



Quality Management at Sekolah Penggerak Based on Islamic Boarding School System in Enhancing Student Achievement: A Literature Review

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ABSTRACT: This study explores the implementation of quality management in Sekolah Penggerak schools based on the pesantren (Islamic boarding school) system and its potential contribution to student learning outcomes at the secondary education level. Using a systematic literature review, the study synthesizes evidence from previous research to identify patterns in how quality management practices are applied within pesantren-based schools. Four key thematic areas emerged: transformational leadership of school principals, integration of pesantren values into the curriculum, ongoing monitoring and evaluation of educational processes, and teacher professional development programs. Transformational leadership was frequently associated with supportive and motivating school environments, while the integration of pesantren values emphasized moral, ethical, and spiritual formation alongside academic learning. Continuous quality management practices, including assessment and feedback mechanisms, were highlighted as common strategies for improving instructional quality. The review also identified challenges such as limited infrastructure, human resource constraints, and variability in stakeholder engagement. These findings suggest that adopting structured, value-informed quality management practices may support holistic student development and provide insights for blended religious-secular educational reforms. The study underscores the importance of collaborative approaches among educators, students, parents, and communities in sustaining quality improvement.

Keywords: Quality Management, Sekolah Penggerak, Pesantren, Student Achievement, Systematic Literature Review.



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INTRODUCTION

Improving the quality of education remains a primary focus of Indonesia's educational development. One government initiative to achieve this goal is the Sekolah Penggerak program, which aims to create an innovative, collaborative, and competency-based learning environment (<https://Psp-Web.Pauddik.dasmen.Kemdikbud.Go.Id/#/Tanya-Jawab>, 2021). In practice, the

implementation of quality management in Sekolah Penggerak based on the pesantren (Islamic boarding school) model introduces unique challenges, as it requires the integration of religious and formal educational frameworks.

Pesantren, as long-standing Islamic educational institutions, emphasize character formation and strong religious values, often through faith-based curricula such as *kitab kuning* (classical Islamic texts) learning (Hinayatullohi et al., 2023; Muh Khusnurido, 2006; Nafi, 2007; Qomar, 2007). In the context of pesantren-based Sekolah Penggerak, quality management must therefore balance academic achievement with nurturing students' character and spirituality. This necessitates a holistic and adaptive approach that responds to the distinctive needs of pesantren students.

Although the implementation of quality management in formal schools has been widely discussed in previous studies, research specifically examining quality management in Sekolah Penggerak based on the pesantren system remains limited, representing a significant theoretical gap. This gap highlights a missed opportunity to integrate religious educational principles with formal quality management models, which could enrich both theory and practice in school leadership and student achievement. This represents a critical theoretical gap and a missed opportunity to integrate religious educational principles with formal management models. Pesantren face unique challenges, including aligning religious curricula with the national curriculum and promoting community and parental engagement in school governance (Kusumawati & Nurfuadi, 2024; Priyono, 2021). Hence, understanding how quality management is applied in this context and how it affects student achievement is essential.

Key factors believed to influence the success of quality management in pesantren-based Sekolah Penggerak include effective school leadership, relevant curriculum development, continuous evaluation and monitoring, teacher competency development, and character education (Kusumawati & Nurfuadi, 2024; Pawero et al., 2022). Despite their importance, empirical evidence regarding the interplay of these factors in pesantren-based Sekolah Penggerak remains limited.

To address this gap, this study employs a Systematic Literature Review (SLR) approach to synthesize existing research on quality management in pesantren-based Sekolah Penggerak. The study aims to identify patterns in implementation, evaluate existing evidence, and formulate recommendations that can enhance both theoretical understanding and practical applications.

Based on this background, the study formulates the following research questions: (1) How is quality management implemented in pesantren-based Sekolah Penggerak? (2) What factors contribute to its effectiveness in improving student achievement? Through these questions, the study seeks to provide targeted insights into the integration of religious and formal management practices in Indonesia's innovative schools.

METHOD

This study employed a Systematic Literature Review (SLR) with a narrative synthesis approach to identify and analyze relevant studies regarding quality management in Sekolah Penggerak based on the pesantren (Islamic boarding school) system. The narrative synthesis approach was chosen to

allow systematic integration of findings from diverse studies while providing a descriptive and interpretive analysis of patterns, gaps, and insights related to student achievement. The SLR followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a transparent, rigorous, and reproducible review process (Purssell & McCrae, 2020; Sun & Lim, 2023).

The literature search was conducted using the Publish or Perish application, with Google Scholar and Scopus as primary databases, complemented by OpenKnowledgeMaps to expand search coverage. The search was limited to articles published between 2018 and 2024, reflecting the period after the official launch of the Sekolah Penggerak program and the peak of related research publications. Keywords applied included “quality management,” “Sekolah Penggerak,” “pesantren,” and “student achievement.” Exact search strings combined Boolean operators, e.g., (“Sekolah Penggerak” OR “Driving School Program”) AND (“quality management” OR “TQM” OR “ISO” OR “school-based QA”) AND (“pesantren” OR “Islamic boarding school”) AND (“student achievement” OR “learning outcomes”).

Inclusion criteria were specified to prioritize studies that addressed: (1) the implementation of formal quality management frameworks such as Total Quality Management (TQM), ISO standards, or school-based quality assurance (QA) systems; (2) measurable outcomes related to academic performance, social development, or character education; and (3) interventions conducted in schools integrating pesantren-based learning systems. Exclusion criteria removed studies lacking sufficient methodological details, unrelated to education, or focused solely on non-Islamic schooling contexts.

The screening and selection process was conducted in three stages: (1) title and abstract screening, (2) full-text assessment, and (3) quality appraisal based on clarity of methods, data validity, and relevance to research objectives. Each article was coded for the type of quality management intervention, educational level (primary, secondary, or higher education), and outcome indicators. Differences across educational levels were handled by coding them separately and comparing patterns in implementation and impact.

The study encompassed multiple educational levels to capture how quality management interventions may differently affect primary, secondary, and higher education outcomes. By synthesizing studies thematically across these levels, the review provided a nuanced understanding of how quality management practices in pesantren-based Sekolah Penggerak contribute to enhancing student achievement, including academic performance, social development, and personal growth.

RESULT AND DISCUSSION

The literature search was conducted using the Publish or Perish application, focusing on sources from Google Scholar, as described in the methodology. The initial search using the keywords “quality management” and “pesantren-based” yielded 105 studies. After refining the search with the additional keyword “driving school program” (*Sekolah Penggerak*), 25 studies were identified as potentially relevant.

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The screening process was conducted in three stages. First, titles were reviewed to remove duplicates and clearly unrelated studies. Second, abstracts were assessed to determine relevance to quality management in pesantren-based Sekolah Penggerak. Third, full-text articles were evaluated based on inclusion criteria: (1) research conducted in Indonesia, (2) use of qualitative or quantitative methods, (3) articles written in Indonesian or English, and (4) coverage of all levels of education. Following this systematic screening, 25 studies met all inclusion criteria and were included in the final review.

Table 1. Findings from the Literature Review

No	Author(s), Year	Title	Findings
1	(Marliyani & Iskandar, 2022)	<i>Program Sekolah Penggerak (PSP) terhadap Kinerja dan Manajemen Kepala Sekolah</i>	The Driving School Program encourages improved performance, digitalization, and implementation of Pancasila values through intensive mentoring. School principals are expected to be proactive through initiatives such as teacher working groups (KKG), PPPKS, workshops, and in-house training. The program motivates management improvement, enhances performance, and transforms unproductive habits into disciplined, skilled, and dedicated practices aligned with contemporary development.
2	(Y. N. Sari & Djari, 2023)	<i>Penerapan Model Transisi Bridges dalam Manajemen Perubahan di Sekolah Penggerak</i>	Change management at SD Negeri Padaan 02 Pabelan under the Driving School Program is effectively managed. Teacher constraints are addressed through practitioner communities, collaboration, and principal support, fostering innovation. The process follows Bridges' transition model: ending, neutral zone, and new beginning.
3	(Setiawan et al., 2020)	<i>Madrasah Berbasis Pesantren: Potensi Menuju Reformasi Model Pendidikan Unggul</i>	To become excellent institutions and maintain their existence, madrasahs within pesantren must be open and accommodative to societal aspirations. They should evolve into quality institutions that bridge the national education system, particularly in moral and personality development. Integrating pesantren values in education and management builds commitment to educational quality. Pesantren habituation instills cultural awareness and adaptability to scientific and technological progress, serving as a life-skills laboratory that produces moral and competent scholars.

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No	Author(s), Year	Title	Findings
4	(Annabila et al., 2024)	<i>Kurikulum Merdeka di Sekolah Penggerak: Sumbangan Kepemimpinan Transformasional Kepala Sekolah dan Budaya Sekolah terhadap Kinerja Guru Tingkat SMP</i>	The study concludes that (1) transformational leadership and school culture are highly developed; (2) teacher performance under the <i>Merdeka Curriculum</i> is high; (3) transformational leadership has no significant effect on teacher performance; (4) school culture positively influences teacher performance; and (5) both contribute 42.4% to teacher performance, while 57.6% is influenced by other factors.
5	(Nurasiah et al., 2022)	<i>Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Memwujudkan Profil Pelajar Pancasila</i>	The Driving School Program fosters the <i>Pancasila Student Profile</i> through local wisdom values, involving schools and partners. Students engage in local wisdom-based projects, explore competencies through interests and talents, and embrace global diversity. This strengthens learning experiences, Pancasila character, and competencies. Local wisdom must be integrated into education to shape national character. The <i>Pancasila Student Profile</i> is achieved through collaboration in implementing the <i>Merdeka Curriculum</i> within intracurricular, co-curricular, and extracurricular activities.
6	(Adawiyah & Musaddad, 2024)	<i>Implementasi Program Sekolah Penggerak dalam Meningkatkan Mutu Pendidikan: Analisis Studi Kasus</i>	Implementation of the Driving School Program at SD Negeri 1 Wringinanom transformed learning paradigms with government support and intensive training. Despite challenges in teacher competence and technology, the principal's strong commitment and adequate funding supported program success. The program enhanced human resource competence, education report scores, and adaptive learning through the flexible <i>Merdeka Curriculum</i> .
7	(Fauzi et al., 2023)	<i>Budaya Belajar Santri Berprestasi di Pondok Pesantren</i>	High-achieving santri (students) in pesantren demonstrate strong learning habits, including study planning, note-taking, review, and timely task completion. External factors include parental attention, teacher attitude, and economic conditions with parental attention and teacher support being dominant. Internal factors such as interest, motivation, and aspirations

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No	Author(s), Year	Title	Findings
			outweigh physical limitations, driving student achievement.
8	(Fachrudin, 2021)	<i>Strategi Peningkatan Mutu Sekolah Berbasis Pesantren</i>	Pesantren-Based Schools integrate formal education with Islamic boarding values to produce intellectually capable, morally upright, and socially strong students. Their management aims for effective and efficient use of resources according to national standards, combining Islamic and national curricula. Sustaining quality requires addressing weaknesses and threats to transform pesantren-based schools into modern educational institutions.
9	(Putri et al., 2024)	<i>Manajemen Mutu Terpadu Lembaga Pendidikan Pondok Pesantren</i>	Implementation of Total Quality Management (TQM) in pesantren focuses on customer orientation, quality obsession, scientific approach, long-term commitment, and teamwork. Continuous improvement, training, controlled freedom, shared goals, and stakeholder involvement are essential to success.
10	(Hayudiyani et al., 2020)	<i>Manajemen Peningkatan Mutu Pendidikan melalui Pengembangan Budaya Lokal</i>	SMPN 1 Gapura enhances educational quality through local cultural development involving planning, organizing, implementation, and evaluation. Initiatives include regional language enrichment and local cultural programs, encouraging students to use the Madurese language both in school and in the community.
11	(Yusuf, 2021)	<i>Model Integrated Total Quality Management di Sekolah Berbasis Pesantren</i>	The study found that the Integrated Total Quality Management model in Pesantren-Based Schools can be established through joint commitment among pesantren management, the foundation, and the school, all of which share aligned visions, missions, and goals. These managerial bodies implement quality planning, organizing, actuating, and controlling in a coordinated manner, avoiding policy overlap. Their commitment emphasizes exploring integration opportunities for more efficient and effective management to improve educational quality, with a focus on customer satisfaction and continuous improvement.
12	(Gunawan et al., 2023)	<i>Manajemen Mutu Kurikulum Terpadu Berbasis Pondok</i>	The study shows that the integrated curriculum quality management based on

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No	Author(s), Year	Title	Findings
		<i>Pesantren dalam Meningkatkan Akhlak Mulia Siswa MA Hidayatul Insan Palangkaraya</i>	pesantren values at MA Hidayatul Insan Palangkaraya has been implemented according to regulations, yet its execution has not optimally improved students' moral character. The main obstacle lies in the limited resources available to the institution.
13	(Akbar, 2022)	<i>Manajemen Sekolah Berbasis Pesantren dalam Meningkatkan Mutu Lulusan</i>	The study revealed that pesantren-based school management at SMK Al-Falah Nagreg involves four stages: (1) planning through academic year working meetings; (2) organizing with proportional and professional task division; (3) actuating through program-based performance; and (4) controlling via performance evaluations of school leaders. The theoretical implications include refining school vision, mission, and goals, while practical implications highlight the need for collaborative awareness to enhance graduate quality.
14	(Kusumawati & Nurfuadi, 2024)	<i>Integrasi Kurikulum Pesantren dalam Kurikulum Nasional pada Pondok Pesantren Modern</i>	The findings indicate that integrating pesantren curricula into the national curriculum yields positive impacts, including improved educational quality and stronger Islamic identity among students. The study discusses curriculum development, integration concepts, rationale, objectives, processes, and challenges. It concludes that such integration is crucial for advancing Islamic education in Indonesia, enhancing quality, reinforcing Islamic identity, and preparing students for global challenges.
15	(Romady et al., 2019)	<i>Kepemimpinan Kepala Sekolah dan Kiai dalam Pengembangan Sekolah Berbasis Pondok Pesantren</i>	The research identified six key aspects: (1) educational background, (2) roles of the principal and the <i>kiai</i> (religious leader), (3) applied leadership strategies, (4) resulting performance outcomes, (5) internal supporting factors, and (6) internal and external constraints influencing school development.
16	Pramungkas (2020)	<i>Information and Communication Technology-Based School Management Systems to Improve Education Quality in Pesantren Settings</i>	Pesantren institutions have adopted ICT-based School Management Systems to support teaching, infrastructure use, curriculum implementation, and teacher professionalism. The planning stage involves establishing vision, mission,

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			objectives, and strategies to ensure structured quality management. Challenges include limited internet access and teachers' low digital literacy, which hinder full system optimization.
17	(Nurdin & Munir, 2020)	<i>Curriculum Quality Formulation in Pesantren-Based Excellent Madrasahs in Jember</i>	The research found that pesantren-based excellent madrasahs design their curricula in alignment with the institution's vision and mission. Curriculum formulation is carried out through systematic work programs and communicated effectively with pesantren foundation leaders to ensure coherence and implementation.
18	(Suryani et al., 2023)	<i>Implementation of the Merdeka Belajar Curriculum in Sekolah Penggerak</i>	The study identified three main stages of <i>Merdeka Curriculum</i> implementation: (1) Planning developing the School Operational Curriculum (KOSP) and teaching modules; (2) Implementation conducting intracurricular learning and <i>Pancasila Student Profile</i> projects; and (3) Evaluation assessing student achievement, promotion, and graduation. Major obstacles include a lack of suitable reference materials, limited teacher experience, and resistance to technological adaptation.
19	(Anam et al., 2019)	<i>School Principal Leadership in Decision-Making at Pesantren-Based Schools</i>	The study reports two main types of decision-making: those made by the principal and those made by the pesantren foundation. The principal primarily handles academic decisions and acts as a liaison between school and foundation. Decision-making procedures involve leadership meetings, analysis, concept drafting, submission to the foundation (if relevant), alternative selection, and implementation. Leadership styles are democratic, authoritarian, and familial. Main challenges include restrictive foundation policies and conflicting opinions, which are mitigated through socialization and transparent communication.
20	(Wibawani, 2019)	<i>Visionary School Leadership as a Driver of Change in Educational Quality Improvement</i>	The study concludes that visionary leadership is reflected in curriculum enhancement, policy reform, and the promotion of discipline. Strategies include case identification, interviews, rapport-building, and creating awareness among

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			students. Innovation is implemented through relative advantages and contextual alignment. Supporting factors include infrastructure, leadership, and government involvement, while internal barriers involve limited teacher qualifications and public understanding. Efforts to overcome these issues include curriculum development teams, improved management, and strengthened community roles.
21	(Fatimah et al., 2021)	<i>Integrating Character Education in Pesantren-Based Schools to Support the Driving School Program</i>	This study emphasizes that integrating character education rooted in pesantren values fosters moral development and national identity. The implementation aligns with the <i>Pancasila Student Profile</i> goals, combining religious discipline with 21st-century learning competencies.
22	(Utami, 2020)	<i>Strategic Management in Pesantren-Based Schools toward Quality Culture Development</i>	The study found that strategic management based on Islamic boarding school values creates a sustainable quality culture. Key strategies include participative planning, leadership reinforcement, and internal evaluation mechanisms that align with both religious and academic objectives.
23	Santoso et al. (2022)	<i>Evaluation of the Driving School Program in Improving Teacher Competence</i>	The Driving School Program significantly enhances teachers' pedagogical and professional competence through training, mentoring, and performance appraisal. Continuous evaluation and peer collaboration play essential roles in sustaining improvement.
24	(Handayani et al., 2023)	<i>Challenges and Opportunities in Implementing Total Quality Management at Islamic Boarding Schools</i>	Findings reveal that implementing TQM in pesantren is constrained by limited resources and inconsistent quality standards. However, opportunities exist through leadership development, digital transformation, and government collaboration to achieve long-term quality assurance.
25	(Harto. et al., 2023)	<i>Integrating ISO 9001-Based Quality Assurance with Pesantren Values: A Hybrid Model</i>	The research proposes a hybrid model combining ISO 9001-based Quality Assurance with pesantren ethical values. This integration strengthens institutional credibility, aligns management systems with spiritual principles, and promotes continuous improvement across academic and non-academic domains.

Based on the findings of the literature review concerning quality management in *Pesantren*-based *Sekolah Penggerak* (*Sekolah Penggerak*) and its impact on student achievement, four key themes can be synthesized as follows:

1. Implementation of the Driving School Program (PSP) and Leadership:

The *Driving School Program* (PSP), implemented through intensive mentoring and supported by transformational leadership from school principals, plays a crucial role in enhancing school performance, transforming work culture, and facilitating the implementation of the *Merdeka Curriculum*. This program also contributes significantly to improving students' competencies and skills through systematic planning and continuous quality enhancement.

2. Integration of Pesantren Values in Education:

Pesantren institutions serve a strategic role in shaping students' character by embedding local wisdom and Islamic values within the educational process. The integration of national curriculum standards with Islamic studies not only strengthens students' religious identity but also fosters discipline, moral competence, and holistic character development aligned with academic achievement.

3. Sustainable Quality Management:

The effective implementation of quality management systems within *pesantren* including human resource development, continuous professional training, and the application of *Total Quality Management* (TQM) principles contributes to sustainable educational improvement. These initiatives enhance both academic and non-academic student performance by ensuring that quality assurance processes are consistently maintained and aligned with institutional goals.

4. Supporting and Inhibiting Factors:

The success of quality improvement in *Pesantren*-based *Sekolah Penggerak* is largely determined by the strength of leadership, teacher competence, and teamwork collaboration. Nevertheless, challenges such as limited resources, technological resistance, and cultural constraints remain obstacles that must be addressed to achieve optimal educational quality and long-term sustainability.

Implementation of the Driving School Program (PSP) and Leadership

Quality management in *pesantren*-based *Sekolah Penggerak* primarily relies on transformational leadership exercised by school principals (Annabila et al., 2024). Several studies consistently report that effective transformational leadership facilitates cultural transformation, strengthens the implementation of the *Merdeka Curriculum*, and integrates academic and character development (Eko Wahyudi et al., 2022; Fathurrochman, 2021). The *Driving School Program* (PSP) emphasizes competency development through a combination of religious and general education, promoting holistic character formation, and this finding is supported by the majority of reviewed studies (Fathurrochman, 2021; Gunawan et al., 2023; Rojak et al., 2019).

However, some studies suggest that the success of leadership in improving quality management may be limited by inadequate principal training or insufficient teacher capacity, highlighting

variability in program outcomes (Sauri et al., 2023). Transformational leadership has been associated with better management of facilities and infrastructure, supporting effective learning conditions (Toyib, 2024), yet only a few studies systematically measured infrastructure improvements, indicating a gap in empirical evidence regarding resource management.

Integrated instructional management under strong leadership generally produces positive outcomes in graduate quality and overall school performance (Rojak et al., 2019). Most studies report that principals' active engagement with educational stakeholders and fostering collaborative continuous improvement processes are critical for effective quality management. Nonetheless, some evidence shows that inconsistent monitoring and unclear role definitions can limit these benefits, revealing contradictions in implementation practices across different schools.

Training and mentoring for teachers and principals remain widely cited as essential components of effective quality management (Sauri et al., 2023). Professional development enables educators to implement the curriculum efficiently and evaluate learning outcomes based on measurable standards. Yet, the frequency and scope of such professional development vary significantly, suggesting that institutional support for continuous capacity building remains uneven.

In summary, the synthesis indicates that the implementation of the Driving School Program (PSP) combined with transformational leadership is central to quality management in pesantren-based Sekolah Penggerak. While supportive findings dominate the literature highlighting leadership's role in cultural transformation, academic and character development, and holistic student outcomes contradictory evidence regarding inconsistent teacher training, variable infrastructure management, and unclear role delineation points to persistent gaps. Based on these findings, a conceptual framework is proposed to illustrate how transformational leadership interacts with pesantren values such as moral development, character education, and faith-based learning to influence institutional management and student achievement.

Overall, strong leadership and strategic program implementation are indispensable for sustaining high-quality, pesantren-based education, yet further research is needed to systematically evaluate variability in infrastructure, professional development, and stakeholder engagement across different educational contexts.

Integration of *Pesantren* Values in Education

The integration of pesantren values within Sekolah Penggerak plays a significant role in shaping students' character, discipline, and social attitudes. Pesantren institutions are widely recognized for instilling deeply rooted religious values that foster respect for authority, moral competence, and ethical conduct grounded in Islamic teachings (Kusumawati & Nurfuadi, 2024). Several studies consistently report that pesantren education contributes to students' character formation through moral and ethical instruction beyond formal religious knowledge (Hasan, 2024; M. M. E. Sari, 2017). These values including tolerance, discipline, and social responsibility are embedded across academic and co-curricular activities in Pesantren-based Sekolah Penggerak.

However, some evidence suggests that the degree of value integration can vary across institutions. For instance, while a majority of studies highlight positive outcomes in moral reasoning and social awareness, a few studies report that the emphasis on discipline may sometimes limit student autonomy or critical thinking (Susrianto & Rosadi, 2022). This indicates a potential tension between strict adherence to pesantren norms and fostering independent decision-making, highlighting a gap in empirical research evaluating the balance between moral guidance and student agency.

Studies also indicate that integrating spiritual development with academic learning is associated with improvements in students' moral reasoning, emotional resilience, and social competencies (Susrianto & Rosadi, 2022; Hasan et al., 2024). The weight of evidence suggests that this holistic integration is consistently reported across multiple studies, reinforcing the importance of character-based education in pesantren settings. Nevertheless, few studies systematically quantify these outcomes, making it difficult to compare effect sizes or generalize findings across different educational contexts.

In summary, the integration of pesantren values provides a comprehensive framework for student development, combining academic excellence with moral, ethical, and social competencies. While most literature supports the positive role of pesantren-based value integration, contradictions regarding the impact of strict discipline and limited empirical measurement highlight areas for further investigation. Future research should examine how pesantren values can be operationalized to simultaneously foster ethical integrity, tolerance, and autonomy, ensuring that students develop as well-rounded individuals capable of addressing complex societal challenges.

Sustainable Quality Management

The synthesis of reviewed studies indicates that sustainable quality management practices in pesantren-based schools commonly include systematic teacher professional development, regular monitoring of learning outcomes, strategic allocation of human and infrastructural resources, and adherence to Total Quality Management (TQM) principles. The majority of studies consistently report that these practices are associated with improvements in both academic performance and school management effectiveness (Sauri et al., 2023; Siswanto, 2019). For instance, (Siswanto, 2019) emphasized that integrating technology into quality management systems enables more efficient monitoring and administration of educational processes, a point supported by several studies highlighting digital tools for curriculum tracking and evaluation.

Continuous teacher development through professional training programs is widely cited as critical for enhancing teaching competence, aligning with TQM principles that promote collective participation in quality improvement. (Sauri et al., 2023) argued that well-trained educators are key to delivering high-quality instruction consistent with institutional standards. However, a few studies note variability in the availability and intensity of training programs across schools, suggesting gaps in equitable professional development opportunities. This inconsistency may affect the overall impact of quality management on student outcomes, highlighting a need for further empirical investigation.

Regular evaluation of educational processes is fundamental for identifying areas of improvement and adapting to dynamic learning needs (Rosyid et al., 2021). While most studies report positive outcomes from systematic monitoring and supervision, some evidence indicates that resource constraints or insufficient administrative support can limit the effectiveness of these initiatives. Similarly, efficient allocation of facilities, teaching staff, and curriculum resources has been linked to improved student outcomes, yet quantitative assessments of resource optimization remain limited, indicating a gap in measuring the relative weight of each factor.

In summary, sustainable quality management in pesantren-based Sekolah Penggerak requires a holistic approach that integrates teacher professional development, systematic evaluation, technology utilization, resource optimization, and stringent supervision. Supportive findings dominate the literature, emphasizing collaborative stakeholder commitment and continuous adaptation to maintain high-quality standards (Siswanto, 2019; R. Supyan Sauri et al., 2023; Rosyid et al., 2021). Nevertheless, contradictions regarding uneven professional development, variable resource management, and limited empirical quantification point to areas needing further research. By addressing these gaps, pesantren-based schools can enhance both academic and moral outcomes, reinforcing the role of sustainable quality management as a critical framework for long-term educational excellence.

Supporting and Inhibiting Factors

The success of quality improvement in Pesantren-based Sekolah Penggerak is influenced by both supporting and inhibiting factors. Supportive elements, such as visionary leadership, professional teacher development, and adequate facilities, are frequently cited across the literature as critical for enhancing educational quality (Hamid, 2020; Kusumawati & Nurfuadi, 2024). For example, (Hamid, 2020) highlighted that proper infrastructure management improves comfort and efficiency in teaching and learning, contributing to better student outcomes. Similarly, multiple studies report that strong leadership facilitates institutional coordination and promotes a culture of continuous improvement, reinforcing positive educational results.

Conversely, inhibiting factors have been consistently reported, including limitations in human and material resources, inefficient management practices, and restricted access to technology (Sauri et al., 2023; Toyib, 2024). Insufficient facilities and limited technological integration can disrupt student engagement and constrain effective instruction, while inadequate planning and administrative capacity further impede educational outcomes. Although these constraints are widely acknowledged, only a few studies quantify their relative impact, indicating a gap in understanding the weight of each inhibiting factor.

External factors, such as government policies and community support, also play a significant role in shaping outcomes. Supportive policies and engaged communities can accelerate the implementation of quality improvement initiatives, whereas limited stakeholder involvement may hinder progress (Dwi Nurrahmawati et al., 2023). However, contradictions exist: some studies suggest that even with strong external support, internal management inefficiencies can still limit

overall effectiveness, pointing to the interplay between internal and external factors as an area requiring further empirical investigation.

In summary, achieving sustainable educational excellence in Pesantren-based Sekolah Penggerak depends on leveraging supportive factors, such as visionary leadership and adequate infrastructure, while addressing internal challenges like resource limitations and management inefficiencies (Hamid, 2020; Sauri et al., 2023; Toyib, 2024). Evidence indicates that external support through government policies and community engagement enhances these efforts, yet the literature highlights gaps in measuring the relative frequency and weight of each factor. Coordinated strategies among stakeholders are essential to optimize resources, mitigate barriers, and sustain high-quality education aligned with Islamic and national educational values. Ultimately, the balance and interaction of supportive and inhibiting factors determine the success of continuous educational development in pesantren-based schools.

CONCLUSION

This systematic literature review suggests that quality management in Pesantren-based Sekolah Penggerak may contribute to improvements in educational outcomes. The effectiveness of quality management appears to be influenced by transformational leadership of school principals, the integration of pesantren values into the curriculum, and the implementation of sustainable quality management practices. Transformational leadership is associated with the creation of educational environments that support both students' character development and cognitive skills. Similarly, incorporating pesantren values seems to enhance ethical and moral education, providing a foundation for students' decision-making and social conduct. Sustainable quality management practices, such as continuous monitoring, evaluation, and efficient resource allocation, are reported as important strategies to maintain educational standards, although empirical measurement of their relative impact remains limited. Despite these insights, several factors may moderate or limit the effectiveness of educational programs in pesantren settings. Constraints in infrastructure, human resources, and strategic management planning can impede quality improvement. External influences, including government regulations and community engagement, also affect program outcomes, highlighting the complexity of achieving consistent results across diverse contexts.

The study provides both conceptual and practical contributions. Conceptually, it proposes a framework illustrating how transformational leadership interacts with pesantren values to influence institutional management and student outcomes. Practically, the findings suggest that school leaders, teachers, policymakers, and communities can enhance educational quality by coordinating leadership practices, investing in professional development and resources, and implementing systematic evaluation and feedback mechanisms. Moreover, the model of leadership and quality management examined here could potentially be replicated or scaled to other educational settings with similar cultural or institutional characteristics, although further empirical validation is needed. Future research should explore the relative weight of different quality management practices, evaluate long-term impacts on academic and character development, and investigate how contextual variations in pesantren and Sekolah Penggerak influence program effectiveness. Overall, while this review does not establish causal relationships, it highlights

patterns and factors that may support high-quality education in pesantren-based schools, offering guidance for both policy and practice aimed at sustainable educational improvement.

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