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## STRATEGIC MANAGEMENT OF EXCELLENCE CLASS PROGRAMS IN ISLAMIC SCHOOLS: A CASE STUDY OF MA AL-HIKMAH BANDAR LAMPUNG

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### ABSTRACT

This study examines the management practices of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung as an integrative model in Islamic education. Employing a qualitative descriptive approach, data were collected through observation, semi-structured interviews, and documentation involving key stakeholders, including school leaders, program coordinators, teachers, and students. The study focuses on how planning, organizing, implementation, coaching, and evaluation are systematically carried out within the program. The findings reveal that the excellence class program is managed through a rigorous student selection process combining academic and Qur'anic competencies, supported by a structured organizational system and implemented through enriched learning strategies, including extended instructional time, active learning methods, tahfidz activities, and global-oriented programs through the Al-Hikmah International Study Center (AISC). These management practices contribute to significant outcomes, as reflected in students' achievements in academic and non-academic competitions and the successful admission of graduates to reputable national and international universities. The study highlights that the integration of academic excellence, religious competence, and global orientation within a coherent management framework constitutes a distinctive model that enhances the quality and competitiveness of Islamic education. This research contributes to the development of educational management theory in Islamic contexts and provides practical insights for implementing excellence-based programs in similar institutions.

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### Introduction

The rapid transformation of global society in the era of Society 5.0 has fundamentally altered the orientation of educational systems, including Islamic education. Unlike the Industrial Revolution 4.0, which emphasized automation and artificial intelligence, Society 5.0 promotes a human-centered approach that integrates technology to enhance human welfare and intellectual capacity (Dwiyama, 2021). This paradigm shift requires educational institutions to not only focus on academic achievement but also to develop students' critical thinking, adaptability, and global competitiveness (Arhinar & Wibawa, 2022). Consequently, Islamic educational institutions, particularly madrasahs, are challenged to redesign their educational management to remain relevant and competitive in an increasingly complex global environment.

Education, in its fundamental sense, is a conscious and systematic effort to develop human potential in its entirety, encompassing intellectual, emotional, social, and spiritual dimensions (Rahman et al., 2022). In the context of Islamic education, this development is inseparable from the formation of moral character (akhlaq) and spiritual awareness, which are central to the objectives of Islamic pedagogy (Suryadi, 2018). The Indonesian National Education System Law also emphasizes that education aims to develop learners who are faithful, knowledgeable, capable, creative, and responsible citizens (UU No. 20 Tahun 2003). However, despite these ideals, the reality indicates that many Islamic educational institutions still struggle to achieve optimal quality, particularly in terms of management, innovation, and public trust (Hakim, 2021).

Madrasahs, as formal Islamic educational institutions, play a strategic role in producing human resources that are not only academically competent but also morally grounded. Nevertheless, various studies have shown that madrasahs often face challenges such as weak managerial systems, limited

innovation, and negative public perceptions regarding their competitiveness compared to general schools (Sartika et al., 2023). These challenges highlight the urgency for madrasahs to implement strategic programs that can enhance their institutional quality and attractiveness. One of the most prominent innovations in this regard is the implementation of excellence class programs (kelas unggulan).

Excellence class programs are designed as specialized educational tracks that accommodate students with higher academic potential and provide them with enriched learning experiences (Asrori et al., 2014). These programs typically involve selective admission processes, differentiated curricula, extended learning hours, and the use of innovative teaching methods. In Islamic educational contexts, excellence class programs often integrate religious competencies, such as Qur'anic memorization (tahfidz), with academic excellence, thereby creating a holistic educational model (Suresmi, 2020). Furthermore, recent developments indicate that some madrasahs have begun to incorporate global-oriented programs, such as foreign language mastery and international academic preparation, to enhance students' competitiveness at the global level.

From a theoretical perspective, the success of such programs cannot be separated from effective educational management. Management, as defined by Stoner, Freeman, and Gilbert, is a process that involves planning, organizing, leading, and controlling organizational resources to achieve specific goals efficiently and effectively (Abas, 2021). In the context of educational programs, Nana Sudjana conceptualizes program management as a systematic process consisting of planning, organizing, implementation, coaching, and evaluation (Sudjana, 2004). These managerial functions are essential to ensure that educational programs are not only well-designed but also effectively executed and continuously improved.

Despite the increasing adoption of excellence class programs in madrasahs, existing research tends to focus predominantly on program outcomes, such as student achievement and learning effectiveness, rather than on the managerial processes that underpin these outcomes. For instance, several studies highlight the positive impact of excellence class programs on academic performance and institutional reputation (Hakim, 2021), yet they often overlook how these programs are managed as integrated systems. This indicates a significant research gap, particularly in understanding excellence class programs from a comprehensive management perspective that encompasses planning, organizing, implementation, development, and evaluation.

Moreover, previous studies rarely explore the integration of multiple dimensions of excellence within a single program, such as the combination of academic achievement, religious competence, and global orientation. In many cases, excellence programs are implemented in a fragmented manner, focusing either on academic performance or religious development, without a coherent framework that integrates both aspects. This fragmentation limits the potential of such programs to produce graduates who are not only intellectually capable but also spiritually grounded and globally competitive. Therefore, there is a need for a more holistic and integrative approach to excellence class management in Islamic education.

Madrasah Aliyah Al-Hikmah Bandar Lampung provides a compelling case for examining this issue. As one of the madrasahs that has implemented an excellence class program, it integrates three key components: academic excellence, Qur'anic memorization (tahfidz), and global orientation through the Al-Hikmah International Study Center (AISC). This integration represents a unique model that combines religious values with global competencies, aligning with the demands of contemporary education. Empirical data from the institution show that students in the excellence class program have achieved significant accomplishments in both academic and non-academic fields, including participation in national and international competitions.

Furthermore, the success of the program is reflected in the number of graduates who have been accepted into prestigious universities, both nationally and internationally, including institutions in China, Taiwan, Egypt, and Germany. These outcomes indicate that the excellence class program at MA Al-Hikmah is not merely a symbolic initiative but a strategically managed program that produces tangible results. Such achievements also suggest that the integration of tahfidz, academic learning, and global orientation can serve as an effective model for improving the quality and competitiveness of Islamic education.

However, while these outcomes are promising, there is still a need to examine the underlying management processes that contribute to the success of the program. Preliminary observations indicate that the program involves systematic planning, including rigorous student selection processes through Qur'anic memorization and psychological tests, curriculum design tailored to student needs, and

strategic resource allocation. Organizationally, the program is supported by a structured system involving various stakeholders, including school leaders, program coordinators, and selected teachers. Implementation strategies include extended learning hours, active learning approaches, and integration with boarding school activities. Additionally, continuous coaching and evaluation mechanisms are applied to ensure program sustainability and improvement.

Despite these structured practices, a deeper analytical investigation is required to understand how these managerial components interact and contribute to program effectiveness. Specifically, it is important to explore how the integration of academic, religious, and global elements is managed within a coherent framework, and how this integration influences both the learning process and student outcomes. This analysis is crucial not only for understanding the case of MA Al-Hikmah but also for providing a conceptual contribution to the field of Islamic educational management.

Therefore, this study aims to analyze the management of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung by focusing on five key aspects: planning, organizing, implementation, coaching, and evaluation. By employing a qualitative approach, this study seeks to provide an in-depth understanding of how these processes are carried out in practice and how they contribute to the success of the program. More importantly, this study attempts to offer a reconstructive perspective on excellence class management by highlighting the integration of tahfidz, academic excellence, and global orientation as a distinctive model in Islamic education.

The significance of this study lies in its theoretical and practical contributions. Theoretically, it enriches the discourse on educational management in Islamic contexts by proposing an integrative model of excellence class management. Practically, it provides insights for policymakers, school leaders, and educators in designing and managing similar programs to enhance the quality and competitiveness of madrasahs. In a broader sense, this study responds to the urgent need for innovative and strategic educational management in the era of globalization, ensuring that Islamic educational institutions remain relevant, competitive, and capable of producing high-quality human resources for the future.

### **Research Method**

This study employed a qualitative research design with a descriptive approach to explore the management of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung. Qualitative research is particularly suitable for understanding complex social phenomena in their natural settings and for capturing participants' perspectives in depth (Creswell, 2014). In the context of educational management, this approach enables researchers to examine processes, interactions, and meanings embedded in institutional practices (Moleong, 2017). Therefore, the qualitative descriptive method was chosen to provide a comprehensive understanding of how the excellence class program is planned, organized, implemented, developed, and evaluated within the madrasah.

The research was conducted at Madrasah Aliyah Al-Hikmah Bandar Lampung, an Islamic senior high school that implements an excellence class program integrating academic achievement, Qur'anic memorization (tahfidz), and global-oriented learning through the Al-Hikmah International Study Center (AISC). This site was purposively selected due to its distinctive program characteristics and its demonstrated success in producing students who achieve both academic excellence and international competitiveness. Purposive sampling is commonly used in qualitative research to select information-rich cases that can provide deep insights into the phenomenon under study (Patton, 2002).

The primary data sources in this study consisted of key informants who are directly involved in the management and implementation of the excellence class program. These included the principal of the madrasah, the vice principal for curriculum, the coordinator of the excellence class program, teachers assigned to the program, and selected students. These participants were chosen based on their roles and experiences, which are relevant to the research focus. In addition, secondary data were obtained from institutional documents, including program guidelines, curriculum documents, student achievement records, and evaluation reports. The combination of primary and secondary data sources enhances the credibility and richness of qualitative findings (Yin, 2018).

Data collection was carried out using three main techniques: observation, interviews, and documentation. First, observations were conducted to capture the real implementation of the excellence class program, including teaching and learning activities, student engagement, and program routines. Observation allows researchers to directly witness behaviors and interactions in their natural context, thereby providing authentic data (Sugiyono, 2018). Second, semi-structured interviews were conducted with key informants to obtain in-depth information regarding the planning, organization, implementation, coaching, and evaluation of the program. Semi-structured interviews provide flexibility

for researchers to explore emerging themes while maintaining focus on the research objectives (Kvale, 2007). Third, documentation analysis was conducted to examine written records that support the research findings, such as curriculum structures, student performance data, and institutional reports.

To ensure data validity and trustworthiness, this study applied several verification techniques, including data triangulation, source triangulation, and member checking. Triangulation involves comparing data obtained from different sources and methods to confirm consistency and accuracy (Denzin, 2012). Source triangulation was achieved by cross-checking information from different informants, while method triangulation was conducted by comparing data from observations, interviews, and documentation. Member checking was also employed by confirming the accuracy of interview results with the participants, ensuring that the interpretations reflect their actual perspectives (Lincoln & Guba, 1985). These strategies are essential to enhance the credibility, dependability, and confirmability of qualitative research.

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main steps: data condensation, data display, and conclusion drawing. Data condensation involves selecting, focusing, and simplifying raw data obtained from the field. In this stage, the researcher categorized data based on key themes related to the five management functions: planning, organizing, implementation, coaching, and evaluation. Data display was then conducted by organizing the categorized data into a systematic format, allowing for easier interpretation and comparison. Finally, conclusions were drawn by identifying patterns, relationships, and meanings within the data, while continuously verifying findings to ensure their validity.

In addition, this study adopted a conceptual framework based on educational management theory, particularly the program management model proposed by Sudjana (2004), which emphasizes five key functions: planning, organizing, implementation, coaching, and evaluation. This framework served as an analytical lens to interpret the empirical data and to understand how the excellence class program is managed as an integrated system. By applying this framework, the study was able to identify not only the structural aspects of program management but also the dynamic interactions between its components (Mahbubi, 2025).

Overall, this methodological approach allows for a comprehensive and in-depth exploration of the excellence class program management at Madrasah Aliyah Al-Hikmah Bandar Lampung. By integrating multiple data sources, rigorous validation techniques, and a systematic analytical framework, this study aims to produce reliable and meaningful findings that contribute to the development of Islamic educational management, particularly in the context of excellence-based programs.

## **Research Finding**

### **Management Practices of the Excellence Class Program**

The management practices of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung reflect a comprehensive and integrated system that goes beyond conventional classroom differentiation. Rather than being limited to grouping high-achieving students, the program is strategically designed and managed as a holistic educational model that integrates academic excellence, Qur'anic memorization (tahfidz), and global orientation. This integrative management is evident in how planning, organizing, implementation, and coaching are interconnected and continuously reinforce one another to achieve the program's objectives.

At the initial stage, the planning of the excellence class program is carried out through a rigorous and selective process that emphasizes both intellectual and spiritual readiness. Students are not admitted solely based on academic performance but must also pass Qur'anic memorization tests and psychological assessments. This dual-selection mechanism indicates that the institution does not merely prioritize cognitive ability but also considers students' spiritual capacity and emotional preparedness. From a management perspective, this approach functions as a form of strategic input control, ensuring that the quality of participants aligns with the program's expectations. Such a foundation is crucial, as the effectiveness of any educational program is significantly influenced by the quality of its initial inputs. By combining academic and religious criteria, the madrasah establishes a distinctive standard that reflects the holistic nature of Islamic education.

Planning also extends to curriculum development and resource allocation, where the excellence class program is designed with an enriched and differentiated curriculum that exceeds the standard national requirements. Additional learning components are incorporated, including foreign language training, Qur'anic memorization activities, and international academic preparation through the Al-

Hikmah International Study Center (AISC). This indicates that the planning process is not merely administrative but deeply strategic, aiming to prepare students for both national academic achievement and global engagement. The provision of supporting facilities and infrastructure further strengthens this planning phase, as the institution ensures that the learning environment is conducive to intensive and advanced educational activities. Financial planning is also integrated into the system, demonstrating that sustainability is a key consideration in maintaining the continuity of the program.

The organizational aspect of the excellence class program is equally structured and deliberate. The program operates within a clearly defined organizational framework that involves multiple stakeholders, including the foundation, the principal, the vice principal for curriculum, program coordinators, and homeroom teachers. Each role is assigned specific responsibilities, allowing for effective coordination and accountability. This structured organization ensures that the program is not dependent on individual initiatives but is supported by an institutional system that promotes consistency and stability. A notable feature of this organizational practice is the selective assignment of teachers to the excellence class. Teachers are chosen based on their competence and performance, reflecting a merit-based approach to human resource management. This ensures that students receive high-quality instruction from educators who are capable of facilitating advanced learning processes.

The establishment of the excellence class program itself is closely linked to institutional responsiveness to external demands and internal strategic considerations. As expressed by the vice principal for curriculum in an interview, the program was initially developed in response to parents' expectations for an educational model that combines academic achievement with Qur'anic memorization and character development. She explained that the program emerged from the desire of parents who wanted their children not only to excel academically but also to become proficient in memorizing the Qur'an and to graduate with strong educational quality. This statement highlights that the organizational decision-making process is adaptive and responsive, reflecting an alignment between institutional policies and stakeholder expectations.

In terms of implementation, the excellence class program demonstrates clear distinctions from regular classes, particularly in the intensity and design of learning activities. One of the most prominent features is the extension of learning time, with students receiving additional instructional hours beyond the standard schedule. This extended duration allows for deeper engagement with academic content as well as the inclusion of supplementary programs that support students' overall development. The teaching and learning process emphasizes active and participatory methods, encouraging students to engage directly with learning materials rather than passively receiving information. This approach reflects a shift toward student-centered learning, which is widely recognized as more effective in fostering critical thinking and problem-solving skills.

A defining characteristic of the program is the integration of tahfidz and global-oriented learning within the same educational framework (Mahbubi & Husna, 2026). Qur'anic memorization activities are conducted outside regular school hours, often in collaboration with the boarding school environment, allowing students to focus intensively on spiritual development. At the same time, the AISC program is embedded within the formal curriculum, providing students with opportunities to develop foreign language skills and prepare for international academic pathways. This integration represents a deliberate effort to bridge the gap between religious education and global competence, ensuring that students are not confined to a single dimension of excellence. The principal of the madrasah emphasized this vision in an interview, stating that the program was designed so that students would not only excel in memorizing the Qur'an but also possess international insight and the ability to compete globally. This reflects a forward-looking educational strategy that aligns with the demands of globalization.

Beyond academic instruction, the program places strong emphasis on coaching and character development as integral components of its management practice. Coaching activities are designed to cultivate discipline, responsibility, and ethical behavior among students, ensuring that academic success is accompanied by strong moral character. These activities are implemented through both formal and informal mechanisms, including classroom guidance, seminars, leadership training, and other extracurricular programs. By embedding character development within daily routines, the program creates a learning environment that supports the holistic growth of students. This approach is consistent with the principles of Islamic education, which emphasize the integration of knowledge and morality as inseparable elements (Mahbubi dkk., 2025).

The coaching system also extends to the development of students' soft skills and future readiness. Programs such as foreign language training, motivation letter writing workshops, and preparation for higher education are designed to equip students with the competencies needed to

succeed in both national and international contexts. This indicates that coaching is not limited to moral guidance but also includes academic and professional preparation. The integration of these elements reflects a comprehensive approach to student development, where cognitive, affective, and psychomotor aspects are addressed simultaneously.

Overall, the management practices of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung illustrate a coherent and integrated system that effectively combines planning, organizing, implementation, and coaching within a unified framework. Each component is interrelated and contributes to the overall effectiveness of the program. The selective admission process ensures high-quality inputs, the organizational structure provides clear coordination, the implementation strategies facilitate active and intensive learning, and the coaching system supports holistic development. This integrated approach distinguishes the program from conventional models that often treat academic, religious, and global competencies as separate domains. Instead, the excellence class program demonstrates that these elements can be synergistically combined within a single management system, offering a valuable model for enhancing the quality and competitiveness of Islamic education in the contemporary era.

### **Program Outcomes and Evaluative Insights**

The effectiveness of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung can be understood not only through its implementation processes but more importantly through its measurable outcomes and evaluative mechanisms. The program demonstrates a strong correlation between systematic management practices and tangible educational results, indicating that its success is not incidental but rather the product of deliberate and structured institutional strategies. By examining student achievements, graduate trajectories, and internal evaluation practices, it becomes evident that the excellence class program has contributed significantly to both individual student development and institutional reputation.

One of the most visible indicators of the program's success is the consistent achievement of students in both academic and non-academic domains. Empirical data show that students from the excellence class have actively participated in various competitions at regional, national, and even international levels, achieving notable rankings in fields such as science, language, religious performance, and extracurricular activities. These achievements are not merely symbolic but reflect a sustained pattern of excellence that distinguishes the program from regular classes. The presence of achievements in both academic and religious competitions further indicates that the program successfully integrates intellectual and spiritual development, rather than prioritizing one at the expense of the other.

This dual achievement pattern can be interpreted as evidence of an effective learning ecosystem that supports multidimensional student growth. The structured integration of additional learning hours, active learning methods, and specialized programs such as tahfidz and foreign language training appears to create a learning environment that fosters both cognitive and affective development. In this context, student achievement is not only a result of individual capability but also a reflection of institutional design and pedagogical strategy. The program's ability to consistently produce high-achieving students suggests that its management practices effectively translate into learning outcomes.

Beyond competition achievements, another critical indicator of program success lies in the trajectory of its graduates, particularly in their acceptance into higher education institutions. Data from the madrasah reveal that a significant number of graduates from the excellence class have been admitted to reputable universities, both nationally and internationally. These include prominent Indonesian universities as well as international institutions in countries such as China, Taiwan, Egypt, and Germany. The diversity of these destinations indicates that the program equips students with competencies that are recognized beyond the local or national context.

The international acceptance of graduates is particularly significant, as it reflects the effectiveness of the program's global orientation component, especially through the integration of the Al-Hikmah International Study Center (AISC). This component provides students with exposure to foreign languages, international academic standards, and global educational pathways. As a result, students are not only prepared to compete within the national education system but are also capable of navigating international academic environments. This outcome aligns with the broader goals of education in the era of globalization, where cross-cultural competence and global awareness are increasingly important.

From an evaluative perspective, the success of these outcomes cannot be separated from the program's continuous evaluation mechanisms. Evaluation within the excellence class program is not limited to measuring student performance but also includes identifying challenges, assessing program implementation, and formulating improvement strategies. This indicates that evaluation is treated as an integral part of the management cycle rather than as a final or isolated stage. By continuously monitoring both processes and outcomes, the institution is able to maintain program quality and adapt to emerging challenges.

The importance of evaluation is further reflected in how the madrasah addresses obstacles encountered during program implementation. Challenges such as student workload, adaptation to intensive learning schedules, and balancing academic and religious activities are acknowledged and addressed through strategic adjustments. These may include modifying learning approaches, providing additional support for students, or refining program structures. Such responsiveness demonstrates that the program operates within a dynamic management framework that prioritizes continuous improvement.

In addition to internal evaluation, the program's success is also reinforced by external recognition, particularly through the achievements and acceptance of its graduates. These external indicators serve as validation of the program's effectiveness and contribute to enhancing the madrasah's public image. As more students from the excellence class gain recognition and secure placements in prestigious institutions, the program strengthens its reputation as a center of quality education. This, in turn, attracts greater interest from prospective students and parents, creating a positive cycle of institutional development.

The relationship between program outcomes and institutional reputation is particularly important in the context of Islamic education, where madrasahs often face challenges in competing with general schools. The success of the excellence class program at MA Al-Hikmah demonstrates that Islamic educational institutions can achieve high levels of competitiveness when supported by effective management and innovative program design. By producing graduates who excel both academically and spiritually, the madrasah challenges the conventional perception that religious education is less competitive or less relevant in the modern world.

Furthermore, the program's outcomes highlight the significance of integrating multiple dimensions of education within a single framework. The combination of academic excellence, Qur'anic memorization, and global orientation appears to create a synergistic effect that enhances overall student performance. Rather than viewing these components as separate or competing priorities, the program demonstrates that they can be mutually reinforcing. For example, the discipline developed through tahfidz activities may contribute to students' academic performance, while global-oriented learning enhances their motivation and future aspirations.

This integrative approach also has implications for the broader discourse on educational management. It suggests that the effectiveness of educational programs is not solely determined by individual components but by how these components are managed and integrated within a coherent system. In the case of the excellence class program, the alignment between planning, implementation, and evaluation appears to create a consistent and supportive learning environment that enables students to achieve optimal outcomes. This highlights the importance of viewing educational programs as dynamic systems rather than static structures.

Despite its successes, it is important to recognize that the program's sustainability depends on its ability to maintain and enhance its management practices. Continuous evaluation, adaptation, and innovation are necessary to ensure that the program remains relevant in the face of changing educational demands. The increasing complexity of global education requires institutions to not only maintain existing standards but also anticipate future challenges and opportunities. In this regard, the excellence class program at MA Al-Hikmah provides a strong foundation but must continue to evolve to sustain its competitiveness.

In conclusion, the outcomes and evaluative insights of the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung demonstrate that effective educational management can lead to significant and measurable results. The program's success in producing high-achieving students, facilitating access to prestigious universities, and enhancing institutional reputation reflects the strength of its integrated management system. More importantly, the program offers a valuable model for Islamic educational institutions seeking to improve their quality and competitiveness. By combining systematic evaluation with a multidimensional approach to education, the excellence class program

exemplifies how strategic management can transform educational practices and outcomes in meaningful ways.

### Conclusion

This study demonstrates that the excellence class program at Madrasah Aliyah Al-Hikmah Bandar Lampung is not merely an academic differentiation initiative but a systematically managed educational model that integrates planning, organizing, implementation, coaching, and evaluation within a coherent framework. The program is built upon a rigorous selection process that combines academic and spiritual criteria, supported by a structured organizational system and implemented through enriched learning strategies that emphasize active engagement, extended instructional time, and the integration of tahfidz and global-oriented learning. This integrative management approach enables the program to function as a holistic system that aligns institutional objectives with student development.

The findings further reveal that the effectiveness of the program is reflected in its tangible outcomes, including consistent student achievements in academic and non-academic competitions as well as the successful placement of graduates in reputable national and international universities. These outcomes indicate that the program not only enhances students' academic competence but also equips them with global readiness and strong moral character. The presence of continuous evaluation mechanisms also ensures that the program remains adaptive, allowing the institution to identify challenges and implement improvements in a dynamic and sustainable manner.

From a theoretical perspective, this study contributes to the discourse on Islamic educational management by proposing an integrative model of excellence class management that bridges three key dimensions: academic excellence, Qur'anic competence, and global orientation. This model challenges the fragmented approach often found in educational programs and demonstrates that these dimensions can be effectively combined within a single management system. Practically, the findings provide valuable insights for policymakers, school leaders, and educators in designing and managing similar programs to enhance the quality and competitiveness of Islamic education.

However, the sustainability of such programs depends on continuous innovation, adaptive leadership, and the ability to respond to evolving educational demands. Future research is recommended to explore comparative studies across different institutions and to examine the long-term impact of excellence class programs on students' academic trajectories and professional development. In a broader context, this study underscores the importance of strategic and integrative management in transforming Islamic educational institutions into competitive and globally relevant centers of learning.

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