



Quality Management Strategies in Facing the Resilience Crisis of Elementary Madrasahs in the 5.0 Era

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Received: 11-07-2025

Revised: 02-10-2025

Accepted: 26-11-2025

Abstract

This study was motivated by the challenges faced by madrasah ibtidaiyah in maintaining the quality of education amid limited resources and the demands of the Society 5.0 era, which requires adaptation to technology and social change. The gap between the ideal of educational quality and the actual conditions in the field underscores the need for practical, adaptive quality management strategies. Therefore, this study aims to analyse quality management strategies to address the resilience crisis in madrasah ibtidaiyahs, enabling them to maintain and improve their quality amid limitations. This study uses a qualitative case study approach conducted at Madrasah Ibtidaiyah Negeri 5 Bandar Lampung and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung. Data were collected through interviews, observations, and documentation, then analysed using the Miles and Huberman model through the stages of reduction, data presentation, and conclusion drawing. The results of the study show that quality management strategies in both madrasahs are implemented through the visionary leadership of the madrasah principal, a culture of participatory deliberation, teacher competency development, creativity enhancement, and active student involvement in the learning process. Factors supporting this strategy include the spirit of teacher innovation, student participation, and collective awareness of the importance of quality education. The implications of this study emphasise the importance of strengthening teachers' digital literacy, fostering a culture of collaboration, and securing external support from the government and community to enhance madrasah resilience in the era of Society 5.0.

Keywords: Quality management, resilience, elementary madrasah, society 5.0 era.

INTRODUCTION

Education is a crucial issue in human life. The progress of a nation depends heavily on its education. This means that if a nation's education can produce "humans" of physical and spiritual quality, then the nation will automatically progress, be peaceful, and prosperous (Setiyorini & Setiawan, 2023). Conversely, if a nation's education stagnates, the nation will be left behind in all areas. To prevent this stagnant condition, basic education is an important foundation because it plays a central role in the development of quality and highly competitive human resources. As the initial stage in the education system, Islamic elementary schools contribute significantly to character formation (Jannah et al., 2024; Napi'ah & Ayuningsih, 2025), instilling moral values, and providing basic knowledge essential for the continuation of

the learning process (Ariyanti, 2024; Sari, 2023) (Juwaini et al., 2025; Permadi et al., 2025; Salamah et al., 2025). Improving the quality of basic education in Islamic elementary schools is a strategic issue in realizing national education goals. Islamic elementary schools, as educational institutions that integrate general and religious knowledge, face the challenge of providing quality educational services that are equivalent to general elementary schools while reflecting religious values (M. A. W. Saputra et al., 2025; Selvia, 2024). However, in its implementation, the existence of madrasahs that combine general and religious knowledge must still be in line with national regulations, one of which is as stated in Chapter III Article 4 Paragraph 6 of the 2003 National Education System Law concerning the principles of education administration (Ratnaningrum, 2022). However, in reality there are still many failures caused by, among other things, problems with inappropriate education quality management, placement of personnel who do not match their fields of expertise, budget limitations, and low professionalism in the management of educational institutions.

In line with that, according to (Adelia, 2025), no less than 12 national education development strategies have been taken, including 1) implementing local competency-based planning; 2) increasing educational equity; 3) building a comprehensive quality management system; 4) reviewing the curriculum periodically and developing the implementation of the curriculum in a sustainable manner; 5) designing the process of implementing approaches and methods as well as educational content that provides broad opportunities for students and learners to develop their potential abilities broadly; 6) improving the educational resource management system to be fairer and more adequate and utilizing and mobilizing funding resources efficiently; 7) compiling policy guidelines for the development of flexible educational programs; 8) creating laws and regulations that regulate the balance of government and non-government roles in education in a comprehensive manner; 9) reducing bureaucratic units that are considered less consistent in seeking adequate financial support, especially for priority educational programs as public goods; 11) maintaining consistency and continuous internalization of national educational values among the three centers of education; namely family, school, and community, and 12) assessing learning approaches that are oriented towards life skills.

Creating a quality educational institution that meets the expectations of many people or the community is not only the responsibility of the madrasah, but also the responsibility of all parties, including teachers, parents, and the business world as internal and external customers of an educational institution (Azizah et al., 2024; Sunardianta et al., 2024). (Arcaro, 2024) states that there are five characteristics of a quality madrasah, namely: 1) customer focus, 2) total involvement, 3) measurement, 4) commitment, 5) continuous improvement. The quality of educational products will be influenced by the extent to which the institution is able to optimally manage all its potential, starting from educational staff, students, learning processes, educational facilities, finances, to its relationship with the community. For this task to be realized, the madrasah needs to be supported by a good management system. Some characteristics of a good management system are an orderly mindset, orderly implementation of activities, and a good attitude towards task activities. Quality is an indicator that distinguishes between good and bad quality of a product (Nasution, 2019). A product is considered quality if it is able to provide satisfaction to consumers according to predetermined standards. In education, quality includes

three main components, namely input, process, output, and outcome. In other words, quality is the conformity of something to certain requirements or provisions. Quality is closely related to customer satisfaction (Warisno, 2022).

In the context of education, education is considered quality if all its components meet the requirements and needs of customers, and provide them with satisfaction (Abaimuhtar & Yasin, 2024). However, the quality of education is relative because each individual has different assessment standards. Education is said to be quality if it is able to provide services according to the needs of its customers (Zalukhu, 2024). The strategy of the madrasah in the quality policy is very important because it is designed to achieve the goal of improving and developing the quality of education. The right strategy can determine the success of the madrasah in achieving these goals. To develop an effective strategy, the madrasah needs to understand the internal and external factors that support success (Anwar et al., 2023; Setiyati et al., 2024). Therefore, analyzing these factors is an important step in obtaining useful information in developing the right strategy, so that the quality of education can be achieved. Ensuring the quality and quality of education requires serious attention from education providers, the government, and the community (Tanjung et al., 2022). Implementing this quality assurance requires systematic and planned activities in the form of quality management. Quality management in education is a way of managing all educational resources, aimed at ensuring that everyone involved carries out their duties enthusiastically and participates in improving work implementation, resulting in services that meet or even exceed expectations (Setyo et al., 2021; Tripitasari et al., 2023). In other words, the success of quality management is not only supported by a good system, but also by the resilience of institutions and individuals in the face of pressure and change. This is where resilience plays a vital role. Resilience refers to the ability of individuals, groups, or systems to recover, adapt, and continue to function effectively despite facing pressure and drastic change (Lubis, 2024) (Hussain, 2025; Madkan et al., 2025; Nurdi & Ahmad, 2025). In the context of education, resilience is seen in how educators, students, and institutions are able to overcome technological challenges, changes in teaching methods, and potential social isolation (Fahmi et al., 2025). They learn from difficult experiences, develop coping strategies, and maintain motivation to achieve educational goals under less-than-ideal conditions. This resilience is what allows innovation in quality management to be not just a temporary response, but a path to sustainable adaptation.

However, in the era of Society 5.0, madrasahs face significant challenges in the form of limited resources, the quality of teaching staff, the leadership of madrasah principals, and community demands for quality educational services (Khumaini et al., 2023; Wati Tampubolon & Faslah, 2025). Therefore, quality management strategies are crucial to ensure madrasah resilience in facing the dynamics of social, cultural, and technological change. Although there have been many studies related to quality management in madrasahs, studies that focus specifically on managerial strategies, implementation patterns, and obstacles to quality improvement in madrasahs are still limited. In the local context, limited resources and diverse student backgrounds require an innovative quality management approach based on institutional characteristics. The conceptual framework of this study emphasizes the relationship between visionary leadership, a culture of deliberation, teacher creativity, competency development, and student engagement as internal factors supporting quality management. These factors are faced

with external obstacles in the form of limited facilities, digital literacy, and funds. The combination of these two aspects will determine the level of madrasah resilience in facing the challenges of the Society 5.0 era. Based on the description above, this study aims to analyze quality management strategies in facing the resilience crisis in elementary madrasahs in the era of society 5.0, with a focus on the role of leadership, deliberation culture, teacher competency development, and student involvement.

METHOD

The research approach uses qualitative and case study research. This type of case study research is research that focuses on a single selected phenomenon and wants to understand it in depth, ignoring other phenomena (Ilhami et al., 2024). This type of case study research is an intensive description and analysis of a particular or social phenomenon such as individuals, groups, institutions or communities which in this case is related to the role of society in quality management strategies in facing the resilience crisis of elementary madrasahs in the 5.0 era (Karmila et al., 2025). The research method is descriptive research. Descriptive research is research that describes an object related to the case study problem, because the author aims to study intensively the background of a person, group, or institution, in detail and in depth regarding the organization of the institution or certain phenomena (Assyakurrohim et al., 2022). The research subjects were the principal, teachers, and six students. The research location was Madrasah Ibtidaiyah Negeri 5 Bandar Lampung and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung. The reason the researcher chose this institution as the location is because it is one of the state madrasahs with a large number of students with diverse socio-economic backgrounds; its status as a private madrasah managed by the community, with limited infrastructure and dependence on external support. This condition provides a real picture of how private madrasahs develop quality management strategies independently to deal with resource limitations. These two institutions have contrasting characteristics of state and private, thus allowing for a contextual comparison of the quality management strategies implemented. Differences in resources, leadership, and stakeholder support can provide a more comprehensive perspective in understanding madrasah resilience strategies in the era of society 5.0.

Data collection techniques used interviews, observation, and documentation. Data analysis was carried out by organizing data, describing the condition of the units, synthesizing, arranging them into patterns, selecting what is important and what will be studied, and drawing conclusions that can be shared with others. Activities in data analysis include data reduction (done by selecting and focusing data from interviews, observations, and documentation according to the research focus. The collected data were then categorized into main themes such as madrasah principal leadership, teacher competence and innovation, and student perspectives on learning quality. Thus, the data that was originally broad and diverse became simpler, more structured, and relevant to the research problem), data presentation (done by compiling the reduced information in narrative form, tables, or matrices to make it easier for researchers to see emerging patterns, relationships, and trends), and conclusions (researchers interpreted the meaning of the presented data by connecting it to quality management theory and the concept of educational resilience. Initial conclusions were then verified through

triangulation of sources and methods to ensure the validity of the findings). The data analysis technique in this case uses qualitative data analysis, following the concept given by Miles and Huberman, which states that activities in qualitative data analysis are carried out interactively and continuously at each stage of the research so that the data is complete up to the type (Zai et al., 2022). In testing the validity of the data, qualitative research techniques use credibility tests (internal validity) carried out by triangulating data sources.

RESULTS AND DISCUSSION

Result

Developing Programs That Align With Vision and Mission

Leaders have the responsibility to formulate a vision by involving individuals or teams in the formulation process. Effective leadership must be relevant to the needs of changing times, especially in supporting the role of intensive education in creating quality human resources (Nor & Suriansyah, 2024). The main focus of this leadership is on developing a vision, including understanding the characteristics and objectives of that vision. As a vision creator, a leader must be able to think creatively about the future of the organization (Nurdiana, 2023). The vision formed is influenced by various factors, such as life experiences, education, professional experience, cross-cultural interactions and communication, participation in scientific meetings, and intellectual activities that shape the leader's mindset (Anggraini et al., 2025). The principals of Madrasah Ibtidaiyah Negeri 5 and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung play a crucial role in realizing the vision and mission of the madrasah to improve the quality of graduates. This role is realized through the creation of superior programs that align with the vision and mission. In its implementation, the madrasah principal analyzes the internal and external environment to identify strengths, weaknesses, opportunities, and threats, as well as evaluates the programs and achievements that have been achieved. Every year, the principal of Madrasah Ibtidaiyah Negeri 5 and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung reviews ongoing and completed programs, while also evaluating improvements in the quality of education and graduates.

The program focuses on achieving the madrasah's goals, such as improving academic achievement, preparing students for admission to top secondary schools, and encouraging other achievements. This step aims to ensure that graduates become the pride of the madrasah and attract the community to entrust their children's education to the school. Based on the explanation above, it is understood that leaders have the primary responsibility for formulating a vision by involving a team to realize it. Leadership that is relevant to the demands of the times focuses on developing a creative and strategic vision to create quality human resources. At Madrasah Ibtidaiyah Negeri 5 and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung, the madrasah principal plays a crucial role in realizing the school's vision and mission through flagship programs designed based on an analysis of strengths, weaknesses, opportunities, and threats. Annual evaluations are conducted to ensure improvements in the quality of education and graduates, with the goal of making high-achieving students the pride of the madrasah and increasing community trust.

Building a Culture of Deliberation

Deliberation is a discussion process between various parties to exchange opinions on a problem, with the aim of considering and making the best decision for the common good (Bakar, 2025). Deliberation plays an important role in the life of Islamic society, not only as a political system, but also as a basic character of society. This principle is applied in all aspects of life, including government (Aprilya & Tohawi, 2024). In Islam, deliberation is an interesting concept because it is mentioned in the Qur'an and Hadith, so it has a basis in revelation and becomes a normative teaching. Deliberation is considered very fundamental to human life and continues to be relevant in every development of the era. Deliberation taught by the Qur'an is a concept that is always in accordance with the political changes of humanity, because it comes directly from God and has irreplaceable relevance (Bharata et al., 2023). Deliberation is a very important activity in the life of Muslims because it can help improve the quality of life and solve problems in a better way (Alfiyah, 2023). To achieve this goal, there are three attitudes that need to be considered before holding a deliberation, as explained by (Romziana & Fajarwati, 2023), namely first, the leader of the deliberation must be gentle and avoid harsh words, so that participants do not feel uncomfortable. Second, we must be ready to forgive and open our hearts so that deliberations proceed with a clear mind and can accept differences of opinion. Third, it is important to maintain a relationship with God through prayer and seeking his guidance, because human reason is limited. These three attitudes of gentleness, forgiveness, and closeness to God are fundamental to producing fruitful deliberations and sound decisions.

Deliberation in Islamic education plays a crucial role as a basis for decision-making. By involving teachers and students, deliberation allows for discussion, sharing of opinions, and joint solutions to improve the quality of education and the learning system (Anas, 2024). This approach results in wise decisions that meet the needs of all parties. The principals of Madrasah Ibtidaiyah Negeri 5 and Madrasah Ibtidaiyah Terpadu Muhammadiyah Bandar Lampung's ability to improve graduate quality is evident through their creative and collaborative approach. The principals play an active role in building a culture of deliberation to solve problems, accepting suggestions and constructive criticism from all school members, and being open to new ideas. The principals believe that deliberation in education can be an effective tool for creating joint decisions involving various parties, such as teachers, students, and other stakeholders. This significantly improves the quality of education and learning outcomes.

The results of the study show that through deliberation, the madrasah principal provides an opportunity for all parties, such as teachers and students, to express their opinions and ideas. This helps in better decision-making and is in accordance with the needs of all parties. The madrasah principal not only uses deliberation to make decisions, but also to improve the quality of education. By involving many parties, deliberation results in better educational programs and focuses on improving the quality of graduates. The impact is seen in the improvement of academic achievement and the development of student character, so that graduates are not only intelligent in the academic field, but also have good social and emotional skills (Apriyani et al., 2025; Khofi, 2024). Based on the explanation above, it can be understood that deliberation is a discussion process to find the best solution for the common good, with a strong foundation in Islamic teachings through the Qur'an and Hadith. This concept is relevant in various aspects of

life, including education, because it helps improve the quality of life and solve problems effectively.

Cultivating Creative Ideas

Cultivating creative ideas in schools is crucial for improving the quality of learning and preparing students for the future. With creativity, teachers can make learning more engaging and understandable, enabling students to better understand and think critically (Ananda et al., 2023). The principal plays a strategic role in fostering creative ideas within the madrasah environment due to their position as leaders and policymakers. Their primary task is to create a vision that encourages innovation, provide resources that support creativity, and build a collaborative and inspiring work culture (Lilawati et al., 2025). As effective leaders, principals are able to inspire teachers to push their boundaries, innovate in teaching methods, and create new programs relevant to students' needs. This can be achieved by providing training, providing modern technology, and opening discussion spaces for the exploration of new ideas (Amin, 2024). The principal plays a strategic role in fostering creative ideas within the madrasah environment due to their central position as leaders and policymakers. As leaders, principals are responsible for creating a vision that encourages innovation, providing resources that support creativity, and building a collaborative and inspiring work culture (Ma'sum et al., 2023).

Teachers have attempted to adapt learning to students' needs, including using differentiated instruction and simple digital media. However, limited technological skills among some teachers pose a significant obstacle. This confirms that quality improvement is closely linked to ongoing teacher professional development programs, particularly in the area of digital literacy. This is in line with Mrs. S's statement: *"We try to adapt learning to students' needs, including utilizing simple digital media. However, not all teachers have sufficient technological skills."*

The existence of a digital competency gap among teachers (Chotimah et al., 2025) confirms that educator digital literacy is the main key to educational resilience in the era of society 5.0. Research (Maulida et al., 2025) also emphasizes the importance of teacher professional development through continuous training to support the quality of learning. Effective madrasah principals are able to inspire their subordinates to go beyond their limitations and bring about positive change. Madrasah principals who implement this approach can motivate teachers to innovate in teaching methods and create new programs relevant to student needs. Madrasah principals need to optimize the potential of the organization. By providing training, providing modern technology, and opening up discussion spaces for teachers, madrasah principals create an environment that supports the exploration of new ideas (M. Akhyar et al., 2024). Madrasah principals play a crucial role in fostering creative ideas among teachers and staff. Madrasah principals give teachers the freedom to try new learning methods and also value their creative ideas. Madrasah principals support teachers in experimenting with learning approaches that suit student needs. Teachers are given the opportunity to try new things, such as using technology in learning, creating project-based learning strategies, and creating teaching materials relevant to students' daily lives.

For example, some teachers have successfully combined character-based learning with daily religious practices. As a result, students not only better understand Islamic values but also improve their social skills. Madrasah principals also demonstrate appreciation for teachers'

creative ideas. Rewards come in various forms, such as formal recognition during meetings, opportunities to share innovations in educational forums, or noting teacher successes in madrasah reports. These steps not only motivate teachers but also create a positive atmosphere within the madrasah, where all teachers feel supported to continue contributing to their full potential.

Developing Competencies

Developing teacher competency is crucial for improving the quality of graduates. A competent teacher not only masters the subject matter but also possesses pedagogical skills, strong communication skills, and a professional attitude that supports an effective learning process (H. Wulandari & Nurhaliza, 2023). With the right competencies, teachers can create innovative learning environments, motivate students, and develop skills relevant to current demands (Wati & Nurhasannah, 2024). The role of the madrasah principal in supporting teacher competency development is crucial. The madrasah principal is responsible for providing training, resources, and creating space for teachers to innovate (Shobri, 2025). This support ensures that learning takes place effectively, and teachers can continuously improve the quality of their teaching.

Thus, teacher competency development, fully supported by the principal, will produce graduates who are ready to face real-world challenges, equipped with the necessary knowledge, skills, and attitudes (Kartini & Putra, 2024). The principal plays a crucial role in improving graduate quality through both personal and strategic approaches. By giving teachers and staff the freedom to develop their competencies, the principal encourages innovation and improves work quality. Rewards are given to high-achieving members of the madrasah community. To ensure quality improvement, the principal provides teachers and staff with specialized training, guidance, and various programs such as training and workshops. Furthermore, teacher and staff performance is evaluated periodically to ensure targets are achieved and the quality of classroom learning is improved. Through these steps, the principal strives to improve the quality of education.



Figure 1. Madrasah Principal and Teachers Displaying Products Resulting from Competency Development as Evidence of Quality Management Implementation in Madrasah Ibtidaiyah

Figure 1 shows the madrasah principal with several teachers showcasing their creative works, including instructional books and learning materials. This documentation represents the tangible outcomes of teacher competency development initiatives supported by school leadership. Through continuous mentoring, training, and opportunities for innovation, teachers have successfully produced creative educational outputs that enhance learning quality. This reflects the effective implementation of quality management strategies focusing on human resource capacity building and collaborative culture within the elementary madrasah.

Visionary leadership is a key factor in building a culture of quality. The principal emphasized the importance of regular meetings, academic supervision, and periodic learning evaluations. However, a challenge arose in maintaining teacher consistency in implementing quality standards, as some felt overwhelmed. These findings indicate that even though a vision and strategy have been established, successful implementation is heavily influenced by teacher motivation and commitment. This is in line with an interview with the principal, Mr. A, who stated: *"We strive to build a culture of quality by encouraging teachers to be disciplined, open to change, and conduct regular evaluations. However, the biggest obstacles are limited digital resources and operational funds."*

This statement emphasizes the importance of visionary leadership in managing educational quality. This aligns with (Hidayah & Utami, 2024; Saripudin, 2025) the emphasis on the role of the madrasah principal as an agent of change capable of guiding teachers and staff toward continuous improvement. The constraints of facilities and funding also align with the finding (Y. Akhyar, 2024) that the implementation of quality management in madrasahs is often hampered by resource factors.

Figure 2 shows the interview conducted by the researcher and illustrates the actual interaction between the headmaster and teachers in the context of professional development. This activity reflects the role of the madrasah principal as a visionary leader who not only functions as an administrator but also as a mentor in the development of teacher competence. Through direct communication such as this, the madrasah principal provides direction, motivation, and support for learning innovations carried out by teachers. This is in line with the principles of quality management that emphasise the importance of participatory leadership and a collaborative culture in enhancing the professionalism of educators.

In the context of competency development, this kind of interaction is a means of assessing teachers' needs, identifying learning challenges, and designing more relevant capacity-building programmes, such as pedagogical training, digital literacy workshops, and academic supervision. This personalised approach builds emotional closeness between leaders and teachers, which ultimately increases commitment and motivation to improve the quality of learning. Thus, this image not only documents research activities but also illustrates how madrasah leadership plays a direct role in fostering a culture of quality and institutional resilience.

There are several ways that can be done to improve the competence of elementary madrasa teachers, namely by doing several things as follows: 1) Classroom action research (CAR). The madrasa should emphasize to teachers to carry out CAR in order to improve the pedagogical competence of teachers. CAR is intended to improve the quality and practice of learning carried out by teachers in order to achieve learning objectives, improve and enhance the learning performances carried out by teachers, identify, find solutions and overcome

learning problems in the classroom so that learning is of quality, improve and strengthen teachers' ability to solve learning problems and make the right decisions for students and the classes they teach. 2) Training. The purpose of carrying out training is to increase teacher knowledge, increase teacher skills, change and shape teacher attitudes, develop employee skills so that work can be completed more quickly and effectively, develop the spirit, progress, and enthusiasm of teachers (B. A. Saputra et al., 2024).

3) Teacher performance evaluation. Although the government has also made several efforts to evaluate teacher performance, elementary madrasahs need to regularly evaluate teacher performance independently. Performance evaluation in this case is also called performance appraisal. Assessments are carried out systematically on the performance of madrasah teachers and their potential for development. Performance assessments include work achievements, work methods, and their personalities. Meanwhile, assessments of potential for development include creativity and learning outcomes or the ability to develop their profession (Rosidah et al., 2022; D. Wulandari et al., 2024). 4) Rewards for outstanding teachers. To ensure that elementary madrasah teachers feel that their hard work is appreciated by the madrasah, rewards or recognition are needed. What is meant by work performance is the results of the work, whether the work is in accordance with predetermined criteria and whether it is completed appropriately within the allocated time (Rifai, 2021). Whether the results of the work meet accountability or are simply completed. Work methods include characteristics of effectiveness and efficiency in work.

Improving Student Achievement

Improving student achievement is crucial for improving the quality of graduates because it demonstrates the quality of education students receive. High-achieving students possess skills and knowledge ready for use in the real world. Good achievement also indicates that learning at the madrasah is effective (Erfiyana et al., 2023; Harahap et al., 2024). The madrasah principal must create an environment conducive to student development, provide programs such as tutoring and remedial classes, and encourage teachers to continuously innovate in their teaching methods. The madrasah principal also plays a role in supporting extracurricular activities such as sports and the arts to improve students' non-academic achievements. All of these efforts help improve the quality of graduates, preparing them to face challenges in the outside world (Ningsih & Aziz, 2025). Academic achievement includes scores on daily exams, semester exams, madrasah exams, and national exams, while non-academic achievements include sports and the arts (Ma'arif, 2023). The madrasah principal plays a crucial role in improving the quality of graduates. For academic achievement, the madrasah principal organizes tutoring and remedial programs for students with low scores on midterm exams, which are held outside of madrasah hours. For non-academic achievements, the principal supports extracurricular activities such as volleyball, dance, and scouting, providing opportunities for students to develop their talents outside of class. Through these efforts, the principal ensures students' holistic development, both academically and non-academically, to prepare them for the challenges of the outside world.

Student involvement in planning class activities is part of the student's autonomy and self-control. If students feel they are not violating class rules, they tend to develop positive attitudes toward the school in general and toward academic achievement in particular. Students reported that they prefer learning using video media or hands-on activities, as they find the material easier to understand. However, technical barriers such as slow internet connections often disrupt digital-based learning. These findings demonstrate the need for adequate infrastructure for effective learning innovation. *"We enjoy learning with videos or hands-on practice, making it easier to understand. But sometimes the internet is slow, making online learning difficult."*

The digital generation's learning style favors interactive, technology-based approaches. Research (Safitri et al., 2025) confirms the effectiveness of using digital media in improving the motivation and learning outcomes of elementary school students. Technical barriers such as internet connectivity pose challenges that need to be addressed through resilience-based quality management policies. Student involvement in quality management strategies can be a key innovation in strengthening school resilience. First, students can act as both recipients and providers of feedback on learning quality. Through class forums, satisfaction questionnaires, or group discussions, students can share their learning experiences, challenges they face, and expectations regarding learning methods. This feedback will serve as evaluation material for teachers and schools in making continuous improvements, as emphasized in the principles of *Total Quality Management* (Deming, 1986; Sallis, 2014).

Second, students can be involved as digital literacy agents and collaborative learning. In the era of Society 5.0, students tend to be more adaptable to technology than some teachers. Therefore, students can contribute to helping peers and teachers use learning applications, interactive media, or simple digital platforms. This aligns with findings (Canton, 2021) that emphasize the importance of collaborative learning and digital literacy in building educational resilience.

Third, student involvement can also foster a participatory quality culture in madrasas. By engaging in extracurricular activities, student organizations, or school innovation teams, they learn responsibility, develop leadership skills, and foster a sense of belonging to the madrasa. Research (Rahayu et al., 2025) on educational resilience confirms that active student involvement in school life is a protective factor that strengthens the resilience of educational institutions in the face of crises. Thus, student involvement not only enriches quality management strategies but also strengthens the character of madrasas as adaptive, participatory, and highly competitive educational institutions in the era of Society 5.0. Several factors supporting the implementation of quality management strategies in Madrasah Ibtidaiyah include the visionary and collaborative leadership of the principal, teachers' enthusiasm for innovation, and improved student achievement. These factors are crucial for realizing madrasah resilience.

Improving the quality of education in Islamic elementary schools is inseparable from several supporting factors. First, the visionary and collaborative leadership of the principal is a key force in building a culture of quality. (Mailani et al., 2023) emphasized that leadership quality has a significant correlation with the success of academic supervision and teacher professional development. Second, teachers' enthusiasm for innovation through the application of varied learning methods, despite limited facilities, indicates strong intrinsic motivation (Nisa et al., 2025). Third, student engagement.

On the other hand, there are significant obstacles, namely limited infrastructure (especially digital technology), low digital literacy among some teachers, and limited operational funds for madrasahs. These obstacles indicate an urgent need for external support, both from the government and community organizations, to strengthen the implementation of quality management. Furthermore, the implementation of quality management in madrasahs still faces various obstacles. First, limited infrastructure, especially technological facilities such as computers and internet access, is a major obstacle in supporting digital-based learning. This is reinforced by findings (Firdaus et al., 2025) showing that weak infrastructure support is a barrier to the implementation of *Total Quality Management* (TQM) in madrasahs. Second, low digital literacy among some teachers hinders the optimization of learning innovations. (Woodward, 2009) noted that educators' digital competence is a primary prerequisite for ensuring the quality and sustainability of education in the digital era (Amirudin et al., 2024; Husnaeni & Burga, 2024; Wati et al., 2024). Third, limited operational funds, especially in private madrasahs, are a significant obstacle in developing sustainable quality programs (Ahsan & Aimah, 2025). Thus, despite the spirit of change, structural and financial factors remain major challenges that must be overcome so that madrasahs can build resilience to face the demands of the Society 5.0 era.

Madrasahs' resilience is evident in their ability to continue developing and maintaining digital learning despite significant obstacles such as limited funding, inadequate infrastructure, and a lack of trained human resources. The teachers' persistent spirit of innovation and collective awareness of the importance of technology are key drivers of this ongoing adaptation. Resilience here specifically refers to the fundamental ability of educational institutions to not only recover quickly from shocks or challenges but also to adapt to new conditions, and even to thrive and grow amidst adversity through the intelligent use of digital technology. This study has limitations because it was conducted in only two madrasahs in the Bandar Lampung area, so the results cannot be broadly generalized. Furthermore, data was primarily obtained through interviews and observations, which are therefore heavily influenced by the subjectivity of informants.

CONCLUSION

This study found that quality management strategies implemented in elementary madrasahs play a crucial role in strengthening institutional resilience in the Society 5.0 era. Visionary leadership, a participatory culture of deliberation, continuous teacher competency development, and active student involvement were identified as key factors that sustain and enhance educational quality despite limited resources and infrastructure. These findings challenge the traditional assumption that educational quality depends primarily on material resources, demonstrating instead that leadership, collaboration, and innovation exert a far greater influence than previously assumed.

Theoretically, this study reinforces and extends prior research on Total Quality Management (TQM) in Islamic education by introducing the concept of institutional resilience as a critical dimension of quality management success. The qualitative case study approach comparing public and private madrasahs provides methodological depth for understanding real-world management dynamics. In practice, the study proposes an adaptive model of quality management that emphasizes collaborative leadership, digital literacy development, and the

active participation of all school stakeholders as core strategies for developing institutional sustainability amid social and technological transformations. This study is limited to two madrasahs within the Bandar Lampung context, which restricts the generalizability of its findings. Factors such as demographic variations, managerial capacity, and teachers' digital literacy levels were not comprehensively examined. Therefore, future research involving a larger, more diverse sample, employing mixed-methods approaches, and incorporating cross-regional comparisons is recommended to provide a more holistic understanding of quality management strategies and institutional resilience in Islamic elementary education during the Society 5.0 era.

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