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IMPLEMENTATION OF THREE WINNING FORMULA: INTEGRATED EDUCATION MANAGEMENT MODEL AT PPTQ IBNU ABBAS KLATEN

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| Kata Kunci: | ABSTRACT |
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| <i>Three Winning Formula</i> (Akademik Unggul, Tahfidz dan Akhlak, Tata Kelola/ <i>Good Governance</i>), Manajemen Pendidikan, Sekolah Islam. | Penelitian ini bertujuan untuk mendeskripsikan penerapan <i>Three Wnning Formula</i> sebagai model manajemen pendidikan terpadu di SMAIT Ibnu Abbas Klaten. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan pengumpulan data melalui wawancara, observasi dan studi dokumen. Analisis data dilakukan melalui reduksi data dan pengecekan keabsahan data menggunakan triangulasi data. Hasil penelitian ini menunjukkan model manajemen pendidikan terpadu ' <i>Three Winning Formula</i> ' di SMAIT Ibnu Abbas Klaten diimplementasikan melalui siklus terstruktur yang melibatkan tiga unit sinergis dan evaluasi komprehensif di seluruh pilar; spiritual, intelektual dan manajerial. Penguatan aspek ibadah, keimanan dan kedisiplinan spiritual (misalnya: shalat berjamaah, pembinaan tilawah, dzikir, dan adab Islam). Temuan penting dari riset mengenai <i>Three Winning Formula</i> (Akademik Unggul, Tahfidz dan Akhlak, serta tata kelola (<i>Good Governance</i>) menunjukkan bahwa integrasi ketiganya secara sinergis merupakan fondasi strategi dalam membentuk lembaga pendidikan Islam yang unggul, berkarakter, dan berkelanjutan di era modern. |

Keywords:

Three Winning Formula, Integrated Educational Management Model, Islamic Integrated School

ABSTRACTS

This study aims to describe the implementation of the Three Winning Formula as an integrated education management model at SMAIT Ibnu Abbas Klaten. This study uses a qualitative descriptive approach with data collection through interviews, observations and document studies. Data analysis is carried out through data reduction and checking the validity of data using data triangulation. The results of this study indicate that the integrated education management model 'Three Winning Formula' at SMAIT Ibnu Abbas Klaten is implemented through a structured cycle involving three synergistic units and comprehensive evaluation across all pillars; spiritual, intellectual and managerial. Strengthening aspects of worship, faith and spiritual discipline (for example: congregational prayer, tilawah coaching, dhikr, and Islamic manners). Important findings from research on the Three Winning Formula (Excellent Academics, Tahfidz and Morals, and governance (Good Governance) show that the synergistic integration of the three is the foundation of a strategy in forming an Islamic educational institution that is superior, has character, and is sustainable in the modern era.

A. INTRODUCTION

The integration of Islamic boarding school and school education management is a strategic effort to produce graduates who have comprehensive advantages, both in mastering religious knowledge, general knowledge, and character building (Nurhakim, 2018). This process, recognized as complex, requires a holistic and well-planned approach (Papat, 2020). Equal and balanced education between religious and academic aspects is an important foundation in integrated school management. Furthermore, the emphasis on integrated quality management in the context of integrated Islamic education is crucial to ensure the quality and effectiveness of the learning process (Yuniarsih, 2019).

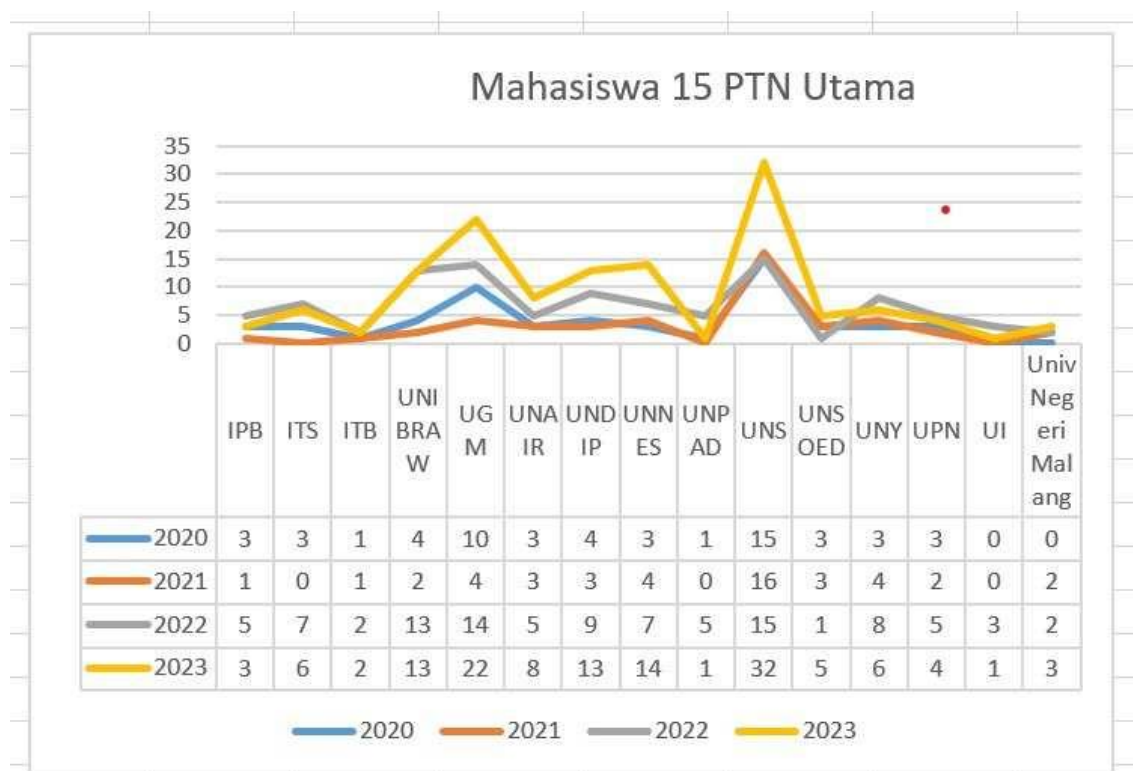
However, previous studies have shown varying focuses in studying the integration of Islamic boarding school education and schools. Some studies emphasize more on the curriculum aspect (Khotimah, 2022; Nahidin, 2023; Fisona: 2023; Jayadi et al, 2024). Meanwhile, the overall management aspect, including implementation challenges and effective models, still requires more in-depth study.

Research conducted by Khotimah (2022) examined the management of the integration of madrasah and pesantren curriculum at MTS Hidayatus Sholihin Kediri, with main findings including planning of curriculum objectives and content, implementation through classroom learning and academic calendars, and evaluation with the foundation. Nahidin (2023) also focused on the management of the pesantren and madrasah curriculum at MTs Miftahul Mudal Lumajang, concluding the steps for integrating the academic calendar and evaluation.

Fisona (2023) studied curriculum integration in an integrated Islamic educational institution, highlighting the importance of integrating objectives, organizing content, implementing academic and Islamic boarding school programs together, and evaluating various aspects. Jayadi et al., (2024) studied integrative planning, implementation, and evaluation, emphasizing needs analysis, holistic educational objectives (IPTEK, IMTAQ, Morals), curriculum flexibility, teacher collaboration, learning methods, and comprehensive evaluation models.

These studies provide important contributions to understanding integration, especially from a curriculum perspective. However, in this study, SMAIT Ibnu Abbas Klaten offers an interesting case to study. As one of the leading Islamic schools in Central Java, SMAIT Ibnu Abbas carries the unique philosophy of "Three Pillars of Excellence", namely Academic, tahfidz and morals, and good governance. This excellence is reflected in students' academic achievement, memorization of the Qur'an, and character building. The success of SMAIT Ibnu Abbas in sending its students to the best universities in 2022 is ranked 76th with an average UTBK score of 585, 656.

The following graph shows that during the last four years SMAIT Ibnu Abbas has succeeded in delivering its students to enter the 15 best State Universities in Indonesia. This indicates an effective integration management model:



This study aims to examine in more depth the Three Winning Formula as an integrated education management model at SMAIT Ibnu Abbas Klaten. The focus of this study is to answer the following questions: (1) how is the integrated education management model based on the Three Winning Formula implemented at SMAIT Ibnu Abbas Klaten, (2) what factors are the challenges in implementing this integrated education management model at SMAIT Ibnu Abbas Klaten, (3) What recommendations can be given to other educational institutions that want to adopt a similar integrated education management model.

It is hoped that this research can provide a significant contribution to the development of effective and efficient integrated Islamic education management theory and practice in Indonesia, especially in integrating Islamic boarding schools and schools with the philosophy and unique advantages of the institution.

B. METHOD RESEARCH

This research uses a qualitative approach with a single case study design (*single case study design*) to describe in depth the implementation of the "Three Winning Formula" as an integrated education management model at SMAIT Ibnu Abbas Klaten (Yin, 2018). This approach was chosen to explore the complexity of the integration phenomenon and the meanings constructed by stakeholders (Jhon W. Cresswell, 2021).

The research was conducted at SMAIT Ibnu Abbas Klaten. The subject of this research is an integrated education management model based on "*Three Winning Formula*". Key informants were selected using the technique *purposive sampling* based on their knowledge and experience relevant to the focus of the research (Patton, 2015). The research informants included: the principal of SMAIT Ibnu Abbas Klaten as the policy maker and model manager, the head of the quality assurance unit responsible for the evaluation and development of quality, the curriculum coordinator involved in the planning and implementation of the integrated curriculum, the head of the tahfidzan

unit responsible for the implementation of the tahfidz pillar, the head of the santrian unit responsible for the implementation of the moral pillar, and representatives of teachers who have direct experience in the implementation of the integrated learning model.

Data collection techniques were collected through triangulation to ensure the depth and credibility of technical data (Denzin, N. K., & Lincoln, 2011). Researchers conducted direct observations of the planning process, implementation of teaching and learning activities (academic and diniyah), tahfidz activities, character building activities in the pesantren environment, and interactions between educational units. Descriptive and reflective field notes were recorded systematically during the observation. In-depth interviews were conducted with key informants using a flexible interview guide to explore their experiences and understandings regarding the implementation of the "Three Winning Formula", challenges, and successes of the integrated management model. Interviews were recorded with the consent of the informants and transcribed verbatim for further analysis. Document studies were analyzed to gain a comprehensive understanding of the management model, including the institution's vision and mission, organizational structure, curriculum (academic and diniyah), tahfidzan programs, pesantren regulations, evaluation reports, and other strategic planning documents.

Test the validity of the data using triangulation of sources and methods. Triangulation of sources is used to check whether the data from informants is valid or not, for example the results of interviews about the implementation of the "Three Winning Formula" model conducted by the principal by asking again to the head of the tahfidzan, the head of the Islamic boarding school unit and the vice head of the curriculum of SMAIT Ibnu Abbas Klaten. While triangulation of methods is carried out to check the validity of data on the management of the integration of Islamic boarding schools and schools by testing the existence of written evidence or archives regarding the data. Data analysis with the Miles and Huberman interactive model begins with data collection, data presentation and drawing conclusions (Matthew B. Miles, A. Michael Huberman, 2014).

C. RESULT AND DISCUSSION

Integration Philosophy Based on Three Pillars

Interview data from the Principal (K/KS/ 29-5-2024), Head of Quality Assurance Unit (AH/UPM/4-6-2024), and SMAIT Teachers (ER/G/2-6-2024) consistently revealed that the integration philosophy at SMAIT Ibnu Abbas Klaten is based on three main pillars: memorizing the Quran, academics, and noble morals. The Principal emphasized that these three pillars are the foundation of the entire educational process, including planning, implementation, and evaluation. The Head of Quality Assurance Unit explained that this philosophy aims to create a balance in developing the potential of students, integrating the science of ghoyah and wasail to create a perfect human being. The teacher's statement confirms that the institution's vision and outline explicitly reflect a commitment to producing a generation of Quranic, Robbani, Ulul Albab and Ahlus Sunnah Wal Jama'ah believers, by prioritizing Quranic morals and science and technology learning based on the Quran (Academic Regulation Document of SMAIT Ibnu Abbas Klaten, 3-6-2024).

The Goal of Three Pillars-Based Integration

The results of the interview with the Head of the Quality Assurance Unit (AH/UPM/4-6-2024) identified the main objective of integration as forming a perfect human being through the synergy of three pillars: tahfidz, academics, and noble morals. The SMAIT teacher (ER/2-6-2024) added that the learning objectives provide a deeper portion of tafaquh fiddin and create a superior generation with the characteristics of ulul albab, Qur'ani, rabbani, and ahlussunnah wal jama'ah. The Principal (K/KS/29-5-2024) formulated this objective as "*in search of excellence*," with the belief that the combination of excellence in tahfidz, academics, and noble morals is a unique formula that distinguishes SMAIT Ibnu Abbas from other educational institutions, which is called the "Three Winning Formula of Excellence.

Three Winning Formula Planning

Interview data with the Principal (K/KS/29-5-2024) revealed that the planning for the implementation of the 'Three Winning Formula' involved 24-hour student management by three main units responsible for each pillar: the Tahfidz Unit, the SMAIT Unit, and the Santrian Unit. The planning was based on the division of time allocated for tahfidz, academic, and santrian activities, taking into account the adequacy of time to achieve educational goals in each pillar. The SMAIT teacher (ER/2-6-2024) explained that the school's organizational structure follows the Education Office system but is under the authority of the PPTQ Ibnu Abbas, and the curriculum used is an independent curriculum enriched with local pesantren wisdom. The Head of the Quality Assurance Unit (AH/UPM/4-6-2024) added that curriculum integration is carried out through leadership meetings, with coordination between units to avoid overlapping. The diniyah curriculum is formulated by the Syari Council with consideration of time and weight from the school. Character building is the responsibility of the Santri Unit through 24-hour santri regulations, with the tasks of education, prevention, and enforcement carried out by the three educational units.

Integration Implementation

The Principal (K/KS/29-5-2024) stated that the implementation of integration was carried out by providing special time for each unit to manage its pillars of responsibility. The SMAIT teacher (ER/2-6-2024) explained that the tahfidz learning was carried out in the morning (after dawn) and before school hours, using the tahsin, tilawah, isti'dad, ziyadah, muraja'ah, and tadabbur methods in the halaqah group. Pesantren learning emphasizes moral development and the development of talents and interests through independent and interactive learning strategies, with musyrif/musyrifah as companions. School learning is carried out in a classical manner according to the Education Office curriculum which is enriched with local pesantren content. The Principal (K/KS/29-5-2024) gave an example of the flexibility and coordination between units in overcoming obstacles for students who have not passed the tahfidz or pesantren problems, with the involvement of BK teachers, and Three Winning Formula Evaluation.

Evaluation Three Winning Formula

The Principal (K/KS/29-5-2024) revealed that the evaluation refers to the achievement standards in the three pillars. Tahfidz is evaluated through a 15 juz graduation exam, academics through subject assessments, and students through moral assessments (minimum score of 75 based on the rules). The Head of the Quality Assurance Unit (AH/UPM/4-6-2024) added that the assessment is carried out through

tests (juziyyah exams, mid-semester, school and practical exams) and assessments of the students' daily lives. The assessment results from the three units are integrated in determining class promotion. SMAIT teachers (ER/2-6-2024) confirmed that there are three pillars of assessment: academics (mastery of subjects), tahfidz (memorization of at least 15 juz), and morals (attitude and behavior). The Principal (K/KS/29-5-2024) explained that each unit has a separate report card (school report, Islamic boarding school report, and tahfidzan report), and the decision on promotion/graduation is determined through a joint plenary session based on the results of the learning process from the three units.

Challenges in implementing the Three Winning Formula

The Principal (K/KS/29-5-2024) identified challenges in integration, including differences in unit characteristics, personnel issues, and coordination and communication that did not always run smoothly. The SMAIT teacher (ER/2-6-2024) added challenges in the form of weak religious competence of non-pesantren teachers, student boredom, and dense program activities. The Head of the Quality Assurance Unit (AH/UPM/4-6-2024) provided further details regarding the challenges of balancing the weight of the pillars, consistency of quality assurance (strict graduation standards), and difficulties in organizational coordination.

Best Practice Implementation of Three Winning Formula and Recommendations

Head of Quality Assurance Unit (AH/UPM/4-6-2024) revealed the best practices of integration management through three principles: independence of each unit, synergy between units, and tawashii (mutual advice and reminders). SMAIT teacher (ER/2-6-2024) emphasized the best practices in school management under the auspices of Islamic boarding schools and curriculum integration to produce competitive graduates. Head of Education Unit (K/KS/29-5-2024) recommends understanding self-identity, making institutional roadmaps, preparing human resources and facilities, and identifying institutional strengths. SMAIT teacher (ER/2-6-2024) added the importance of maturity of management system, accuracy of integrative curriculum planning, integration of curriculum content organization, integration of supervision, and integrative curriculum evaluation.

This section elaborates the research findings on the implementation of the 'Three Winning Formula' as a framework for integrated educational management at SMAIT Ibnu Abbas Klaten, connecting it to the theoretical landscape of educational management and curriculum integration, and comparing it to previous relevant studies. The discussion is structured in three main focuses: (1) The Pesantren and School Education Integration Management Model Based on the 'Three Winning Formula' at SMAIT Ibnu Abbas Klaten, (2) Complexity and Strategies to Overcome Challenges in the Implementation of the Integration Model, and (3) Implications of Best Practice and Recommendations for the Development of the Integration Model in Other Educational Institutions.

Integrated Education Management Model Based on the 'Three Winning Formula' at SMAIT Ibnu Abbas Klaten

The integration management model at SMAIT Ibnu Abbas Klaten is rooted in the philosophy of '*Three Winning Formula*' (Academic, Tahfidz and Morals, Good Governance). This philosophy is not just a declaration of values, but a conceptual

foundation that is systematically internalized in every stage of the education management cycle. Starting from the formulation of strategic objectives to the mechanism for evaluating learning outcomes, '*Three Winning Formula*' serves as the primary lens that frames decision-making and resource allocation. This approach reflects a deep understanding of the importance of coherence between an institution's core values and day-to-day management practices, a crucial aspect of building organizational identity and effectiveness (Hoy, W. K., & Miskel, 2017).

Integration planning at SMAIT Ibnu Abbas Klaten shows the implementation of the three-pillar philosophy through a clear division of responsibilities to three main operational units. The Tahfidzan Unit, SMAIT Unit, and Santrian Unit are each responsible for the development and implementation of programs that are aligned with the pillars of tahfidz, academics, and morals. This division, supported by a structured time allocation, ensures that every aspect of student development receives adequate attention. The organizational structure that adopts the framework of the Education Office but remains under the umbrella of PPTQ Ibnu Abbas indicates an effort to balance compliance with external regulations and internal management autonomy, a common challenge in integrated Islamic education management (Ramayulis, 2017).

The implementation of integration is realized through coordinated synergy between the three units. Although each unit has a specific focus and operational method, there are collaboration and communication mechanisms that allow for effective integration in the learning experience of students. The transformation of learning methods in the tahfidzan and pesantren units shows pedagogical adaptation to achieve holistic goals. The coordination that is established in overcoming individual student constraints, such as in terms of meeting tahfidz standards, illustrates the flexibility of the system in responding to the diverse needs of students, an important characteristic of student-centered educational management. (Cornelius-White, 2007).

The integration evaluation at SMAIT Ibnu Abbas Klaten displays a comprehensive and multidimensional approach. The assessments carried out separately by each unit to measure achievement in the pillars of tahfidz, academics, and morals, which are then integrated in determining the academic status of students, reflect an effort to assess the impact of the integration model holistically. This mechanism goes beyond traditional evaluation approaches that often only focus on cognitive aspects (Bloom et al., 1956) and recognizes the importance of spiritual and character development in Islamic education (Nofik et al., 2023). The uniqueness of this evaluation system makes a significant contribution to the understanding of how to measure the success of the integration of Islamic boarding school education and schools comprehensively.

Conceptually, the integration management model at SMAIT Ibnu Abbas Klaten can be understood as a framework that emphasizes philosophical coherence, structural clarity, operational synergy, and evaluative comprehensiveness. Its success in realizing a balance between the three main pillars provides an empirical contribution to the discourse on the integration of Islamic boarding school education, offering a case study rich in innovative practices in managing integrated Islamic education.

Complexity and Strategies to Overcome Challenges in Implementing Integration Models

The implementation of the 'Three Winning Formula' integration management model at SMAIT Ibnu Abbas Klaten, as the research findings reveal, is not without challenges. The complexity inherent in managing an educational organization that integrates two different traditions (pesantren and school) gives rise to various obstacles that need to be addressed strategically. These challenges, if not managed properly, have the potential to hinder the effectiveness of the integration model and the achievement of the expected educational goals (Ghimire, 2023a).

The first challenge, related to balancing the weight of urgency between pillars, is a classic issue in organizations with units that have different focuses. Each unit, naturally, tends to prioritize the pillar for which it is responsible, which can trigger competition for resources and differences in perspective on the overall priorities of the institution. Overcoming this challenge requires visionary leadership and the ability to articulate a shared vision that emphasizes the interdependence and equal contribution of the three pillars in achieving the goals of insan kamil. Transparent and participatory decision-making mechanisms, as well as resource allocation based on the overall strategic priorities of the institution, are crucial in mitigating this potential conflict (Islomova, 2022).

The second challenge, regarding consistency of quality assurance, highlights the importance of establishing clear standards and consistent implementation across units and pillars (Gallagher et al., 2023). A strict graduation policy that requires standards across all three pillars demonstrates an institution's commitment to integrated quality. However, to ensure this consistency, a robust internal quality assurance system is needed, involving effective monitoring, periodic evaluation, and feedback mechanisms in each unit (Zhang et al., 2023). Ongoing staff training and development are also essential to ensure that all personnel have a shared understanding of the expected quality standards and the competencies required to achieve them (Deming, 2000).

The third challenge, related to organizational coordination, is a logical consequence of having three different units with unique characteristics and work rhythms. Building effective communication, scheduling regular meetings, and developing clear collaboration mechanisms are essential to ensure synergy between units (Ghimire, 2023). A deep understanding of the roles and responsibilities of each unit, as well as an appreciation of the contribution of each pillar in achieving integration goals, can help build a collaborative and mutually supportive work culture (Selokan, 2023). The use of information technology can also facilitate communication and coordination between units more efficiently.

The strategies implemented by SMAIT Ibnu Abbas Klaten in overcoming these challenges, such as emphasizing a shared vision, implementing a quality assurance system, and building effective communication, provide valuable insights for other educational institutions facing similar complexities in integrating pesantren and school education. The success of this institution shows that with strong leadership, a structured system, and a commitment to collaboration, these challenges can be effectively overcome.

Best Practice Implications and Recommendations for Integration Model Development

The validity of the principles of independence, synergy and tawashii are the principles underlying the Ibn Abbas model which are very relevant to the theory of organizational and educational management. Unit independence provides autonomy to units (Academic, Tahfidz and Akhlak, and Good Governance) allowing deeper focus and innovation on the specifics of each pillar. This is in line with the concept of decentralization and empowerment of units in complex organizations (Hoy, W. K., & Miskel, 2017).

Synergy between units is a structured coordination and collaboration that ensures that autonomy does not lead to fragmentation. Synergy creates added value through the integration of programs and resources, which are essential to achieving holistic educational goals (Van den Bergh, J. C. J. M., 2020). Meanwhile, the principle of tawashii (mutual advice and reminder) builds a culture of self-correction, accountability, and continuous improvement. In the context of educational management, tawashii can be articulated as a mechanism for constructive feedback and collegial evaluation that prevents sectoral egos and ensures alignment of vision (Nofik, N., 2023).

The best practice of integration management developed by SMAIT Ibnu Abbas Klaten, which is based on the principles of unit independence, synergy between units, and tawashii (mutual advice and reminders), offers significant implications for the development of integration models in other educational institutions. The principle of independence provides space for each unit to develop innovative programs that are responsive to the specific needs of its pillars, without being hampered by excessive bureaucracy. Synergy ensures that despite autonomy, each unit remains connected and contributes collectively to the achievement of overall integration goals. Meanwhile, tawashii creates a constructive internal control and feedback mechanism, preventing sectoral egos and ensuring policy alignment between units.

The significance of the recommended steps covers the important stages in the integration model through self-analysis and determination of excellence. A crucial initial step to build a strong identity and clear focus.

The recommendations generated from this study provide practical and measurable guidance for educational institutions aspiring to adopt a similar integration model. A crucial first step is to conduct an in-depth analysis of the institution's identity, including core values, strengths and weaknesses, and future aspirations (Barnes, E., & Hutson, 2024). Based on this understanding, institutions need to formulate a clear institutional roadmap that articulates the integration vision, strategic objectives, and measurable implementation milestones (Varadarajan et al., 2025). Strategic investment in developing competent human resources and providing adequate infrastructure to support programs in each pillar is also an absolute prerequisite.

Comprehensive integrative curriculum planning is the operational foundation of the integration model in improving student learning by encouraging a holistic and interconnected approach to education (Kuwar, R., & Acharya, 2024). This involves aligning the vision of developing religious and general knowledge, organizing complementary curriculum content, and synchronizing academic calendars and extracurricular activities (Faisol, A., Baharuddin, B., Padil, Moh., & Barizi, 2024). The implementation of integrated supervision and evaluation, involving the active participation of Islamic boarding school and school leaders, is needed to ensure the quality of curriculum implementation and measure the impact of integration on the

holistic development of students (Ashari et al., 2022; Hosaini et al., 2024; Nadhifah et al., 2024). (Nadhifah, D., Wahidmurni, W., & Zuhriyah, 2024). Finally, institutions need to proactively identify and establish the distinctive advantages they want to build through this integration model, which will be an attraction and differentiator from other educational institutions.

The implication of these best practices and recommendations is that effective integration of pesantren and school education requires a holistic approach, well-planned, and supported by a strong commitment from all stakeholders. The 'Three Winning Formula' model applied at PPTQ Ibnu Abbas Klaten provides a concrete example of how a strong educational philosophy can be the foundation for the development of a successful integration management model, with the potential to be replicated and adapted by other Islamic educational institutions in Indonesia.

Conclusion. An in-depth discussion of the findings of this study confirms that the implementation of the 'Three Winning Formula' as an integrated education management model at PPTQ Ibnu Abbas Klaten is an innovative and effective approach in integrating pesantren and school education. The success of this model is supported by a strong philosophy, clear organizational structure, synergy between units, comprehensive evaluation, and best practices for adaptive integration management. Although challenges in implementation are inevitable, the strategies implemented by this institution provide valuable insights for the development of similar models in other Islamic education contexts. The recommendations generated from this study offer practical guidance for institutions that wish to adopt a holistic integration approach based on the institution's unique strengths.

D. CONCLUSION

This study aims to examine the implementation of the 'Three Winning Formula' as an integrated education management model at PPTQ Ibnu Abbas Klaten, identify challenges in its implementation, and formulate recommendations for other institutions that wish to adopt a similar model. Based on the findings and discussion, the following conclusions can be drawn:

1. **Integrated Education Management Model Based on the 'Three Winning Formula' at SMAIT Ibnu Abbas Klaten:** Integrated management at SMAIT Ibnu Abbas Klaten is implemented through a model based on the philosophy of the 'Three Winning Formula' (Tahfidz, Academic, Akhlak). This model is realized in a structured education management cycle, starting from planning based on three main pillars, implementation involving synergy between the Ketahfidzan Unit, SMAIT Unit, and Kesantrian Unit, to comprehensive evaluation that measures achievement in each pillar and is integrated in determining the academic status of students. Clear division of time and responsibility between units, as well as an adaptive organizational structure, support the implementation of this model.
2. **Challenges in Implementing Integration Management at PPTQ Ibnu Abbas Klaten:** Implementation of the 'Three Winning Formula' integration management model faces several main challenges, namely: (a) maintaining balance in providing urgency weight and resource allocation for the three pillars, (b) maintaining consistency in quality assurance in each pillar so that integration standards are achieved holistically, and (c) managing the complexity of coordination between three educational units that have different characteristics and focuses.

3. To improve the effectiveness of the Three Winning Formula in SMAIT Ibnu Abbas Klaten, it should focus on deep internalization of the formula philosophy, building a structured synergy mechanism between units, implementing the tawashii principle in decision making and evaluation, strengthening visionary and collaborative leadership, and developing Key Performance Indicators (IKK) that measure the success of holistic integration. By emphasizing the principle of unit independence balanced by synergy and a culture of mutual advice, institutions can emulate the best practices of PPTQ Ibnu Abbas Klaten and achieve optimal integration management.

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