

The Islamic Value Based POAC Management Model: Improving the Quality of Education in Madrasas

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Abstract

Total Quality Management (TQM) in education indicates a paradigm shift in the management of educational institutions from an administrative approach to quality management oriented towards continuous quality improvement. This study aims to analyze the implementation of POAC functions based on Islamic values in improving learning quality at MA Hidayatul Mubtadiin South Lampung. This research employed a qualitative method with a case study approach. Data were collected through observation, in-depth interviews, and documentation involving the principal, teachers, and educational staff. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was tested using source and technique triangulation. The results indicate that the implementation of POAC functions has been carried out regularly and integrated with Islamic values. Planning is conducted through needs analysis and deliberation based on trust and responsibility. Organizing is implemented through clear task distribution based on competence, emphasizing justice and brotherhood. Actuating is carried out through active, collaborative, and professional learning practices based on ihsan values. Meanwhile, controlling is conducted through continuous monitoring, evaluation, and follow-up by prioritizing honesty, responsibility, and quality improvement. The study concludes that integrating POAC functions with Islamic values creates an effective, religious, and sustainable learning management system that contributes to teacher professionalism, learning quality, and students' character development.

Keywords

Educational Management, Islamic Values, POAC Model, Quality Improvement.



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INTRODUCTION

Total Quality Management (TQM) in education indicates a paradigm shift in the management of educational institutions from an administrative approach to quality management oriented towards continuous quality improvement. The TQM concept emphasizes that the quality of education is not only determined by the final learning outcomes, but also by the quality of the entire process involving planning, resource management, involvement of all school members, continuous evaluation, and continuous

improvement efforts. In facing global developments, educational institutions are required to build management systems that are effective, adaptive, and responsive to the needs of students and changes in the educational environment. The application of TQM principles is an important strategy in improving the professionalism of educators, the effectiveness of the learning process, and the competitiveness of educational institutions through an integrated quality culture.

Improving the quality of learning is one of the main indicators of the success of Islamic education in madrasas. To face the challenges of developments in science and technology, and societal demands for quality education, madrasas are required to manage all educational resources effectively and efficiently. The quality of learning is determined not only by teacher competence and the availability of infrastructure, but also by the quality of management implemented within the educational institution (Agustriani, 2023). Therefore, the implementation of systematic management functions oriented towards achieving educational goals is a very important need for every madrasah.

From the perspective of Islamic educational management, the success of managing educational institutions is determined by the implementation of management functions which include planning, organizing, implementing (actuating), and controlling or what is known as the POAC concept (Idwin et al., 2025). These four functions serve as the foundation for managing various educational programs, ensuring they run in a focused, effective, and sustainable manner. Furthermore, in the context of Islamic education, the implementation of the POAC function is not only oriented towards achieving organizational targets but must also be grounded in Islamic values such as amanah (trust), ihsan (goodness), syura (righteousness), justice, responsibility, and professionalism. These values serve as moral guidelines that distinguish Islamic educational management practices from educational management in general.

Theoretically, the effective implementation of the POAC function contributes to improving the quality of learning through thorough program planning, clear division of tasks, targeted implementation of activities, and continuous supervision. Various studies have shown that well-organized educational management can improve learning effectiveness, educator professionalism, and the quality of educational services. (Hariyono et al., 2025) However, the implementation of the POAC function in Islamic educational institutions often faces various challenges, such as suboptimal program planning, ineffective coordination between work units, weak monitoring systems, and the lack of integration of Islamic values into daily management practices.

This research focuses on MA Hidayatul Mubtadiin South Lampung as an Islamic educational institution that strives to improve the quality of learning through the application of Islamic educational management principles. This madrasah has unique characteristics in educational management, namely integrating academic objectives with the development of Islamic values in all institutional activities. Although various quality improvement programs have been implemented, challenges remain in optimizing the implementation of planning,

organizing, implementing, and controlling functions in an integrated manner to support the improvement of learning quality. Several aspects that require attention include synchronization of learning program planning, effective coordination between work units, program implementation oriented towards achieving quality, and a monitoring system that is able to encourage continuous improvement.

The successful implementation of the Islamic-based POAC function in improving the quality of learning is influenced by various internal and external factors. Internal factors include teacher competence and professionalism, the leadership capacity of the madrasah principal, an organizational culture based on Islamic values, the availability of educational facilities and infrastructure, and the commitment of all madrasah members to implementing educational programs. Islamic values such as amanah (trust), syura (compassion), ihsan (goodwill), discipline, responsibility, and professionalism serve as the foundation for the implementation of every management function. Meanwhile, external factors include foundation support, parental and community participation, government policies in the field of education, developments in information technology, and the increasingly competitive demands for improving the quality of education (Nata & Yakub, 2023).

Managing these various factors requires the systematic implementation of the POAC function integrated with Islamic values. Careful planning is necessary to formulate a program to improve the quality of learning that meets the needs of the madrasah. Effective organization plays a role in optimizing the division of tasks and coordination of resources. Implementation oriented towards Islamic values serves as a means to consistently and responsibly implement the program. Meanwhile, ongoing supervision serves as a mechanism for continuous evaluation and quality improvement. Thus, the implementation of the POAC function based on Islamic values serves not only as an administrative instrument but also as a strategy for developing the quality of sustainable learning at MA Hidayatul Mubtadiin, South Lampung.

Various previous studies have shown that the implementation of management functions in Islamic education plays a crucial role in improving the quality of learning and the effectiveness of educational institution management. However, most studies have examined management functions partially and have not developed a model that comprehensively integrates all POAC (Planning, Organizing, Actuating, Controlling) functions with Islamic values. Several international studies have demonstrated the strong relevance of developing a POAC implementation model based on Islamic values in improving the quality of learning. (Khurniawan et al., 2020) In his research, he concluded that improving the quality of education depends on a structured management system, continuous improvement, and the involvement of all components of the institution. Sulhan & Hakim, (2023) emphasizes that Islamic education management must integrate spiritual and moral values in every management process to produce quality education that is not only academic but also character-based. Muslim et al., (2025) found that effective Islamic educational leadership plays an important role in implementing the planning, organizing, implementing, and monitoring functions based on Islamic values in improving the quality of madrasahs. Soetrisno & Ali, (2025)

also shows that quality assurance practices in Islamic educational institutions are highly dependent on a continuous evaluation system and a values-based organizational culture, particularly in the controlling function. Hadi & Kesuma, (2025) emphasized that management strategies such as planning, resource management, learning implementation, and periodic evaluation are key factors in improving the quality of learning in Islamic schools. Jami & Muharam, (2022) shows that the implementation of planning and organizing functions has an impact on the effectiveness of educational programs, but has not yet systematically linked it to Islamic values as the basis for management implementation. Muafiah et al., (2023) found that effective academic supervision can improve the quality of the learning process, but has not yet positioned the POAC function as an integrated management system. Azzuhri et al., (2024) concluded that madrasah-based management can increase teacher participation in educational activities, but has not yet examined the relationship between the implementation of management functions and the continuous improvement of learning quality. Iskarim et al., (2025) shows that continuous evaluation (controlling) is very important in improving the quality of Islamic education in Malaysian institutions. Furthermore, the research Wafa et al., (2026) found that the integration of Islamic spiritual values in the education system is the basis for management in educational organizations.

Based on these previous studies, it can be concluded that studies on the management functions of Islamic education, Islamic values, and learning quality tend to be conducted separately. Most studies only highlight the influence of one management function or organizational culture on educational quality without explaining the complete and systematic relationship between these functions in the context of Islamic education. Furthermore, there is limited research developing an implementation model for the POAC function based on Islamic values that can be operationally applied to improve the quality of learning in madrasas.

The research gap in this study lies in the lack of a POAC function implementation model that comprehensively integrates Islamic values into all stages of educational management, namely planning, organizing, implementing, and supervising to improve the quality of learning. Unlike the conventional Total Quality Management (TQM) approach widely used in global educational management literature, this model tends to be technocratic, rational, and oriented towards efficiency, quality standards, and user satisfaction of educational services, but does not explicitly make Islamic spiritual and ethical values the main foundation in the managerial process. Meanwhile, TQM emphasizes continuous improvement based on performance indicators and quality control, without integrating transcendental values that guide organizational behavior morally and religiously. The novelty of this research is the development of a POAC function implementation model based on Islamic values that not only adopts modern management principles but also integrates and transforms values (value transformation) into every educational management function. This model explicitly places the values of amanah, syura, ihsan, responsibility, justice, and professionalism as the normative and operational foundations in planning based on deliberation and amanah, organizing based on justice and brotherhood, implementation oriented on ihsan and

professionalism, and supervision that emphasizes honesty, moral responsibility, and continuous improvement. Thus, this model not only strengthens the effectiveness of Islamic education management, but also presents a new conceptual framework that is more holistic, integrative, and based on spiritual values in efforts to improve the quality of learning in madrasas, especially at MA Hidayatul Muftadiin South Lampung.

In addition, strengthening the policy foundation and relevant theoretical discourse can be referred to the Regulation of the Minister of Religion of the Republic of Indonesia Number 90 of 2013 concerning the Implementation of Madrasah Education which emphasizes the importance of standards for education management, curriculum, educational staff, and effective and accountable madrasah governance as a basis for improving the quality of education (kemenag RI, 2013). This policy provides normative legitimacy that every madrasah must apply planned, organized, directed, and controlled management principles to achieve educational goals. From a quality management perspective, the concept of Total Quality Management (TQM) emphasizes that improving educational quality requires continuous improvement, the involvement of all organizational elements, data-based decision-making, and systematic quality control. These principles align with the implementation of the POAC function, which serves as the foundation for effective educational institution management.

In the context of learning, the constructivism theory developed by (Vygotsky & Cole, 2018) emphasizes that quality learning occurs through active interaction between students, teachers, and a supportive learning environment. Therefore, good learning management requires careful planning, effective resource organization, targeted program implementation, and ongoing monitoring to ensure the achievement of learning objectives. Meanwhile, the concept of a learning organization explains that an excellent educational institution is one capable of building a culture of learning, reflection, innovation, and continuous improvement across all its organizational activities. From an Islamic educational perspective, this process needs to be supported by the internalization of Islamic values such as amanah (trust), syura (community), ihsan (goodness), justice, responsibility, and professionalism so that management practices are oriented not only toward organizational effectiveness but also toward character building and blessings in the delivery of education.

Strengthening the quality of learning is also in line with the mandate of Law Number 20 of 2003 concerning the National Education System, which emphasizes that education aims to develop the potential of students to become people who are faithful, pious, knowledgeable, creative, independent, and responsible. (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional., 2020) Achieving these goals requires an educational management system capable of integrating academic, managerial, and Islamic values within a cohesive framework. Therefore, implementing the POAC function based on Islamic values is a strategic approach to improving the quality of learning in madrasas.

Based on the background of the problem that has been described, this study aims to gain a deep understanding of the implementation of planning, organizing, actuating, and controlling functions based on Islamic values in an effort to improve the quality of learning at

MA Hidayatul Muhtadiin South Lampung. This study analyzes how these management functions are implemented in learning management. In addition, this study is directed at developing an implementation model of the POAC function based on Islamic values that is integrative, contextual, and applicable according to the characteristics of the madrasah. The resulting model is expected to serve as a theoretical and practical reference for Islamic education managers in improving the quality of learning effectively, sustainably, and in line with the goals of Islamic education.

METHODS

This study uses a qualitative approach with a case study design conducted at MA Hidayatul Muhtadiin South Lampung. This study aims to analyze the implementation of management functions including planning, organizing, actuating, and controlling based on Islamic values in improving the quality of learning and developing an implementation model. Nine participants (N = 9) participated in the study, consisting of 1 madrasah principal, 1 vice-principal, 2 teachers, 1 education staff member, 3 students, and 1 foundation representative, selected using a purposive sampling technique based on their direct involvement in the management and learning process. Data were collected through three main techniques: 45–60-minute semi-structured in-depth interviews using interview guidelines, participant observation of management and learning activities at the madrasah, and documentation studies covering work programs, learning tools, organizational structures, and learning evaluation documents.

Data analysis was conducted using a manual thematic analysis approach through an open coding process, grouping themes, and drawing conclusions interactively, which included data reduction, data presentation, and verification. Data processing did not use special software such as NVivo or ATLAS.ti, but was carried out systematically based on a qualitative analysis matrix. Data validity was maintained through source triangulation, technical triangulation, time triangulation, and member checking with informants to ensure the validity of data interpretation. Model development was carried out in three stages: identification of empirical conditions for the implementation of the POAC function, analysis of the integration of Islamic values in madrasah management practices, and formulation of a contextual, systematic, and applicable conceptual model. The results of this study are aimed at producing an implementation model of the POAC function based on Islamic values that can be used as a reference in improving the quality of learning at MA Hidayatul Muhtadiin, South Lampung on an ongoing basis.

RESULTS AND DISCUSSION

Results

This research is based on the academic awareness that improving the quality of learning in madrasas is not only determined by the achievement of student learning outcomes, but is greatly influenced by the effectiveness of the implementation of management functions

including planning, organizing, implementing (actuating), and monitoring (controlling) integrated with Islamic values. In the context of MA Hidayatul Muhtadiin South Lampung, madrasahs are required not only to carry out learning activities administratively, but also to be able to build a learning management system that is systematic, reflective, and based on the values of amanah, shura, ihsan, and responsibility. Therefore, the presentation of the results of this study is structured based on the research objective, namely to analyze in depth the implementation of the POAC function based on Islamic values in an effort to improve the quality of learning.

The data presentation focuses on four main aspects: learning planning based on madrasah needs and Islamic values, organizing learning resources effectively and collaboratively, implementing learning that integrates Islamic values into the educational process, and monitoring learning as a basis for evaluation and continuous improvement. Furthermore, the integration between POAC functions as a single, interconnected and sustainable Islamic education management system is analyzed. The data obtained not only describe empirical conditions but are also analyzed to identify implementation patterns, relationships between management functions, and best practices, which are then formulated into a POAC function implementation model based on Islamic values that is contextual, applicable, and oriented towards continuously improving the quality of learning.

Implementation of POAC Functions Based on Islamic Values in Improving Learning Quality

Based on the results of observations, in-depth interviews, and documentation studies at MA Hidayatul Muhtadiin South Lampung, it was found that the implementation of management functions including planning, organizing, implementing, and controlling has been carried out in stages and in a structured manner in an effort to improve the quality of learning. At the planning stage, the madrasah carries out the preparation of learning programs and quality development in a participatory manner through analysis of teacher and student needs, evaluation of previous learning outcomes, and setting quality targets based on the madrasah's vision. The planning also begins to integrate Islamic values such as trust, responsibility, and deliberation (shura) in the decision-making process. This was stated in an interview: "At the beginning of each school year, we always hold a deliberation with teachers and staff to prepare a work program, because all decisions must be based on mutual agreement and the value of trust" (Mustaqim Hasan, Head of Madrasah, 2026). At the organizing stage, the division of tasks is carried out based on competence and the principle of justice. One of the teachers stated: "The division of tasks in this madrasah is adjusted to the abilities of each teacher, so that no one feels burdened and everyone works according to their field" (Widyastuti, Teacher, 2026).

In implementation (actuation), the learning process is directed at the values of professionalism and ihsan. A teacher explained: "We strive to teach as well as possible, not only pursuing material, but also building student character according to Islamic values" (Miftahul Anwar, Teacher, 2026). Meanwhile, in the supervision stage, the madrasah principal

conducts regular monitoring and evaluation. This is reinforced by the statement: "We conduct routine evaluations every month to monitor learning progress and immediately correct any shortcomings" (Mustaqim Hasan, Madrasah Principal, 2026). Based on these findings, a summary of the implementation of the POAC function based on Islamic values at MA Hidayatul Muftadiin South Lampung can be compiled as follows:

Table 1. Implementation of POAC Functions Based on Islamic Values

POAC Stage	Implementation in Madrasah
Planning	Learning needs analysis, development of programs based on madrasah vision, teacher deliberations
Organizing	Division of tasks between teachers and education staff in a structured and coordinated manner
Implementation	The learning process is active, collaborative, and based on the values of ihsan and professionalism.
Supervision	Evaluation of learning, monitoring of teacher performance, and follow-up for improvements

Source: MA Hidayatul Muftadiin South Lampung, 2026

Based on Table 1, the implementation of the POAC function at MA Hidayatul Muftadiin South Lampung shows a management pattern that is not only procedural but also contains a value dimension that frames each stage in an integrative manner. At the planning stage, the process carried out does not simply compile a work program, but reflects a strategic orientation based on the madrasah's vision, reinforced through a teacher deliberation mechanism, so that the resulting decisions are participatory and reflect the values of shura and collective responsibility in improving the quality of learning. At the organizing stage, the structured division of tasks demonstrates an effort to build work effectiveness, but furthermore also reflects the principles of fairness and professionalism because the placement of tasks is adjusted to the competencies of each educator.

Furthermore, during the implementation phase, the active and collaborative learning process not only reflects pedagogical effectiveness but also demonstrates the internalization of the value of ihsan in educational practice, namely the drive to carry out tasks optimally and with full moral awareness. This indicates that the learning process is not only oriented towards cognitive achievement, but also towards the development of students' work ethic and character. Meanwhile, during the supervision phase, monitoring and evaluation activities are not merely understood as administrative control mechanisms but have developed into reflective instruments that encourage continuous improvement in the quality of learning. Thus, these findings indicate that the implementation of POAC in the madrasah has undergone a transformation from merely a technical managerial function to an educational management system integrated with Islamic values, thus forming a more holistic and sustainable quality improvement cycle oriented towards strengthening the character and professionalism of educators.

Planning in the Implementation of POAC Functions Based on Islamic Values

Planning for the implementation of the POAC function at MA Hidayatul Mubtadiin, South Lampung, demonstrates a strong orientation toward continuously improving the quality of learning through program development that is not only administrative in nature but also based on real needs in the field. The planning process involves identifying learning conditions, analyzing teacher and student needs, and evaluating previous learning outcomes as the basis for determining quality improvement programs. In this process, Islamic values such as trustworthiness, deliberation (shura), responsibility, and justice are integrated into decision-making, so that planning is not only technocratic but also has ethical and spiritual dimensions. Furthermore, planning is directed toward building a learning organization culture that encourages continuous improvement in the quality of learning. More specifically, planning at MA Hidayatul Mubtadiin is adaptive, participatory, and contextualized according to the needs of the madrasah. Program development is carried out through deliberations involving the madrasah principal, teachers, and education staff so that each program aligns with the madrasah's vision and is able to address the need for real-world learning improvement. Thus, the planning function in POAC is not only the initial stage of management, but also a strategic foundation in integrating Islamic values into the entire learning management process systematically and sustainably.

Table 2. Planning in the Implementation of the POAC Function

Planning Aspects	Implementation	Islamic Values	Orientation/Implications
Needs analysis	Identification of teacher and student needs and evaluation of previous learning outcomes	Trust	Learning programs are more in line with the real needs of madrasahs
Program preparation	Preparation of learning programs and quality improvement based on the vision of the madrasah	Responsibility	The program is more focused on achieving quality targets
Deliberation	Involvement of madrasah principals, teachers and education staff in decision making	Shura (consultation)	Increase the participation and commitment of all madrasah residents
Determining quality targets	Determining the objectives and indicators of success of the learning program	Justice	Measurable and sustainable development of learning quality

Source: MA Hidayatul Mubtadiin South Lampung, 2026

Based on the table, the implementation of the planning function at MA Hidayatul Mubtadiin, South Lampung, demonstrates a character that is not only technical-administrative, but also strategic and values-based. The planning process, which begins with a needs analysis, indicates a rational effort to assess the real conditions of teachers, students,

and madrasah resources as a basis for decision-making. However, this finding also indicates that the needs analysis is not based solely on a technocratic approach, but rather is directed at ensuring program alignment with the madrasah's vision and the Islamic values that underpin the institution.

The deliberation mechanism in program development reflects participatory decision-making practices, which conceptually strengthens the involvement of all stakeholders in the management process. This not only increases the legitimacy of decisions but also builds collective commitment to program implementation. From a quality management perspective, this involvement is a crucial factor in creating a sense of ownership that influences the effectiveness of policy implementation. The establishment of learning quality targets demonstrates an orientation toward measurable performance standards, which serve as a guiding principle for program implementation. However, in the madrasah context, these targets are not only interpreted as quantitative achievements but also as instruments for internalizing the values of trust and responsibility in every educational process. Thus, the planning function in the implementation of POAC in madrasahs serves not only as an initial management stage but also as an integrative mechanism that connects empirical needs, Islamic values, and an orientation toward continuous improvement in learning quality.

Organizing in the Implementation of POAC Functions

The organization of the implementation of the POAC function at MA Hidayatul Mubtadiin, South Lampung, demonstrates that the school has developed a more structured educational resource management system to support improved learning quality. This process is not merely understood as a division of administrative tasks, but as a strategic effort to optimize the full potential of the school, both human resources and institutional structure. Teachers and educational staff are placed according to their respective competencies, experience, and responsibilities, so that each learning program can run more effectively and effectively. In practice, organization is carried out through a coordination mechanism involving the principal, deputy principal, and teachers in determining the distribution of learning tasks, quality development programs, and other supporting activities. Islamic values such as trustworthiness, justice, and responsibility are the main foundations of this process, so that the distribution of tasks is not only structural but also contains moral and spiritual dimensions. Furthermore, organization is directed at building a collaborative work culture that enables synergy between individuals and work units in achieving educational goals.

Table 3. Organization in POAC Implementation

Aspect	Implementation	Islamic Values	Impact on Quality
Division of tasks	Placement of teachers according to competence and expertise	Trust	Work efficiency increases

Organizational structure	Coordination between deputy principal and Justice teachers	More proportional tasks
Collaborative work	Teamwork in learning programs Responsibility	The program runs more effectively
Work culture	Strengthening cooperation between Brotherhood teachers	Harmonious work environment

Source: MA Hidayatul Muhtadiin South Lampung, 2026

Based on these findings, the organizing function at MA Hidayatul Muhtadiin South Lampung demonstrates that the managerial process is not merely understood as a division of labor structures, but also as a mechanism for strengthening institutional synergy. The placement of teachers based on competency indicates an effort to optimize human resources so that each individual is in the most effective position to support the achievement of learning objectives. However, this practice is not merely functional-technical but also reflects a values-based approach that considers aspects of professional responsibility and Islamic work ethics in determining roles.

Coordination between the madrasah principal, teachers, and educational staff serves not only as an organizational communication mechanism but also as an instrument of work integration that builds systemic inter-unit connections. From a quality management perspective, this coordination pattern demonstrates efforts to build work integration, a crucial prerequisite for effective learning program implementation. Furthermore, the values of trust, justice, responsibility, and brotherhood, which underpin the organization, serve not only as ethical norms but also as reinforcing factors in the organizational culture, fostering a collaborative and harmonious work environment. Thus, the organization of this madrasah can be understood as a transformation of management functions that not only regulates the structure and distribution of tasks but also builds a values-based socio-organizational system. This integration of professional competence and Islamic values ultimately strengthens the effectiveness of program implementation and supports the creation of sustainable improvements in the quality of learning.

Actuating in the Implementation of POAC Functions

The implementation of the POAC function at MA Hidayatul Muhtadiin South Lampung represents the concrete implementation phase of all previously established planning and organization. At this stage, all learning programs and quality improvement activities are directly implemented by teachers and education staff, with the support of the principal as the primary driver. The implementation process emphasizes not only the achievement of academic targets but also the internalization of Islamic values in every learning activity. Teachers implement learning with an active, creative, and student-centered approach, and strive to integrate values such as *ihsan*, discipline, and sincerity into the educational process. The principal acts as a motivator and facilitator, providing direction, supervision, and moral

support to ensure program implementation runs according to plan. Furthermore, implementation is also marked by a culture of collaboration among teachers through reflective discussions, sharing of learning strategies, and joint development of teaching materials. Overall, the implementation of POAC at this madrasa reflects the synergy between managerial aspects and Islamic values, which forms a professional and religious work pattern in improving the quality of learning.

Table 4. Implementation in POAC Implementation

Aspect	Implementation	Islamic Values	Impact on Quality
Learning process	Active, creative and innovative learning	Ihsan	More meaningful learning
The role of teachers	Consistent implementation of teaching materials	Discipline	Performance increases
The role of the madrasah principal	Motivation, direction, and mentoring	Trust	More targeted implementation
Collaboration	Discussion and reflection between teachers	Brotherhood	Improving professional competence

Source: MA Hidayatul Mubtadiin South Lampung, 2026

These findings indicate that the actuating function at MA Hidayatul Mubtadiin South Lampung serves not only as a learning program implementation stage but also as a space for value actualization that directs educational practices toward greater meaning. The effectiveness of the learning that emerges is not solely determined by the achievement of academic indicators, but also by the madrasah's ability to internalize Islamic values into the teaching-learning interaction process. The integration of the values of ihsan, discipline, responsibility, and sincerity demonstrates that learning activities are directed at developing students' moral awareness, so that the educational process does not stop at the cognitive realm but also touches on the affective and spiritual dimensions.

Active, creative, and student-centered learning practices demonstrate a transformation toward a more participatory pedagogical approach. However, these findings also indicate that successful implementation does not occur in isolation but is strongly influenced by the leadership quality of the madrasah principal, who acts as a motivator and facilitator who provides ongoing direction, reinforcement, and mentoring. This demonstrates that the actuating function in the madrasah context is relational, where the success of program implementation is largely determined by the interaction between leadership, teachers, and students. The synergy with the planning, organizing, and monitoring functions demonstrates that POAC implementation operates as an interconnected system, rather than as separate stages. This integration fosters a collaborative work culture that is oriented not only toward program effectiveness but also toward strengthening religious values within the educational environment. Thus, the implementation function within POAC can be understood as an

integrative mechanism that produces quality learning while simultaneously building a professional, character-based, and Islamic-values-based educational ecosystem.

Supervision (Controlling) in the Implementation of POAC Functions

Supervision in the implementation of the POAC function at MA Hidayatul Muhtadiin South Lampung is carried out as an effort to ensure that all learning activities run according to predetermined plans. Supervision is not only understood as administrative control, but also as a process of coaching and continuous improvement of the quality of learning and teacher performance. Supervision activities are carried out through monitoring classroom learning, periodic teacher performance evaluations, and analysis of the achievement of quality improvement programs. The madrasah principal and the management team conduct assessments based on predetermined indicators, then the results are used as a basis for subsequent program improvements. In this process, Islamic values such as trustworthiness, honesty, and responsibility are the basis for maintaining the objectivity of evaluations and encouraging a culture of reflection within the madrasah organization. Furthermore, the results of supervision do not stop at assessments, but are followed up through teacher development programs, training, and joint reflection to continuously improve the quality of learning. Thus, the controlling function plays a crucial role in maintaining the POAC quality cycle so that it continues to run consistently and sustainably.

Table 5. Supervision in POAC Implementation

Aspect	Implementation	Islamic Values	Impact on Quality
Monitoring	Observation of the learning process	Trust	More objective control
Evaluation	Teacher performance assessment	Honest	More accurate data
Program analysis	Study of learning achievement	Responsibility	Continuous improvement
Follow-up	Teacher development and training	Ihsan	Improving teacher quality

Source: MA Hidayatul Muhtadiin South Lampung, 2026

Based on these findings, the monitoring (controlling) function within the POAC framework at MA Hidayatul Muhtadiin South Lampung cannot be understood merely as a mechanism for verifying the conformity between plans and implementation, but rather serves as a driving instrument for systemic and sustainable quality improvement. The periodic monitoring, evaluation, supervision, and follow-up processes demonstrate that monitoring does not stop at a corrective function, but rather develops into a diagnostic mechanism for identifying strengths and weaknesses in the implementation of educational programs. From a quality management perspective, these findings indicate a shift in the monitoring function from mere administrative control to strengthening quality assurance oriented towards continuous improvement.

Supervision results are used as a basis for more adaptive decision-making, both in the form of improving learning strategies and developing madrasah innovations. This demonstrates that the controlling function directly contributes to the data-driven decision-making cycle, thereby making madrasah management more responsive to the dynamics of learning needs. Furthermore, the participatory and constructive implementation of supervision also encourages the formation of a reflective culture among educators and education personnel. This culture is important because it shifts the work orientation from merely fulfilling procedures to a professional awareness to continuously improve performance and competence independently. Thus, the supervisory function in POAC serves not only as a control tool but also as an organizational learning mechanism that strengthens the institution's capacity to achieve optimal, sustainable, and adaptive educational quality.

Discussion

Based on research findings, the implementation of the POAC (Planning, Organizing, Actuating, and Controlling) function based on Islamic values at MA Hidayatul Mubtadiin, South Lampung, shows that learning quality is improved through the integration of modern management principles and Islamic values. In terms of planning, the school develops learning programs based on an analysis of teacher and student needs, an evaluation of previous learning outcomes, and deliberations involving various stakeholders. These findings align with research conducted by (Anto et al., 2026) which states that needs-based planning can increase the effectiveness of educational programs because it is more appropriate to the actual conditions of the institution. Furthermore, the application of deliberation (shura) in the planning process strengthens the research findings. (Nassir & Benoliel, 2025) which found that participatory decision-making increases teacher commitment to implementing school programs. However, this study is unique in that it not only emphasizes the participatory aspect but also integrates the values of trust and responsibility as a moral foundation in developing programs to improve the quality of learning.

In terms of organization, the research results show that the division of tasks and responsibilities is based on the competencies and expertise of each teacher and education staff member. This finding aligns with organizational theory, which emphasizes the importance of allocating human resources according to their competencies to achieve organizational effectiveness. These findings also align with research (Kayani et al., 2025) which found that a clear organizational structure and good work coordination influence the success of educational quality improvement programs. Similarly, research (Kielblock, 2025) emphasizes that collaboration and synergy among school members are crucial factors in building a culture of quality. This study, however, demonstrates that the organizational process is not solely based on professional considerations but also built on Islamic values such as trustworthiness, justice, responsibility, and brotherhood, which strengthen a religious and harmonious work culture within the madrasah environment.

In terms of implementation (actuation), research findings show that teachers implement learning actively, creatively, innovatively, and student-centeredly by integrating the values of *ihsan*, discipline, and sincerity into the learning process. This finding aligns with instructional leadership theory, which positions the madrasah principal as the primary driver of improving learning quality. These research findings support the research (Kemethofer et al., 2025) which states that effective educational leadership has a significant influence on improving teacher performance and the quality of learning. In addition, research (Maunula et al., 2025) also found that ongoing coaching and mentoring can improve teachers' professionalism in managing learning. However, this study demonstrates a broader dimension, as the learning process is not solely oriented toward academic achievement but also toward developing students' religious character through internalizing Islamic values in every learning activity.

In terms of supervision (control), the research results indicate that supervision is carried out through learning monitoring, teacher performance evaluation, program achievement analysis, and follow-up in the form of teacher coaching and training. This finding is relevant to the concept of continuous improvement in education quality management, which places evaluation as the basis for continuous improvement. These research findings align with research (Qiao et al., 2025) which found that data-based evaluation can increase the effectiveness of teacher professional development. (Abdulkader & Belgaroui, 2025) also emphasized that follow-up on evaluation results is a crucial factor in improving the quality of learning. Compared with previous research, which generally positioned supervision as an administrative control mechanism, this study shows that supervision in madrasahs has evolved into a strategic instrument for building a culture of reflection, a culture of quality, and the continuous improvement of teacher professionalism through an approach based on the values of trust, honesty, responsibility, and *ihsan*.

Overall, the results of this study confirm that the implementation of POAC functions based on Islamic values plays a significant role in improving the quality of learning in madrasahs. This finding reinforces previous studies that suggest that the success of improving educational quality is strongly influenced by the effectiveness of management functions. However, this study makes a novel contribution by demonstrating that integrating Islamic values into each POAC function can strengthen the effectiveness of educational management, build a religious organizational culture, and create a learning quality improvement process that is oriented not only toward academic achievement but also toward the sustainable development of students' character and spiritual values.

Theoretically, this study confirms that the effectiveness of the POAC (Planning, Organizing, Actuating, and Controlling) function in improving the quality of learning at MA Hidayatul Mubtadiin, South Lampung, is achieved through the integration of systematic management processes and the internalization of Islamic values at every stage of educational management. This finding reinforces management theory. (Terry, 2019) which places planning, organizing, implementing, and supervising as the main functions in achieving organizational

goals, as well as the concept of Islamic educational management that emphasizes the values of trust, deliberation, justice, responsibility, and *ihsan* as the foundation of managing educational institutions. Empirically, this study shows that the application of participatory planning, structured organization, collaborative implementation, and continuous supervision can improve the effectiveness of learning, teacher professionalism, work culture, and the quality of education in madrasas. Thus, this study not only strengthens the theoretical foundation of educational management and Islamic educational management, but also provides an understanding that improving the quality of learning is greatly influenced by the synergy between management functions and the consistent implementation of Islamic values in the madrasa environment.

In general, this study supports the POAC theory and Islamic educational management, but there are several critical points that need to be addressed. First, the successful implementation of the POAC function is not only determined by the implementation of the planning, organizing, implementing, and monitoring stages as explained in the theory, but is also greatly influenced by the commitment of all madrasa members to internalize Islamic values in all educational activities. Second, a collaborative, religious, and exemplary work culture has proven to be a crucial factor supporting the effectiveness of POAC implementation, thus ensuring that organizational culture plays an equally important role as managerial aspects. Third, there is a tendency that the program's success is still heavily influenced by the role of the madrasa principal as the primary driver in maintaining the consistency of the POAC function. If this is not balanced by strengthening institutional systems and a strong organizational culture, the program's sustainability may face challenges when leadership changes occur. Thus, this study not only strengthens existing theory but also provides the perspective that the effectiveness of POAC implementation based on Islamic values is strongly influenced by organizational culture, exemplary leadership, and the collective commitment of all madrasa members to continuously improve the quality of learning.

The novelty of this research lies in the integration of POAC (Planning, Organizing, Actuating, and Controlling) management functions with Islamic values as a unified system in improving the quality of learning in madrasas. Unlike previous research that generally examined educational management functions or Islamic values separately, this study shows that deliberation-based planning (*shura*), organization based on trust and justice, implementation that prioritizes *ihsan*, discipline, and professionalism, and supervision oriented towards honesty, responsibility, and continuous improvement can form a learning management model that is not only managerially effective but also morally and spiritually strong. This finding confirms that the integration of Islamic values in each POAC function contributes to the formation of a religious, collaborative, reflective, and sustainable quality culture, resulting in increased teacher professionalism, the effectiveness of the learning process, and the strengthening of student character. Thus, the POAC implementation model based on Islamic values that balances managerial, spiritual, and organizational cultural aspects is a new contribution to the development of Islamic education management.

CONCLUSION

The results of the study indicate that the implementation of the POAC (Planning, Organizing, Actuating, and Controlling) function based on Islamic values at MA Hidayatul Mubtadiin South Lampung has been carried out systematically and continuously in supporting the improvement of learning quality through planning based on needs analysis and deliberation that emphasizes the values of trust and responsibility, organization based on competence with the principles of justice and brotherhood, implementation of active, collaborative learning, and oriented towards the values of ihsan and professionalism, as well as supervision through monitoring, evaluation, and follow-up that builds a culture of reflection and continuous improvement. Theoretically, this finding enriches the study of Islamic education management by offering an integrative model of POAC based on values that not only emphasizes effectiveness and efficiency as in conventional management approaches, but also internalizes Islamic spiritual values as an ethical foundation in all managerial processes, thus broadening the perspective of educational management theory from a technocratic one to a more holistic and valuable one. Practically, the results of this study provide implications that madrasas need to strengthen the internalization of Islamic values in every management function, improve teacher competency through continuous coaching, optimize collaboration between madrasa residents, and develop a data-based evaluation system so that improvements in the quality of learning can take place consistently, adaptively, and sustainably according to the demands of 21st-century education and the goals of Islamic education that emphasize the balance between academic, moral, and spiritual aspects of students.

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