coordination processes among divisions. In practice, the roles of vice principals in curriculum, student affairs, facilities and infrastructure, and public relations become strategic elements that ensure every operational aspect of the madrasah runs in a balanced and controlled manner.

Theoretically, George R. Terry emphasizes that organizing is the process of determining, grouping, and arranging activities necessary to achieve organizational goals, including placing individuals in positions suited to their competencies (Terry, 2021). This view is reinforced by Siagian, who states that effective organizing must create a clear structure, harmonious working relationships, and efficient coordination channels so that organizational goals can be achieved optimally. Thus, organizing is not merely about structure but also about the orderliness of working relationships (Sariwardani et al., 2025).

Furthermore, research findings indicate that organizing in Islamic educational institutions is not only formal-structural in nature but also contains social and religious values such as *ta'awun* (cooperation), *amanah* (responsibility), and *ukhuwah* (brotherhood). These values strengthen organizational cohesion so that coordination does not solely depend on formal structures but also on the collective awareness of all madrasah members. In several findings, organizing remained effective even without formal team formations due to the synergy and shared commitment toward achieving educational goals.

Additionally, organizing also includes the development of human resource capacity through activities such as training, Subject Teacher Consultations (*Musyawah Guru Mata Pelajaran / MGMP*), and professional development programs for teachers. This demonstrates that organizing in the madrasah context focuses not only on task distribution but also on improving the quality of individuals within the organization. Therefore, organizing functions as a strategic instrument in building professional, adaptive, and quality-oriented Islamic educational institutions.

3. Actuating

The actuating function in madrasahs is the most dynamic stage in the management cycle because it directly relates to mobilizing all human resources to implement planned programs effectively. Based on various studies, the success of this stage is highly determined by the principal's ability to integrate leadership, communication, and motivation into a unified organizational mobilization strategy.

Without effective mobilization, good planning and organizing will not produce optimal impacts on educational quality improvement.

Research findings indicate that the madrasah principal plays a central role as a motivator, communicator, and role model for all madrasah members. In practice, motivation is provided through both moral and material approaches, such as rewards for teacher performance, competency improvement training, and opportunities for career and professional development. This motivation is not only external but also directed toward building intrinsic awareness so that educators possess a strong commitment to their duties and responsibilities. This finding is consistent with studies in Islamic educational management journals stating that high work motivation positively correlates with improved teacher performance and learning quality in madrasahs.

Theoretically, George R. Terry explains that actuating is the effort to encourage organizational members to work willingly and consciously to achieve predetermined goals (Terry, 2021). This view is strengthened by Hasibuan, who argues that the directing function is not limited to giving instructions but also includes influencing, guiding, and directing individual behavior through effective leadership and continuous motivation. Thus, actuating requires managerial abilities that are not only technical but also interpersonal and emotional (Cholid et al., 2024).

Moreover, communication is a key element in the success of actuating in madrasahs. Research findings show that effective, open, and two-way communication creates harmonious coordination among principals, teachers, educational staff, and the community. Forums such as routine meetings, deliberations, and discussions become important media for aligning perceptions, resolving problems, and strengthening collective commitment. In educational studies, effective organizational communication has been proven to enhance teamwork effectiveness and strengthen collaborative culture within educational institutions.

In the perspective of Islamic education, actuating is not merely understood as a managerial process but also as an activity rich in spiritual values. The concepts of *khidmah* (service) and *amanah* (trustworthiness) become the moral foundations in carrying out duties in madrasahs, so that individuals work not only based on structural orders but also on religious awareness in fulfilling educational responsibilities. Therefore, the actuating function in madrasahs is oriented not only toward achieving organizational targets but also toward developing Islamic character and sustainable work ethics.

4. Controlling

The controlling function in Islamic educational institutions is a crucial element in the management cycle because it serves as a control mechanism to ensure that all madrasah activities are conducted according to established plans. Based on various studies, controlling is no longer narrowly understood as inspection or fault-finding



activities but has developed into a comprehensive evaluation system covering performance assessment, quality assurance, and continuous improvement efforts. Thus, supervision becomes a strategic instrument in maintaining consistency between planning, implementation, and achieved outcomes.

Research findings indicate that supervision in madrasahs is conducted comprehensively on three main components: educational input, process, and output. Input includes aspects such as human resources, work programs, organizational structures, and the alignment of institutional vision, mission, and goals. The process includes learning implementation, teacher performance, and management effectiveness in running educational programs. Meanwhile, output includes students' achievements in both academic and non-academic aspects. This approach demonstrates that supervision is not only result-oriented but also concerned with the entire educational process comprehensively.

Theoretically, George R. Terry explains that controlling is the process of ensuring that activities are carried out according to established plans while making corrections when deviations are found (Terry, 2021). This opinion is reinforced by educational management experts such as Sondang P. Siagian, who states that effective supervision must include standard setting, performance measurement, and corrective actions. Therefore, controlling is not only reactive but also proactive in maintaining organizational performance quality (Aswaruddin et al., 2024b).

Furthermore, research findings show that supervision in madrasahs is carried out periodically, such as at the end of semesters or academic years, involving various related parties. In addition, there are two main approaches in its implementation: preventive supervision aimed at preventing mistakes from occurring initially, and repressive supervision aimed at correcting existing deviations. In several Islamic educational journals, this approach is considered effective in improving accountability and transparency in educational institution management while strengthening the culture of quality within madrasahs.

Moreover, evaluation becomes an integral part of the controlling function as a reflection of institutional performance. Evaluation not only assesses the level of program achievement but also identifies gaps between planning and implementation, serving as the basis for formulating future improvement strategies. In modern management perspectives, evaluation is regarded as part of the continuous improvement cycle, ensuring that educational institutions continue to develop in accordance with the demands of the times. Therefore, controlling and evaluating cannot be separated, as both form a comprehensive quality control system in madrasah management.

CONCLUSION

The implementation of management functions according to George R. Terry in Islamic educational institutions demonstrates that madrasahs have moved toward a more systematic, structured, and quality-oriented management pattern aimed at continuous improvement. The four management functions planning, organizing, actuating/directing, and controlling do not merely function as technical administrative stages, but have become an integrated system that drives all institutional activities. In the planning function, madrasahs no longer simply prepare work programs, but also conduct needs analyses, determine priorities, and involve stakeholders participatively, resulting in policies that are more relevant, realistic, and adaptive to the dynamics of educational needs. Meanwhile, organizing reflects the strengthening of institutional structures through clear task distribution and the optimization of the roles of principals and vice principals, which ensure effective coordination and work efficiency among all organizational elements.

At the actuating stage, management success is highly determined by the quality of leadership, communication, and motivation that are capable of mobilizing human resources actively and productively. The principal serves as the driving force who not only provides direction but also builds awareness, commitment, and a collaborative work culture within the madrasah environment. Meanwhile, the controlling function is no longer merely understood as monitoring deviations, but has developed into a quality assurance mechanism that includes comprehensive and continuous evaluation of educational inputs, processes, and outputs. The integration of these four functions forms a dynamic, adaptive management system rooted in Islamic values such as amanah (trustworthiness), musyawarah (deliberation), and responsibility, thereby not only improving institutional effectiveness but also strengthening the character and overall quality of Islamic education holistically.

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