



Holistic Education Management in Schools, Madrasahs, and Pesantren

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Abstract. This study examines holistic education management within three major educational institutions in Indonesia: schools, madrasahs, and Islamic boarding schools (pesantren). Holistic education is understood as an integrated approach that combines academic, emotional, social, and spiritual development to promote balanced learner growth. This literature review identifies four core strategies relevant to strengthening holistic management: School-Based Management (SBM) and stakeholder participation; the integration of character and spiritual education; Total Quality Management (TQM) supported by data-driven evaluation; and the development of human resources alongside constructive conflict resolution. Sources were collected through systematic searches of academic publications from the last decade, focusing on studies discussing holistic education, educational management, and Islamic educational institutions. The findings indicate that SBM enhances autonomy, community involvement, and institutional accountability; character-spiritual integration strengthens ethical formation; TQM ensures continuous quality improvement; and competent human resource management fosters a positive school climate and sustainable organizational performance. These integrated strategies demonstrate that holistic education management is essential for improving institutional responsiveness, educational quality, and learner well-being. The study concludes that applying a holistic management framework across schools, madrasahs, and pesantren can provide an adaptive, culturally grounded, and future-oriented model for educational development in Indonesia.

Keywords: holistic education management, madrasah, pesantren, school-based management

Abstrak. Penelitian ini mengkaji manajemen pendidikan holistik pada tiga lembaga pendidikan utama di Indonesia, yaitu sekolah, madrasah, dan pesantren. Pendidikan holistik dipahami sebagai pendekatan yang mengintegrasikan aspek akademik, emosional, sosial, dan spiritual dalam rangka mengembangkan peserta didik secara utuh. Melalui kajian literatur, penelitian ini mengidentifikasi empat strategi inti dalam penguatan manajemen holistik: Manajemen Berbasis Sekolah (MBS) dan pelibatan stakeholder; integrasi pendidikan karakter dan spiritual; Manajemen Mutu Terpadu (TQM) beserta evaluasi berbasis data; serta penguatan sumber daya manusia disertai pengelolaan konflik yang konstruktif. Sumber literatur diperoleh melalui penelusuran sistematis terhadap publikasi ilmiah sepuluh tahun terakhir yang membahas pendidikan holistik, manajemen pendidikan, serta lembaga sekolah, madrasah, dan pesantren. Hasil kajian menunjukkan bahwa MBS meningkatkan otonomi, akuntabilitas, dan partisipasi masyarakat; integrasi karakter-spiritual memperkuat pembentukan etika peserta didik; TQM mendorong peningkatan mutu berkelanjutan; dan manajemen SDM berkontribusi pada iklim lembaga yang positif dan kinerja organisasi yang stabil. Secara keseluruhan, strategi-strategi tersebut memperlihatkan bahwa manajemen pendidikan holistik merupakan fondasi penting bagi peningkatan kualitas, responsivitas kelembagaan, dan kesejahteraan peserta didik. Kajian ini menyimpulkan bahwa penerapan kerangka manajemen pendidikan holistik pada sekolah, madrasah, dan pesantren dapat menjadi model pengembangan pendidikan yang adaptif, kontekstual, dan berorientasi masa depan bagi Indonesia.

Kata Kunci: madrasah, manajemen berbasis sekolah, manajemen pendidikan holistik, pesantren

INTRODUCTION

The changes in the education system in the 21st century require educational institutions to develop a more comprehensive management approach oriented towards the development of the whole human being. Global challenges such as the acceleration of technology, character degradation, and the mismatch of graduate competencies with the needs of society make the academic approach alone no longer adequate. Therefore, holistic education that integrates cognitive, emotional, social, spiritual, and ethical dimensions is becoming increasingly relevant as a paradigm for the development of modern educational institutions (Widyastono 2012) (Miller 2023).

A number of studies have shown that holistic education contributes to strengthening character and motivation to learn through processes that emphasize the active involvement of learners and the connection between intellectual and moral aspects (Rambe et al. 2024) (Miseliunaite et al. 2024). However, the implementation of holistic education requires non-partisan management. In reality, many educational institutions in Indonesia are still experiencing managerial fragmentation, for example: weak teacher supervision (Rahmawati 2022), inefficient financial planning (Malida 2024), rigid bureaucratic structures (Hasanah et al. 2024), or inequality in input-process-output management (Efendi et al. 2024). This condition hinders educational transformation and reduces the effectiveness of implementing a holistic approach.

Indonesia has a plural education system, including public schools, madrasas, and Islamic boarding schools. These three institutions have different philosophical bases and managerial practices, so the implementation of holistic education management requires contextual adaptation. Madrasas, for example, integrate the national curriculum with Islamic values, while Islamic boarding schools develop educational traditions based on spirituality and character formation through boarding life (Pratama 2019) (Pangeresa et al. 2024). This diversity is both a potential and a challenge. The potential is because these three institutions actually have a strong foundation for holistic education; The challenge is that there is no comprehensive management model that systematically maps how holistic education can be applied to all three.

Previous studies have addressed various relevant strategies, such as School-Based Management (Patras et al. 2019) (Khoiriyah et al. 2023), the integration of spirituality-based character education (Amalia et al. 2022), Total Quality Management (Janna et al. 2024), and strengthening the competence of human resources (Muzaini et al. 2023). However, these studies tend to stand alone and focus only on one type of institution. Until now, there have not been many studies that comprehensively map holistic education management strategies across schools, madrasas, and Islamic boarding schools.

Based on these gaps, this article aims to examine the concept of holistic education management and map its implementation strategies in

three main types of educational institutions in Indonesia. The study was carried out through a literature review of research that discusses holistic education, education management, and the management of school institutions, madrasas, and Islamic boarding schools. The results of this study are expected to develop a more integrative, adaptive, and contextual conceptual framework in strengthening holistic education management across institutions.

RESEARCH METHODS

This study uses a traditional literature review approach to map the concept of holistic education management in schools, madrasahs, and Islamic boarding schools. The literature search process is carried out through Google Scholar and several other academic databases with the following criteria: (1) publications from the last 10 years; (2) focus on holistic education, education management, SBM, TQM, human resource management, character education, and the management of Islamic institutions; and (3) studies that make conceptual and empirical contributions. Relevant articles are analyzed qualitatively using a thematic analysis approach to identify patterns, gaps, and strategies to strengthen holistic management. The final findings are synthesized into four main categories: SBM, value integration, quality improvement, and HR management.

RESULTS AND DISCUSSION

School-Based Management (SBM) and Stakeholder Participation

School-Based Management (SBM) is a key strategy in a holistic approach because it encourages autonomy, accountability, and the participation of all stakeholders. Various studies show that the decentralization of decision-making increases the effectiveness of educational organizations, planning capacity, and the improvement of facilities (Patras et al., 2019) (Khoiriyah & Tharaba, 2023). SBM also strengthens partnerships with parents and communities so that the educational process is more contextual and responsive to the needs of students.

Holistic education management is an approach that views students as whole individuals who must develop in a balanced manner in all dimensions of their lives: cognitive, affective, spiritual, social, and physical. This approach rejects the fragmentation of education that emphasizes only academic achievement, and instead emphasizes the importance of the connection between mind, heart, and action in the educational process. According to (Miller, 2023), this approach prioritizes the principle of integration and meaningfulness among interrelated aspects of human development, both in individuals and between individuals and their environment.

Some studies state that holistically based education management emphasizes not only the academic curriculum, but also character development and ethical values. (Rambe et al., 2024) mentions that values such as empathy, social responsibility, and community involvement are

important components of holistic education. This leads to the formation of the whole person, not only intellectually capable, but also socially sensitive. This emphasis on values and interpersonal relationships makes education a means of social transformation, not just the transmission of knowledge. To provide an overview of the various views underlying this approach, the following is a table of literature reviews that summarize the main findings of a number of previous studies related to the basic concepts of holistic education management:

Table 1. Literature Review Related to the Basic Concept of Holistic Educational Management

No.	Author	Focus Findings	Relevance to Holistic Management
1	Miller, (2023)	Education as a comprehensive process, integrating mind, emotion and spirituality	Be the main conceptual basis of the holistic approach
2	Rambe et al., (2024)	Education must instill ethical values, empathy, and social responsibility.	Emphasizing character values in educational management
3	Supriani, Tanjung, Mayasari, & Arifudin, (2022)	Educational leaders play an important role in creating a healthy learning environment.	Demonstrating the importance of leadership in holistic educational management
4	Maghfiroh & Akhyak, (2024)	Sufism as a spiritual approach in education	Providing a spiritual approach in a holistic curriculum
5	Ulfah, (2019)	Collaboration between education and family in early childhood education	Underlining the importance of family involvement
6	Billah, Chaq, Mastiyah, & Basuki, (2023)	Integration of Islamic values and local culture in early childhood	Demonstrating that holistic education includes local values

Source: Data processed 2025

The table above shows that holistic education management is a synthesis of various views that include psychological, social, spiritual, and cultural dimensions. This approach cannot be separated from the context of the society in which education takes place, so local relevance is very important. Studies such as (Maghfiroh et al. 2024) and (Billah et al. 2023) emphasize local and religious values as integral parts of holistic curriculum design, while (Supriani et al. 2022) highlight the importance of the role of leadership in its implementation in educational institutions.

Furthermore, holistic education management requires leadership that is able to create a supportive learning atmosphere. Good management will create harmonious interactions between teachers, students, parents, and the wider community. Therefore, managerial strategies in a holistic approach are not one-way, but adaptive to the conditions of students and the surrounding environment.

One of the distinctive approaches in holistic education is the integration of spirituality in learning. Sufism, as explained by (Maghfiroh et al. 2024), can be leveraged to form a curriculum that balances academic and spiritual aspects. In addition, in the context of early childhood education, (Ulfah 2019) emphasized the importance of the role of the family in supporting holistic education, especially in the aspects of parenting, nutrition, and health.

The implementation of this approach also requires a thorough and ongoing evaluation. Billah et al. (2023) emphasize the importance of integrating Islamic values and local culture in holistic early childhood education. This evaluation must be formative and reflective, in order to adapt the educational process to the unique needs of students.

Thus, holistic education management is not just a theoretical model, but a paradigm of educational institution management that places students as a fully developed subjects. In the pluralistic context of Indonesia, this approach has high relevance to answer the challenges of 21st-century education that demand not only intellectual intelligence, but also character, spirituality, and integrity.

Integration of Character Education and Spiritual Values

Partial education management is a condition in which educational institutions are unable to manage the system in a comprehensive and integrated manner, so they only focus attention on some aspects. Imbalances in managing elements of education such as human resources, financing, curriculum, and evaluation result in the low quality of education and ineffectiveness in achieving learning goals.

The integration of spirituality-based character education is the main feature of strengthening holistic management, especially in madrasas and Islamic boarding schools. Research shows that moral-spiritual values strengthen students' moral formation, social ethics, and empathy (Rambe et al. 2024) (Amalia et al. 2022). Islamic educational institutions have the strong cultural capital to build an integrative curriculum that combines academic competence with religious character (Pratama 2019) (Pangeresa et al. 2024). This strategy is important in dealing with moral degradation in the modern era.

One of the main problems in partial education management is the outdated and rigid management structure, which is no longer able to meet the needs of modern education. (Hasanah et al. 2024) emphasized that many educational institutions still apply conventional management patterns that are not adaptive to innovation. Bureaucratic structures that emphasize administrative aspects rather than academics also hinder the movement space of teachers and education staff in implementing creative teaching strategies.

The next problem is related to the economic competence and resource management. (Efendi et al. 2024) stated that a managerial approach that is

not thorough in the input process, process, and output causes madrasas to be unable to achieve the ideal quality of education. Research by (Malida 2024) also shows that many educational institutions, especially madrasas, experience obstacles in financial management, ranging from budget preparation to financial supervision, which have an impact on the low competitiveness of institutions.

The next problem concerns human resource management, especially teachers. (Rahmawati 2022) revealed that weak supervision and sustainable teacher competency development make teacher performance stagnant. This has a direct impact on student learning outcomes, especially in areas where management has not been standardized nationally. The unpreparedness of educators in facing technological and curriculum changes is also a problem in itself. To summarize the findings of relevant previous research, the following table of literature review is presented:

Table 2. Literature Review on Partial Problems in Educational Management

No.	Author	Main Problem Focus	Impact on Educational Management
1	Bahtiar, (2019)	Unsystematic planning and evaluation of character education	Low effectiveness of character education
2	Efendi et al., (2024)	Imbalance in input-process-output management in madrasahs	Learning quality is not optimal
3	Malida, (2024)	Inefficient financial management	Weakens competitiveness and the quality of educational facilities
4	Rahmawati, (2022)	Lack of teacher development and supervision	Decreases teaching performance and student learning outcomes
5	Hasanah et al., (2024)	Rigid and non-innovative management structure	Unable to respond to contemporary challenges
6	Viola et al., (2024)	Weak implementation of management standards and educational policies	Inconsistency and inefficiency in institutional management
7	Machado, Martins, & Chalender, (2024)	Lack of strategic planning and public-private partnerships	Suboptimal resource management
8	Popadic, Kontic, Zivanovic, & Zivanovic, (2022)	Inadequate periodic teacher training	Decline in educators' competency quality

Source: Processed data, 2025

The table above illustrates that the problem of partial education management does not occur only in one aspect, but is an accumulation of structural weaknesses, low managerial competence, and limitations in innovation and adaptation. When the managerial process is not carried out in

an integrated manner, educational institutions tend to stagnate and fail to create a responsive learning ecosystem.

Furthermore, various international and national studies also show that the failure to integrate technology and innovation in education management further exacerbates the condition. (Silva Thiesen 2024) said that resistance to innovation is the main obstacle to the transformation of the education system. This reinforces the view that partial education management tends to overlook the importance of modernization and digital transformation.

On the other hand, the potential for improvement remains open through strategies such as public-private partnerships, the development of managerial competencies of educators, and more adaptive policy reforms. With an integral approach that involves all stakeholders, educational institutions can transform to become more adaptive, collaborative, and qualified.

Total Quality Management (TQM) and Data-Driven Evaluation

Strengthening holistic education management is a strategic approach that emphasizes the importance of integrating cognitive, affective, and psychomotor aspects in the educational process. In educational institutions such as schools, madrasas, and Islamic boarding schools, this strategy not only aims to improve the quality of learning, but also creates an inclusive, adaptive, and sustainable educational ecosystem (Soleh et al. 2023). A holistic approach requires the involvement of all stakeholders and the application of modern management principles that are contextual to Islamic values and local culture.

TQM plays an important role in creating continuous quality improvement through systematic planning, quality control, and data-driven evaluation. Studies in educational institutions show that the integration of TQM with Madrasah Self-Evaluation (EDM) increases accountability, learning effectiveness, and quality of educational services (Janna et al. 2024). The use of data as a basis for decision-making ensures that educational institutions are more adaptive to challenges and changes.

The first strategy in strengthening holistic education management is the implementation of School-Based Management (SBM). SBM encourages the decentralization of decision-making and active involvement of teachers, parents, students, and the community in school management (Khoiriyah et al. 2023) (Patras et al. 2019). The goal is to improve the effectiveness of school organizations through autonomy, flexibility, and accountability. Research by (Nasrudin et al. 2019) and (Hasnadi 2022) states that SBM has been proven to support the fulfillment of facilities and infrastructure, which is the main prerequisite for quality education

The second strategy is the integration of spirituality-based character education with the general curriculum (Oktarina et al. 2024). Institutions such as madrassas and Islamic boarding schools have historically developed strong character education systems. (Pratama 2019) and (Pangeresa et al.

2024) show that madrasas are no longer seen as second-class education, but rather as institutions that successfully combine academic education and moral values. A systematic management approach to character education, as put forward by (Amalia et al. 2022), is the key to this success.

Furthermore, Total Quality Management (TQM) is an important pillar in holistic management. This approach emphasizes continuous improvement, data-driven decision-making, and the involvement of all stakeholders. (Janna et al. 2024) show that Madrasah Self-Evaluation (EDM) and data-based management can significantly improve the quality of education. In addition, this approach prioritizes accountability and the satisfaction of educational "customers", namely students and parents.

Human Resource Development and Conflict Resolution

Strengthening human resource management includes teacher training, academic supervision, managerial competence, and continuous professional development. Weak human resource management is the main factor in stagnating the performance of educational institutions (Rahmawati 2022) (Hasanah et al. 2024). In addition, a constructive conflict resolution approach is very important, especially in madrasahs and Islamic boarding schools that have intensive social interaction. Studies show that poorly managed conflicts can damage the school climate, while positive conflict management improves teacher motivation and performance (Potabuga et al. 2022) (Sengadji et al. 2023).

The fourth strategy concerns strengthening human resource management and an inclusive approach. (Muzaini et al. 2023) stated that human resource planning in madrassas and pesantren must be structured and oriented towards competency development. Meanwhile, an inclusive learning approach and the use of educational technology can improve participation and learning outcomes (Maharani et al. 2024) (Bintang et al. 2024). Collaboration between teachers, as well as differentiation of learning is an important strategy to meet the needs of diverse students. Another important aspect of holistic education management is conflict management and strengthening the school climate. Potabuga et al., (2022) and Sengadji et al., (2023) emphasize that conflicts that are not managed properly in a madrasah or pesantren environment can interfere with the learning process. Therefore, a value-based and collaborative conflict resolution approach is needed to create a conducive learning atmosphere.

To summarize these strategies, the following is a table of literature reviews that present supporting data from previous research:

Table 3. Literature Review on Strategies for Strengthening Holistic Educational Management

No.	Author	Strategic Focus	Impact on Holistic Education
1	Patras et al., (2019)	School-Based Management (SBM)	Enhances institutional autonomy and accountability

2	Khoiriyah & Tharaba, (2023)	Management decentralization and stakeholder involvement	Encourages participation of the educational community
3	Pratama, (2019) and Pangeresa et al., (2024)	Integration of religious values and the general curriculum	Develops students' character and spirituality
4	Amalia & Zuhro, (2022)	Character education system in madrasahs	Fosters students' moral and ethical values
5	Janna et al., (2024)	Total Quality Management (TQM) and School Self-Evaluation (EDM)	Improves quality through continuous evaluation and improvement
6	Muzaini & Fadhlilah, (2023)	Competency-based human resource management	Enhances teacher professionalism
7	Bintang et al., (2024)	Inclusive learning strategies and technology integration	Aligns learning with students' diverse needs
8	Potabuga et al., (2022) and Sengadji et al., (2023)	Conflict management and school climate	Creates a positive and harmonious learning environment

Source: Processed data, 2025

The table above shows that strengthening holistic education management cannot be done separately, but must involve the synergy of various strategies: ranging from decentralization policies and value integration to quality improvement and conflict resolution. The implementation of this strategy requires visionary, collaborative, and managerial skills that are adaptive to the changing times.

Ultimately, a holistic approach not only offers short-term solutions, but also forms the long-term foundation for quality, humanistic, and sustainable education. Challenges such as resource limitations and resistance to change remain to be anticipated with continuous evaluation and the collective commitment of all elements in education.

CONCLUSION

Strengthening holistic educational management in schools, madrasahs, and Islamic boarding schools is a crucial strategy for responding to the demands of 21st-century education. This review indicates that the success of a holistic approach rests on four main pillars: the implementation of School-Based Management (SBM), the integration of character education grounded in spirituality, the application of Total Quality Management (TQM), and the development of human resources alongside effective conflict management. Despite challenges such as limited managerial competence, rigid bureaucratic structures, insufficient teacher training, and inadequate funding that continue to hinder implementation, numerous studies demonstrate that institutions consistently applying holistic strategies are able to enhance the quality of learning, the development of students' character, and organizational culture. Therefore, strengthening leadership capacity, fostering collaboration with communities, the improvement of regulatory frameworks and funding mechanisms, and conducting continuous evaluation are essential to enable educational institutions to transform into adaptive,

integrity-driven organizations capable of producing learners who excel intellectually, socially, and spiritually.

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