



The Strategic Role of Madrasah Committee in Strengthening Collective Leadership: Case Study of MA Tahfidz Alquran Pesanggaran Banyuwangi

Andry Arifianto¹, Ali Wafa², Zohaib Hassan Sain³, Hafidhur Rohman Saad Robbani⁴

¹²KH Mukhtar Syafaat University Banyuwangi, Indonesia

³Superior University, 17-Km Raiwind Road Lahore, Pakistan

⁴Al Azhar University Cairo, Egypt

ABSTRACT

This study aims to analyze the strategic role of madrasah committees in strengthening collective leadership at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. Leadership in an educational environment extends beyond the head of the madrasah and involves various stakeholders, including the madrasah committee, which plays a crucial role in supervision, advocacy, and support in decision-making processes. Utilizing a qualitative approach with a case study method, this research examines the strategic role of the madrasah committee in enhancing collective leadership at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. Data were collected through interviews, observations, and document analysis, and were analyzed using data reduction, data presentation, and conclusion drawing techniques. Triangulation of sources and methods was employed to ensure data validity. The findings reveal that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi plays a strategic role in the successful implementation of academic and tahfidz programs. Collaborative and inclusive decision-making processes involve the madrasah head, teachers, parents, and the community, resulting in transparent and well-received policies. The committee also advocates for education policies that are relevant to local needs and ensures that the academic and tahfidz programs run synergistically, thereby improving students' academic achievement and Qur'an mastery. The collective leadership approach adopted is effective in enhancing the quality of education, supporting sustainability, and strengthening leadership within the madrasah.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran strategis komite madrasah dalam memperkuat kepemimpinan kolektif di MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. Kepemimpinan dalam lingkungan pendidikan tidak hanya bertumpu pada kepala madrasah, tetapi juga melibatkan berbagai pemangku kepentingan, termasuk komite madrasah yang memiliki fungsi pengawasan, advokasi, dan dukungan dalam pengambilan keputusan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk menganalisis peran strategis komite madrasah dalam penguatan kepemimpinan kolektif di MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, dan dianalisis dengan menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Triangulasi sumber dan metode digunakan untuk keabsahan data. Penelitian ini bertujuan untuk memahami strategi, tantangan, dan memberikan rekomendasi untuk madrasah dengan karakteristik serupa. Hasil penelitian ini menunjukkan bahwa komite madrasah di MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi memiliki peran strategis dalam keberhasilan pelaksanaan program akademik dan tahfidz. Pengambilan keputusan yang kolaboratif dan inklusif melibatkan kepala madrasah, guru, orang tua, dan masyarakat, menghasilkan kebijakan yang transparan

OPEN ACCESS

ARTICLE HISTORY

Received: 07-12-2024

Accepted: 30-04-2025

KEYWORDS

Madrasah Committee,
Collective Leadership,
Academic Program

KATA KUNCI

Komite Madrasah,
Kepemimpinan Kolektif,
Program Akademik

Corresponding E-mail: Andryarif81@gmail.com

© 2025 The Author(s). This is an open-access article under Creative Commons Attribution-Noncommercial-No Derivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

dan dapat diterima dengan baik. Komite juga berperan dalam mengadvokasi kebijakan pendidikan yang relevan dengan kebutuhan lokal. Pengawasan komite memastikan bahwa kedua program tersebut berjalan secara sinergis, sehingga dapat meningkatkan prestasi akademik dan penguasaan Al Qur'an siswa. Pendekatan kepemimpinan kolektif yang diterapkan efektif dalam meningkatkan kualitas pendidikan, mendukung keberlanjutan dan memperkuat kepemimpinan di madrasah.

Introduction

Socially, madrasah committees have an important role in building collective leadership, which reflects collaboration between various stakeholders in strategic decision making (Hikmawati et al., 2024; Hufron et al., 2024) . In many educational institutions, especially in madrasah, collective leadership is a key factor in determining the effectiveness of educational policies, both in managerial, academic, and character development aspects of students (Mistaruddin, 2021) .

In MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi, the existence of the madrasah committee is not only as an administrative institution, but also as a bridge that connects the aspirations of the community with madrasah policies. The madrasah committee plays a role in advocating for excellent programs that support the strengthening of tahfidzul Qur'an and improving academic quality (Hidayanti, 2022) . In the social context, the active participation of madrasah committees also reflects the value of mutual cooperation and community concern for Islamic-based education (Chowdhury et al., 2022; Juhaidi et al., 2025) . Their support in the aspects of funding, policy, and monitoring of education programs shows the distribution of leadership that is not only centered on the madrasah head, but involves other elements in the madrasah community.

Furthermore, madrasah committees also play a role in building harmonious relationships between madrasahs and student guardians and the surrounding community, which ultimately strengthens the legitimacy and existence of madrasahs as community-based educational institutions (Garcia et al., 2024; Hui et al., 2021) . This social fact confirms that collective leadership in an educational environment does not only depend on one individual, but is the result of cooperation and synergy between various parties (Silaningtyas, 2024) .

Previous research relevant to the theme "The Strategic Role of Madrasah Committees in Strengthening Collective Leadership" has extensively discussed the involvement of school/madrasah committees in educational governance, particularly in building synergy among stakeholders to improve educational quality. by Bisri, (2020) investigated the contribution of school committees in increasing community participation in Islamic educational institutions, highlighting their support in academic, financial, and student character development aspects. Meanwhile, Wahyudin, (2021) emphasized the importance of collective leadership models in community-based education management, finding that active madrasah committees were able to increase transparency, decision-making effectiveness, and strengthen school-community relations.

Recent studies also underscore the importance of multi-stakeholder collaboration in Islamic education. However, critical reviews indicate that most of these studies are still limited to the operational aspects of madrasah committees, without developing a clear conceptual framework on the dynamics of collective leadership. In addition, little attention has been paid to local cultural characteristics, such as the value of mutual cooperation, in shaping patterns of collective leadership in Indonesian madrasahs.

To enrich the conceptual framework, this study adopts the distributed leadership approach as formulated by Harris et al., (2022), which views leadership as a practice that

is distributed among various actors and influenced by social interactions and organizational contexts. In the context of tahfidz-based madrasahs, this concept is reinforced by local cultural principles such as *gotong royong* and Indonesian Islamic values, which emphasize collectivity, deliberation, and shared responsibility.

Thus, this study not only builds a synthesis of previous research but also proposes a new conceptual framework that integrates collective leadership theory and local cultural wisdom to understand the strategic role of madrasah committees. This approach distinguishes this study from previous works that have not explicitly linked the dynamics of collective leadership with the values of Indonesian Islamic culture.

Furthermore, a study from Nisa, (2024) highlighted how collective leadership in Qur'an tahfidz-based madrasahs can encourage improved academic achievement and student character. They stated that the synergy between the madrasah head, teachers, and madrasah committee can strengthen the learning program, especially in the aspect of strengthening Islamic values.

Based on these previous studies, it can be concluded that madrasah committees have a strategic role in strengthening collective leadership by building synergy between madrasah, student guardians and the community. This supports the effectiveness of education management, especially in tahfidz-based madrasahs, where close collaboration is needed to maintain the quality of education and student character development.

The uniqueness of this study lies in its in-depth exploration of the strategic role of madrasah committees in developing collective leadership models in tahfidz-based educational settings, an area that has been relatively neglected in academic literature. This study critically addresses this research gap by highlighting how the distinctive characteristics of tahfidz education shape the dynamics of collective leadership, while offering new perspectives on leadership collaboration in religious value-based institutions. To strengthen the original contribution, it is important to explicitly emphasize the uniqueness of the tahfidz context from the abstract onwards.

Unlike previous studies, which generally limit the role of madrasah committees to administrative and educational policy oversight functions (e.g., in the context of budget management and program implementation), this study raises a new dimension, namely how madrasah committees contribute to decision-making processes, institutional vision transformation, and spiritual development based on Qur'anic values. The collective leadership model developed at MA Tahfidz demonstrates the integration of community participation, the strengthening of religious values, and collaboration across educational actors, which has not been widely explored in previous literature.

These findings have strong practical significance for Islamic education management, particularly in the context of community-based madrasahs, by emphasizing the importance of building functional synergies between the community, educational institutions, and the government. Furthermore, the results of this study provide an empirical basis that can encourage the formulation of Islamic education policies that are more responsive to the needs of local communities, as well as strengthen the integration of Islamic character values in the development of a holistic national education ecosystem. Therefore, this study not only enriches the discourse on educational leadership but also offers a relevant contextual perspective for the development of tahfidz madrasahs under the regulations of the Ministry of Religion.

The uniqueness of this research also lies in its focus on tahfidz madrasahs, which have distinctive characteristics in Islamic values-based education management. In addition, this study examines how the madrasah committee plays a role not only in the aspects of policy and funding, but also in shaping a collective leadership culture that is oriented towards improving academic quality and strengthening Islamic values. Using a case study approach in MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi, this research

provides an empirical contribution in understanding collective leadership practices that can be adapted by other madrasahs. This makes this research a new reference in the study of Islamic education management, especially in the context of participatory leadership in tahfidz-based madrasah.

This research focuses on analyzing the strategic role of the madrasah committee in strengthening collective leadership at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. The study highlights how the madrasah committee contributes to decision-making, advocacy, as well as supervision to create a more participatory and democratic leadership system. In addition, this study explores the committee's strategy in balancing academic and tahfidzul Qur'an programs, in order to improve the quality of education and the welfare of students in a community-based madrasah.

This study aims to analyze the strategic role of madrasah committees in strengthening collective leadership in MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi. Leadership in the educational environment does not only rely on the madrasah head, but also involves various stakeholders, including madrasah committees that have supervisory, advocacy, and support functions in decision making (Ajigoena & Hisbullah, 2022). The madrasah committee plays an important role in creating a more participatory and democratic leadership system, which ultimately has an impact on improving the quality of education and the welfare of students.

In addition, in tahfidz-based madrasahs, the role of the committee becomes more complex because it must ensure a balance between academic programs and tahfidzul Qur'an. Therefore, analyzing the strategies and contributions of madrasah committees in building collective leadership is very important to provide insights for the management of other madrasahs that have similar characteristics. Thus, this research is expected to provide applicable recommendations in improving leadership effectiveness in community-based madrasahs.

METHODS

This study employed a qualitative approach with a case study method to analyze the strategic role of the madrasah committee in strengthening collective leadership at MA Tahfidz Al-Qur'an Pesanggaran, Banyuwangi. This approach was chosen for its ability to provide a comprehensive exploration of complex social phenomena, including the dynamics of interaction between the madrasah committee, the madrasah principal, teachers, and other stakeholders in building a participatory leadership system (Kusumastuti & Khoiron, 2019).

The sampling strategy used was purposive sampling, with participant criteria including: (1) active madrasah committee members for at least the past two years, (2) madrasah principals involved in policy formulation, and (3) teachers involved in the tahfidz program and academic development. This selection was based on the informants' ability to provide in-depth and relevant information related to the research focus.

Data collection was conducted through semi-structured in-depth interviews, participatory observation, and document analysis. Interviews involved committee chairs and members, madrasah principals, and teachers, focusing on decision-making mechanisms, policy monitoring, and strengthening academic and tahfidz programs. Observations were conducted during committee meetings and tahfidz programs to examine patterns of collective interaction. Document analysis included a review of madrasah regulations, committee meeting reports, and internal policy documents. The

document analysis process was conducted through thematic coding, identifying key themes related to collective leadership practices (Abdussamad & Sik, 2021).

Data analysis followed the stages of data reduction, data presentation and conclusion drawing based on the Miles and Huberman model. Triangulation of sources (interviews, observations, documents) and methods was conducted to enhance data credibility (Sari et al., 2022). To address potential biases, the researcher applied reflexivity by reflecting on their position, initial assumptions, and potential subjectivity throughout the data collection and analysis process. Field notes and reflective journals were used to document this process. Additionally, inter-coder reliability was ensured by involving two additional researchers in the coding of a portion of the data, followed by discussions to resolve interpretive differences and reach consensus. With this design, the study aims to generate a holistic and valid understanding of the strategies, dynamics, and challenges faced by madrasah committees in strengthening collective leadership, while offering practical recommendations that can be replicated in similar madrasah contexts.

RESULTS AND DISCUSSION

Collaborative and Inclusive Decision Making

Decision-making in madrasah, especially in MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi, requires the involvement of various parties so that the decisions taken can reflect the needs and aspirations of the entire madrasah community. In this case, the madrasah committee plays an important role in creating a forum that enables collaborative and inclusive decision-making. By holding regular meetings and open discussions involving the madrasah principal, teachers, as well as representatives of parents and the community, the committee ensures that strategic decisions are not only made by the management alone, but involve input from various stakeholders. This process supports the creation of fairer and more transparent policies, which in turn contributes to the sustainability and strengthening of collective leadership in the madrasah.

In an interview with the Head of the Madrasah Committee of MA Tahfidz Al-Qur'an Pesanggaran, Mr. Ahmad, he explained how the regular meetings held by the committee became an important platform in the decision-making process in the madrasah. He said:

"Every major decision taken at the madrasah, we make sure to involve the madrasah head, teachers, and also parent representatives. We feel it is important to hear various perspectives, both from the academic side and from the side of the religious values on which we are based. This way, any decisions made can be more inclusive of all parties and more easily accepted by all elements in the madrasah."

This statement reflects how the madrasah committee facilitates a decision-making process that is not only based on managerial decisions, but also considers the various interests of all members of the madrasah community. Through this approach, a democratic culture is created that values the involvement and contributions of all parties, thus strengthening the committee's position in strengthening collective leadership in the madrasah. This also leads to an improvement in the quality of policies produced, which are more relevant to the needs of learners and the surrounding community.

Collaborative and inclusive decision-making at MA Tahfidz Al-Qur'an Pesanggaran involves various parties to ensure fair and transparent policies. Through regular

discussions and involvement of key stakeholders, decisions become more relevant and easily accepted. The following is a picture of indicators that show the main aspects of an effective and inclusive decision-making process in the madrasah.

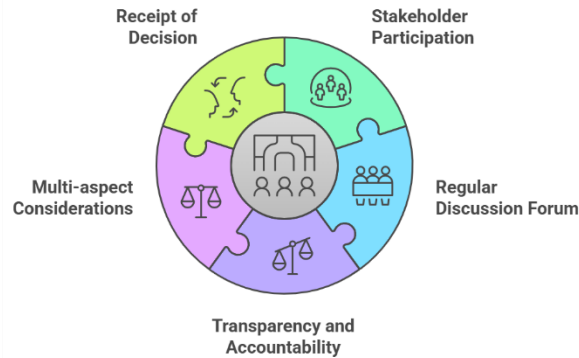


Figure 1; Indicators of Collaborative Decision Making

Collaborative and inclusive decision-making at MA Tahfidz Al-Qur'an Pesanggaran fosters a culture of transparency, accountability, and collective leadership within the madrasah. By involving various stakeholders such as the madrasah committee, the madrasah principal, teachers, parents, and student representatives, the policy-making process becomes more relevant, fair, and contextual to real needs. Regular discussion forums strengthen the legitimacy of every decision made, ensuring that the aspirations of all stakeholders are channeled proportionally. This model not only strengthens internal social relationships but also builds a democratic ecosystem within the madrasah environment. In the expanded Figure 1, the collaboration flow is shown starting from issue identification by the parties, joint policy formulation, consultation and validation, to final decisions and implementation involving joint supervision. This structured approach directly contributes to the effectiveness, adaptability, and sustainability of tahfidz-based educational institutions that are responsive to changing times.

The interpretation of these findings is that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi plays a central role in creating a collaborative and inclusive decision-making process. By involving various stakeholders, such as the madrasah head, teachers, parents and the community, the committee ensures that decisions reflect the interests of all parties. This not only supports the creation of fair and transparent policies, but also strengthens collective leadership in the madrasah, where every member of the community feels valued and involved in the process. This perspective is in line with collective leadership theory that emphasizes the importance of joint participation in decision-making, as described by Boira Lopez & Connelly, (2024) , which states that leadership in the school context should be distributional and involve various parties in decision-making to achieve more effective results.

Previous studies also confirm that inclusive decision-making can improve the quality of policies and their successful implementation (Chu & Cannon, 2021) . In this regard, the findings at MA Tahfidz Al-Qur'an Pesanggaran reflect the principles advocated by participatory leadership theory, where strategic decisions are more easily accepted and implemented due to the active involvement of various elements (Nassani et al., 2024) . Strengthening collective leadership through inclusive decision-making processes can also increase the effectiveness of madrasah operations and improve the overall quality of education, both in the academic and spiritual domains, in accordance with the madrasah's educational goals (Kultsum, 2020) .

The Committee's Role in Education Policy Advocacy

The madrasah committees play an important role in advocating education policies at the local level, including in terms of budget allocation, setting teaching policies, and teacher and student welfare policies. Not only does the committee function as a watchdog, it also serves as a strategic bridge between the madrasah and the local government as well as other external institutions.

In this advocacy context, the madrasah committee ensures that policies are not only top-down but also responsive to the real needs of the madrasah. Through an in-depth understanding of local conditions, the committee can propose policies that are more contextualized, whether related to developing educational facilities, improving the quality of learning, or improving the welfare of the entire madrasah community.

In addition, the committees also play an active role in overseeing policy implementation so that it is sustainable and has a real impact on improving the quality of education. With this involvement, the committees help strengthen the principle of collective leadership where decision-making is participatory and inclusive.

In carrying out its strategic role, the madrasah committee faces a variety of complex challenges. One of the main challenges is limited resources, both in terms of funding and supporting facilities, which can hinder the effectiveness of advocacy and program implementation. In addition, resistance to change is also an obstacle that cannot be ignored, as some madrasah heads, teachers and community members sometimes reject the committee's active involvement, viewing it as a form of external intervention that interferes with the autonomy of the institution.

The madrasah committees are also often faced with a lack of technical capacity, with not all members having the educational background or managerial experience to understand and design effective education policies. In addition, the lack of clarity regarding the boundaries of roles and authority between the committees, madrasah principals and foundation managers often leads to overlapping tasks and even conflicts of interest. All of these challenges point to the importance of systematic efforts to strengthen capacity, clarify organizational structures and build a collaborative culture within the madrasah.

Table 1. Summary of Main Themes on the Role and Challenges of Madrasah Committees

NO	Main Theme	Description
1	Policy Advocacy	Propose and encourage policies based on the concrete needs of the madrasah.
2	Bridging Madrasahs and Government	Liaising between the madrasah and external institutions
3	Education Quality Improvement	Ensure policies impact academic quality and student well-being
4	Limited Resources	Minimal operational funds and facilities
5	Resistance to Change	Challenges in building acceptance of the committee's active role
6	Lack of Technical Capacity	Lack of policy understanding and managerial skills
7	Role Uncertainty	Overlapping authority between the committee and other madrasah parties

In an interview with the Secretary of the Madrasah Committee, Mrs. Siti, she explained the committee's active role in advocating education policy in madrasah. Mrs. Siti said:

"We are very focused on ensuring that the policies taken by the madrasa are in line with the needs of the students and teachers here. For example, in budget allocation, we actively propose funds for the development of better tahfidz facilities and improved teaching quality. We also work closely with the local government to fight for teacher welfare, as we believe that prosperous teachers will be able to teach better."

This statement illustrates how madrasah committees not only play a role in supporting existing policies but are also active in proposing policies that are more in line with local needs. This advocacy is crucial to ensure that the education policies implemented in madrasahs are not only in line with larger regulations but can also support the achievement of more holistic and sustainable education goals.

The interpretation of these findings shows that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi not only functions as a supervisor but also plays a strategic role in education policy advocacy. By actively proposing policies that are more relevant to local needs, the committee acts as an intermediary between the madrasah and outside parties, including the government. This is in line with the distributional leadership theory proposed by (Hartley, 2023) , which emphasizes the importance of collaboration between different parties to create more effective and locally relevant policies. The committee not only supports existing policies, but also tries to influence existing policies to better meet the needs of students and teachers, as seen in the proposed budget for tahfidz facilities and teacher welfare.

Previous studies, such as those described by Karlsson et al., (2020) , show that policy advocacy by school committees can improve the quality of education and the well-being of all parties involved. In this context, madrasah committees function as change agents that promote more equitable and sustainable policies that support the achievement of more holistic and relevant educational goals and improve the conditions that support the quality of teaching and learning.

Supervision of the Implementation of Academic and Tahfidz Programs

The madrasah committee has a very important role in ensuring that the implementation of academic and tahfidzul Qur'an programs runs well and in balance. The success of education at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi is not only measured by academic results, but also by the spiritual achievements of the students. Therefore, the madrasah committee is not only involved in the planning and decision-making stages, but also active in overseeing the course of the program. This supervision is done through regular evaluation of academic achievement and Qur'an memorization development, as well as providing constructive feedback for improvement and quality enhancement. With balanced attention to both aspects, the committee ensures that students not only gain adequate knowledge but also develop their spiritual potential through memorizing the Qur'an. This supervisory process also involves intense communication between the committee with teachers and the madrasah head to assess the effectiveness of the program and make the necessary changes so that both programs run optimally.

In an interview with the Head of the Madrasah Committee, Mr. Hasan, he explained the importance of monitoring the implementation of academic and tahfidz programs. He said:

"We ensure that the academic and tahfidz programs run in balance. As a committee, we regularly conduct evaluations to see if students can keep up with both programs. We work closely with the teachers to ensure that no student is left behind, either in their academic achievements or in memorizing the Qur'an. We also provide input to improve the learning process, so that both programs can run more optimally."

This statement shows how the committee not only plays a role in supervision but also provides real support for the overall development of students. Through constant supervision and transparent evaluation, the committee ensures that the two programs can run synergistically, having a positive impact on students' development both in science and in mastering the Qur'an.

In this study, it was found that the madrasah committee has a very important role in overseeing the implementation of two main programs at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi, namely academic programs and tahfidzul Qur'an. The committee is not only involved in the planning and decision-making stages, but also actively monitors the running of both programs. This monitoring process is carried out through regular evaluations of students' academic achievements and Qur'an memorization, as well as providing constructive feedback for program improvement. With balanced attention to both aspects, the committee ensures that students acquire adequate knowledge and develop their spiritual potential. The following table summarizes the aspects and descriptions of this finding:

Table 2; Role of Madrasah Committee in Supervision of Academic Program and Tahfidz

No.	Aspects	Description
1	The Committee's Role in Program Oversight	The madrasah committee is actively involved in overseeing the implementation of academic and Qur'an memorization programs by conducting regular evaluations of students' academic achievements and Qur'an memorization.
2	Evaluation and Collaboration with Teachers	The committee works closely with teachers to ensure a balance between students' academic and spiritual achievements and provides constructive feedback for improvement.
3	Program Quality Improvement	The supervision aims to improve the quality of both programs, ensuring that no student is left behind in academic or tahfidzul Qur'an aspects.
4	Intense Communication Engagement	Intense communication between the committee, teachers and madrasah head to assess the effectiveness of the program, focusing on the synergy between academic education and Qur'an memorization development.

The table above explains that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi plays an important role in supervising academic and tahfidz programs, focusing on regular evaluations and collaboration with teachers. Through this supervision, the committee ensures that the two programs run synergistically, support student development both in science and in memorizing the Qur'an, and provide constructive input for program improvement.

The interpretation of these findings indicates that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi plays a crucial role in overseeing the simultaneous implementation of academic and tahfidz programs. The committee is not only active in the planning and decision-making stages but also consistently conducts periodic evaluations to ensure a balance between academic achievement and spiritual development of students (Alkin et al., 2024). These findings are in line with Draugedalen, (2021) study, which emphasizes that collective and participatory leadership practices involving the madrasah principal, teachers, and committee can improve educational effectiveness. Frank et al., (2020) further reinforce the importance of continuous monitoring to optimize learning outcomes.

However, when compared to non-tahfidz madrasah or secular schools, it is evident that challenges in MA Tahfidz Al-Qur'an are more complex, particularly in maintaining a balance between general academic achievement and Qur'an memorization targets. In secular schools, program focus is more homogeneous, whereas in tahfidz madrasah, the committee must manage two spectra of student development simultaneously (Patel, 2023; Wu & Sarker, 2022). The limited availability of human resources with expertise in both areas, as well as differing priorities among stakeholders, pose significant obstacles to the implementation of recommendations. Therefore, it is essential to design specialized training mechanisms for committee members to better understand these dual dynamics. Additionally, a more adaptive monitoring and evaluation model is needed to ensure that the implemented oversight system remains relevant to the evolving needs of tahfidz-based madrasahs in the modern era.

CONCLUSIONS

The findings of this study demonstrate that the madrasah committee at MA Tahfidz Al-Qur'an Pesanggaran Banyuwangi plays a strategic role in ensuring the successful implementation of academic and tahfidz programs. Through collaborative and inclusive decision-making processes involving the head of the madrasah, teachers, parents, and the community, the policies produced are more equitable, transparent, and well-accepted by all elements of the madrasah community. The committee also plays a crucial role in advocating for local education policies, ensuring that the implemented policies are tailored to the specific needs of a tahfidz-based madrasah and support overall educational quality improvement.

Additionally, the committee's oversight of academic and tahfidz programs ensures that these two aspects operate synergistically, thereby enhancing both academic performance and students' mastery of the Qur'an. The collective and participatory leadership approach applied by the madrasah committee in this context has proven effective in strengthening the quality of education, both academically and spiritually. However, these findings are contextual and depend on the characteristics of each madrasah. Therefore, generalizations to other madrasahs should be made cautiously, taking into account differences in resources, organizational culture, and leadership structures. The role of the madrasah committee at MA Tahfidz Al-Qur'an serves as a potential model for promoting the sustainability and strengthening of collective leadership toward more holistic and sustainable educational goals.

REFERENCES

- Abdussamad, H. Z., & Sik, M. S. (2021). *Metode penelitian kualitatif*. CV. Syakir Media Press.
- Ajigoena, A. M., & Hisbullah, H. (2022). Management of Madrasah Leadership. *Kontigensi: Jurnal Ilmiah Manajemen*, 10(2), 421–431.
- Alkin, M. C., Vo, A. T., & Christie, C. A. (2024). *Evaluation essentials: From A to Z*. Guilford

Publications.

- Bisri, A. M. (2020). Studi Analisis Komite Sekolah/Madrasah Dalam Mengawal Kualitas Pendidikan. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 51–64.
- Boira Lopez, A., & Connelly, S. (2024). The role of focal leaders in collective leadership behavior: A historiometric analysis of socialized and personalized leaders. *European Management Journal*. <https://doi.org/https://doi.org/10.1016/j.emj.2024.08.006>
- Chowdhury, R., Winder, B., Blagden, N., & Mulla, F. (2022). "I thought in order to get to God I had to win their approval": a qualitative analysis of the experiences of Muslim victims abused by religious authority figures. *Journal of Sexual Aggression*, 28(2), 196–217. <https://doi.org/10.1080/13552600.2021.1943023>
- Chu, E. K., & Cannon, C. E. B. (2021). Equity, inclusion, and justice as criteria for decision-making on climate adaptation in cities. *Current Opinion in Environmental Sustainability*, 51, 85–94.
- Draugedalen, K. (2021). Teachers' responses to harmful sexual behaviour in primary school – findings from a digital survey among primary school teachers. *Journal of Sexual Aggression*, 27(2), 233–246. <https://doi.org/10.1080/13552600.2020.1773552>
- Frank, H. E., Becker-Haimes, E. M., & Kendall, P. C. (2020). Therapist training in evidence-based interventions for mental health: A systematic review of training approaches and outcomes. *Clinical Psychology: Science and Practice*, 27(3), e12330.
- Garcia, A. P., Derricks, V., Asper, J., Gonzalez, D., Rodriguez, M., Garcia, P., Epperson, F., Polsinelli, A., Saykin, A., & Wang, S. (2024). EMPOWER! (Brain Health Education in Minority Communities to Promote Knowledge about Early Detection of Alzheimer's Disease and Research Participation) Curriculum. *The American Journal of Geriatric Psychiatry*, 32(4, Supplement), S40. <https://doi.org/https://doi.org/10.1016/j.jagp.2024.01.110>
- Harris, A., Jones, M., & Ismail, N. (2022). Distributed leadership: taking a retrospective and contemporary view of the evidence base. *School Leadership & Management*, 42(5), 438–456.
- Hartley, D. (2023). Education policy, distributed leadership and socio-cultural theory. In *Mapping the Field* (pp. 199–210). Routledge.
- Hidayanti, N. (2022). *Strategi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kualitas Pembelajaran di Madrasah Ibtidaiyah Islamiyah 01 Rakit Banjarnegara*. Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen.
- Hikmawati, S. I., Khaulidi, M. I., Aimah, S., & Fakhrudin, F. M. (2024). Building a Culture of Quality in Madrasah: The Strategic Role of School Committees. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 7(2).
- Hufron, A., Hannan, A., & Wahid, A. (2024). COLLECTIVE LEADERSHIP IN ISLAMIC BOARDING SCHOOLS: A MULTI-SITE STUDY AT SUMBER PAYUNG AL AFIQI, AL HASYIMI, BABUSSALAM, AS SYUKRI, AND ATTABRANI. *Re-JIEM (Research Journal of Islamic Education Management)*, 7(2), 264–276.
- Hui, A., Philips-Beck, W., Campbell, R., Sinclair, S., Kuzdak, C., Courchene, E., Roulette, M., Mousseau, W., Beaulieu, D., Wood, E., Munroe, G., Desjarlais, F., Ludwig, S., Wicklow, B., McGavock, J., Sellers, E., Nickel, N., Jiang, D., Thiessen, K., ... Shen, G. X. (2021). Impact of remote prenatal education on program participation and breastfeeding of women in rural and remote Indigenous communities. *EClinicalMedicine*, 35, 100851. <https://doi.org/https://doi.org/10.1016/j.eclinm.2021.100851>
- Juhaidi, A., Fitria, A., Hidayati, N., & Saputri, R. A. (2025). Examining factors influencing enrolment intention in Islamic higher education in Indonesia, does Islamic senior high school matter? *Social Sciences & Humanities Open*, 11, 101243. <https://doi.org/https://doi.org/10.1016/j.ssaho.2024.101243>

- Karlsson, J., McPherson, G., & Pampallis, J. (2020). A critical examination of the development of school governance policy and its implications for achieving equity. In *The State, Education and Equity in Post-Apartheid South Africa* (pp. 139–177). Routledge.
- Kultsum, U. (2020). *Exploring Indonesian Principals' Leadership Practices in Islamic-Based Senior High Schools (Madrasah Aliyahs): Address Challenges and Enhance School Performance (Doctoral dissertation, University of Canberra)*. University of Canberra.
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode penelitian kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP).
- Mistaruddin, M. (2021). Kerjasama Komite Dan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan Madrasah Aliyah Negeri di Kota Banda Aceh. *Tadabbur: Jurnal Peradaban Islam*, 3(1), 1–16.
- Nassani, A. A., Badshah, W., Grigorescu, A., Cozorici, A. N., Yousaf, Z., & Zhan, X. (2024). Participatory leadership and supportive organisational culture Panacea for job satisfaction regulatory role of work-life balance. *Heliyon*, 10(16), e36043. <https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e36043>
- Nisa, V. K. (2024). PENDIDIKAN KARAKTER SISWA DASAR MAAHAD TAHFIZ AL-QUR'AN DARUL FALAH, SIMPANG LIMA, SELANGOR, MALAYSIA: PERSPEKTIF RASIONALITAS TINDAKAN. *Al-Furqan: Jurnal Agama, Sosial, Dan Budaya*, 3(4), 2218–2232.
- Patel, J. (2023). *Learning to live together harmoniously: Spiritual perspectives from Indian classrooms*. Springer Nature.
- Sari, I. N., Lestari, L. P., Kusuma, D. W., Mafulah, S., Brata, D. P. N., Iffah, J. D. N., Widiatsih, A., Utomo, E. S., Maghfur, I., & Sofiyana, M. S. (2022). *Metode penelitian kualitatif*. Unisma Press.
- Silaningtyas, Y. (2024). MEMBANGUN SINERGI: PENTINGNYA KERJA TIM DALAM ORGANISASI DI MTS NEGERI 1 BARITO TIMUR. *Jurnal Ilmiah Kajian Multidisipliner*, 8(12).
- Wahyudin, U. R. (2021). Implementasi Manajemen Pendidikan Berbasis Masyarakat dalam Penjaminan Mutu Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 652–663.
- Wu, M., & Sarker, M. N. I. (2022). Assessment of multiple subjects' synergetic governance in vocational education. *Frontiers in Psychology*, 13, 947665.