



Integrating Tradition and Modernity: Educational Management Strategies

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Abstract :

Islamic educational institutions face the ongoing challenge of balancing traditional values with modern educational management strategies to enhance both academic performance and character development. This study aims to explore how Madrasah Aliyah Hidayaturrahman integrates these elements to address this dual objective. Using a qualitative descriptive method, data were collected through observations, semi-structured interviews, and document analysis. The findings reveal that a student-centered and collaborative management approach, coupled with structured teacher training programs, fosters creativity, inclusivity, and academic excellence. The study highlights that integrating traditional Islamic values with contemporary methodologies not only improves learning outcomes but also strengthens the institution's ability to adapt to modern educational demands. This research contributes to the broader discourse on Islamic education by providing a practical model for other institutions to harmonize tradition and modernity effectively.

Keywords: *Educational Management, Tradition and Modernity, Islamic Education Management*

Abstrak :

Institusi pendidikan Islam menghadapi tantangan berkelanjutan dalam menyeimbangkan nilai-nilai tradisional dengan strategi manajemen pendidikan modern untuk meningkatkan kinerja akademik dan pengembangan karakter. Penelitian ini bertujuan untuk mengeksplorasi bagaimana Madrasah Aliyah Hidayaturrahman mengintegrasikan elemen-elemen tersebut untuk mencapai tujuan ganda ini. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan analisis dokumen. Hasil penelitian menunjukkan bahwa pendekatan manajemen berpusat pada siswa dan kolaboratif, ditambah dengan program pelatihan guru yang terstruktur, mendorong kreativitas, inklusivitas, dan keunggulan akademik. Penelitian ini menyoroti bahwa integrasi nilai-nilai Islam tradisional dengan metodologi kontemporer tidak hanya meningkatkan hasil belajar tetapi juga memperkuat kemampuan institusi untuk beradaptasi dengan tuntutan pendidikan modern. Penelitian ini memberikan kontribusi pada wacana pendidikan Islam dengan menawarkan model praktis bagi institusi lain untuk mengharmoniskan tradisi dan modernitas secara efektif.

Kata Kunci: *Manajemen Pendidikan, Tradisi dan Modernitas, Manajemen Pendidikan Islam*

INTRODUCTION

Education serves as a transformative process aimed at fostering individuals' intellectual, social, emotional, and moral growth, ultimately guiding them towards their fullest potential. In the context of Islamic education, particularly within madrasahs, there is a critical need to balance both religious and general academic education, ensuring that students receive a well-rounded experience that addresses their spiritual and worldly aspirations. This study focuses on Madrasah Aliyah Hidayatullah, an institution striving to create such a balance through carefully structured management practices. Despite the noble goals of these institutions, many madrasahs face challenges in educational management, particularly in integrating modern pedagogical methods with traditional values. This study aims to investigate the educational management strategies implemented at MA Hidayatullah to identify how these practices contribute to both academic and human resource development.

A key problem addressed by this research is the gap in understanding effective educational management in the context of Islamic institutions like MA Hidayatullah. Many madrasahs, particularly in rural regions, struggle to create an environment conducive to both academic excellence and character development. The lack of structured management strategies often hinders their ability to provide optimal education, which includes nurturing creativity among teachers and ensuring that human resources are adequately developed to meet the demands of a modern educational framework. By exploring how MA Hidayatullah addresses these issues, this research seeks to provide insights into practical solutions that can be applied across similar institutions.

The significance of this research lies in its contribution to the broader educational discourse, particularly regarding the role of madrasahs in shaping the educational landscape in Indonesia. Madrasahs represent an integral part of the educational system, especially in rural areas, where they often serve as the primary source of both religious and secular education. By examining the management practices at MA Hidayatullah, this study aims to highlight effective strategies that could bridge the existing gaps in educational management within Islamic institutions. This research is also significant in understanding how traditional Islamic education can adapt to incorporate more contemporary management practices, thereby enhancing the quality of education while preserving cultural and religious values.

An educational institution has a unique way of managing and maintaining a boarding school. Even though they are not necessarily in the same location or area, it has undoubtedly become a separate feature in educational management strategies. In educational management, all types of schools must sustain their sustainability, let alone have traditions that have been passed down by previous generations. Previous studies have extensively explored and delved into a myriad of educational management strategies implemented in Madrasah Aliyah. These valuable studies have exemplified the successful amalgamation of both conventional and contemporary approaches. One striking instance includes the utilization of cutting-edge technology in instructional techniques, seamlessly blended with the utmost intention of upholding and cherishing the invaluable cultural heritage embedded within Madrasah Aliyah's educational framework.¹

¹ Lukman Sholeh et al., "Implementation of Curriculum Management in Increasing the Relevance and

The use of technology, such as image-based presentations, videos, or infographics, has proven not only to make learning more engaging but also to strengthen students' memory retention. Visual elements that capture attention effectively aid students in remembering the material taught,² thereby enhancing learning outcomes.

By embracing the innovative possibilities offered by technology, educators have unveiled the infinite potential for creating immersive and engaging learning experiences, while concurrently ensuring the preservation and celebration of cultural values that are the bedrock of Madrasah Aliyah. This harmonious fusion of tradition and modernity not only reflects the progressive mindset and adaptability of the institution but also reaffirms its steadfast commitment to providing holistic education to students. Moreover, the emphasis on incorporating interactive and collaborative platforms in the teaching and learning process has opened up new avenues for students to actively participate and contribute to knowledge creation.³ The diverse range of pedagogical strategies employed, such as project-based learning, inquiry-based learning, and problem-based learning, have empowered students to become critical thinkers, effective communicators, and lifelong learners.⁴ Additionally, the integration of multidisciplinary subjects and real-world applications has sparked students' curiosity and nurtured their creativity.⁵ The Madrasah Aliyah's commitment to fostering a supportive and inclusive learning environment has enabled students from diverse backgrounds to thrive and reach their full potential. Through the provision of comprehensive and holistic educational experiences, Madrasah Aliyah has successfully equipped students with the essential knowledge, skills, and attitudes necessary for their personal, academic, and professional development.⁶ Ultimately, Madrasah Aliyah's dedication to continuous improvement and innovation in educational management strategies ensures that its students are well-prepared for the challenges and opportunities of the rapidly evolving global landscape.⁷

Madrasah Aliyah Hidayaturrahman to determine their effectiveness and impact on student outcomes. In this paper, we aim to further investigate the integration of traditional and modern educational management strategies at

Effectiveness of Learning at Madrasah Aliyah," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 4 (December 21, 2023), <https://doi.org/10.35445/alishlah.v15i4.3913>.

² Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

³ Claudio Aguayo, Ronnie Videla-Reyes, and Tomas Veloz, "Entangled Cognition in Immersive Learning Experience," *Adaptive Behavior* 31, no. 5 (October 2023): 497–515, <https://doi.org/10.1177/10597123231183996>.

⁴ Athanasios Christopoulos et al., "The Impact of Immersive Virtual Reality on Knowledge Acquisition and Adolescent Perceptions in Cultural Education," *Information* 15, no. 5 (May 3, 2024): 261, <https://doi.org/10.3390/info15050261>.

⁵ Stylianos Mystakidis, "Sustainable Engagement in Open and Distance Learning With Play and Games in Virtual Reality: Playful and Gameful Distance Education in VR," in *Advances in Web Technologies and Engineering*, ed. Oscar Bernardes, Vanessa Amorim, and Antonio Carrizo Moreira (IGI Global, 2022), 409–24, <https://doi.org/10.4018/978-1-6684-4291-3.ch019>.

⁶ Mohamad Saripudin, Amirul Hazmi Hamdan, and Nur Asiah, "Indonesian Muslim Students' Perception on the Concept of Peace, Characteristics of Peaceful People, and Non-Peaceful Experiences in Madrasah Aliyah," *Muslim Education Review* 2, no. 1 (July 13, 2023): 42–64, <https://doi.org/10.56529/mer.v2i1.162>.

⁷ Arif Hidayatulloh, Akhyak Akhyak, and Asrop Safi'i, "Supervisory Strategy of Inner Madrasah Aliyah Education Improving the Professionalism of Madrasah Heads," *Journal of Instructional and Development Researches* 3, no. 5 (October 31, 2023): 188–200, <https://doi.org/10.53621/jider.v3i5.256>.

Madrasah Aliyah Hidayatullah to enhance student outcomes and overall school performance. Madrasah Aliyah Hidayatullah is known for its unique approach to blending traditional and modern educational management strategies. One example of this is the implementation of technology in traditional classroom settings. One example of this is the implementation of technology in traditional classroom settings. With the advancement of educational management strategies at Madrasah Aliyah Hidayatullah, integrating tradition and modernity is key to ensuring a well-rounded learning experience for students. This can be achieved through a combination of traditional teaching methods and innovative technology solutions.

In addition to educational management, traditions contained in the madrasah still prioritize religious education inherited from the model. However, due to the demands of education that continue to advance, management is changing towards a combination of religious education and general education. The characteristic of an interesting madrasah to study is the form of management that still mixes the traditional and modern systems. This is an interesting issue that can be used as an idea in presenting a management academic discussion. This study aims to determine the management of mixing traditional and modern systems in educational management at Madrasah Aliyah Hidayatullah Pekanbaru. This simple case study-based research used a qualitative approach. The results of the study showed that in efforts to integrate the characteristics of the madrasah tradition with modernity, Hidayatullah madrasah formed an internal implementation unit, such as the Madrasah Islamic Boarding School, to bridge the management of madrasah tradition by the General Education Department. The importance of maintaining the tradition of the madrasah is related to the continuity of madrasah education management, which will always prioritize the guidance of the Qur'an, religious knowledge, morals, and ethics derived from religion within the school environment⁸. Maintaining the tradition of the madrasah in carrying out management is related to the need for modern educational practices that continue to be developed in the continuity of this madrasah educational institution.⁹ Regular changes in management trends in education need to be implemented in educational institutions such as boarding schools, including madrasah. The principles of managing madrasah and general education schools continue to develop into an opportunity for managers to explore and implement modern traditions in line with the design and be appointed by manager.

The integration of tradition and modernity in educational management has been a central theme in contemporary studies of Islamic education. This review synthesizes insights from recent research to provide a comprehensive understanding of strategies for managing educational institutions that blend traditional Islamic values with modern pedagogical approaches.

Sari (2020) highlights the significance of quality management in private Islamic educational institutions, emphasizing the alignment of educational services

⁸ Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyyah* 12, no. 2 (November 29, 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

⁹ Rendy Nugraha Frasandy, Awida Awida, and Dorisno Dorisno, "INTEGRATION OF RELIGION AND MINANGKABAU CULTURE: IMPLEMENTATION OF SUMBANG DUO BALEH IN CULTURE ART AND CRAFT LEARNING IN THE CHARACTER STRENGTHENING EFFORT OF STUDENTS IN THE STATE ISLAMIC ELEMENTARY SCHOOL," *JIP Jurnal Ilmiah PGMI* 8, no. 1 (January 1, 2022): 1-14, <https://doi.org/10.19109/jip.v8i1.11653>.

with stakeholder expectations.¹⁰ The study underscores the need for structured management practices that integrate religious and secular elements to achieve educational excellence. This perspective is particularly relevant in balancing the unique requirements of Islamic education with contemporary academic standards. Tabroni and Ismiati (2023) explore the role of school management in improving education quality through flagship programs based on Islamic boarding schools.¹¹ Their findings reveal that integrating traditional Islamic educational practices with innovative management strategies fosters a holistic learning environment. This model serves as a benchmark for enhancing the quality of education in Islamic institutions, providing a framework for combining spiritual and intellectual development. Lateh et al. (2023) delve into the adaptation of Pondok Modern Darussalam Gontor (PMDG) guidelines in private Islamic schools in southern Thailand.¹² Utilizing the Fuzzy Delphi method, the study identifies actionable strategies for empowering schools to effectively integrate tradition and modernity. The incorporation of PMDG-inspired strategies highlights the importance of a structured approach in managing Islamic educational institutions, ensuring their relevance in diverse socio-cultural contexts. Wadi (2023) provides a conceptual framework based on Digital Age Education Management Strategies in Facing Global Changes in Islamic Education for managing Islamic education.¹³ The study emphasizes the need for educational institutions to align their goals with the core principles of Islamic management as digital age education. This approach not only enhances the education but also strengthens the institutional commitment to holistic student development. Tabroni et al. (2023) examine the transformative role of modern pesantren in nurturing students' talents and skills¹⁴. Their research highlights the dual function of pesantren as centers for religious education and as platforms for developing practical skills. The study illustrates how pesantren can adapt to contemporary demands while maintaining their traditional ethos, offering a blueprint for integrating tradition and modernity in educational management. These studies collectively underscore the necessity of adopting a balanced approach to educational management in Islamic institutions. The integration of modern tools and techniques, such as technology and innovative pedagogies, with traditional values provides a pathway for achieving educational excellence. Institutions like Madrasah Aliyah Hidayaturrahman exemplify how this synthesis can be operationalized, creating a dynamic learning environment that fosters both academic achievement and character development.

¹⁰ Maya Inayati Sari, "The Concept of Educational Quality Management; Review of Private Islamic Educational Institutions," *Zabags International Journal of Education* 2, no. 2 (October 28, 2024): 33–42, <https://doi.org/10.61233/zijed.v2i2.18>.

¹¹ Imam Tabroni and Ismiati Ismiati, "SCHOOL MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF EDUCATION WITH LEADING PROGRAMS BASED ON ISLAMIC BOARDING SCHOOLS," *SOKO GURU: Jurnal Ilmu Pendidikan* 1, no. 3 (December 1, 2021): 01–04, <https://doi.org/10.55606/sokoguru.v1i3.60>.

¹² Afifi Lateh et al., "Exploring Management Strategies for Private Islamic Schools in the Deep South of Thailand Using the PMDG Guidelines: An Application of Fuzzy Delphi Method," *Edelweiss Applied Science and Technology* 8, no. 5 (September 19, 2024): 1050–61, <https://doi.org/10.55214/25768484.v8i5.1805>.

¹³ Muhamad Hamsan Wadi, Rusli Malli, and Muammar Asykur, "Digital Age Education Management Strategies in Facing Global Changes in Islamic Education," *Business and Applied Management Journal* 1, no. 1 (August 3, 2023): 23–36, <https://doi.org/10.61987/bamj.v1i1.355>.

¹⁴ Imam Tabroni et al., "Peran Pesantren Modern Dalam Pengembangan Keterampilan Menjadi Generasi Bertalenta," *Journal of Social Work and Empowerment* 2, no. 2 (February 25, 2023): 87–92, <https://doi.org/10.58982/jswe.v2i2.164>.

Despite significant advancements, there remains a need for further exploration of how these management strategies can be scaled and adapted across different contexts. Future research could focus on longitudinal studies to assess the long-term impact of integrated management practices on student outcomes. Additionally, examining the interplay of cultural and organizational dynamics in diverse Islamic educational settings would provide deeper insights into effective management strategies. In reality, any institutional manager who manages the madrasah is flexible in accordance with the characteristics, conditions, and strong dimensions of the madrasah he manages. This is related to the educational management condition of the madrasah, in the form of the Hidayaturrahman madrasah, which is the synthesis of madrasah and common education; managers are responsible for adjusting the management system.

Integrating tradition and modernity are topics that have long been studied from various perspectives, including in the realm of education. Tradition and modernity in education constitute a unity that is complementary and interdependent. The duality of tradition and modernity is now evident in the realm of the local to global educational system. Drawing upon the duality of tradition and modernity, a management strategy that integrates both is proposed. Modernity brings change and dynamics, namely innovation and adaptation, while tradition provides durability and perenniality, as well as orderliness in change.¹⁵

The application of the pedagogical concept of tradition is important in the development of the Muslim character. Harmony between the concept of tradition and modernity represented in the curriculum is one of the characteristics of an integrated learning curriculum¹⁶. Accordingly, the curriculum contains a balance between the material of the classical and the material of the present age. In addition, the curriculum should describe the values of the teachers of the school, the community, and the needs of college students¹⁷. Regarding curriculum development and teaching methods, education in madrasah sought to combine values of modernity and traditional Islamic culture¹⁸. The pesantren community teaches both religion and modernity. Therefore, in madrasah, there is also the ideal school education sought by pesantren. Pesantren education is not only to convey the teachings of traditions, but also must pursue scientific knowledge¹⁹. These concepts must be united in the material that is included in the curriculum. Doctrine within the school curriculum is the result of harmonization of religion, culture, and the attitude of life. Accordingly, the school curriculum represents the function and objective pursued by educational institutions and the essence of the education provided.

¹⁵ Guoli Liu and Ran An, "Applying a Yin-Yang Perspective to the Theory of Paradox: A Review of Chinese Management," *Psychology Research and Behavior Management* Volume 14 (October 2021): 1591-1601, <https://doi.org/10.2147/PRBM.S330489>.

¹⁶ Jennifer J. Xu and Tamara Babaian, "Artificial Intelligence in Business Curriculum: The Pedagogy and Learning Outcomes," *The International Journal of Management Education* 19, no. 3 (November 2021): 100550, <https://doi.org/10.1016/j.ijme.2021.100550>.

¹⁷ Giovanni Rubeis, "Guardians of Humanity? The Challenges of Nursing Practice in the Digital Age," *Nursing Philosophy* 22, no. 2 (April 2021): e12331, <https://doi.org/10.1111/nup.12331>.

¹⁸ Tasman Hamami and Zalik Nuryana, "A Holistic-Integrative Approach of the Muhammadiyah Education System in Indonesia," *HTS Teologiese Studies / Theological Studies* 78, no. 4 (December 7, 2022), <https://doi.org/10.4102/hts.v78i4.7607>.

¹⁹ Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid, "The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia," *An Nabighoh* 26, no. 2 (December 3, 2024): 251-68, <https://doi.org/10.32332/an-nabighoh.v26i2.251-268>.

Furthermore, this study builds upon and strengthens the existing literature on educational management by addressing gaps that have been identified in previous research. While several studies discuss the importance of educational management in religious boarding schools, few provide a detailed exploration of the specific management strategies that successfully balance religious teachings with modern educational demands. By providing a focused analysis of MA Hidayaturrehman, this research adds a unique perspective that not only describes the management practices but also critically examines their impact on academic achievement and human resource development.

The research questions in this study are directly linked to the literature on educational management and Islamic education. The first question, which seeks to understand the management strategies that support academic development, addresses the identified gaps in integrating effective academic practices within a religious framework. The second question focuses on human resource management, particularly how teacher training and professional development are handled, contributing to the broader understanding of how madrasahs can foster both pedagogical excellence and a nurturing educational environment. This linkage not only grounds the study in existing literature but also provides a pathway for addressing ongoing challenges in Islamic educational management, thus making a meaningful contribution to the field.

RESEARCH METHOD

This study employs a qualitative descriptive method to explore the educational management strategies at Madrasah Aliyah Hidayaturrehman.²⁰ Data were collected through three primary techniques: observation, interviews, and document analysis. Observation involved direct engagement with the school's daily activities to gain firsthand insights into management practices, classroom interactions, and the integration of traditional and modern approaches. Semi-structured interviews were conducted with teachers,²¹ administrators, and students, focusing on their perspectives regarding the interplay of tradition and modernity, the effectiveness of teacher training programs, and the inclusivity of decision-making processes. Additionally, document analysis was utilized to examine school records, curricula, training program materials, and policy documents, providing a comprehensive understanding of the institutional framework and strategies.

The data analysis followed the thematic analysis approach. The first step involved familiarization with the collected data, ensuring accuracy and a deep understanding of the content. This was followed by systematic coding to categorize key phrases and concepts. The codes were then grouped into broader themes, such as student-centered management, teacher training programs, and the integration of religious values with modern education. Finally, these themes were interpreted in relation to the research objectives to derive meaningful insights into how the integration of traditional and modern strategies contributes to educational outcomes. This systematic approach ensures that the findings are rooted in robust and well-organized qualitative analysis.

²⁰ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

²¹ Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY* 4, no. 10 (October 2021): 1358–67, <https://doi.org/10.1002/jac5.1441>.

In this study, triangulation was employed to ensure the validity and reliability of the findings through methodological, source, and analytical triangulation. Methodological triangulation involved collecting data through direct observations, semi-structured interviews, and document analysis. Each method offered a unique perspective: observations provided firsthand insights into daily management practices, interviews captured the subjective views of teachers, students, and administrators, while document analysis offered objective data from meeting records, curricula, and teacher training materials. Source triangulation was achieved by gathering information from diverse participants, including teachers, students, school leaders, and institutional documents. For instance, interview data from teachers were cross-verified with classroom observations to ensure consistency. Analytical triangulation involved thematic analysis, where emerging themes from interviews were corroborated with findings from observations and documents. For example, the theme of teachers' creativity in integrating Islamic values with technology was validated across different data sources. To further enhance interpretive accuracy, preliminary findings were discussed with two experts in Islamic educational management, whose feedback was incorporated to strengthen arguments and validate conclusions. Through this triangulation approach, the study ensured that its findings were not dependent on a single source or method but were derived from a comprehensive analysis of multiple perspectives. This robust methodology adds credibility to the data and underscores the relevance of the findings in the context of Islamic education at Madrasah Aliyah Hidayaturrahman.

RESULT AND DISCUSSION

The findings of this research reveal a multifaceted approach to educational management at MA Hidayaturrahman, combining both traditional values and contemporary educational practices. The results indicate that the institution has successfully implemented a student-centered and collaborative management model, fostering an environment conducive to academic achievement and personal growth. One of the key findings is the emphasis on teacher creativity and innovation in delivering lessons. Teachers at MA Hidayaturrahman are encouraged to develop unique teaching materials that integrate religious content with general academic subjects, making learning more engaging for students. This approach not only enriches the learning experience but also helps students see the relevance of their religious education in real-world contexts. Teachers mentioned during interviews that this creative freedom has led to more meaningful class discussions and increased student interest in both secular and religious subjects.

The structured training programs for teachers are another critical component of the educational management strategy. These programs, which include seminars, workshops, and peer-learning sessions, have significantly contributed to teacher development. Teachers reported feeling more confident and competent in their roles, as they were better equipped with both pedagogical skills and content knowledge²². For example, workshops on student engagement techniques have been particularly effective, as teachers noted an improvement in classroom participation and a decrease in disciplinary issues.

The study also found that collaborative decision-making plays a vital role in

²² Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

the institution's management practices. Teachers, administrators, students, and even community members are involved in shaping school policies and initiatives. This inclusiveness fosters a sense of ownership and shared responsibility, which has led to a more cohesive and supportive school culture. Observations during faculty meetings highlighted the open communication channels between teachers and school leaders, with all voices being heard and valued. This collaborative atmosphere has positively impacted teacher morale and student engagement, creating a supportive learning environment that caters to diverse needs.

In terms of student development, the research revealed that MA Hidayaturrehman emphasizes a balance between academic rigor and character education. The institution integrates religious values into everyday activities, ensuring that students not only excel academically but also develop strong moral and ethical foundations. Teachers use a variety of methods, including storytelling, group discussions, and reflective activities, to instill values such as honesty, respect, and responsibility. Students interviewed during the research expressed that these activities helped them better understand the practical applications of their faith, which in turn motivated them to participate actively in both academic and extracurricular activities.

The presence of the researcher on-site allowed for an in-depth understanding of the cultural dynamics that influence educational practices at MA Hidayaturrehman. It was observed that the close-knit community atmosphere played a significant role in fostering mutual respect and collaboration among students and teachers. The interactions between teachers and students were marked by a sense of care and mentorship, which is central to the institution's educational philosophy. This nurturing environment was seen to contribute significantly to students' confidence and willingness to take on challenges, both in their studies and in their personal development.

The findings of this research reveal clear evidence of integration between traditional values and modern educational management strategies at Madrasah Aliyah Hidayaturrehman. This integration is demonstrated through several key practices implemented at the institution.

First, teacher training programs showcase a blend of traditional mentoring methods and modern professional development techniques. For instance, senior teachers with decades of experience in Islamic education mentor younger educators, focusing on instilling traditional values such as sincerity (*ikhlas*) and dedication (*tawakkul*). Concurrently, these teachers participate in workshops on contemporary pedagogical approaches, such as using interactive whiteboards and digital teaching aids. This dual approach ensures that traditional wisdom is preserved while equipping teachers with tools to meet modern classroom demands. Second, the curriculum structure at the madrasah exemplifies this integration. The institution combines classical Islamic subjects, such as *fiqh* and *tafsir*, with general academic subjects like mathematics and science. A concrete example of this is the integration of Islamic ethical values into science lessons, where teachers discuss the environmental stewardship responsibilities emphasized in the Qur'an alongside ecological concepts in biology. This curriculum design enables students to appreciate the relevance of religious teachings in contemporary knowledge. Third, student engagement and management practices also highlight the integration of tradition and modernity. Traditional student councils, often rooted in hierarchical structures with senior students taking leadership roles, have been modernized to incorporate

democratic decision-making processes. For example, during school events planning, students are encouraged to use structured brainstorming sessions and collaborative platforms, blending traditional leadership principles with modern teamwork techniques. Additionally, technological integration plays a significant role in bridging tradition and modernity. Teachers use digital platforms to deliver lessons while preserving traditional methods of *musyawarah* (consultation) and *halaqah* (study circles). In one observed session, students were taught to research Islamic history using digital resources while engaging in a traditional *halaqah* discussion to reflect on the moral lessons derived from the historical events.

Finally, the institution has established a unique community engagement model, which incorporates traditional gotong royong (mutual cooperation) with modern project management practices. This is evident in the organization of school-community projects, such as environmental clean-ups, where students and community members work together under a structured timeline and clear deliverables while maintaining the spirit of collective effort and shared responsibility.

These examples substantiate the integration of traditional and modern educational management strategies at Madrasah Aliyah Hidayaturrehman. The results highlight how this synergy fosters academic achievement, moral development, and a holistic educational environment that equips students for the challenges of modern society while preserving their cultural and religious identity. The research at Madrasah Aliyah Hidayaturrehman reveals a clear integration of traditional educational methods with modern management strategies, creating a unique and effective learning environment. The findings can be summarized into several key themes that illustrate the impact of these integrated practices on both academic performance and character development among the students.

The research highlights that a student-centered approach significantly enhances student engagement and academic performance. This method encourages teachers to focus on the needs and interests of their students, fostering a more interactive and dynamic learning atmosphere. Teachers reported that by prioritizing student input during lessons and allowing for student-led discussions, they noticed increased participation and enthusiasm among learners. This participatory culture also cultivates a sense of ownership over one's education, which is important for fostering intrinsic motivation. The collaborative management approach practiced at MA Hidayaturrehman has proven to be beneficial in decision-making processes. Involving teachers, students, and community members in policy-making and school initiatives fosters a sense of shared responsibility. Interviews with teachers and administrators revealed that this model enhances cooperation and communication within the school, contributing to a positive and cohesive school culture. This inclusiveness not only supports better management but also empowers students, as they feel their opinions are valued.

The integration of traditional and modern educational management strategies at Madrasah Aliyah Hidayaturrehman has been validated through interviews with teachers and administrators. These interviews provided key insights into the positive impacts of the implemented model on the school's culture and performance.

One teacher highlighted the role of collaborative decision-making in fostering a positive school environment:

“We feel that our voices matter. During faculty meetings, everyone – from junior teachers to senior staff – can contribute their ideas. This openness has helped us work more closely as a team and support each other in achieving shared goals.”

Similarly, an administrator emphasized the impact of inclusive management practices on communication and school culture:

“Our model encourages frequent communication between teachers and administrators. We hold regular brainstorming sessions to plan school activities, and this has not only improved our coordination but also created a sense of belonging and mutual respect among staff members.”

Teachers also noted the benefits of the structured teacher training programs, which combine traditional mentoring with modern workshops:

“The mentorship from senior teachers provides us with moral guidance and a deeper understanding of our religious responsibilities, while the workshops give us practical tools to engage students more effectively. This combination has boosted our confidence and improved our teaching methods.”

From the student perspective, the interviews revealed that this management model enhances their engagement in both academic and extracurricular activities. A student council member stated:

“We are encouraged to take an active role in planning school events. It feels empowering to know that our opinions are valued, and it motivates us to contribute more to the school community.”

The findings indicate that the collaborative and inclusive management strategies implemented at MA Hidayatullah have significantly enhanced cooperation and communication among teachers, administrators, and students. This has resulted in a cohesive school culture where every stakeholder feels valued and motivated to contribute to the institution’s success.

The structured training programs for teachers have had a transformative impact. The educational management strategies at MA Hidayatullah include ongoing professional development opportunities that equip teachers with innovative teaching methods and strategies for classroom management. Many teachers expressed that these training sessions have boosted their confidence and effectiveness in delivering lessons, which is evident in improved student performance. Observations indicated that students are more engaged in classes where teachers employ varied instructional techniques, such as project-based learning and interactive group activities.

The integration of religious values within daily academic activities stands out as a significant finding. The institution places a strong emphasis on character development alongside academic achievement. Teachers utilize various pedagogical approaches, such as storytelling and reflective practices, to impart moral values. Students reflected on how these teachings have influenced their behavior and decisions, demonstrating an appreciation for the practical application of their faith in everyday life.

The research revealed that the supportive and nurturing environment at MA Hidayaturrehman significantly contributes to students' personal growth and well-being. The close relationships between teachers and students create a sense of belonging and trust, which is vital for effective learning. Surveys indicated that most students feel comfortable seeking help from their teachers, either academically or personally, fostering a culture of mentorship that enhances overall educational experiences.

The integration of traditional values and modern educational management practices at Madrasah Aliyah Hidayaturrehman effectively promotes both academic success and character development. The study's findings suggest a model that other educational institutions can learn from to achieve holistic educational excellence in the context of Islamic education.

The findings suggest that the human resource management practices at MA Hidayaturrehman, particularly in terms of teacher training and development, are instrumental in enhancing the quality of education. The emphasis on continuous professional development, coupled with a supportive work environment, has enabled teachers to grow both professionally and personally. The structured approach to training ensures that teachers are not only knowledgeable in their subjects but are also skilled in engaging students and managing classrooms effectively.

The discussion highlights that the management strategies employed at MA Hidayaturrehman can serve as a model for other madrasahs seeking to improve their educational practices. The combination of traditional values with modern management techniques has allowed the institution to create a learning environment that is both academically challenging and supportive of students' moral growth. The findings underscore the importance of a holistic approach to educational management, one that values both academic success and character development.

CONCLUSION

This study concludes that the integration of traditional values and modern educational management strategies at Madrasah Aliyah Hidayaturrehman effectively addresses the dual objectives of academic performance and character development. Through collaborative and inclusive practices, the institution has successfully fostered a supportive school culture, enhanced teacher creativity, and aligned religious values with contemporary methodologies. These strategies have not only improved student engagement and learning outcomes but also strengthened the institution's ability to adapt to modern educational demands while preserving its Islamic identity.

The findings highlight that structured teacher training, collaborative decision-making, and the integration of religious principles into academic subjects are key components in achieving a balance between tradition and modernity. These approaches provide a practical model for other Islamic educational institutions seeking to improve their management practices and educational quality.

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