Education Quality Control Strategies In Madrasah: A Theoretical And Practical Review

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Abstract
Quality implementation in madrasah still faces various challenges, such as inequality of quality between madrasah, weak monitoring systems, and limited resources. This research aims to analyze theoretical concepts regarding quality control of education and examine how it is applied in madrasah. Using the motto of literature research, this article examines the main literature related to education quality management, academic supervision, and quality improvement strategies in Islamic educational institutions. The results of the study show that effective quality control strategies in madrasah include quality planning based on the institution's vision-mission, the implementation of academic supervision to improve teacher professionalism, and data-based monitoring through digital systems such as e-Madrasah Work Plans and Budgets, Education Management Information System*, and the Ministry of Religion's Educator and Education Personnel Management Information System. On the other hand, challenges such as the administrative burden of teachers, resistance to change, and budget constraints are still major obstacles. Therefore, it is necessary to strengthen the managerial capacity of madrasah heads, integrate information technology in quality monitoring, and develop a teacher learning community as part of the madrasah quality culture.*

Keywords: Control Strategy; Quality Of Education; Madrasah.

INTRODUCTION

In the era of globalization, education faces increasingly complex challenges. An increasingly digitally and socially connected world requires educational institutions to produce human resources who not only master theoretical knowledge, but are also able to adapt to change, think critically, innovate, and be able to collaborate in a multicultural environment. Therefore, the need for competency-based quality education is a necessity. Education is no longer just oriented to the cognitive aspect, but must also integrate 21st century skills such as critical thinking, creativity, collaboration, and communication (Haryani et al, 2021).

In the scope of Islamic education in Indonesia, this challenge is getting tougher. Islamic education, including in madrasah, is required to not only produce intelligent academics, but also a generation with noble character and strong character, who are able to combine Islamic values with the needs of modern times (Taufik, 2020). The globalization of Islamic education encourages Islamic educational institutions to continue to improve their quality standards, in order to be able to compete at the national and global levels (Assegaf et al, 2022). This requires madrasah to develop an adaptive, innovative educational approach, while remaining rooted in moderate, tolerant, and inclusive Islamic values.

Madrasah as a formal educational institution under the auspices of the Ministry of Religion of the Republic of Indonesia plays a strategic role in shaping a generation of nations that excel in various fields. Madrasah is expected to be able to become a modern, professional, and high-quality model of Islamic education. Therefore, quality control of education in madrasah is a key factor that cannot be ignored. Quality control aims to ensure that all aspects of education from inputs, processes, to outputs run in accordance with national education standards and the principles of Islamic values *rahmatan lil 'alamin,* which are Islamic values that bring grace and peace to all nature (Neliwati et al, 2024).

Quality control of education in madrassas is not only limited to fulfilling administrative obligations such as accreditation, activity reports, or data filling, but is a structured and sustainable managerial process. This process includes quality planning, standard implementation, monitoring, evaluation, and follow-up of continuous improvement based on objective data and evidence (Indraswati & Widodo, 2021). With effective quality control, madrasah can ensure that all educational programs run as planned, meet the standards that have been set, and are able to respond to the dynamics of community needs and global changes.

Without a strong quality control system, madrassas are at risk of facing various problems, such as declining public trust, weakening of graduate competence, and failure of madrassas in forming a generation that is able to play an active role in nation building. Therefore, in the current era, quality control of education in madrassas is not only important, but also urgent to continue to be developed systematically and professionally.

However, various problems still color the implementation of the quality of education in madrasah. Although various development efforts have been made, the reality on the ground shows that there is a quality disparity between madrasah, both in terms of academic achievement, learning management, and student character development. A study conducted by Jahudin et al (2025) revealed that the disparity in quality between madrasah is often caused by differences in leadership, commitment of educators, infrastructure, and support from the surrounding community. This inequality has an impact on the uneven quality of madrasah education output at the national level.

In addition, weaknesses in the quality monitoring and evaluation system are another inhibiting factor. Based on a report by the Research and Development and Training Agency of the Ministry of Religion of the Republic of Indonesia (2019), many madrasah still carry out academic supervision and quality control administratively, without accompanied by evidence-based performance evaluation and continuous improvement follow-up. This evaluation process that is not fully data-based causes various potential problems to not be detected early, so quality improvement interventions are often not on target.

Limitations in the use of information technology are also a serious challenge in quality control in madrasah. Although several digital applications such as e-Rapor, e-RKAM, and madrasah management systems have been introduced, not all madrasah are able to optimize them effectively. Obstacles such as low digital literacy of teachers and limited internet infrastructure in several regions cause the implementation of digitalization of quality control to run unevenly (Hikmah et al, 2024).

On the other hand, resistance to innovation, especially in the implementation of new curriculums such as the Independent Curriculum, is also an obstacle to improving the quality of education. Some teachers still show a tendency to maintain traditional teacher-centered learning patterns and are less adaptive to competency-based learning approaches that emphasize student creativity and independence (Firmansyah & Jiwandono, 2022). Age factors, comfort zones, and lack of intensive training are the main causes of this resistance. No less important, the limitation of human resources in the aspect of professional development is also a challenge. The training and development programs available often do not cover all teachers on an ongoing basis (Meilana et al, 2024). This can hinder systematic teacher capacity building, and have an impact on improving quality that is not optimal.

Based on the description of the various paragraphs above, this study aims to analyze theoretical concepts regarding quality control of education and examine how it is applied in madrasah. This research can contribute to formulating a more effective, adaptive, and contextual quality control strategy for the development of Islamic educational institutions in Indonesia.

RESEARCH METHODS

This study uses a literature research method. The literature research method is research that is carried out by utilizing relevant and reliable literature sources to review, compare, and analyze various theories and findings of previous research (Zed, 2008). This method is used by the researcher because the main purpose of the paper is to discuss the concept and implementation of education quality control strategies in Madrasah based on existing theories and practices. With literature research, researchers can draw comprehensive conclusions from various academic perspectives, government regulations, and field practice reports.

The data sources in this study come from various literature, in the form of academic books on education quality management, national and international scientific journals, research reports, official government regulations such as regulations of the minister of religion on madrasah education, as well as from various other trusted sources related to the research theme. The data used must meet the criteria of actuality, credibility, relevance, and academic validity. Some of the main sources include: (1) Books on the theory of total quality management in education. (2) Studies and reports on the evaluation of the quality of madrasah education from the Research and Training Agency of the Ministry of Religion. (3) Journal articles on the development of the quality of Islamic education in the era of globalization. (4) National regulations such as national education standards and quality-based madrasah policies.

The data collection technique was carried out through systematic literature search. This process includes: (1) Identification of literature: searching for literature sources through academic databases such as Google Scholar, Garuda, Scopus, and accredited national journal portals (Sinta). (2) Literature selection: selecting literature that is most relevant to the theme of quality control of education in madrasah. (3) Review and record: reading, recording, and grouping important information based on theoretical categories, basic concepts, supporting and inhibiting factors, and implementation practices. (4) Synthesis of literature: integrating findings from various sources for critical analysis. This method is in line with the opinion of Riduwan (2018) who states that in literature research, the success of research depends heavily on precision in selecting and synthesizing reference materials that are in accordance with the focus of the problem or goal.

RESULT AND DISCUSSION

A. The Concept of Education Quality

The quality of education is a key factor in determining the success of an educational institution. According to Deming (1986), quality is everything that meets the needs and expectations of customers (in the context of education, customers can be students, parents, society, and the state). In education, quality is not only measured by the final result, but by the entire process that takes place. Juran (1992) defines quality as fitness for use, which in education means the ability of the education system to produce graduates in accordance with social, economic, and cultural demands. Meanwhile, the Ministry of National Education (2003) explained that the quality of education is the level of conformity between the implementation of education and the National Education Standards that have been set. The Ministry of Religion (2020) added that in madrasah education, the quality of education includes the academic dimensions, religiosity, character, and social concern. The characteristics of quality education in general include four main components:

1. Input: includes human resources (teachers, students), facilities and infrastructure, and curriculum.

2. Process: includes learning processes, classroom management, and academic interactions.
3. Output: direct outcomes such as students' academic grades, skills, and attitudes.
4. Outcome: long-term impact in the form of the competitiveness of graduates in society and their contribution to national development (Sallis, 2002).

B. Theory of Education Quality Control

Quality control of education is a systematic effort to maintain and improve quality in all aspects of education implementation. The basic principles of quality control are widely adopted from the concept of Total Quality Management (TQM) introduced by Deming, Juran, and Crosby. TQM in education means the involvement of all elements of the institution collectively to improve quality in a sustainable manner (Goetsch & Davis, 2013). In the framework of continuous improvement, education must continue to innovate in curriculum, learning methods, assessments, and academic services to answer the challenges of the times (Ishikawa, 1985). Continuous improvement encourages educational institutions not to be quickly satisfied with existing results, but always look for ways to be better. An education quality control strategy typically includes three main stages:

1. Quality planning: setting standards, success indicators, and operational procedures.
2. Process supervision: conducting regular monitoring of the implementation of educational programs.
3. Outcome evaluation: assessing the achievement of learning outcomes and their impact on institutional goals.

C. Quality Control Model in Educational Institutions

Several quality control models have been applied in educational institutions, one of which is the PDCA (Plan-Do-Check-Act) Model introduced by Deming (1986).

1. Plan: plan activities based on needs and quality standards.
2. Do: implement the plan in the educational process.
3. Check: monitor and evaluate whether the implementation is going according to plan.
4. Act: make improvements based on the results of the evaluation for the next cycle.

The PDCA model encourages education to focus not only on results, but also on continuous improvement in processes and systems. In addition, in the management of madrasah, there is a supervision model that is differentiated into:

1. Academic supervision, which is supervision of the implementation of curriculum, learning, and assessment, which aims to improve teacher professionalism and learning quality (Sergiovanni, 1987).
2. Managerial supervision, namely supervision of administrative, financial, infrastructure, and institutional relations with the community. Managerial supervision supports the creation of effective, efficient, and accountable governance of educational institutions (Mulyasa, 2007).

The combination of the PDCA model, academic supervision, and managerial is an important foundation in building a solid quality control system in madrasah.

D. Quality Control Strategy in Madrasah

1. Quality Planning

Quality planning is a very crucial first step in the strategy of quality control of education in madrasah. According to Juran (1992), quality planning is a systematic process of setting quality goals, identifying customer needs (in this case students, parents, society, and government), and designing processes and systems to meet these needs. One of the important aspects of quality planning in madrassas is the preparation of the vision and mission of quality-based institutions. The vision must reflect the institution's great ideals to produce graduates who excel academically, religiously, with character, and are able to compete globally. The mission then becomes an operational plan to realize this vision in the form of concrete programs,

activities, and policies. A quality-based vision and mission need to pay attention to three key elements:

a. Academic competence: graduates must master knowledge according to the national curriculum.
b. Islamic competence: graduates understand and practice moderate Islamic values.
c. 21st century competencies: graduates have critical thinking, creativity, communication, and collaboration skills (Trilling & Fadel. 2009).

Furthermore, quality planning in madrasah is directed at the achievement of national education standards as stipulated in Government Regulation Number 19 of 2005 concerning National Education Standards, which includes:

a. Content standards
b. Process standards
c. Graduate competency standards
d. Standards for educators and education personnel
e. Facilities and infrastructure standards
f. Management standards
g. Financing standards
h. Education assessment standards (Permendiknas, 2005).

In addition to national standards of education, madrasah also set special standards for madrasah that strengthen Islamic identity and the superiority of local characteristics, such as religious standards (understanding of the Qur'an, hadith, fiqh) and the development of noble morals. This special standard is a form of adaptation of Islamic values *rahmatan lil 'alamin* in the national education system (Ministry of Religious Affairs, 2020). In practice, this quality planning is outlined in the Madrasah Work Plan and Budget, Medium-Term Work Plan, and Madrasah Strategic Plan. Each of these plans must be based on data from the results of the Madrasah Self-Evaluation and prepared in a participatory manner by all stakeholders, ranging from the head of the madrasah, teachers, madrasah committees, to parents of students.

This data-based quality planning is in line with the principle of evidence-based management, namely educational decision-making based on objective data to increase the accountability and effectiveness of educational programs (Sallis, 2002). Thus, quality planning is not only about meeting formal regulations, but also about the commitment of madrasah to continue to move towards sustainable quality improvement, oriented to the needs of students, and in accordance with global developments.

2. Quality Implementation

After quality planning is systematically designed, the next stage is quality implementation, which is implementing various strategies to ensure the achievement of the standards that have been set. The implementation of quality in madrasah includes academic supervision, teacher professionalism development, and character-based curriculum innovation and religious moderation.

a. Implementation of academic supervision

Academic supervision is one of the main instruments in maintaining and improving the quality of the learning process in madrasah. According to Glickman, Gordon, and Ross-Gordon (2001), academic supervision is professional assistance provided to teachers to improve pedagogic competence, material substance, and classroom management. In madrasah, academic supervision is carried out through classroom visits, learning observations, reflective discussions, and providing constructive feedback. The head of the madrasah and supervisor of the supervisor have a central role in designing a sustainable academic supervision program and focusing on improving the quality of the teaching and learning process. This supervision is not solely evaluative, but more of a coaching and empowerment of teachers.

b. Teacher professional development

The quality of education in madrasah is highly determined by the quality of the teachers. Therefore, the development of teacher professionalism is an important pillar in the implementation of quality. Teachers must be encouraged to continue to improve their pedagogical, professional, social, and personality competencies as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers. The development of teacher professionalism is carried out through various programs, such as:

1) Competency-based training (pedagogic workshops and subject content).
2) Teachers' collective activities (Subject Teacher Deliberation).
3) Certification and continuing education.
4) Involvement in classroom action research as an effort to reflect on teaching practice.

Teacher professional development must be carried out effectively, based on real needs in the classroom, relevant to contemporary learning challenges, and have a direct impact on improving student learning outcomes.

c. Curriculum innovation and character-based learning and religious moderation

In facing the challenges of globalization and socio-religious dynamics in Indonesia, madrasah need to innovate curriculum and learning. This innovation aims to integrate the values of the nation's character and the principle of religious moderation in every subject. Educational innovation must be rooted in the need to form Indonesian people who have faith, piety, knowledge, and noble character. Therefore, madrassas must develop learning that is not only based on academic knowledge, but also instills the values of tolerance, justice, mutual respect, and love of peace. Innovation programs can include:

1) Integration of the theme of religious moderation in the subject.
2) The application of active, contextual, and collaborative learning models.
3) Development of internal madrasah curriculum such as the "Child-Friendly Madrasah," "Qur'anic Literacy Madrasah," or "Madrasah Moderation" program.

The Ministry of Religious Affairs has also encouraged madrassas to strengthen moderation-based character education through a comprehensive Islamic value-based madrasah revitalization policy (Ministry of Religious Affairs, 2019). With consistent quality implementation through academic supervision, teacher professionalism development, and value-based curriculum innovation, madrasah are able to actualize their strategic role as the vanguard in producing an intelligent, characterful, and moderate generation of the nation.

3. Quality Evaluation and Monitoring

After the quality planning and implementation stage is carried out, the next process is **quality evaluation and monitoring**. Evaluation and monitoring aim to measure the extent to which the planned quality standards have been achieved and to identify aspects that need improvement. In madrasah, quality evaluation includes teacher and student performance assessment, while quality monitoring is supported by a data-based digital system.

a. Teacher and student Performance Assessment

Teacher performance assessment is a strategic instrument in controlling the quality of learning. Based on Permendiknas No. 35 of 2010, teacher performance assessment aims to assess teachers' pedagogical, professional, social, and personality competencies on an ongoing basis. In the madrasah environment, the implementation of teacher performance assessments is adjusted to regulations from the Ministry of Religion through the Ministry of Religion's Educator and Education Personnel Management Information System. In addition, to assess the quality of student learning outcomes, the Ministry of Religion developed **the Indonesian Madrasah Competency Assessment**, which is an evaluation based on reading literacy, numeracy literacy, science literacy, and socio-cultural literacy (Ministry of Religion, 2020). **The Indonesian Madrasah Competency Assessment** aims to measure students' essential competencies, not just memorize materials, so that it is more relevant to the needs of the 21st century.

The quality of madrasah is also monitored through **the Madrasah Education Report,** which presents an analysis of the institution's performance based on the results **of the Indonesian Madrasah Competency Assessment,** Madrasah Exam, and other indicators. This Education Report Card is the basis for designing a quality improvement program at the education unit level (Pusdatin Kemenag, 2022).

b. Digital data-driven monitoring

In the era of digital transformation, quality monitoring in madrassas is supported by various information technology platforms. This monitoring system aims to integrate planning, implementation, and evaluation data in one madrasah education data ecosystem. Some of the digital-based monitoring systems used include:

1) *e-Madrasah Work Plan and Budget*: A system that manages the planning and use of the madrasah budget in a transparent and output-based manner (Directorate of Madrasah GTK, 2021). With the *e-Madrasah Work Plan and Budget*, madrasah are required to develop work programs that are directly related to the achievement of quality education.

2) *Education Management Information System*: A national database for all educational institutions under the Ministry of Religion, which includes data on students, teachers, facilities, and educational programs (Ministry of Religion, 2021).

3) *Educator and Education Personnel Management Information System*: A system that manages madrasah teacher staffing data, including competencies, certifications, training, and teacher competency assessment results.

The use of this digital system accelerates the data analysis process, increases transparency, and allows for more accurate and real-time evidence-based monitoring (Aristya et al, 2023). Thus, quality evaluation and monitoring is no longer manual or subjective, but rather integrated data-based that supports more effective decision-making. The implementation of performance evaluation and digital monitoring in madrasah is a vital component to ensure the sustainability of an adaptive and sustainable quality control cycle in facing the challenges of educational globalization.

E. Supporting and inhibiting factors

1. Supporting factors

In an effort to control the quality of education in madrasah, there are a number of internal and external factors that act as driving forces. These factors help ensure that the implementation of the quality strategy is effective and sustainable. Here's the review below:

1. Transformational leadership to madrassas

The leadership of madrasah heads is one of the keys to success in quality control. The transformational leadership style, which inspires, motivates, and empowers all elements of the madrasah to achieve a common vision, has proven to be effective in improving the performance of educational institutions (Buchori et al, 2024). Transformational madrasah heads not only direct, but also able to become agents of change that encourage curriculum innovation, teacher quality improvement, and habituation of quality culture in the madrasah environment. Within the scope of madrasah, madrasah heads are required not only to have managerial skills, but also high Islamic integrity so that they can combine professional values and religious values. This strong and visionary leadership is the main driving force in encouraging the implementation of quality improvement programs consistently and progressively.

2. Collaborative work culture

In addition to leadership, a collaborative work culture in the madrasah environment is also an important factor in supporting quality control (Iswati et al, 2023). Collaborative culture is reflected in open communication, sharing of good practices between teachers, and cooperation in curriculum development teams or academic supervision. In a collaborative culture, teachers do not work individually, but rather support each other in improving the quality of learning and overcoming challenges together.

3. Regulatory support from the Ministry of Religion

External factors that also support are the existence of regulations and policies from the Ministry of Religion that encourage systematic improvement of the quality of madrasah. Some of the important regulations that are the basis include:

1) **Regulation of the Minister of Religion No. 90 of 2013** concerning the Implementation of Madrasah Education.
2) **The 2020-2024 Madrasah Development Master Plan** emphasizes quality improvement based on national standards of education and madrasah excellence (Ministry of Religion, 2020).

In addition, programs such as **Madrasah Reform** in collaboration with the World Bank also provide financial support, training, and technology-based management systems to accelerate quality improvement (Bank, 2020). This regulatory support creates a clear framework and provides the necessary resources, so that madrasah can focus more on designing and implementing quality control programs

2. Inhibiting Factors

Although various quality control efforts in madrassas have been carried out, there are still a number of factors that are obstacles in achieving optimal quality of education. These factors are structural as well as cultural, which need to be identified in order to find effective solutions.

a. Heavy administrative burden of teachers

One of the main obstacles that teachers often complain about is the high administrative burden. Teachers in madrasah, in addition to teaching, are also required to fulfill various administrative reports such as the preparation of Learning Implementation Plans, activity reports, filling in data in *the Educator and Education Personnel Management Information System*, to reporting madrasah programs based on e-Work *Plans and Madrasah* Budgets. This excessive administrative burden reduces teachers' time to focus on learning preparation and professional development (Sagala, 2017). Research conducted by the Ministry of Religion's Research and Development and Training Agency (2019) also shows that disproportionate administrative burdens have an impact on the low effectiveness of teaching in the classroom. This is of course a big obstacle in efforts to improve the quality of learning in madrasah.

b. Resistance to curriculum and technological changes

Another factor that is an obstacle is resistance to change, both in the implementation of the new curriculum and the integration of information technology in the educational process. Some teachers and education staff feel reluctant or less ready to adopt digital technology-based learning innovations or change in learning paradigms that are more competency-based and character-based (Khasanah, 2023). This resistance can be caused by a lack of training, a lack of understanding of the benefits of change, or anxiety about changing their professional role. Without sufficient mental readiness and support, the changes needed to improve the quality of education will be difficult to implement effectively.

c. Limited budget for sustainable professional development

The sustainable development of the professionalism of teachers and education personnel is one of the main requirements in controlling the quality of education. However, in many cases, madrassas face budget constraints to support programs such as training, workshops, seminars, or additional certifications (Fitria & Slamet, 2024). According to the Ministry of Religious Affairs (2020), many state madrasah, especially in the regions, still depend on the allocation of madrasah operational cost funds which are limited in number and must be divided for various other operational purposes. As a result, human resource capacity development programs often cannot be implemented optimally, which has an impact on the slow improvement of teacher competence and the overall quality of education.

F. Practical Implications

Based on the results of theoretical analysis and study of education quality control strategies in madrasah, there are several practical implications that need to be considered to increase the effectiveness of quality control in a sustainable manner.

1. The need for quality management training for madrasah leaders

Madrasah heads have a key role in determining the direction and success of quality control in educational units. Therefore, it is necessary to hold comprehensive education quality management training for madrasah leaders. This training includes strategic planning, academic supervision, human resource management, and the use of data-based quality evaluation instruments. Madrasah heads who have good managerial competence are able to be the driving force in creating a culture of quality in their institutions (Anwar et al, 2023). Regular and continuous training will strengthen the transformational leadership capacity that is urgently needed in the era of education globalization.

2. Integration of Technology in Quality Monitoring

In order to increase the effectiveness of quality monitoring and evaluation, information technology integration is a primary need. The use of digital systems such as electronic-based e-Madrasah Work Plans and Budgets, Education Management Information System, and the Ministry of Religion's Educator and Education Personnel Management Information System can accelerate the process of data collection, analysis, and evidence-based decision-making. Therefore, the integration of technology in the world of education is not only for learning, but also in managerial aspects, including quality control. With a digital-based monitoring system, madrasah heads and madrasah supervisors can more easily map strengths and weaknesses and design more targeted and faster quality interventions.

3. Strengthening quality culture based on teacher learning community

A culture of quality cannot be built through top-down instruction alone; Active involvement of all elements of the madrasah is required, especially teachers. One effective strategy is to build a professional learning community in the madrasah environment. This community is a vehicle for teachers to share best practices, conduct collective reflection, and support the development of sustainable professionalism (Hord, 2004). The professional learning community encourages the creation of a collaborative culture where learning innovation, evaluation of teaching practices, and quality improvement are part of the daily life of the madrasah. In the madrasah environment, the teacher's learning community is also a means to strengthen the values of religious moderation and Islamic character, in line with the vision of madrasah education.

CONCLUSION

Based on the theoretical description and the results of the study above, it can be concluded that the education quality control strategy in madrassas must be based on modern quality management principles, such as total quality management and continuous improvement approaches. The quality of education cannot be achieved instantly, but through a continuous process that involves clear quality planning, consistent implementation, and data-based evaluation and reflection. The successful implementation of quality control strategies in madrasah is highly dependent on the transformational leadership strength of madrasah heads, a collaborative work culture between educators, and systemic support from regulations and facilities provided by the Ministry of Religion. Without synergy between these factors, quality control efforts risk stagnating or even regressing. Thus, quality control of education in madrassas is not only an administrative issue, but a comprehensive effort to build a quality culture based on Islamic education values that is adaptive to global challenges.

Based on the above conclusions, there are several strategic suggestions that can be implemented:

1. Madrasah Needs to Develop a Data-Based Quality Roadmap

Each madrasah should develop an education quality roadmap based on evaluation data such as Madrasah Education Report Cards, the results of the Indonesian Madrasah Competency Assessment, and monitoring *e-Madrasah Work Plans and* Budgets. This roadmap will be a systematic guide to designing short-, medium- and long-term quality improvement programs.

2. The Government Needs to Expand the Madrasah Human Resources Strengthening Program Based on Academic Supervision

The Ministry of Religious Affairs is advised to increase the scale and intensity of training programs for madrasah heads, teachers, and supervisors based on modern academic supervision. This program must not only focus on the administrative aspect, but also strengthen pedagogy, curriculum innovation, use of educational technology, and sustainable development of students' character.

These efforts are expected to strengthen the competitiveness of madrasah at the national and global levels, as well as strengthen the role of madrasah as educational institutions that combine academic excellence and moderate and inclusive Islamic values.

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