Integrated Islamic School Management: Leaders' Policies and Stakeholders' Responses

Ulvi Khusnul Afifa
Sekolah Dasar Muhammadiyah Terpadu, Jl. Jagadan No 14, Ronowijayan, Siman, Ponorogo, East Java, Indonesia
ulvikhusnulafifa@gmail.com

ABSTRACT: *This research aims to explore the principal's policy as a leader at SDMT Ponorogo. In this research, the author used a qualitative method. The researcher obtained data from observations and interviews conducted at SDMT Ponorogo. In addition, the researcher also used the library research method, which involves analysing and utilising written literature such as books, scientific journals, and newspapers as the main sources. Amidst globalisation and the challenges of modern education, school leaders play a key role in formulating policies that accommodate Islamic values and meet contemporary educational needs. SDMT Ponorogo implements an upgrading program, where existing programs are reworked and improved to achieve the school's vision and mission and enhance its quality. This includes various aspects, such as curriculum development, improvement of physical facilities, teacher training, utilisation of educational technology, and so on. SDMT leaders regularly measure and evaluate the success of the upgrading program through a series of planned and structured steps. One approach is through a co-movement process, where all stakeholders, including school staff, students, parents and the local community, are actively involved in monitoring and evaluating program implementation. This process allows for broad engagement and collective awareness of the program's objectives. The results showed that the involvement of all stakeholders in this process significantly improved the program's quality. The conclusion of this study is the importance of the collaborative role in education management to ensure the sustainability and relevance of the implemented program.*

Penelitian ini bertujuan untuk mengeksplorasi kebijakan kepala sekolah sebagai pemimpin di SDMT Ponorogo. Dalam penelitian ini, penulis menggunakan metode kualitatif. Peneliti memperoleh data dari hasil observasi dan wawancara yang dilakukan di SDMT Ponorogo. Selain itu, peneliti juga menggunakan metode penelitian kepustakaan (library research) yaitu dengan menganalisis dan memanfaatkan literatur-literatur tertulis seperti buku, jurnal ilmiah, dan koran sebagai sumber utama. Di tengah arus globalisasi dan tantangan pendidikan modern, pemimpin sekolah memainkan peran kunci dalam merumuskan kebijakan yang mengakomodasi nilai-nilai Islam dan memenuhi kebutuhan pendidikan kontemporer. SDMT Ponorogo mengimplementasikan program peningkatan, di mana program-program yang ada dikerjakan ulang dan ditingkatkan untuk mencapai visi dan misi sekolah dan meningkatkan kualitasnya. Hal ini mencakup berbagai aspek,

orcid id: https://orcid.org/0009-0000-0564-8875

DOI: https://doi.org/10.35723/scis.v1i1.10

seperti pengembangan kurikulum, peningkatan fasilitas fisik, pelatihan guru, pemanfaatan teknologi pendidikan, dan sebagainya. Cara para pemimpin SDMT mengukur dan mengevaluasi keberhasilan program peningkatan kualitas secara berkala melibatkan serangkaian langkah yang terencana dan terstruktur. Salah satu pendekatan yang digunakan adalah melalui proses gerakan bersama, di mana semua pemangku kepentingan, termasuk staf sekolah, siswa, orang tua, dan masyarakat setempat, secara aktif terlibat dalam memantau dan mengevaluasi pelaksanaan program. Proses ini memungkinkan adanya keterlibatan yang luas dan kesadaran kolektif akan tujuan program. Hasil penelitian menunjukkan bahwa keterlibatan semua pemangku kepentingan dalam proses ini secara signifikan meningkatkan kualitas program. Kesimpulan dari penelitian ini adalah pentingnya peran kolaboratif dalam manajemen pendidikan untuk memastikan keberlanjutan dan relevansi program yang dilaksanakan.

Keywords: *School management, Leaders' policies, Stakeholders' welcome.*

***Received:** October 21, 2025; **Revised:** November 28, 2025; **Accepted:** January 19, 2026*

I. INTRODUCTION

Education plays a very important role and is also a crucial asset, especially for countries that are in the process of development. Through education, we can form a personality that will positively impact the future. Education also aims to develop individual potential and improve the quality of life and human dignity to achieve national goals (Adiyono & Rohimah, 2021). As stated in the Preamble of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II Articles 2 and 3 states that: (a) Article 2 affirms that National Education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. (b) Article 3 explains that National Education aims to develop student's potential so that they become individuals who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens.

In the era of globalisation, education is a crucial factor in optimising individual potential and building a quality society (Tarigan et al., 2024). As part of the national education system, integrated Islamic schools have a significant role in organising a comprehensive education that includes religious and academic dimensions. The success of an institution or organisation depends heavily on leadership. Leadership involves influencing to set organisational goals, improving the group and its culture, and motivating members to achieve the goals as set (Sirait et al., 2024). Leaders play an important role in realising the goals to be achieved, especially if the system implemented runs smoothly. Therefore, the role of a leader in an organisation is vital because a leader is the main key to the success of the institution or organisation.

Leadership is the process of influencing individuals or groups to achieve certain goals in specific situations. This shows that leadership involves a person's efforts to influence and direct other individuals or groups in the organisation in order to achieve previously set goals (Suharti et al., 2024). Leadership plays a crucial role in organisational life, where a leader acts as a regulator of the collaboration between leaders, individuals, and groups. In educational institutions led by principals, the participative (democratic)

DOI: https://doi.org/10.35723/scis.v1i1.10

leadership style is considered the most effective. This leadership style encourages member participation while retaining the final say in decision-making. It allows each group member to be actively involved in the process, which can increase motivation and creativity in conveying aspirations, ideas, opinions, suggestions and ideas as a contribution to achieving organisational goals.

Every educational institution needs innovative leaders to guide its members towards a peaceful and happy life and improve their quality of life (Syakhrani, 2024). Leaders with high education are needed to achieve this, especially school principals. Leadership in the context of education includes a series of activities to manage physical resources effectively and efficiently to achieve the goals of educational organisations. The role of educational leadership is to implement educational procedures and policies to achieve school efficiency (Latifah et al., 2024).

As managers, principals must have four key competencies in organisational management, as expressed by Purbayatri (2009): the ability to plan, organise resources, implement activities, and control and evaluate. In addition, the role of an educational leader, from the view of a principal, is to act as a consultant for teaching staff, assist in solving problems, and improve the ability of staff to work together and think collectively (Permatasari et al., 2023). Principals, as leaders, must also be able to motivate their staff to carry out their duties effectively and with full awareness of school goals. Thus, the principal is a manager who manages school operations and a leader who can inspire and mobilise staff towards achieving the desired educational goals (Syarifah & Hasanah, 2020).

Effective leaders in a school significantly impact the quality of education in that environment. This concept is affirmed by Sudarmanto, who states that the performance and achievement of an institution are determined by its qualified leadership. The quality and achievement of educational goals are influenced by the abilities and policies leaders implement in carrying out their duties at school. In this context, Wahjosumidjo emphasises that leaders with high expectations of teaching staff and students are considered leaders who deeply understand their responsibilities. This reflects the importance of the leadership role in improving the quality of education and creating a conducive learning environment, which positively impacts the school's overall success (Muslim et al., 2020).

Principals are responsible for coordinating various efforts to ensure the quality of teacher performance. Leaders must have sufficient leadership skills to improve teacher performance and achieve high standards of professionalism. This can be achieved by creating a work environment that supports and enables teachers to change their behaviour and attitudes to suit educational goals. Leader policies and stakeholder responses have a very important role in shaping the direction and success of an organisation or institution, including in the context of educational institutions. As the prime movers in an institution, leaders are responsible for making strategic and effective policies to achieve the set goals.

Policies made by leaders have a central role in determining the direction and quality of an organisation or institution. In the context of education, school leaders' policies become an important foundation in guiding the educational process, organising resources and achieving the desired educational goals. However, the success of a policy depends not only on its formulation but also on the response and participation of the stakeholders involved.

DOI: https://doi.org/10.35723/scis.v1i1.10

Stakeholders in the context of educational institutions include various parties, such as teachers, administrative staff, students, parents, and the surrounding community (Kartika & Sirozi, 2024). They have various interests in the education process and its results. Therefore, the response and welcome given by stakeholders to policies implemented by leaders is very important in determining the success and impact of these policies.

Meanwhile, stakeholder responses, including teachers, staff, students, parents, and the surrounding community, play a key role in supporting and implementing the policy. They have diverse interests in education quality, safety, welfare and other academic goals. Education is central to shaping character and providing a solid foundation for individual and societal development. In Indonesia's education context, Integrated Islamic Schools have become one of the increasingly desirable alternatives as educational institutions that harmonise academic learning with Islamic religious values (Sugihartono et al., 2021).

Integrated Islamic education in Indonesia has become a significant alternative in the world of education. In this context, Integrated Islamic Schools have received considerable attention as educational institutions that combine Islamic religious teachings with a quality academic curriculum. This phenomenon reflects the demand for holistic and value-based education and a response to social dynamics and the community's need for more inclusive education. The management of integrated Islamic schools is crucial in ensuring the achievement of the desired vision and mission of education and improving the overall quality of education. Descriptively, Islamic school management involves a series of activities, including planning, organising, implementing, and supervising various aspects of school activities.

Planning in Integrated Islamic School management includes the preparation of a curriculum that integrates general education with Islamic values, selecting learning methods that are in accordance with Islamic principles, and developing extracurricular programs that support Islamic character-building for students. Organising involves structuring an effective school organisational structure, empowering human resources in the educational and religious fields, and managing facilities and infrastructure that support the learning process and school activities.

The implementation of Integrated Islamic School management includes the implementation of the designed curriculum, coaching students in academic and religious aspects, and organising extracurricular activities that develop students' potential holistically. Supervision is an important stage in ensuring that all school activities run according to predetermined standards, both in terms of academics and religion. This includes evaluating the performance of students and teachers, monitoring the learning process, and assessing the effectiveness of school programs. In its overall management, the Integrated Islamic School aims to build a comprehensive educational atmosphere based on Islamic values and be able to produce a superior generation that is highly competitive in the era of globalisation.

Integrated Islamic Schools in Indonesia have become a desirable alternative for many parents, as they offer holistic education by integrating Islamic values into the academic curriculum. One example of an integrated Islamic school that is the focus of research is SDMT Ponorogo. Research on the management of SDMT Ponorogo not only looks at the internal side of the school but also considers the important role of school leaders as

DOI: https://doi.org/10.35723/scis.v1i1.10

well as the response of various parties interested in the school, referred to as stakeholders.

One of the prominent Integrated Islamic Schools is SDMT Ponorogo. As part of an integrated Islamic education network, SDMT Ponorogo has a strategic role in shaping the character and intelligence of the young generation, as well as in realising the vision of quality and inclusive national education. However, the success of an integrated Islamic school such as SDMT Ponorogo is determined not only by its physical facilities and curriculum but also by the policies and management implemented by the school leader.

The leader of SDMT Ponorogo has a very important role in managing and developing the school. Leaders are responsible for administrative aspects and formulating the vision and mission of education, developing a relevant curriculum, motivating staff, and leading students towards optimal achievement. Therefore, research on the policies of school leaders at SDMT Ponorogo becomes very relevant in understanding the dynamics of integrated Islamic School management at the local level.

School leaders have a strategic role in managing SDMT Ponorogo. The policies implemented by school leaders cover academic, administrative, financial and institutional aspects. These policies can affect the quality of education, student and parent satisfaction, and the school's image in the eyes of the community. Therefore, research on school leaders' policies at SDMT Ponorogo is important to understand the dynamics of integrated Islamic school management.

In addition, it is also important to understand the stakeholders' response to the management of SDMT Ponorogo. Stakeholders in this context include students, parents, teachers, education personnel, and the surrounding community. Responses and views on policies implemented by school leaders can provide valuable input in improving the quality of education and services at SDMT Ponorogo. In addition, stakeholder responses and participation also play a key role in the success of an Integrated Islamic school. Stakeholders, including students, parents, teachers, and the surrounding community, significantly influence the school's image and quality. Positive responses and support for school policies and programs can improve the motivation and performance of all school components, while negative responses can pose serious challenges in achieving the desired educational goals.

Expanding the understanding of SDMT Ponorogo's management through this research aims to find deeper insights into the SDMT leaders' implementation process in implementing the new integrated Islamic program. This research also explores the impact obtained by students and stakeholders related to school management, which is the policy of the school principal as a leader. The implications of this study are expected to provide valuable direction for policymakers, school leaders, and all parties involved in efforts to improve the quality of integrated Islamic education in Indonesia.

II. METHOD

The type of research used by researchers is qualitative research. Qualitative research is a research approach used to explore and understand social phenomena in depth and descriptively (Creswell, 2019). In qualitative research, focus is given to descriptive and unstructured data collection, which helps researchers understand how individuals relate to the surrounding environment, how meanings are constructed, and how certain

DOI: https://doi.org/10.35723/scis.v1i1.10

individuals or groups define reality. Researchers obtained data from observations and interviews conducted at SDMT Ponorogo with teachers and the head of SPH. The interview technique used was a semi-structured interview, allowing researchers to explore information in depth while giving respondents the freedom to provide answers. In addition, researchers also used the library research method, which is a type of qualitative research that prioritises the analysis of written literature such as books, scientific journals, and newspapers as the main sources. To ensure data validity, the researcher applied the data triangulation method by combining the results of observations, interviews, and literature analysis to provide a more comprehensive and accurate picture of the phenomenon under study.

III. RESULT AND DISCUSSION

Amidst the complexity of managing Integrated Islamic Schools (IIS) in Ponorogo, there is a dynamic landscape involving various interests and perspectives. Policies implemented by school leaders, such as principals or managers, are an important starting point in shaping the school's identity and vision. Leaders are responsible for curriculum formulation, human resource management, and the fulfilment of set educational standards.

However, the success of SDMT depends not only on the leader's policies. Stakeholders, including teachers, parents, local communities, and other related parties, also have an infinite role. Their responses and active involvement shape the social and cultural dynamics around the school and influence the sustainability and quality of education. As the spearhead of the education process, teachers play a role in implementing school policies in daily learning activities (Mansir, 2020). Teachers deliver subject matter and serve as important examples in shaping students' character and morals. Parents' involvement in supporting their children's education through participation in school activities, support for school policies and open communication with the school is also very important.

On the other hand, the local community provides social support and infrastructure for the school and facilitates the school's integration into the wider social environment. With the cooperation between all relevant parties, a harmonious learning environment is created that supports the holistic growth of students, where diversity is valued, and the potential of each individual is recognised and empowered.

In the context of SDMT in Ponorogo, this research highlights the importance of collaboration and involvement of all stakeholders in school management. Inclusive, responsive and sustainable policies produce quality education and strengthen the bond between schools and communities, making education a joint effort to shape a better future. In continuing the analysis of the research findings on "Integrated Islamic School Management: Leaders' Policies and Stakeholders' Welcome at SDMT Ponorogo", some aspects that need to be expanded can be a major concern.

First, in terms of the role of school leaders, further research could explore effective leadership strategies applied by school principals in the context of integrated Islamic school management. These include communication strategies, Islamic values-based decision-making, and the ability to motivate staff and students to achieve common goals.

DOI: https://doi.org/10.35723/scis.v1i1.10

Secondly, in exploring stakeholder responses, the scope is to understand the deeper perspectives of the various parties involved, including parents, alumni, community institutions and other potential external partners. By understanding the various views and expectations, schools can be more responsive to the needs and aspirations of the communities they serve. Furthermore, research can further explore the challenges faced in managing integrated Islamic schools. These include the challenges of providing adequate facilities and resources, managing the diversity of student needs, integrating Islamic values with the national curriculum, and maintaining a balance between academic interests and character development. In addition, it is also important to investigate strategies or innovations that have been successfully implemented by SDMT Ponorogo or other integrated Islamic schools to overcome these challenges. Research on best practices can be a source of inspiration for other schools in improving management effectiveness and sustainability.

Finally, research could look further into the impact of integrated Islamic school management on academic outcomes, student well-being, and contributions to the local and wider community. A more comprehensive understanding of the effects of this educational model could further strengthen the argument for further investment and support in the development of integrated Islamic schools.

The Implementation Process of SDMT Leaders in Implementing the Integrated Islamic Program Upgrade

The principal acts as a prime mover in directing overall school policy (Kusma Ningsih et al., 2024) and is responsible for the management and management of educational institutions. (Mardizal et al., 2023) Describe how the leadership of a visionary principal has a central role in guiding the school to success. In addition to carrying out their main duties as educators, Principals are also given additional responsibilities. Thus, it is expected that Principals continue to improve the effectiveness of their performance in leading schools.

At SDMT Ponorogo, integrated Islamic school management is the foundation for holistic student growth and development. Amidst globalisation and modern educational challenges, school leaders play a key role in formulating policies that accommodate Islamic values and meet contemporary educational needs (Kusmanto et al., 2023). In this context, the policies implemented by school leaders, apart from taking care of academic aspects, are also responsible for students' spiritual, moral, and social development according to Islamic religious principles, as well as being the main driver in implementing these policies.

> *"According to the results of an interview with Mr Aziz Iwan Muttaqin, ST. as Waka SPH at SDMT Ponorogo, regarding the principal's encouragement in introducing an integrated Islamic program upgrade. According to him, at SDMT Ponorogo, there is no new integrated Islamic program. However, there is an upgraded program and renovation of the program or a few additional programs, where existing programs are re-processed and improved in quality to achieve the vision and mission. This can include various aspects, such as curriculum development, improvement of physical facilities, teacher training, use of educational technology, and so on. The ultimate goal is to ensure that students receive an optimal education following the demands of the times and the latest developments in the field of education".*

DOI: https://doi.org/10.35723/scis.v1i1.10

All staff and fields, including school management, are involved in implementing the upgrading program at SDMT Ponorogo. In school management, those involved in implementing the upgrade program consist of the principal and vice principal. Related fields, such as the curriculum and others, and the extracurricular field.

In planning the upgrade program at SDMT Ponorogo, led by the principal, one of the steps is to conduct counselling for all school members, students, teachers, and other staff. Second, there is an evaluation of the previous program, the results of the program's achievement by how many per cent, and related obstacles experienced during the program upgrade process. With the existence of these processes, it is expected that teachers and all school members will be able to improve the upgrading program in SDMT Ponorogo according to the existing vision and mission.

With keen vision and dedication, school leaders have established a sustainable framework for integrating Islamic values into all aspects of school life. Leaders ensure that the curriculum and teaching methods reflect Islamic teachings and facilitate in-depth Islamic learning experiences for students. However, the management of integrated Islamic schools is inseparable from the involvement and support of stakeholders. Parents, teachers, school staff and the surrounding community are integral to the school's success. Positive responses from stakeholders are reflected in the active participation of students in school activities, support for implemented policies, and involvement in curriculum development and education quality improvement.

The decision-making process in establishing program design and objectives involves a comprehensive series of steps guided by the results of in-depth analysis and thorough evaluation conducted by the Principal at SDMT Ponorogo. The first step involves identifying needs specific to the school context, including improving academic performance, developing student skills, or fulfilling infrastructure needs. Next, through mapping the challenges faced by the school, both internal and external, such as resource limitations or changes in curriculum demands, the principal can gain a deeper understanding of the school's operational context.

Furthermore, the decision-making process also involves assessing potentials and opportunities, such as the possibility of developing innovative extracurricular programs or collaborating with external parties to improve access to additional educational resources. In addition, an in-depth understanding of student characteristics, including special needs and learning styles, as well as curriculum needs that are relevant to the latest developments in education, is fundamental in designing effective and sustainable programs. By ensuring that every decision is based on robust data analysis and a thorough understanding of the school's condition, the principal can ensure that the proposed program design meets pressing educational needs and aligns with the school's vision, mission and values. With a data-driven and solution-oriented approach, the principal can lead the school towards meaningful change and continuous improvement in the quality of education for students at SDMT Ponorogo.

SDMT leaders ensure that the program improvements align with Islamic values and the school's vision and mission through a series of comprehensive steps. First of all, the leader conducts intensive and open communication with the entire school community, involving teachers, administrative staff, students and parents in ensuring a deep understanding of the school's vision and mission, as well as the compatibility of the program with the Islamic values that serve as the foundation of the school. Furthermore, SDMT leaders actively involve all stakeholders in the program planning and

DOI: https://doi.org/10.35723/scis.v1i1.10

development process so that they feel ownership and contribute to the program's implementation. This may include discussion forums, regular meetings or opinion surveys to gather input and feedback from various stakeholders.

In addition, SDMT leaders also ensure that every step in program improvement is carefully considered to align with the established vision, mission, and Islamic values. This involves a thorough evaluation of each element of the program and decision-making based on Islam's ethical and moral values. It also facilitates regular training and coaching for teaching staff and other educators on how to integrate Islamic values into the curriculum and extracurricular activities. With this holistic and sustainable approach, SDMT leaders can ensure that any program improvements implemented reflect the school's vision and mission and are consistent with the Islamic values that serve as the spiritual and moral foundation for all educational activities at SDMT Ponorogo.

Based on the information provided by Mr Aziz Iwan Muttaqin, ST. SDMT leaders take several steps to communicate new programs to stakeholders, including teachers, staff, students, parents, and the community, including:

a) Teacher socialisation
   In socialisation activities with teachers, SDMT leaders hold regular meetings involving all teaching staff to discuss program improvements that are being planned or ongoing. In addition, leaders also hold regular meetings with teachers to discuss changes or improvements needed to improve the quality of teaching and learning. These discussions include the application of innovative teaching methods, the use of technology in learning, and the development of teacher professionalism through relevant training and workshops.
b) Student socialisation
   In socialisation with students, each homeroom teacher has an important role in conveying information about program improvements to students in their respective classes, explaining in detail the changes or improvements that will be made and motivating students to be actively involved in these programs. In addition, homeroom teachers also mentor students in understanding the importance of self-improvement efforts in education and personal development.
c) Community Socialisation
   Socialisation with the community is carried out in various ways, from sending information letters to parents and guardians of students to holding direct meetings with the surrounding community. In the information letters, SDMT leaders convey clearly and comprehensively about the improvement of programs that are being or will be implemented and invite active participation from the community in supporting and implementing these programs. In addition, in direct meetings with the community, SDMT leaders directly convey the vision, mission, and goals of the school, as well as the importance of the role of parents and the community in supporting children's education at SDMT Ponorogo.

The SDMT leader is responsible not only for establishing and socialising the new program but also for preparing the school staff as a whole to be involved in the program's

DOI: https://doi.org/10.35723/scis.v1i1.10

implementation. Once the program has been established and socialised, the next step is to ensure that all school staff understand the objectives and procedures for implementing the new program. In addition, SDMT leaders are also active in providing support and guidance to staff in preparing for roles and responsibilities in implementing the new program. They function as supportive leaders and provide clear direction to the staff so that each team member feels motivated and purposeful in carrying out their duties.

The training and coaching process is thorough to ensure that school staff have a deep understanding of the new program and can implement it effectively. This is realised through various concrete steps, one of which is the existence of a structured and targeted follow-up plan. The follow-up plan includes a schedule of periodic training, coaching sessions, and periodic evaluations to monitor progress and provide feedback to staff. In addition, the training and coaching process also involves forming working teams or discussion groups that focus on certain aspects of the new program. In these teams, staff can share knowledge and experience and discuss challenges and strategies related to program implementation. This allows for productive collaboration and shared learning among school staff.

The importance of the monitoring process should also not be overlooked. SDMT leaders must ensure an effective monitoring system to oversee the implementation of the new program and monitor the performance of the entire school community. This monitoring can be done through various means, such as direct observation, performance evaluation, or stakeholder satisfaction surveys. The results of this monitoring are then used to evaluate the program's effectiveness and identify areas that need to be improved or enhanced.

SDMT leaders regularly measure and evaluate the success of the upgrading program through a series of planned and structured steps. One approach used is through a co-movement process, where all stakeholders, including school staff, students, parents and the local community, are actively involved in monitoring and evaluating the program's implementation. This process allows for broad involvement and collective awareness of the goals and expected outcomes of the program. In addition, monitoring is carried out periodically to ensure that the implementation of the new program is in line with the plans and objectives that have been set. This involves using various evaluation methods, such as surveys, interviews, direct observation and data analysis, to measure the progress and impact of the program on students, staff and the overall school environment.

The results of this monitoring process are then used to evaluate the program's success, identify areas for improvement, and take the necessary corrective actions. SDMT leaders serve as facilitators and key drivers in this evaluation process, ensuring that any evaluation results are carefully considered in decision-making. This is done to improve the overall quality and effectiveness of the program. Through this approach, the school can ensure that every step taken is in line with the institution's vision and mission and can respond to the challenges and needs of education in the modern era.

SDMT leaders are responsible for responding thoughtfully to any feedback received from various stakeholders and adjusting the program as necessary to meet needs and expectations. One of the approaches used is to keep responding to feedback from student guardians, the community, or other related parties on the development of the program. In this process, SDMT leaders adopt an open and responsive attitude towards any feedback received. The leaders consider the feedback to be a valuable source of

DOI: https://doi.org/10.35723/scis.v1i1.10

information that can help improve the quality and relevance of the program. In addition, SDMT leaders also have the skills to analyse and evaluate the feedback received and identify appropriate solutions to respond to each input or need raised. If needed, they are ready to make adjustments or changes in the program to better suit the needs and expectations of stakeholders.

Impact on Students and Stakeholders Around SDMT Ponorogo

The improved programs implemented by SDMT Ponorogo affect students' academic development and reflect the school's commitment to remain within the corridors of its vision and mission. These programs are carefully designed to have a significant impact on student learning while keeping in mind the goals set by the school. Through the routine and regular implementation of these programs, all teachers at SDMT Ponorogo actively provide quality learning to all students. Each program implemented impacts students individually and has a far-reaching effect congregationally, given that each student benefits from the collective efforts of teachers and school staff. The consistent and planned implementation of these programs also allows for good monitoring of student progress over time. Thus, guardians can directly experience the results achieved by their children, both in terms of improved academic performance and in other aspects of development.

After the program improvement, the hope is that positive changes will extend to the entire school community, including teachers, students, guardians and the surrounding community. These changes cover a wide range of aspects, from improved student academic performance to improvements in communication patterns between the school and its environment. However, what is more important is the sustainability of these changes, where every individual in the school is consistent in implementing the good things that have been instilled through the upgrade programs.

For teachers, these changes may be seen in increased professionalism, such as the use of more innovative teaching methods or a greater commitment to improving the quality of learning. For students, these changes could include increased motivation to learn, improved social skills or better character development. For guardians, these changes can be seen in the level of trust and satisfaction with the education their children receive at school. Moreover, the expected changes also affect the wider community. For example, the increased reputation of the school in the eyes of the community increased parental participation in school activities or even increased awareness of the importance of education in the neighbourhood. All of these changes are sustainable and can have a long-term positive impact on the development of education and the overall well-being of the community. An upgrade program is not just about creating one-off changes but also about building a solid foundation for sustainable changes that positively impact the entire education community.

> *"According to Mr Aziz Iwan Muttaqin, ST., as the Waka SPH at SDMT Ponorogo, after the implementation of the program improvement, there have been some significant improvements in student involvement in various extracurricular activities or socio-religious activities. One indicator is the increasing number of students who are actively involved in extracurricular activities offered by the school. This change has also had a positive impact on student guardians, who have become more aware of the importance of their children's involvement in activities outside of learning hours. Through more open communication between the school and parents, guardians have a better understanding of the benefits of*

DOI: https://doi.org/10.35723/scis.v1i1.10

> *their children's participation in extracurricular activities. Guardians also directly see the positive changes that occur in children, both in terms of skill development, increased self-confidence, and better character building".*

In addition, the increased involvement of students in extracurricular activities also has a broad impact on the overall atmosphere of the school. Increased student interest and participation in out-of-class activities create a more dynamic and diverse learning environment. It also helps strengthen the bonds between students, teachers and parents in building a strong and empowered educational community.

The enhanced program helps students prepare themselves holistically to face the challenges of the real world, both academically and socially, through a variety of well-rounded and planned approaches. One of the key aspects is contextualised learning, where students not only acquire theoretical knowledge but are also given the opportunity to apply these concepts in a practical context. Therefore, students not only learn to remember information but also to understand how to apply it in everyday life.

In addition, the program also helps students develop the ability to control themselves when using electronic devices. In this increasingly digital age, the ability to manage time and focus are critical skills. Through a structured and sustainable approach, students are taught to use technology productively and responsibly so as to stay focused on learning and achieving academic goals. A strong understanding of *tauhid* is also a focus of the program. Apart from the academic aspect, students are also taught to understand the spiritual and moral values underlying the teachings of *tauhid*. This can help students form a strong personality and have a solid moral foundation so that they are able to face various challenges and trials in the real world with confidence and determination.

The upgrading of the integrated Islamic program at SDMT Ponorogo has had a significant impact on parents' perceptions and responses to the quality of education provided by the school. Through the implementation of this program, the school has succeeded in gaining greater trust from the community, including from parents. In various interactions and communications with the community, there is an increase in trust and confidence that the education provided by SDMT Ponorogo can provide significant benefits for the development of children.

This positive impact is not only limited to the scope of education but also permeates various aspects of life outside of school. Parents have become more confident and assured of their children's ability to face future challenges. Parents see tangible evidence of their children's improved skills, knowledge and character as a result of the education they receive at SDMT Ponorogo. As the community's trust in schools increases, the main task of education becomes increasingly important. Schools need to have a strong vision and mission, which includes not only academic aspects but also moral and spiritual values instilled in students. In addition, education must also be able to educate the children of the guardians with full responsibility and dedication, helping to achieve maximum potential in all aspects of life.

The program not only affects parental involvement in school activities but also supports the children's overall education with a very positive impact. It can be seen that through the implementation of integrated Islamic programs at SDMT Ponorogo, parents increasingly feel involved and play an active role in their children's school life. This positive change is reflected in various aspects. First of all, parents are seen to be increasingly present in various school activities, ranging from parent and teacher

DOI: https://doi.org/10.35723/scis.v1i1.10

meetings to school events such as art performances, competitions, and other social activities. Learners also increasingly participate in voluntary activities organised by the school, such as becoming administrators of extracurricular activities, helping in social activities, or volunteering in other school activities.

The program has a significant impact on the relationship between the school and the surrounding community, including religious leaders and religious organisations. It can be seen that through the implementation of integrated Islamic programs at SDMT Ponorogo, the relationship between the school and the community becomes closer and more sustainable. First of all, the school has become more than just an educational institution; it is also a centre for the formation and development of a strong and noble Islamic generation. By providing education based on Islamic and ummah values, the school prepares the next generation, which is not only academically smart but also has a strong faith and commitment to make a positive contribution to society and the ummah. In addition, these programs also strengthen the relationship between the school and religious leaders and religious organisations in the area. More intensive cooperation is needed to support and strengthen religious education in schools and organise various religious and social activities that benefit the community. This creates an inclusive and collaborative atmosphere among all parties involved in education and religious development.

SDMT Ponorogo's educational institutions focus mainly on the process of forming the next generation of quality and noble character. However, the impact of these programs is not limited to the individual level but also includes broader social aspects. One of the significant impacts is the subsidy for students who are financially disadvantaged. Through these assistance programs, the school provides quality educational opportunities to all students without discriminating based on economic background. This not only contributes to improving educational progress but also to addressing social and economic disparities in society. In addition, the school scholarship program is also an effort by the school to help talented but financially disadvantaged students access higher education. By providing scholarships, schools give students the opportunity to develop their academic potential and help create equal opportunities for everyone to achieve their dreams.

Schools can play a role in local economic empowerment through various initiatives, such as student entrepreneurship programs and collaboration with other institutions in the community. Through entrepreneurship training and other skills development, schools help encourage students to become economically independent and play an active role in supporting local economic growth by making a positive impact.

IV. CONCLUSION

This research shows that the Islamic value-based leadership policy at SDMT Ponorogo is able to improve the quality of education holistically through program updates such as curriculum revision, teacher training, and the use of educational technology. The strategies implemented include the active involvement of stakeholders, including teachers, students, parents and the community, which creates a sense of belonging, shared commitment and support for school policies. This approach has proven effective in developing students' character, improving academic performance and strengthening the relationship between the school and the community. This model can be an inspiration for other integrated Islamic schools to design policies that integrate religious

DOI: https://doi.org/10.35723/scis.v1i1.10

values with modern educational needs, with a focus on sustainability, inclusiveness and relevance in facing the challenges of globalisation. The support of a consistent monitoring and evaluation system is also an important element to ensure success and continuous improvement.

V. REFERENCES

[1] Adiyono, & Rohimah, N. (2021). The Role of Madrasah Principal in Improving the Quality of Islamic Religious Education at MTs Negeri 1 Paser. *Journal of Innovation Research and Knowledge*, *1*(5). https://doi.org/10.53625/jirk.v1i5.480

[2] Creswell, J. W. (2019). Research Design and Mixed Methods Quantitative. Qualitative, Approaches. *Awkward Dominion*, 381–382. https://doi.org/10.7591/9781501721144-016

[3] Kartika, M., & Sirozi, M. (2024). The urgency and relevance of stakeholder engagement in education planning. *LEADERIA: Jurnal Manajemen Pendidikan Islam*, *5*(1), 13–21. https://doi.org/10.35719/leaderia.v5i1.516

[4] Kusma Ningsih, E. I., Mesiono, E., & Saimin Lubis, M. (2024). Principal Leadership Model. *Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)*, *10*(1). https://doi.org/10.29210/1202424227

[5] Kusmanto, Hidayatullah, M., Suryani, & Rindaningsih, I. (2023). The leadership role of school principals in implementing the independent curriculum in junior high schools. *Jendela PLS*, *7*(2), 173–181. https://doi.org/10.37058/jpls.v7i1

[6] Latifah, U., Maksum, H., & Purwanto, W. (2024). Effective Leadership Management to Improve the Quality of Vocational Technology Education in Vocational High Schools. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, *18*(4), 2774. https://doi.org/10.35931/aq.v18i4.3646

[7] Mansir, F. (2020). *Teacher Welfare and Quality as the Spearhead of National Education in the Digital Age*. *8*(2), 293–303. https://doi.org/10.36841/pgsdunars.v8i2.829.

[8] Mardizal, J., Handayani, E. S., Ghazali, A., Al Haddar, G., Anggriawan, F., & Arifudin, O. (2023). Transformational, Visionary and Authentic Leadership Models of Principals in Improving Education Quality in Era 4.0. *Innovative: Journal Of Social Science Research*, *3*(5), 2994–3003. https://j-innovative.org/index.php/Innovative/article/view/5195

[9] Muslim, B., Harapan, E., & Kesumawati, N. (2020). Principal's Leadership in Improving the Quality of Education at SMA Negeri 1 Indralaya Selatan. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, *9*(1), 149–158. https://doi.org/10.19109/intelektualita.v9i1.5586

[10] Permatasari, F., Agus Lestari, N., Yulia Christie, C. D., & Suhaimi, I. (2023). The Principal's Role in Improving Teacher Performance. *Kelola: Jurnal Manajemen*

Pendidikan, *4*(3), 923–944. https://doi.org/10.24246/j.jk.2018.v5.i1.p66-73

[11] Sirait, E., Hasmirati, Tawil, M. R., Salabi, A., & Sulastri, T. (2024). The Role of Leadership Function as a Moderating Variable Between Leadership Behaviour and Organisational Performance. *Edunomika*, *08*(02), 1–8. https://doi.org/10.56799/jie.v8i2.12938

[12] Sugihartono, A., Susanto, H., & Ikhwan, A. (2021). Implementation of the Integrated Islamic School Network (JSIT) Curriculum in the Formation of Religious Character of Students at Qurrota A'yun Ponorogo Islamic Junior High School (SMPIT). *Al-Bahtsu: Jurnal Penelitian Pendidikan …*, *2*(3), 117–134. https://doi.org/10.29300/btu.v4i1.1994

[13] Suharti, Fajri, R., & Suharyat, Y. (2024). Analysis of Leadership Functions in the Modern Organizational Era. *NUSRA: Jurnal Pendidikan Dan Ilmu Pendidikan*, *5*(1). https://doi.org/10.25130/sc.24.1.6

[14] Syakhrani, A. W. (2024). *The Critical Role of Leadership in Improving the Quality of Education Management*. *10*, 168–177. https://doi.org/10.37567/jie.v10i2.3254

[15] Syarifah, S., & Hasanah, A. (2020). The Role of the Principal in Improving the Quality of Education. *Jurnal Administrasi Pendidikan & Konseling Pendidikan*, *1*(1), 63. https://doi.org/10.24014/japkp.v1i1.9214

[16] Tarigan, M., Zelda Muniroh, Z., Nadila Lasei, P., & Irda Zatayumni, S. (2024). Islamic Education in the Age of Globalisation Mardinal. *Jurnal Dirosah Islamiyah Volume*, *6*, 566–572. https://doi.org/10.17467/jdi.v6i3.2367

DOI: https://doi.org/10.35723/scis.v1i1.10