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Stakeholder Participation in Madrasah-Based Quality Management: A Critical Review of Roles, Challenges, and Implications for Educational Quality

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ABSTRACT

Educational quality in madrasahs has attracted increasing attention as communities demand better educational services. Quality management cannot be undertaken by madrasahs alone; it requires the involvement of relevant stakeholders. This study analyses forms of stakeholder participation in strengthening madrasah-based quality management and their potential contributions to educational quality. Using a qualitative library-research approach, the study examines relevant scholarly literature through thematic, descriptive, and interpretive analysis. The synthesis identifies four interconnected stages of participation: planning, implementation, monitoring, and evaluation. Effective engagement is supported by open communication, shared objectives, institutional transparency, and adequate resources, while time constraints, limited capacity, and weak coordination may hinder participation. The proposed participation cycle highlights the importance of linking stakeholder input to programme implementation, oversight, and subsequent improvement decisions. The review contributes a conceptual account of participatory quality-management processes without claiming direct causal effects on student outcomes.

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INTRODUCTION

Education plays a central role in human resource development by fostering not only knowledge but also the competencies, skills, attitudes, and character required in everyday life. Educational quality is determined not solely by classroom instruction but also by the capacity of educational institutions to manage resources, design programmes, make decisions, establish partnerships, and conduct continuous evaluation. Improving educational quality therefore requires institutional management that can align programmes with learners' needs and the educational environment.

In the context of madrasahs, educational management has distinctive characteristics because these institutions provide general education while reinforcing Islamic values. Management must therefore address academic achievement as well as character development and an educational environment consistent with the identity of the madrasah. One relevant approach is madrasah-based management, which enables institutions to develop programmes and allocate resources in accordance with local needs. (Ramadhani & Ikhwan, n.d.) indicate that this approach may support educational quality through resource utilisation, training, regular deliberation, and adequate facilities and infrastructure. Nevertheless, madrasah-based management cannot depend exclusively on decisions made by the principal. It requires the participation of teachers, educational staff, students, parents, committees, communities, government agencies, and other partners, each of whom has a distinct role in sustaining educational programmes. Stakeholder participation is thus integral to strengthening madrasah management because institutional decisions and programmes depend on support from parties involved directly or indirectly in education.

Educational stakeholders are individuals or groups with interests in, relationships with, or contributions to educational provision. Within madrasahs, they include internal personnel as well as parents, communities, committees, institutional partners, and graduate users. (Muhadi et al., 2020), in a study at MTs Negeri 1 Sukoharjo, discuss stakeholder governance in improving educational quality, including the management of teaching and administrative personnel, students, community partners, and graduate users. Their study highlights the relevance of stakeholder roles to quality improvement.

Participation extends beyond financial assistance and the provision of facilities: it includes offering recommendations, articulating needs, participating in decisions, implementing programmes, monitoring activities, and providing feedback. (Agustian et al., 2024) similarly identify collaborative partnerships, open communication, and active engagement as manifestations of stakeholder involvement. They report that effective communication, collaboration, available resources, and leadership support facilitate participation, whereas resource constraints, conflict, limited motivation, and resistance to change may hinder it.

Stakeholder engagement should be developed through open relationships between madrasahs and their surrounding communities. Educational institutions are closely connected to community expectations and needs; consequently, communication must be planned so that relevant parties understand institutional programmes, activities, requirements, and progress. (Wijaya et al., 2024) suggest that websites and social media can support stakeholder relations by disseminating information about educational activities. Stakeholder involvement should also encompass the entire quality-management process rather than begin only after programmes have been established. Stakeholders may identify needs during planning, contribute resources and support during implementation, and provide assessments, criticism, and recommendations during monitoring and evaluation. In this way, participation can become part of a continuous cycle of quality improvement.

This perspective is consistent with (Bandur, 2018), whose study involved 334 school stakeholders, including principals, teachers, parents, and school-board members. The findings associate school-based management, participatory decision-making, and school-board involvement with a more supportive learning environment. However, limited stakeholder understanding of school-based management was also identified as an obstacle to effective programme implementation. Accordingly, involving numerous parties is insufficient unless their roles, responsibilities, and purposes are clearly understood.

Previous studies likewise suggest that madrasah-based management can support quality improvement. (Ramadhani & Ikhwan, n.d.) emphasise resources, deliberation, training, and facilities. (Muhadi et al., 2020) examine the governance of different stakeholders involved in madrasah education. (Agustian et al., 2024) highlight cooperation, open communication, and active participation, while (Wijaya et al., 2024) underscore communication management and information technology as means of strengthening institutional relationships.

Existing scholarship has examined stakeholder governance in madrasahs (Muhadi et al., 2020), cooperation and communication in quality improvement (Agustian et al., 2024), innovations in school–stakeholder relations (Wijaya et al., 2024), and participatory decision-making in school-based management (Bandur, 2018). Although relevant, these studies do not collectively explain how stakeholder input during planning is translated into implementation support, monitoring information, and improvement decisions during evaluation within the madrasah context. The gap addressed here is conceptual; the article does not claim that stakeholder participation has never been studied. Its contribution is to synthesise a participation cycle connecting these four stages and to identify the conditions that enable or obstruct continuity. This framework distinguishes attendance or temporary support from participation that generates feedback for quality management.

The distinction between participation as an institutional arrangement and participation as an effective practice is particularly important. A committee may formally exist and attend scheduled meetings while remaining peripheral to decisions that shape teaching, learning, and resource allocation. Conversely, meaningful participation requires that stakeholder input is considered, translated into an identifiable decision, and revisited during implementation. This distinction helps explain why descriptions of stakeholder structures alone cannot establish that participatory governance has improved educational quality. In this article, participation is therefore interpreted through the functions that stakeholders perform within a management cycle rather than through membership or attendance alone.

The broader literature also cautions against treating decentralised governance as an automatically effective reform. A systematic review of school-based decision-making reported context-dependent effects on educational outcomes and emphasised disadvantages associated with unequal community resources and parental influence (Carr-Hill et al., 2018). This finding is relevant to madrasahs because the opportunity to contribute may vary among parents, committees, teachers, and community organisations. Accordingly, the analytical question is not simply whether stakeholders are included, but whether the institution creates workable conditions for informed and consequential

involvement. This perspective sharpens the gap addressed by the present conceptual synthesis without assuming that the school-based evidence applies identically to every madrasah.

This study therefore examines stakeholder participation as a component of strengthening madrasah-based quality management. Stakeholders are understood not merely as providers of assistance but as participants in planning, implementing, monitoring, and evaluating quality programmes. The analysis also considers enabling and constraining factors. In doing so, it connects three central dimensions: stakeholder participation, madrasah-based quality management, and educational quality improvement.

This inquiry is important because improving quality in madrasahs requires engagement beyond internal institutional personnel. Stakeholders can help identify educational needs, broaden programme support, improve communication with communities, and inform programme evaluation. Conversely, limited communication, resources, motivation, and coordination can restrict participation. Understanding forms of engagement and their determinants is therefore necessary if participation is to become an ongoing feature of quality management rather than an isolated activity. Academically, the study seeks to contribute to Islamic educational management scholarship, particularly the relationship between stakeholder participation and madrasah-based quality management. Practically, it offers considerations for principals, teachers, educational personnel, committees, parents, and communities seeking more coordinated partnerships. Well-managed engagement may help institutions identify needs, prioritise programmes, implement activities, and undertake evaluation and improvement.

The study aims to analyse forms of stakeholder participation in strengthening madrasah-based quality management, their contributions to educational quality, and the factors that facilitate or impede stakeholder involvement. It seeks to clarify how diverse parties may contribute to sustainable institutional quality management.

RESEARCH METHOD

This study adopts a qualitative library-research approach to synthesise findings on stakeholder participation and madrasah-based quality management. The materials comprise relevant scholarly publications discussing stakeholder roles, participatory decision-making, institutional governance, and educational quality. Sources were considered in relation to their thematic relevance, academic credibility, and the contextual information available in each publication. The study is a narrative literature review rather than a systematic review; therefore, it does not claim an exhaustive search or a reproducible screening protocol.

The analysis was descriptive and interpretive, involving reading the sources, identifying relevant information, grouping findings by theme, and comparing results across studies. The thematic categories comprised participation in planning, implementation, monitoring, and evaluation; contributions to quality-management processes; and facilitating and inhibiting factors. Similarities and differences were interpreted with attention to institutional context and study design. Conclusions were developed from these comparisons without treating associations reported in the literature as direct evidence of causal effects on student learning outcomes.

As a narrative and interpretive literature study, the review does not claim exhaustive database coverage, a systematic-review protocol, or quantitative aggregation of effects. The analysis distinguishes descriptions of stakeholder roles from evidence about implementation processes and from claims concerning educational outcomes. Comparisons across studies are used to identify plausible relationships and contextual qualifications; they do not establish causal effects. This boundary is particularly important because some of the reviewed publications concern schools rather than madrasahs and therefore provide comparative insights rather than direct evidence for all Islamic educational settings.

RESULTS AND DISCUSSION

Forms of Stakeholder Participation in Strengthening Madrasah-Based Quality Management

Stakeholder participation is an important component of strengthening madrasah-based quality management. Stakeholders should not be regarded solely as recipients of information or providers of assistance but as partners in managing and improving educational quality. The reviewed studies suggest four principal stages of engagement: planning, implementation, monitoring, and evaluation.

During planning, stakeholders may articulate needs, recommend priorities, help formulate programmes, and participate in decision-making. Such engagement can align programmes more closely with institutional and community needs. Parents, committees, teachers, educational personnel, and

community representatives can contribute perspectives on learners and their surroundings. (Bandur, 2018), drawing on 334 school stakeholders, reports that school-based management is associated with participatory decisions and school-board engagement in creating a more supportive learning environment. Yet inadequate understanding of stakeholder responsibilities may undermine effective participation. Attendance at meetings alone is therefore insufficient; participants also require clarity regarding their roles and responsibilities.

The practical value of participation at the planning stage depends on how the institution handles competing priorities. Teachers may prioritise instructional materials, parents may emphasise affordability and communication, while committees may focus on facilities and accountability. These positions need not be interpreted as conflicts to be eliminated; they can instead be treated as information about different dimensions of educational quality. A participatory planning process becomes more credible when proposals are discussed against transparent criteria, including urgency, feasibility, likely benefits for students, and available resources. The literature reviewed here does not establish that any one deliberative procedure is superior, but it supports the importance of clear roles and communication when multiple stakeholders contribute to decisions.

In this respect, the synthesis differentiates consultation from shared responsibility. Consultation enables stakeholders to express needs, whereas shared responsibility additionally requires clarity about who will act, what resources are available, and when progress will be assessed. A madrasah may collect extensive suggestions but obtain limited managerial benefit if those suggestions are not connected to subsequent programmes. Planning should therefore be understood as the opening stage of an ongoing cycle, rather than as a single event in which participation is demonstrated by the presence of external representatives.

Participation also occurs during programme implementation, when different actors contribute according to their capacities. Principals coordinate programmes, teachers and educational staff carry out educational activities, and parents, committees, communities, and partners provide ideas, labour, facilities, or institutional cooperation. Responsibility for programme delivery thus extends beyond principals and teachers. (Muhadi et al., 2020), in their discussion of stakeholder governance at MTs Negeri 1 Sukoharjo, similarly illustrate the importance of involving different parties in educational provision. These findings position stakeholders as partners in implementing quality-oriented programmes.

Implementation is also the stage at which unequal capacities become visible. The head of a madrasah may have formal authority, teachers possess pedagogical expertise, and parents or community representatives contribute local knowledge and social support. Treating these resources as interchangeable would obscure the particular contribution of each group. The relevant managerial task is to coordinate complementary roles while avoiding expectations that stakeholders cannot reasonably fulfil. For example, parent involvement may support communication and student welfare without transferring professional responsibility for instruction away from teachers. The reviewed findings justify a differentiated view of stakeholder contribution, not a claim that all groups must participate equally in every activity.

This interpretation resonates with (Epstein, 2018)**,** who conceptualises school, family, and community partnerships as part of educators' professional work. Her discussion provides a useful comparative framework for understanding sustained collaboration, although the institutional setting differs from the madrasahs considered in this review. Applied cautiously, the implication is that stakeholder participation should be integrated into routine management responsibilities and supported by purposeful communication, rather than confined to occasional ceremonies or fundraising activities.

Monitoring constitutes another dimension of participation. It assesses whether planned programmes are being implemented in accordance with their objectives. Committees and parents may offer external feedback, while teachers and staff report operational conditions. Such involvement can help identify shortcomings before they intensify. (Anwar & Khausar, n.d.), examining school-committee participation in monitoring educational quality, emphasise shared vision, communication, coordination, transparency, and cooperation. Committees may provide advice, direction, support, and oversight. Stakeholder monitoring should therefore be understood not simply as fault-finding but as a mechanism for continuous improvement.

Monitoring should be analytically distinguished from both programme delivery and final evaluation. During implementation, monitoring produces information about whether agreed activities occur, whether participants can fulfil assigned responsibilities, and whether barriers require immediate

adjustment. Evaluation subsequently asks what was achieved and what should change in the next planning period. When these functions are conflated, stakeholder oversight can become a formal reporting exercise without a clear pathway to institutional learning. The synthesis therefore regards feedback as useful only when the madrasah has a mechanism for responding to it and documenting any resulting change.

Accountability also has an interpersonal dimension. Stakeholders may be reluctant to raise concerns if they perceive criticism as disloyalty or believe their views will not be considered. Transparent information about programme objectives, expenditure priorities, and implementation constraints can make feedback more specific and less adversarial. Nevertheless, transparency by itself is insufficient: institutions must also clarify which decisions are open to consultation and which remain subject to professional or regulatory authority. These distinctions protect educational responsibility while allowing external stakeholders to make substantive contributions.

Evaluation enables stakeholders to assess programme achievements and identify areas requiring improvement. Their criticism, recommendations, and feedback can inform subsequent planning. (Nurroyian & Rustam, 2025) report that committee participation in educational decision-making may be constrained by limited time and insufficient communication among schools, committees, and parents. These constraints can weaken engagement in planning and evaluation. Meaningful participatory evaluation therefore requires regular communication and access to reliable information.

An additional analytical distinction concerns the unit of evaluation. The existence of a school committee, the frequency of meetings, and the volume of resources mobilised are indicators of organisational activity, but they do not necessarily demonstrate improvements in instructional quality or student learning. More informative process indicators would include whether priorities were jointly identified, whether decisions were implemented, and whether feedback influenced subsequent programmes. Such indicators are proposed here as practical implications of the synthesis, not as measurements collected by this study.

Across the studies, stakeholders are consistently recognised as relevant to educational quality, although the forms and intensity of their participation vary. Decision-making is most closely associated with planning, material and organisational support with implementation, and oversight and feedback with monitoring and evaluation. The synthesis brings these activities together within a single management cycle. (Mar'ati, 2022) identifies school committees as advisory, supporting, controlling, and mediating bodies. Whereas that work focuses on committee functions, the present review considers the wider range of stakeholders across the quality-management cycle. Communication supports the use of stakeholder input in planning and evaluation, clear task allocation enables implementation, and coordination and available time shape monitoring. The effectiveness of participation consequently depends not only on the presence of stakeholders but also on the quality and continuity of their cooperation.

The synthesis further indicates that the four stages are interdependent. Input from parents and committees during planning contributes to management quality only when it informs implementation, is followed by monitoring, and leads to decisions during evaluation. If monitoring findings do not influence subsequent planning, participation may become merely ceremonial. This interdependence represents the conceptual contribution of the proposed participation cycle: quality management requires an identifiable feedback mechanism linking stakeholder input, programme implementation, oversight, and corrective action.

Contributions of Stakeholder Participation to Educational Quality Improvement

Stakeholder participation can contribute to educational quality because madrasah management involves more than principals and teachers. Stakeholders may provide advice, programme support, oversight, and channels of communication between institutions, parents, and communities. (Mar'ati, 2022) describes school committees as advisory, supporting, controlling, and mediating bodies that can contribute to facilities and infrastructure while facilitating cooperation among teachers, parents, and communities. Such engagement can broaden institutional support and assist madrasahs in responding to programme needs.

Contributions to educational quality can be examined through an intermediate chain of organisational processes. Stakeholder input may first improve the identification of needs; clearer priorities may then guide resource allocation and programme coordination; and systematic monitoring may support timely correction of implementation problems. Each link is conceptually plausible but

requires empirical examination before a claim about improved educational outcomes can be made. This distinction matters because the reviewed studies use different definitions of quality, including institutional management, facilities, participation, and programme implementation. Combining these dimensions without qualification could exaggerate the strength of the evidence.

For example, a madrasah that establishes regular parent–teacher consultations may improve information exchange even if student achievement has not yet changed. Likewise, a committee that contributes to classroom facilities may help create enabling conditions for teaching without independently demonstrating a gain in learning. Such contributions should not be dismissed; rather, they should be reported at the level of evidence available. The present synthesis consequently uses the language of support, facilitation, and organisational improvement when discussing stakeholder participation, reserving stronger outcome claims for studies that directly measure those outcomes.

(Ikran et al., 2024), examining madrasah committees at MTs Negeri Kutai Barat and MAN Kutai Barat, report active committee involvement in programme development alongside principals, teachers, staff, parents, and other parties. At MTs Negeri Kutai Barat, committee involvement included improvements to facilities and infrastructure; both institutions conducted annual programme evaluations to inform subsequent improvements. These examples suggest that participation may connect needs assessment, programme implementation, and evaluation. However, the degree of participation is not uniform. (Boko & Djaguna, 2023) identify advisory, supporting, controlling, and mediating roles, but note that advisory input was more established than direct oversight and mediation, while support was often limited to encouragement. The existence of a committee therefore does not automatically ensure meaningful contributions; clearly defined responsibilities and effective coordination remain necessary.

(Elfinofitri, 2022) likewise discusses quality improvement through participatory madrasah leadership, with stakeholders involved in planning, organising, and implementing programmes. Such involvement may help principals coordinate educational resources and collaborate with committees and other partners. Participation can therefore strengthen programme management by distributing responsibility beyond internal institutional leadership.

Comparative research reinforces the need for this distinction. (Anand et al., 2023), in a systematic review of interventions to improve school management in low- and middle-income countries, examined how changes in leaders' management practices relate to student learning. Their focus on management interventions and measured outcomes illustrates why institutional activity and educational impact must be assessed separately. The current article does not replicate that review or infer equivalent effects for madrasahs; instead, it uses the comparison to identify a limitation of the available stakeholder-participation evidence and a direction for future research.

An important contextual issue is whose participation is made possible. Parents with limited time, resources, or confidence may be underrepresented in consultation, while individuals with organisational authority may have greater influence over priorities. A formally participatory programme can therefore reproduce existing inequalities unless participation channels are accessible and roles are communicated clearly. This observation is an interpretive implication of the cross-study synthesis, not a finding about the prevalence of inequality in the madrasahs discussed. It nevertheless suggests that participation quality should be evaluated through inclusiveness and responsiveness as well as through the number of participants.

Taken together, these studies identify stakeholder contributions in advice, programme support, oversight, articulation of community aspirations, planning, and evaluation. (Mar'ati, 2022) focuses on committee functions; (Ikran et al., 2024) document programme planning, infrastructure support, and evaluation; (Boko & Djaguna, 2023) reveal uneven implementation of committee roles; and (Elfinofitri, 2022) discusses participatory management that is not always fully realised. The studies converge on the relevance of stakeholder involvement but differ in institutional setting and degree of implementation. Importantly, evidence of participation in management processes does not, by itself, demonstrate improved educational outcomes. Claims about learning gains or other quality outcomes require specifically reported indicators. Stakeholder participation should therefore be interpreted as a potential support for quality management rather than proof of a direct causal improvement in student achievement.

Facilitating and Inhibiting Factors in Stakeholder Participation in Madrasah-Based Quality Management

Stakeholder participation is shaped by internal and external conditions that influence the extent of engagement. The reviewed studies frequently identify effective communication, shared objectives, institutional openness, commitment, and cooperation in programme planning and implementation as enabling factors. Conversely, limited time, human resources, coordination, role understanding, and institutional support may constrain participation.

The facilitating and inhibiting factors identified across studies can be understood at three interconnected levels. At the relational level, trust, communication, and agreement on goals shape whether stakeholders are willing to contribute. At the organisational level, meeting arrangements, role definitions, leadership practices, and feedback procedures determine whether willingness becomes effective action. At the resource level, available time, funding, skills, and access to information affect what participation can realistically accomplish. This classification is an interpretive framework developed from the reviewed themes; it does not imply that the source studies adopted an identical model.

These levels interact rather than operate independently. A committee may be highly committed yet unable to meet regularly because members have competing responsibilities. Similarly, frequent meetings may produce little improvement if responsibilities are unclear or suggestions are not followed up. This interaction helps explain why a single intervention, such as increasing meeting frequency, is unlikely to address every barrier. The relevant response should match the underlying problem: scheduling changes for limited availability, orientation for uncertainty about roles, and transparent information-sharing for communication difficulties.

(Zunaida & Pratiwi, 2022) identify alignment between a madrasah's vision and mission and those of its committee, together with cooperation in programme planning, as important enabling conditions. Such alignment can support partnerships for quality improvement. However, committee members' competing commitments may limit meeting opportunities and weaken coordination. Sustained participation therefore requires not only cooperative relationships but also adequate communication and time allocation.

(Darwiyono & Rifa'i, n.d.), discussing the three pillars of madrasah-based management, similarly report that community participation is not always optimal across management activities. Even when principals perform planning, implementation, monitoring, and evaluation functions, successful management still requires internal and external support. Institutional effectiveness consequently depends not only on principal leadership but also on stakeholder readiness to participate.

(TRIFIRJAYANI et al., 2024) suggest that collaboration between committees and madrasahs can be strengthened through communication, coordination, cooperation, and constructive relationships. Members' competing commitments and infrequent meetings, however, can hinder institutional cohesion. Proposed responses include strengthening work programmes, maintaining continuity, establishing more focused meeting forums, and extending parental involvement. Planned communication is therefore central to sustaining participation.

(Nurhasanah et al., 2025) also associate effective committee participation with communication, members' commitment, and institutional openness to committee involvement in policy decisions. Reported barriers include limited budgets, inadequate management training, and inactivity among some committee members. The study recommends continued capacity development and policy support from local authorities and the Ministry of Religious Affairs to strengthen the institutional role of madrasah committees.

Comparative analysis suggests that communication and shared objectives are necessary but not always sufficient. (Zunaida & Pratiwi, 2022) and (TRIFIRJAYANI et al., 2024) emphasise time constraints and meeting frequency, whereas (Nurhasanah et al., 2025) additionally highlight budget limitations and committee capacity. These differences may reflect variations in resources, organisational capabilities, and institutional relationships. Increasing the number of meetings alone is therefore unlikely to resolve every obstacle: madrasahs also require clear mandates, access to information, and mechanisms for following up decisions. This interpretation remains cautious because the studies compared differ in context and research design.

A further implication is that stakeholder-development activities should be designed around specific responsibilities. General encouragement to participate may have limited value when committee members lack familiarity with educational planning, programme evaluation, or the boundaries of their

authority. Short orientation sessions, accessible programme summaries, and agreed feedback procedures are plausible responses to these constraints. However, the reviewed studies do not establish the comparative effectiveness or cost of these interventions; they should be treated as context-sensitive recommendations requiring local assessment.

Leadership remains central to this process without negating collective responsibility. Madrasah leaders can establish opportunities for discussion, clarify decision rights, and ensure that recommendations receive an institutional response. At the same time, over-centralisation may reduce participation to endorsement of predetermined decisions. A balanced arrangement therefore combines clear managerial accountability with opportunities for stakeholders to contribute before decisions are finalised and to review implementation afterwards. Such a balance offers a practical interpretation of madrasah-based quality management as coordinated participation rather than the transfer of all authority to external groups.

On the basis of these findings, strategies for strengthening participation should respond to the particular barriers faced by each madrasah. Flexible meeting schedules may address committee members' time constraints, while written role descriptions can clarify responsibilities. Training and mentoring may improve committee members' understanding and capabilities, and open communication forums with periodic evaluations may address coordination problems. Resource limitations should also inform programme design so that expected contributions remain feasible. These proposals derive from the recurring barriers identified in the literature, including time, coordination, role allocation, capacity, and resource support. Context-sensitive strategies are therefore required to sustain cooperation throughout planning, implementation, monitoring, and evaluation.

From a conceptual standpoint, the three discussion themes form a coherent explanation of how participation may support management quality. The first theme identifies where stakeholders can participate within a cycle; the second clarifies what those contributions can reasonably achieve; and the third explains why implementation varies between institutional contexts. Together, they suggest that participation should be assessed through continuity, clarity of roles, and the use of feedback, rather than solely through the existence of stakeholder bodies. This integrated interpretation is the principal contribution of the present narrative synthesis.

For educational practitioners, the framework can inform a modest self-assessment: identify the stakeholders involved in each management stage, clarify the decisions and responsibilities associated with their involvement, and examine whether monitoring information leads to documented revisions. These steps are not presented as a validated instrument or an empirically tested intervention. Their value lies in translating the conceptual synthesis into questions that madrasah leaders and committees can use when reviewing their existing practices. Future studies could test these relationships using observed participation processes and independently measured educational outcomes.

CONCLUSION

The review indicates that stakeholder participation in madrasah-based quality management occurs through involvement in planning, implementation, monitoring, and evaluation. Contributions include advice, programme and resource support, the articulation of community aspirations, and oversight of educational management. Participation is facilitated by open communication, shared objectives, commitment, and cooperation, but may be constrained by time, coordination, staffing, limited role understanding, and resources. Possible responses include flexible meeting schedules, clear responsibilities, involvement from the planning stage, capacity development, and regular evaluation.

Conceptually, this review proposes a stakeholder participation cycle linking input during planning, contributions during implementation, information generated through monitoring, and follow-up actions after evaluation. Its contribution lies in explaining the relationships among these stages and the conditions supporting continuity, rather than establishing a causal effect on learning outcomes. In practice, madrasahs may establish scheduled consultation forums, written role allocations, accessible progress reporting, and joint evaluations that document follow-up actions. The review is limited by its reliance on published literature, the absence of a documented systematic search, and contextual differences between schools and madrasahs in the studies examined. Future field research should test the proposed framework using measurable indicators of educational processes and outcomes.

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well as the factors that facilitate and hinder stakeholder engagement. It is expected that this article will contribute to the development of knowledge in Islamic educational management, particularly in strengthening stakeholder participation to improve the quality of madrasah education.

AUTHOR CONTRIBUTION STATEMENT

CEM contributed to the conceptualization of the study, determination of the research focus, and development of the article framework. AHA contributed to the identification and collection of relevant literature, as well as the analysis and synthesis of the research findings. F contributed to the review, editing, and refinement of the manuscript. All three authors participated in the completion of the article and are accountable for the content of the publication.

AI DISCLOSURE STATEMENT

The authors used ChatGPT as an assistive tool during the preparation of this article, particularly for language editing, improving the structure of the manuscript, and refining sentences to enhance clarity and coherence. Following the use of this tool, the authors carefully reviewed and edited the content as necessary and assume full responsibility for the accuracy, originality, and content of the publication.

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