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Strengthening Madrasah Diniyah Quality through School Governance and Advancing SDG 4: A Multi-Site Study in Pasuruan Regency, Indonesia

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ABSTRACT

Objective: To examine the implementation of school governance in strengthening the quality of Madrasah Diniyah through a multi-site study conducted in three Madrasah Diniyah in Pasuruan Regency, Indonesia. **Method:** A qualitative multi-site research design was employed involving Madrasah Diniyah Miftakul Ulum 31, Madrasah Diniyah Takmiliah Ula Nurul Fityan, and Madrasah Diniyah Roudhotul Hikmah. Data were collected through semi-structured interviews, observations, and document analysis involving principals, teachers, education officials, and community representatives. Data were analyzed using the interactive model of data condensation, data display, conclusion drawing, and cross-site analysis to identify common governance practices. **Results:** The findings reveal that effective school governance is achieved through the integration of curriculum management, human resource development, infrastructure management, financial accountability, and stakeholder collaboration. Institutional leadership, teacher commitment, active community participation, and government support through the Regional Operational Assistance (BOP) program significantly contribute to improving educational quality. However, limited infrastructure, inadequate digital learning facilities, financial constraints, and restricted instructional time remain major challenges. Despite these limitations, the three Madrasah Diniyah have maintained educational quality through adaptive leadership, transparent governance, and collaborative partnerships with local communities. **Novelty:** Proposing an integrated school governance framework for Madrasah Diniyah, demonstrating that governance effectiveness is shaped by the interaction of leadership, organizational management, stakeholder participation, and educational accountability. The findings extend school governance theory to non-formal Islamic education while contributing to Sustainable Development Goal 4 (Quality Education) by strengthening governance practices, educational quality, and institutional sustainability.

INTRODUCTION

The quality of educational governance has become one of the most important determinants of educational success in the twenty-first century. Educational institutions are increasingly required to demonstrate not only high learning outcomes but also transparent management, accountable leadership, stakeholder participation, and sustainable organizational performance. Hoy and Miskel (2012) explain that schools operate as open social systems in which institutional effectiveness depends on interactions among leadership, teachers, learners, parents, and the surrounding community. Likewise, Lunenburg and Ornstein (2011) argue that educational administration should ensure that organizational resources are managed effectively to achieve educational goals. Consequently, governance has shifted from merely administrative management toward collaborative decision-making that emphasizes accountability and continuous quality improvement (Osborne, 2010).

Effective school governance is also closely aligned with Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive, equitable, and quality