



# Transformational Female Leadership as a Strategic Factor in Enhancing Educational Quality in Pesantren

Intan Istiqomah<sup>1</sup>, Ahmad Azkal Azkiya<sup>1</sup>

<sup>1</sup>Universitas KH. Mukhtar Syafaat, Indonesia

✉ [intanistiqomah0112@gmail.com](mailto:intanistiqomah0112@gmail.com)\*

## Abstract

Leadership in Islamic boarding schools (pesantren) has historically been dominated by men, yet the rise of female leadership introduces new perspectives on educational management and quality assurance. This study critically examines the forms, characteristics, and strategies of female leadership in a traditional Islamic boarding school in East Java and evaluates its impact on educational quality. Employing a qualitative case study, data were collected through observation, interviews with female administrators, teachers, *musyrifah*, *abdi ndalem*, and dormitory supervisors, as well as documentation, and analyzed using Miles and Huberman's interactive model. Findings reveal that female leadership is marked by transformational, participatory, meticulous, and guidance-oriented practices, with strategies such as strict supervision, collaborative communication, emotional support, and student-centered innovations. These approaches strengthen discipline, enhance learning quality, foster a harmonious dormitory environment, and reinforce religious and character education. The study concludes that female leadership is a strategic driver of educational quality in Islamic boarding schools and provides a replicable model for policymakers, educators, and researchers seeking to advance gender-inclusive leadership in Islamic education.

## Article Information:

Received November 20, 2025

Revised December 24, 2025

Accepted January 19, 2026

**Keywords:** *Female leadership, Islamic boarding school, educational quality, gender-inclusive education*

## INTRODUCTION

Education is a key pillar in shaping the quality of human resources and determining the direction of a nation's progress (Syamsurijal, 2024). In the context of Islamic education, Islamic boarding schools play a strategic role as institutions that not only transfer religious knowledge but also instill moral, spiritual, and character values (Mukhlis, 2023). As times change and globalization progresses, Islamic boarding schools are required to continuously improve the quality of their education in order to remain relevant, adaptive, and capable of responding to the needs of society. Efforts to improve the quality of education are greatly influenced by the quality of leadership that runs the boarding school organization (Anaya et al., 2023; Azizah et al., 2024).

## How to cite:

Istiqomah, I. Azkiya, A. A. (2026). Transformational Female Leadership as a Strategic Factor in Enhancing Educational Quality in Pesantren. *International Journal of Multidisciplinary of Higher Education (IJMURHICA)*, 9(1), 66-76.

## E-ISSN:

2622-741x

## Published by:

Islamic Studies and Development Center Universitas Negeri Padang

Amid efforts to provide quality education services, the role of women in leadership positions in Islamic educational institutions is gaining attention (Bayahi et al., 2021). Women's leadership not only demonstrates assertiveness and managerial skills, but also brings empathy, collaboration, and a humanistic approach that add value to the management of educational institutions (Arini et al., 2025). In the environment of Islamic boarding schools, which often have traditional leadership structures, the involvement of women in strategic positions can be an indicator of a transformation in thinking and acceptance of gender equality in the development of education.

At a more specific level, the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, is one example of an Islamic boarding school that provides space for women to emerge as leaders in the process of improving the quality of education (Juhri, 2025). The role of women in leadership at this pesantren is interesting to examine because it reflects the dynamics, strategies, and real contributions in developing educational programs, improving the quality of learning, and building a progressive pesantren culture (Latifah & Asy'ari, 2024). This is where the importance of research on how women lead and carry out their roles in promoting the quality of pesantren education lies.

Based on this background, this study focuses on Women's Leadership in Improving the Quality of Islamic Boarding School Education, with a case study at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi. This study aims to explore in depth the forms of women's leadership, the strategies applied, and their impact on the quality of education in Islamic boarding schools, so as to provide a more comprehensive understanding of women's contribution to the advancement of Islamic education.

Education plays a fundamental role in building a nation's civilization because through education, humans can develop their potential, character, and social skills (Lathifah, & Ndona, 2024). In the Indonesian context, Islamic boarding schools are one of the oldest Islamic educational institutions that play a major role in producing knowledgeable, moral, and independent generations (Niswah et al., 2025). Islamic boarding schools not only function as places to study religion but also as centers for moral formation and community empowerment.

As times change and globalization progresses, Islamic boarding schools have undergone significant changes. From a traditional system based on classical Islamic texts, many Islamic boarding schools have now transformed into modern educational institutions with an integrated curriculum combining religious and general knowledge (Firdaus & Budiman, 2024). This transformation requires adaptive, innovative, and effective management and leadership to maintain the quality of education (Isma, 2025). In this case, leadership plays a key role in determining the direction, vision, and development strategy of Islamic boarding schools.

Research on women's leadership in Islamic boarding schools has been conducted by several researchers, focusing on the strategic role of women in the management of Islamic educational institutions (Ilhami & Hosnan, 2025). Most studies explain that women have leadership characteristics that tend to be participatory, empathetic, and communicative, enabling them to create a conducive learning environment (Ramadhan et al., 2025). These studies also highlight how women contribute to the guidance of students, curriculum development, and the strengthening of moral values. However, most studies still place women in structural positions that are not yet fully strategic, so that women's leadership space still appears limited in the context of pesantren

management as a whole.

Several other studies highlight the challenges faced by female leaders in Islamic boarding schools, such as cultural barriers, patriarchal perceptions, double burdens, and a lack of structural support. This study confirms that although women demonstrate good managerial skills, social legitimacy of female leadership remains a major issue. However, some studies also find that women with high scientific capacity and integrity tend to succeed in gaining the trust of the pesantren community, especially when their leadership brings about significant changes in the quality of education.

The novelty of this research lies in its focus on the role of female leadership in the context of strengthening the quality of education at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, a large boarding school that combines traditional and modern systems in a balanced manner. This study not only describes the role of women as leaders but also examines how their leadership strategies directly impact the improvement of learning quality, educator professionalism, and the organizational culture of the boarding school. Furthermore, this research highlights a model of female leadership that is in line with Islamic values such as trustworthiness, justice, and deliberation, thereby contributing new insights to the literature on Islamic education management, particularly in the context of integrating gender perspectives and improving education quality.

Historically, leadership in Islamic boarding schools has been dominated by men, particularly kiai (religious teachers) who serve as central figures and role models. However, awareness of the importance of gender equality in Islam has opened up opportunities for women to play an active role in educational leadership, including in Islamic boarding schools. The emergence of female leaders in Islamic educational institutions is an interesting phenomenon that marks social and cultural change (Munawwaroh et al., 2024). They not only serve as teachers or mentors for female students, but also help determine strategic policies in the management of these institutions.

However, female leadership in Islamic boarding schools faces various challenges. One of them is the social construct that still places men as the dominant figures in religious leadership (Thubatussalamah et al., 2024). Women often have to struggle to gain legitimacy and trust from the boarding school community (Azizah et al., 2024). On the other hand, they also face a double burden between family and social responsibilities (Khikmawati et al., 2024). However, various studies show that women have strong leadership potential, especially in social sensitivity, interpersonal communication, and a humanistic and collaborative managerial style.

One Islamic boarding school that demonstrates the tangible role of women's leadership is the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi. This boarding school has been able to integrate Islamic traditions with a modern and professional education system (Asril et al., 2023). Women play an active role in improving the quality of education, building a participatory work culture, and creating a conducive learning environment for students (Al Aluf et al., 2024). A communicative, empathetic, and quality-oriented leadership style is a characteristic that influences the progress of the boarding school (Huda, 2025).

Research on women's leadership in Islamic boarding schools is important because it can open up new perspectives on the application of Islamic leadership values such as trustworthiness, justice, deliberation, and compassion (Sari et al., 2025). These values form the moral foundation for women leaders in carrying out their duties. In the context of improving the

quality of education, the collaborative and participatory characteristics of female leadership can strengthen the quality of learning, the development of educators, and the character building of students (Shobri, 2025).

Thus, this study aims to explore in depth the role and strategies of female leadership in improving the quality of Islamic boarding school education, particularly at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi. This study is expected to contribute both theoretically and practically. Academically, this study enriches the knowledge of Islamic education management from a gender perspective (Darwis et al., 2024). Practically, the results of this study can inspire other Islamic educational institutions to implement a leadership model that is fair, humanistic, and quality-oriented.

Women's leadership in Islamic boarding schools is not merely a symbol of gender equality, but a strategic force in strengthening the quality of Islamic education in the era of globalization. Through a leadership style based on Islamic values, women leaders are expected to be agents of change towards excellent, inclusive, and competitive Islamic education (Shobri, 2025).

Based on the background description, this study seeks to answer the following questions: What form of female leadership is applied at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi? What strategies are used to improve the quality of education? What is the impact on the learning process, the professionalism of educators, and the organizational culture of Islamic boarding schools? This study aims to explore in depth the characteristics and models of female leadership, identify the managerial strategies they apply, and analyze their contribution to improving the quality of education in line with Islamic leadership values. Theoretically, this research is expected to enrich the knowledge of Islamic education management from a gender perspective, while practically providing implications in the form of strategic recommendations for Islamic boarding schools and other Islamic educational institutions to optimize the role of women as leaders, strengthen quality development policies, and encourage a humanistic, inclusive, and quality-oriented leadership model.

## METHODS

This research method uses a qualitative approach with a case study conducted at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, for three months (August - October 2025). This approach is in accordance with (Creswell, 2018; Engkizar et al., 2023, 2024, 2025; Kaema & Ulwi, 2025; Wahyuni et al., 2025). According to Sugiyono, (2014), the researcher acts as the main instrument through observation, in-depth interviews, and documentation of female leaders, female teachers, teachers, students, and pesantren management staff. Primary data is obtained from direct interaction, while secondary data comes from pesantren documents and archives. Data analysis was conducted using the Miles and Huberman model (reduction, presentation, and conclusion drawing), while data validity was maintained through credibility, transferability, dependability, and confirmability tests. Through the stages of pre-fieldwork, data collection, analysis, and report writing, this study is expected to produce a comprehensive picture of the role of female leadership in improving the quality of Islamic education based on equality and quality (Abishev et al., 2025; Engkizar et al., 2022; Mutiaramses et al., 2025; Oktavia et al., 2025; Rahman et al., 2025).

## RESULT AND DISCUSSION

### Women's Leadership Plays a Strategic Role in Strengthening Quality Management in Islamic Boarding Schools

The study found that female leaders at the Mukhtar Syafa'at Islamic Boarding School play a central role in developing educational planning, program supervision, and quality evaluation. Female leadership has proven to be more detailed, thorough, and systematic in the management of learning programs and non-academic programs. High sensitivity to issues of order, discipline, and student welfare is an important asset in improving the quality of educational services.

The findings show that female leadership at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, plays a strategic role in strengthening the quality management of the boarding school through meticulousness, emotional closeness, and strong coordination skills. Female leadership has proven to be capable of creating a more organized, responsive, and adaptive pesantren management system that meets the needs of both students and caregivers. This is reinforced by interviews with several female administrators who hold strategic positions within the pesantren structure.

*Mrs. Nyai is firm but gentle, enforcing rules without putting pressure on the students (informant 1); Female leaders are very meticulous in ensuring the quality of classical Islamic texts and daily evaluations, so that academic quality continues to improve (informant 2). The coordination of student activities runs effectively because female leadership is able to consistently control the details of the daily agenda (informant 3); collaborative communication between the female leader and all administrators makes decision-making faster and more targeted (informant 4); pesantren administration runs more smoothly because female leadership styles pay close attention to documentation and file organization (informant 5)*

Overall, the interview results show that female leadership has proven to be effective in strengthening pesantren quality management through assertiveness, empathy, and attention to detail.

### Transformational and Participatory Leadership Styles Improve Teacher and Caregiver Performance

Findings show that female leaders use transformational leadership styles more often, motivating teachers through exemplary behavior, motivation, and emotional approaches. In addition, a participatory style that involves teachers, *musyrifah*, and daily administrators in decision-making strengthens the sense of belonging to the pesantren program. As a result, teachers are more enthusiastic about implementing learning innovations, discipline improves, and the work culture becomes more collaborative.

The research findings show that the transformational and participatory leadership styles applied by female leaders at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, have a significant impact on improving the performance of teachers, caregivers, and staff.

Transformational leadership is evident in the leader's ability to provide motivation, inspiration, and a clear vision, while the participatory style is evident in the involvement of all elements of the pesantren in the decision-making process and program implementation. This is confirmed through in-depth interviews with several informants, as in the following interviews.

*Mrs. Nyai always gives directions with great attention and encouragement to develop (informant 6); Ibu Nyai always makes us feel important and needed, so we are enthusiastic about our work (informant 7); every program that is carried out always involves joint discussions, so that the abdi ndalem feel that their opinions are valued (informant 8); female leadership creates a more harmonious and structured work atmosphere, so that daily tasks can*

*be completed better (informant 9); Mrs. Nyai often provides motivation and direct examples of role models, which makes the caregivers enthusiastic about maintaining discipline (informant 10); a leadership style that prioritizes open communication allows every problem to be resolved quickly (informant 11)*

Overall, the interviews showed that women's participatory transformational leadership was able to improve performance through emotional support, collaboration, and real role modeling.

### **Effective Female Leaders in Building a Humanistic and Religious Educational Climate**

Research has found that female leaders are able to create a conducive learning environment that is empathetic and upholds religious values. Their gentle yet firm approach helps reduce internal conflicts and improve student discipline. The presence of female leaders also brings greater attention to the mental, emotional, and spiritual aspects of students, which has a direct impact on the quality of character building. Interviews with dormitory administrators provide a consistent picture of the effectiveness of female leadership.

*The dormitory atmosphere feels more comfortable because guidance is provided with an approach that prioritizes empathy (informant 12); Mrs. Nyai always teaches that education must come from the heart, not just rules (informant 13); the exemplary behavior of female leaders makes it easier to guide students, especially in terms of discipline in worship and daily activities (informant 14); how female leaders are always there to accompany students when they face personal or academic problems, creating a closer and more trusting relationship (informant 15)*

Meanwhile, another informant stated that the communication pattern applied was very open so that administrators could convey evaluations and dormitory needs without hesitation. Female leadership in Islamic boarding schools was able to provide a sense of security because every policy always considered the welfare of the students. Furthermore, religious values were very evident in every activity, from the habit of worship to the strengthening of morals.

Overall, the interview results show that female leadership is effective in creating a harmonious, humanistic, and religious educational climate through an emotional, communicative, and exemplary approach.

### **Innovative Education Programs Based on Student Needs Drive Improvements in Learning Quality**

Findings show that female leaders in Islamic boarding schools are capable of designing educational innovations such as strengthening tahfidz, structured academic mentoring, literacy programs, and talent and interest development. Women are highly sensitive to the needs of *santri*, so the programs developed are more targeted. These innovations have been proven to improve the academic and non-academic achievements of *santri*, as well as strengthen the image of Islamic boarding schools.

The findings reveal that innovative education programs based on the needs of students are one of the key factors in improving the quality of learning at the Mukhtar Syafa'at Islamic Boarding School. Through a responsive and adaptive approach, female leaders at the boarding school, including those in security, play an important role in ensuring that all educational activities run effectively and smoothly. Security officers make a significant contribution because they are at the forefront of maintaining order, comfort, and security in the pesantren environment, enabling various innovative programs to run smoothly. The needs of *santri* are not only considered from an academic

perspective, but also in terms of discipline, physical comfort, and safety. The role of security officers in collaboration with the education sector creates a safe and controlled learning atmosphere, while also enabling innovative programs such as talent development, religious mentoring, and schedule adjustments to run smoothly. Interviews with security officers provide evidence that educational program innovation is greatly influenced by the readiness and orderliness of the pesantren environment.

*Various new programs can run effectively because security ensures that students follow the schedule (informant 16); innovation can be successful if the environment is safe and students feel comfortable (informant 17); several adjustments to activities are made based on the needs of students, for example, adjusting the time for night study so that they can focus more (informant 18); security officers often act as liaisons between students and other administrators when there are obstacles in the learning program. He said that many innovative ideas arise from direct dialogue with students about their needs (informant 19); security not only maintains order but also creates a sense of psychological security so that students are more courageous in asking questions, expressing opinions, and participating enthusiastically in innovative activities (informant 20).*

Overall, the interview results show that innovation in programs based on santri needs cannot be separated from the strategic role of security administrators in creating a conducive environment that supports improvements in learning quality.

### **Gender Challenges Do Not Hinder the Effectiveness of Women's Leadership**

Research has found that despite the persistence of gender stereotypes within the pesantren structure, women leaders can demonstrate their leadership effectiveness through competence, work ethic, and strong interpersonal communication skills. Successful women build leadership legitimacy through consistent performance, courage in decision-making, and the ability to bridge relationships between male caregivers, female supervisors, teachers, and students. This proves that gender is not a barrier to leadership quality, but rather a strength in building the quality of pesantren education.

Research findings show that gender challenges do not hinder the effectiveness of female leadership at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi. Although the boarding school culture is often perceived as a male-dominated leadership space, in reality, female leaders, including religious administrators, are able to demonstrate strong competence in managing learning activities, mentoring students, and maintaining the quality of education. Challenges such as gender stereotypes, the skepticism of some new students towards female authority, and double workloads have actually motivated them to work more professionally and systematically. In this context, *diniyah* administrators play an important role because they are directly involved in the process of teaching religious texts, fostering religious discipline, and imparting moral values. The assertiveness, concern, and managerial skills possessed by female administrators in the field of *diniyah* reinforce the finding that female leadership is proven to be effective and adaptive in facing any gender challenges. Interviews with *diniyah* administrators confirm that gender challenges do not diminish their capacity to lead.

*At first, some people doubted women's abilities, but over time those doubts disappeared because of concrete proof (informant 21); Precisely because we are women, we are more thorough and patient in guiding students (informant 22); Self-confidence is key, so that they can make important decisions with confidence even when faced with negative views (informant 23); Support from fellow administrators and the pesantren structure has strengthened women's leadership. She often reminds students that diniyah discipline is not about who the leader is, but about the*

quality of their knowledge (informant 24).

## CONCLUSION

This study confirms that female leadership at the Mukhtar Syafa'at Islamic Boarding School in Blokagung, Banyuwangi, has unique characteristics that can strengthen the management of Islamic boarding school education. The combination of assertiveness, empathy, managerial precision, and coordination skills results in a comprehensive improvement in the quality of education, ranging from student discipline, improved performance of teachers and caregivers, to innovation in programs based on student needs. These findings show that gender stereotypes do not hinder leadership effectiveness but rather strengthen legitimacy through professionalism, exemplary behavior, and interpersonal communication.

The implications of this research are very significant for the development of gender-based Islamic education management theory and pesantren institutional practices. Female leadership has been proven to be capable of creating a humanistic, religious, and conducive educational climate, as well as encouraging the participation of all elements of the pesantren in decision-making. With a transformational and participatory leadership style, women have not only succeeded in overcoming gender challenges, but also in improving the quality of pesantren education in a sustainable manner. Therefore, the optimization of women's strategic role in pesantren leadership needs to be continuously supported as a tangible contribution to strengthening Islamic education governance in Indonesia.

## REFERENCES

- Abishev, A. R., Abdullah, M., & Abdulghani, N. A. (2025). Five Challenges to Quranic Learning in Islamic Educational Institutions. *Journal of Quranic Teaching and Learning*, 1(3), 83–92. <https://joqer.intischolar.id/index.php/joqer/article/view/11>
- Al Aluf, W., HJ, M. F., & Ismail, I. (2024). Budaya Belajar Santri Dan Dampaknya Terhadap Pengembangan Sumber Daya Manusia Di Pondok Pesantren Bangkalan. *Urnal Ilmiah Pendidikan Dasar*, 09(04), 135–174. <https://doi.org/10.23969/jp.v9i04.20232>
- Anaya, L. S., Faridi, F., & Maknin, N. A. K. (2023). Pendidikan Karakter Disiplin Santri Berbasis Tahfidzul Qur'an di SMP 'Aisyiyah Boarding School Malang. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2019–2028. <https://doi.org/10.29303/jipp.v8i4.1611>
- Arini, T., Siregar, A., Rahma Azzahra, A., & Ulfia Zhani, V. (2025). Kepemimpinan dalam Manajemen Pendidikan. In *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat* (Vol. 5, Issue 2). Mega Press Nusantara.
- Astiril, Z., Syafril, S., Engkizar, & Arifin, Z. (2023). Advancing Educational Practices: Implementation and Impact of Virtual Reality in Islamic Religious Education. *Jurnal Pendidikan Islam*, 9(2), 199–210. <https://doi.org/10.15575/jpi.v9i2.20567>
- Azizah, N., Armoyu, M., & Nkwede, J. O. (2024). Resiliensi Dan Transformasi Komunikasi Kepemimpinan Perempuan Pesantren: Dari Tradisional Ke Sekuler Di Era Postmodernisme. *Maddah: Jurnal Komunikasi Dan Konseling Islam*, 6(1), 29–41. <https://doi.org/10.35316/maddah.v6i1.4553>
- Bayahi, R., Abeng, T. D. E., & Kryati, L. (2021). Peran Kepemimpinan Perempuan dalam Pengembangan Mutu Madrasah: Studi Kasus di

- Madrasah Aliyah Muhammadiyah Belang Kabupaten Minahasa Tenggara. *SPECTRUM: Journal of Gender and Children Studies*, 1(1), 11–27. <https://doi.org/10.30984/spectrum.v1i1.164>
- Creswell, J. W. (2018). *Mixed methods procedures*. In *Research Design: Qualitative, Quantitative and Mixed Method Approaches*.
- Darwis, A., Supraha, W., & Tamam, A. M. (2024). Kajian kritis tentang histori problematika kesetaraan gender dalam perspektif pendidikan Islam. *Jurnal Pendidikan Islam*, 17(2), 401–418. <https://doi.org/10.32832/tawazun.v17i2.16584>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/10.24036/insight.v2i3.240>
- Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., Oktavia, G., Puspita, R., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, 3(1), 65–80. <https://doi.org/10.24036/insight.v3i1.209>
- Engkizar, E., Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, 1(1), 26–39. <https://joqer.intischolar.id/index.php/joqer>
- Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 54–67. <https://doi.org/10.24036/insight.v1i1.27>
- Firdaus, A., & Budiman, B. (2024). Inovasi Perkembangan Pesantren. *Journal of Innovation Research and Knowledge*, 4(7), 4811–4824. <https://doi.org/10.53625/jirk.v4i7.9138>
- Huda, I. N. (2025). Pola Kepemimpinan Kepala Sekolah Di Lingkungan Pondok Pesantren. *Equity In Education Journal*, 7(1), 27–37. <https://doi.org/10.37304/eej.v7i1.21225>
- Ilhami, A., & Hosnan, M. (2025). Strategi Kepemimpinan Perempuan dalam Mengembangkan Lembaga Pendidikan di Yayasan Darul-Ulum I, Lenteng Barat, Lenteng, Sumenep. *Jurnal Edu Aksara*, 4(2), 29–40. <https://doi.org/10.64499/eduaksara.v4i2.183>
- Isma, F. (2025). Transformasi Kepemimpinan Pendidikan Islam dalam Era Digital: Tantangan dan Peluang bagi Kepala Sekolah. *Jurnal Generasi Tarbiyah: Jurnal Pendidikan Islam*, 4(1), 70–79. <https://doi.org/10.59342/jgt.v4i1.731>
- Juhri, S. S. (2025). *Manajemen Pendidikan Islam Berbasis Pesantren Di Era Digital*.
- Kaema, M. T., & Ulwi, K. (2025). Exploration Solutions to the Problem of Quranic Education in Muslim Minorities. *Journal of Quranic Teaching and Learning*, 1(3), 93–107. <https://joqer.intischolar.id/index.php/joqer/article/view/12>
- Khikmawati, N., Bustomi, M. A. Y., & Suryatna, Y. (2024). Perempuan dan Perjuangannya: Double Burden dan Konsistensi Perempuan Penjual Makanan dalam Meningkatkan Kesejahteraan Keluarga di Majalengka. *Islamic Management and Empowerment Journal*, 6(1), 15–30. <https://doi.org/10.18326/imej.v6i1.15-30>
- Lathifah, M., & Ndonga, Y. (2024). Peran Pendidikan Dalam Membangun Kemanusiaan Yang Beradab. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 2(3),

- 184–193. <https://doi.org/10.55606/lencana.v2i3.3764>
- Latifah, H., & Asy'ari, H. (2024). Peran Kepemimpinan Perempuan dalam Pengembangan Manajemen Pendidikan Islam : The Role of Women's Leadership in the Development of Islamic Education Management. *Thawalib: Jurnal Kependidikan Islam*, 5(2 SE-Articles), 463–472. <https://doi.org/10.61722/jinu.v2i4.5054>
- Mukhlis. (2023). Komponen Utama Kurikulum Pendidikan Islam Di Lingkungan Pesantren Sebagai Pembentuk Karakter Dan Keagamaan Santri. *AL-Ma'bad: Jurnal Ilmiah Kepesantrenan*, 1(1), 138–158. <https://doi.org/10.5281/zenodo.10652349>
- Munawwaroh, I. B., Hanisy, A., & Roisyah, H. (2024). Pendidikan Kepemimpinan Islam Emansipatoris Dalam Organisasi Muslimat: Studi Kasus Di Desa Sumbersalak Jember. *AL-ADABIYAH: Jurnal Pendidikan Agama Islam*, 5(2), 152–168. <https://doi.org/10.35719/adabiyah.v5i2.940>
- Mutiaramses, M., Alkhaira, S., Zuryanty, Z., & Kharisna, F. (2025). Seven Motivations for Students Choosing to Major in Elementary School Teacher Education in Higher Education. *Multidisciplinary Journal of Thought and Research*, 1(2), 23–37. <https://mujoter.intischolar.id/index.php/mujoter/article/view/14>
- Niswah, C., Sholihin, M., Zasvenda, M. Y., Amirullah, E., & Dani, A. (2025). Analisis Peran Lembaga Pendidikan Pesantren Dalam Membangun Karakter dan Ilmu Pengetahuan. *Jurnal Ilmiah Multidisipin*, 3(6), 308–316. <https://doi.org/10.60126/jim.v3i6.984>
- Oktavia, G., Burhanuddin, B., Febriani, A., Asril, Z., & Syafril, S. (2025). Analysis of Quran Memorization Methods: Academically Talented Students. *Journal of Theory and Research Memorization Quran*, 1(1), 40–50.
- Rahman, I., Wati, W., Putri, N., Wulandari, R., & Habibi, U. A. (2025). Commercialization of Quranic Tahfidz Houses in Indonesia: Da'wah or Business? *Journal of Quranic Teaching and Learning*, 1(2), 34–48. <https://joqer.intischolar.id/index.php/joqer/article/view/6>
- Ramadhan, M. F., Ifendi, M., & Velyna, T. (2025). Peran Kepemimpinan Perempuan dalam Memajukan Lembaga Pendidikan Islam (Studi Kepemimpinan Kepala Sekolah) SDIT 1 Daarussalaam Sangatta. *Jurnal Ilmu Pendidikan & Sosial*, 03(3), 185–194. <https://doi.org/10.71382/sinova.v3i3.301>
- Sari, E. R., Ma'ruf, I., Triana, M., & Hidayat, R. (2025). Praktek Kepemimpinan Pendidikan Islam di Lembaga Pendidikan Pesantren. *Invention: Journal Research and Education Studies*, 567–580, 567–580. <https://doi.org/10.51178/invention.v6i2.2688>
- Shobri, M. (2025). Peran Kepala Madrasah sebagai Leader Visioner: Strategi Penguatan Mutu dan Integritas Lembaga Pendidikan Islam. *AKSI: Jurnal Manajemen Pendidikan Islam*, 3(3), 191–210. <https://doi.org/10.37348/aksi.v3i3.720>
- Sugiyono. (2014). *Metode penelitian bisnis: pendekatan kuantitatif, kualitatif, kombinasi, dan R&D*. Alfabeta Bandung.
- Syamsurijal, S. (2024). Titik Temu Pendidikan dan Pembangunan Sumber Daya Manusia Berdaya Saing. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(03), 545–553. <https://doi.org/10.47709/educendikia.v3i03.3398>
- Thubatussalamah, Z., Saffanah, W. M., & Laila, N. L. (2024). Analisis Peran Dan Kepemimpinan Perempuan Di Pondok Pesantren Salafiyah Nurul Huda Poncokusumo Malang. *DIALEKTIKA Jurnal Pemikiran Islam Dan Ilmu Sosial*, 17(2), 68. <https://doi.org/10.33477/da.v17i2.8838>

- Wahyuni, S., Huda, M., Yufrizal, Y., Mutathahirin, M., & Rahman, I. (2025). Grounding the Quran Through the Thousand Hafiz Movement in Muslim-Majority Countries. *Journal of Theory and Research Memorization Quran*, 1(2), 91–103. <https://joesmiq.intischolar.id/index.php/joesmiq/article/view/57>

**Copyright holder:**

© Istiqomah, I. Azkiya, A. A. (2026)

**First publication right:**

International Journal of Multidisciplinary of Higher Education (IJMURHICA)

**This article is licensed under:**

**CC-BY-SA**