

Integration of Quality Management and Risk Control in Islamic Educational Institutions: Synergy for Effectiveness and Sustainability

Nurisah¹, Siti Rahma Hayati², Ali Jadid Al Idrus³, Maimun⁴

Program Pascasarjana Universitas Islam Negeri Mataram

Article Info

Article history:

Received: 11 December 2025

Publish: 5 January 2026

Keywords:

Quality Management;

Risk Control;

Islamic Educational Institutions.

Abstract

As a primary pillar of civilization, education demands quality implementation. However, the reality on the ground shows the existence of various risks that have the potential to degrade the quality of education. In the context of Islamic Educational Institutions, this presents a double challenge, because Islamic educational institutions are not only concerned with technical-administrative aspects, but also bear moral and spiritual burdens. Some of the problems that arise include limited resources, where many Islamic educational institutions face shortages in human and financial resources that impact the quality of teaching. Therefore, synergy between quality management and risk management is imperative to ensure the continuity of a superior educational process. Departing from this urgency, this study proposes two main problem formulations: how to internalize quality management in the operations of Islamic educational institutions to improve the quality of education, and what efforts can be made to manage and mitigate risks that threaten the integrity of education in these institutions. (1) How are quality management-based risk control strategies? (2) How is quality management implemented in risk control in educational institutions? The findings in this study include two points: First, to create a quality Islamic educational institution, quality management must involve all elements within the institution and be implemented systematically. This process encompasses planning, organizing, and implementation. Second, to create an effective and sustainable Islamic educational institution, the integration of quality management and risk control is crucial. By integrating quality and risk management, the institution can not only ensure operational sustainability but also maintain its Islamic identity.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Nurisah

Program Pascasarjana Universitas Islam Negeri Mataram

Email: nurisah.ichall@gmail.com

1. INTRODUCTION

Education plays a vital role in developing the quality of human resources. In this modern era, the challenges faced in the implementation of education are increasingly diverse due to rapid social, cultural, technological, and economic changes. (Ahad et al., 2025) Educational institutions are not only required to provide learning services but also to ensure that all processes implemented meet high-quality standards. Therefore, quality management is crucial; without effective management, educational institutions will not be able to achieve their goals optimally. (Iqbal et al., 2025) Education is a future-oriented activity; thus, the quality of the current educational process will influence the quality of future generations.

However, in practice, educational institutions must face various risks that can hinder the achievement of quality standards. These risks emerge in various forms, such as

academic risks, operational risks, and student morality and behavior. Furthermore, there are risks related to facilities and infrastructure, technology, and the institution's reputation. In today's digital era, for example, schools are exposed to data security risks, device misuse, and student dependence on technology. Furthermore, curriculum changes, social dynamics in society, and global ideological developments create challenges that must be anticipated. If these risks are not properly identified, analyzed, and managed, educational institutions have the potential to experience serious disruptions to the learning process and difficulties in achieving educational goals.

Islamic education faces even greater complex challenges, given that its responsibility extends beyond the intellectual development of students to character formation aligned with Islamic teachings. The fundamental aspects that characterize Islamic education are the instilling of noble morals, good manners, and the strengthening of students' spirituality. Therefore, quality management in Islamic education cannot solely focus on formal academic achievement but must ensure the alignment of the entire educational process with Islamic values. Threats such as moral risk, deviant behavior, the negative impact of foreign cultures, and moral degradation must be addressed systematically. Therefore, risk management in the context of Islamic education needs to encompass spiritual, moral, and social dimensions, in addition to the usual administrative and academic risks (Ekaningsih et al., 2022).

Risk management is an integral part of quality management because the two are closely related in creating a culture of continuous improvement. By implementing quality principles such as customer focus (student-oriented), continuous improvement, and data-driven decision-making, educational institutions can identify risks early and formulate appropriate mitigation strategies. Islamic education is a process aimed at developing human nature in accordance with Islamic teachings, thereby achieving a prosperous and happy life. This development process is fundamental to Islamic education, where human nature is the primary object that needs to be developed.

The integration of quality management with risk control can provide a strong argumentative basis for developing a theoretical framework in Islamic education (Prawironegoro et al., 2022). The synergy of these two approaches enables Islamic educational institutions to implement processes that are more focused, measurable, and adaptive to change. Through this integration, institutions are able to consistently improve the quality of educational services, as every activity is designed, monitored, and evaluated based on clear quality standards. At the same time, risk identification and control are carried out systematically so that potential failures can be minimized before they impact the learning process. These efforts also contribute to increased student and community satisfaction, as educational institutions demonstrate accountability, reliability, and a commitment to Islamic values in all aspects. Thus, the integration of quality management and risk control can serve as a relevant theoretical foundation for research titles related to improving the effectiveness and sustainability of Islamic education. (Suriyati et al., 2023)

There are numerous articles discussing quality management. Armadan's article, for example, highlights how quality management is not only administratively oriented but also serves as a crucial instrument for ensuring educational goals are achieved effectively and efficiently (Armadan, 2023). Ulil Albab's article emphasizes the importance of quality management in efforts to improve educational quality and prepare Islamic educational institutions to compete globally. In his article, Ulil Albab elaborates on the concept of quality management as an essential strategy for optimizing the quality of Islamic education. This approach is advocated as a crucial effort to ensure Islamic educational institutions are able to compete globally (Albab, 2021). Maulida's article addresses the issue of the

financial risks faced by the Najahaan Islamic Boarding School. Efforts to minimize these risks are relatively simple, namely through regular deliberations held by the management. Meanwhile, the implemented mitigation involves various innovations, such as establishing independent businesses, such as shops, and community-based donation drives. These efforts are expected to strengthen the Islamic boarding school's financial resilience and improve its operational sustainability. (Maulida et al., 2025)

This paper aims to complement previous research related to quality management. Therefore, there is a need to integrate quality management and risk control in Islamic educational institutions. This integration is expected to not only systematically maintain "quality" but also increase the institution's resilience to change and threats, so that education remains effective, consistent, and sustainable. Therefore, the research problem formulation is (1) how quality management-based risk control strategy? (2) How is quality management implemented in risk control in educational institutions?

2. RESEARCH METHODS

This research is library research, which prioritizes the use of written sources to collect data and information. The approach used in this study is qualitative, where the main focus is to understand the phenomenon in more depth through a review of relevant literature sources. Data were obtained from books, journals, articles, and other documents related to the research topic. The data sources used include references from theoretical studies, previous research results, and official reports from related institutions. Analysis was carried out by critically examining the contents of these sources to draw significant conclusions. Through this approach, this research is expected to provide more comprehensive and in-depth insights into the issue being studied and contribute to the development of knowledge in related fields.

3. DISCUSSION

The Concept of Quality Management in Islamic Educational Institutions

Management can be defined as a process or framework that includes the guidance and direction of a group of individuals toward achieving specific organizational goals. The implementation of management itself is called "management," while the individuals who carry it out are known as managers. Furthermore, management is also viewed as both a scientific discipline and an art. As an art, management reflects the knowledge and skills necessary to achieve desired results. These skills are often acquired through experience and learning, as well as the ability to apply managerial knowledge effectively. In a theoretical context, an understanding of management encompasses various approaches and principles relevant to optimizing organizational performance in achieving its vision and mission.

Quality management involves all elements within an organization. Without the participation of all relevant elements, quality management implementation has the potential to face significant obstacles. The quality management process is systematic and encompasses planning, organizing, implementing, and controlling quality. According to Endah, quality management is an effort to plan and control the quality system of products and services produced by a company. (Christianingsih, 2014) In practice, quality management encompasses all management functions that influence quality policy, goal setting, and the division of responsibilities. Quality management is implemented through various approaches, such as quality planning, quality control, quality assurance, and continuous quality improvement efforts.

Essentially, the concept of quality management developed in the business environment as a vital strategy for maintaining a company's existence amidst fierce market

competition. Although the concept of quality itself has been known for a long time, its role as a structured management function has only recently emerged. The term quality management itself has a broad scope, encompassing all the stages recognized in the Juran trilogy: from quality planning and quality control to continuous quality improvement efforts. Willborn and Cheng stated, "*Quality management (QM) is the explicit, systematic planning and control quality of products and services in a company.*"

The quality management model in Islamic institutions, particularly madrasas, adopts modern principles such as Total Quality Management (TQM) that emphasize customer focus, employee involvement, continuous improvement, and a process-based approach. The implementation of TQM in madrasas is enriched by the internalization of Islamic values such as trustworthiness in resource management, honesty in administration, ihsan for excellence, and responsibility in every action. Theoretically, this approach is supported by organizational theory that allows managerial adaptation according to cultural context, Philip Crosby's quality theory that defines quality as conformity to requirements, including religious ethics, and transformational leadership theory that motivates staff and students on academic outcomes and moral values. Practically, this is realized through training, feedback systems, teamwork, and the PDCA cycle for continuous improvement, ultimately resulting in high-quality education that also reflects religious teachings and forms a generation with noble character (Rahmat et al., 2025).

Risk Control

Risk control is an integrated process involving systematic steps to identify, analyze, and manage risks that could disrupt the achievement of organizational goals (Tsabitah et al., 2025). In this context, a risk control approach serves to strengthen an organization's resilience to various challenges and threats that may arise. Theoretically, risk control can be understood through several key components. First, risk identification involves efforts to recognize potential threats that could affect an organization's operations, both internal and external. Second, risk assessment involves analyzing the impact and probability of these risks occurring, allowing the organization to prioritize risks based on their severity.

Next, mitigation strategies must be developed to reduce or eliminate the identified risks. This can include implementing procedures, developing contingency plans, and training and awareness-raising for all members of the organization. This process aligns with quality management principles, where a focus on continuous improvement and achieving optimal results is crucial. Finally, monitoring and evaluation are essential components of risk control. By regularly monitoring and evaluating the effectiveness of implemented mitigation strategies, organizations can ensure that the steps taken are effective in reducing risks and can be adapted to changing conditions.

Implementing quality management without accompanying risk control makes educational institutions vulnerable to failure during implementation. Conversely, risk control alone tends to produce reactive responses and lacks a clear direction for improvement. Therefore, combining these two approaches constitutes a comprehensive strategy in educational management. Quality management and risk control are not simply administrative procedures; they form a solid foundation for delivering targeted, safe, and high-quality educational services. For this reason, the study and research on the role of quality management in risk control are crucial in today's educational context.

Thus, risk control is not just a tool to maintain operations, but also an integral part of a broader management strategy, which supports the resilience, efficiency, and sustainability of the organization in the face of complex environmental dynamics.

Risk Identification in Islamic Educational Institutions

Risk identification in the context of quality management in educational institutions encompasses several specific categories: operational risk, academic risk, administrative risk, and strategic risk (Kondić et al., 2020). Each category has unique characteristics, with varying levels of impact and probability, requiring appropriate treatment. Operational risk relates to potential disruptions in daily processes that could impact the smooth running of teaching and learning activities, such as facility damage or system issues. Academic risk focuses on challenges related to the quality of learning and student outcomes, such as curriculum mismatches.

Administrative risks encompass issues with resource management and regulatory compliance, while strategic risks relate to long-term decisions that could impact the institution's vision. By understanding and categorizing these risks, educational institutions can develop more effective mitigation strategies, enabling them to maintain educational quality while increasing resilience to potential challenges. This approach supports the development of a responsive and adaptive management system, in line with sound risk management principles (Taman et al., 2024).

Each type of risk differs not only in its nature but also in the level of impact it could have if it occurs, as well as its probability of occurrence. These differences require different management approaches (Lemmens et al., 2022). Risks with high impact and high probability require top priority and robust mitigation strategies, while risks with low impact or low probability may require routine monitoring or simpler contingency plans. This differential approach allows for more efficient resource allocation and the development of more targeted risk management strategies, ranging from avoidance, reduction, transfer, and acceptance. Thus, institutions can ensure that each potential threat is handled proportionately, maintaining operational stability, academic quality, administrative efficiency, and strategic sustainability in the face of various challenges.

In the context of Islamic education, risk is not only understood as the potential for material or administrative losses, but also encompasses moral and spiritual risks that can affect the character development of students. These risks play a crucial role, given that Islamic education focuses not only on the transfer of knowledge but also on the formation of morals and values aligned with religious teachings. For example, moral risks can arise when the values implemented in educational institutions are inconsistent with Islamic teachings, which can lead to students experiencing confusion or an identity crisis. Spiritual risks are also relevant, particularly in the context of neglecting spiritual aspects in the curriculum, which can result in a lack of depth in the appreciation of religious teachings. Therefore, it is crucial for Islamic educational institutions to not only identify and manage material and administrative risks but also proactively address moral and spiritual risks. In this way, institutions are not only able to create a conducive learning environment but also contribute to the formation of strong and noble character.

Besides administrative risks, risks faced by Islamic educational institutions also relate to the curriculum. The curriculum is a crucial aspect of educational delivery. In madrasas, the curriculum is often overloaded with material and still displays a separation between religious and general subjects. Furthermore, its implementation tends to focus on developing cognitive abilities, while the affective and psychomotor dimensions receive less attention. This situation highlights the need for immediate curriculum reformation, as without a comprehensive curriculum design, Islamic educational institutions will face difficulties in achieving their educational goals (Rahman & Akbar, 2021).

Islamic educational institutions also face risks related to human resources, including the quality and behavior of teachers, teaching staff, and school leaders. Teachers are the primary determinant of educational quality, and risks related to this aspect can have

significant impacts. Human resource risks can include low pedagogical competence, minimal teaching motivation, high teacher absenteeism, and behavior that lacks professionalism. In the context of Islamic education, these risks also involve teacher morality, as a teacher who fails to serve as a role model will negatively impact student character development. Furthermore, internal conflict between teachers and school leaders can worsen the work environment, which in turn can reduce the overall quality of education (Lastutik & Minarti, 2024).

Furthermore, one of the risks faced by Islamic educational institutions is related to facilities and infrastructure. Inadequate facilities can negatively impact the quality of the learning process and students' learning experiences. In the educational context, efficient and effective infrastructure is crucial for creating a conducive learning environment. Inadequate facilities, such as inadequate classrooms, outdated learning equipment, or limited accessibility, can hinder the learning process, decrease student motivation, and reduce academic outcomes. Therefore, managing risks related to facilities and infrastructure is crucial to ensuring that educational institutions can function optimally and achieve their stated educational goals. Therefore, it is crucial for Islamic educational institutions to continuously evaluate and improve their infrastructure (Hasan et al., 2024).

Mitigation Strategies and Solution Efforts

The implementation of risk management in Islamic educational institutions, grounded in Islamic values, has been proven to increase institutional resilience and build public trust. While the results of this implementation show positive potential, challenges remain, particularly related to formal and comprehensive regulations for risk management (Ekaningsih et al., 2022). Minimal policies and limitations in operational guidelines can hinder the effectiveness of implemented risk management. Therefore, further efforts are needed to develop a clear and integrated regulatory framework so that risk management can be implemented more optimally. This is expected to enable Islamic educational institutions to achieve their missions and visions more effectively, while simultaneously increasing accountability and transparency in education management (Mukhtar et al., 2024).

Human resource (HR) capacity building, contextual curriculum development, and collaboration with all stakeholders are crucial aspects of improving the quality of education (Maulida et al., 2025). HR capacity building involves continuous training and skills development, which can produce more competent educators prepared to face the challenges of modern education. Furthermore, curriculum development that is relevant to community needs and global developments will ensure that teaching materials are appropriate and applicable. Collaboration between schools, parents, the government, and local communities is also key to creating a supportive and integrative learning environment. By optimizing these three factors, it is hoped that educational institutions can achieve educational goals more effectively and sustainably.

Deradicalization and moderation are crucial aspects in addressing radicalization in society. Integrating the values of religious moderation, interfaith literacy, and strengthening Pancasila has proven effective in preventing the spread of radical ideology. This approach emphasizes the importance of tolerance and mutual respect among religious adherents and provides a deeper understanding of the values of Pancasila as the foundation of national and state life (Ihsan & Fatah, 2021). By promoting interfaith dialogue and encouraging openness, society can be equipped with a comprehensive understanding of diversity, which in turn can reduce the potential for conflict. Therefore, collaborative and consistent efforts in implementing these principles are essential for building a harmonious and productive society.

Improving facilities and health plays a crucial role in reducing the risk of infectious diseases in educational settings. Providing adequate facilities, including good sanitation, access to clean water, and clean learning spaces, is crucial for creating a healthy environment for students and educators. Furthermore, ongoing health education can increase public awareness and knowledge of good health practices, such as personal hygiene and disease prevention. By integrating good facilities with comprehensive health education, educational institutions can reduce the potential for the spread of infectious diseases while supporting students' physical and mental health. Therefore, investing in health infrastructure and educational programs is a vital step in creating a safer and healthier learning environment (Hasan et al., 2024).

In the context of Islamic educational institutions, transparency and accountability in financial management are crucial, especially in the face of the challenges of the economic crisis. Islamic educational institutions often rely on donations and educational funding from the public. Therefore, implementing efficiency principles in financial management not only helps institutions maximize available resources but also strengthens public trust in them (Sutrisno, 2023).

Integration of Quality Management and Risk Control in Islamic Educational Institutions

The integration of quality management and risk control is an essential strategic approach to creating safe, high-quality, and sustainable educational institutions. This approach is necessary because educational quality and risk management are interrelated and inseparable. Quality management ensures that all educational processes are implemented in accordance with established standards, while risk control plays a crucial role in identifying and anticipating potential obstacles. This allows educational institutions to continuously adapt and develop in the face of challenges, maintain educational quality, and create a conducive learning environment for all parties. Integrating these two aspects not only improves operational efficiency but also ensures that the institution's values are maintained amidst the ever-changing dynamics.

An integrative approach to quality management means that an institution's quality system is designed and implemented with potential risks in mind. In this approach, each stage of the quality cycle—planning, implementation, evaluation, and improvement—is complemented by steps for risk identification, analysis, and mitigation. Thus, service quality is not only assessed based on compliance with formal standards but also measured by its resilience and adaptability to changes in both internal and external environments.

Theoretically, this approach is rooted in the principles of integrated risk management (ERM), which advocates that risk should not be viewed as a separate entity, but rather as an integral element of every organizational process and decision-making process. This integration ensures that quality management focuses not only on meeting standards (as an integrated approach), but also on ensuring that risk is not viewed as a separate entity. *compliance-driven*, but also on building organizational resilience (*organizational resilience*). Thus, the quality produced is not only nominal or merely meets the established criteria, but also has the characteristics of toughness (*robustness*) and high adaptability to the dynamics of internal and external environmental change. This enables the institution to maintain optimal performance and achieve its long-term goals amidst uncertainty.

The integration of quality management and risk management is becoming increasingly important in facing the dynamics of changing times. Rapid technological developments, the demands of globalization, the impact of the pandemic, and ongoing social changes can introduce new risks that need to be anticipated. In this context, Islamic

educational institutions that implement this integrative approach can operate responsively and adaptively, enabling them to navigate emerging challenges more effectively.

By integrating quality and risk management, institutions can not only ensure operational sustainability but also maintain their Islamic identity. This is crucial because institutions can remain committed to Islamic ethical and moral principles while striving for professionalism and quality. This approach helps institutions not only meet educational standards but also create an inclusive and equitable learning environment that reinforces the ideals and values within the context of Islamic education.

The results of implementing quality management that integrates Islamic values, based on studies in several Islamic boarding schools (pesantren) and madrasahs (madrasahs), indicate that these institutions tend to create a positive school climate. This implementation also contributes to strengthening integrity and consistency in the learning process and institutional management. This research indicates that values such as trustworthiness, honesty, and responsibility play a significant role in shaping an institutional culture that supports effective and sustainable learning (Yuliyana & Hendrawati, 2025).

For Islamic educational institutions that fail to implement and integrate quality management with risk control management, this situation has the potential to significantly hinder the achievement of educational goals. This lack of integration not only weakens the effectiveness of institutional management but also leads to the institution's inability to systematically and sustainably identify, analyze, and mitigate various risks. Consequently, potential risks related to academic, administrative, and moral-spiritual aspects are not optimally addressed, which can degrade the quality of educational services and disrupt the continuity of the educational process itself. This is reinforced by research by Wahyu Hidayat (Hidayat & Sodiq, 2023).

4. CONCLUSION

The research conclusion contains several points. *First*, to realize a quality Islamic educational institution, quality management must involve all elements within the institution and be carried out systematically. This process encompasses planning, organization, and implementation. Within Islamic educational institutions, there are risks that have the potential to hinder educational progress. These risks can be categorized as operational risks, academic risks, administrative risks, and spiritual and moral risks. However, several strategies can be implemented as mitigation efforts, including implementing risk management based on Islamic values, increasing human resource capacity, deradicalization and moderation, improving health facilities, and increasing transparency and accountability in financial management.

Second, to create an effective and sustainable Islamic educational institution, the integration of quality management and risk control is crucial. By integrating quality and risk management, institutions can not only ensure operational sustainability but also maintain their Islamic identity. This is supported by previous research, which shows that institutions that are able to integrate both can achieve quality education. Conversely, institutions that are unable to achieve this integration tend to struggle to identify risks that could potentially hinder their progress.

5. BIBLIOGRAPHY

Ahad, A., Langove, S. A., Kakar, A., Sohail, U., & Rubab, U. (2025). Quality Management in Education: Enhancing Student Outcomes through Total Quality Management (TQM) and ISO 21001 Frameworks. *Inverge Journal of Social Sciences*, 4(2), 156–

164. <https://doi.org/10.63544/ijss.v4i2.149>

Albab, U. (2021). Perencanaan Pendidikan dalam Manajemen Mutu Terpadu Pendidikan Islam Ulil. *Pancar: Pendidikan Anak Cerdas Dan Pintar*, 5(1), 119–126. <https://doi.org/10.52802/pancar.v5i1.104>

Armadan, A. (2023). Peningkatan Kualitas Pendidikan Melalui Implementasi Manajemen Mutu. *Attractive : Innovative Education Journal*, 5(3), 129–139. <https://doi.org/10.51278/aj.v5i3.841>

Christianingsih, E. (2014). Manajemen Mutu Perguruan Tinggi (Studi tentang Kpemimpinan Visioner dan Kinerja Dosen terhadap Mutu Perguruan Tinggi Swasta di Kota Bandung). *Manajerial: Jurnal Manajemen Dan Sistem Informasi*, 11(1), 31–41. <https://doi.org/10.17509/manajerial.v10i1.1820>

Ekaningsih, L. A. F., Salim, U., Djumahir, D., Indrawati, N., & Djakfar, M. (2022). Risk Management Based on Islamic Boarding School. *IQTISHODUNA: Jurnal Ekonomi Islam*, 11(2), 225–234. <https://doi.org/10.54471/iqtishoduna.v11i2.1462>

Fauzi Rahmat, et al. (2025). Implementing TQM in Islamic Education: A Phenomenological Study of Management Practice at MTs Darul Amin Palangka Raya. *Mudir: Jurnal Manajemen Pendidikan*, 7(2), 146–154. <https://doi.org/10.55352/53tcj619>

Hasan, M., Rafi, M. A., Choudhury, T., & Hossain, M. G. (2024). Prevalence and risk factors of scabies among children living in Madrasahs (Islamic religious boarding schools) of Bangladesh: a cross-sectional study. *BMJ Paediatrics Open*, 8(1), 2421. <https://doi.org/10.1136/bmjpo-2023-002421>

Hidayat, W., & Sodiq, J. (2023). Implementasi Manajemen Risiko di Pondok Pesantren Miftahul Khoir Dago Bandung. *Al-Istimrar: Jurnal Ekonomi Syariah*, 2(2), 140–149. <https://doi.org/10.59342/istimrar.v1i2.464>

Ihsan, I., & Fatah, A. (2021). Pancasila and Islamic Education: The Deradicalization Model of Madrasahs Based on Islamic Boarding Schools in Central Java. *QIJIS (Qudus International Journal of Islamic Studies)*, 9(1), 245–278. <https://doi.org/10.21043/qjis.v9i1.8941>

Iqbal, T., Ahmad, S., Aftab, F., & Mahmood, C. K. (2025). Enhancing Higher Education Institutions' Performance: The Mediating Role of Academic Accreditation in Quality Management Initiatives in UAE. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251358980>

Kondić, Ž., Knok, Z., Kondić, V., & Brekalo, S. (2020). Risk Management in the Higher Education Quality Insurance System. *Tehnički Glasnik*, 14(1), 46–54. <https://doi.org/10.31803/tg-20200310141424>

Lastutik, S., & Minarti, S. (2024). Problematika Pendidik dan Tenaga Kependidikan Islam di Bojonegoro. *AL-AUFA: JURNAL PENDIDIKAN DAN KAJIAN KEISLAMAN*, 6(1), 34–53. <https://doi.org/10.32665/alaufa.v6i01.2998>

Lemmens, S., Van Balen, V. L., Röselaers, Y., Scheepers, H., & Spaanderman, M. (2022). The risk matrix approach: a helpful tool weighing probability and impact when deciding on preventive and diagnostic interventions. *BMC Health Services Research*, 22(1), 218. <https://doi.org/10.1186/s12913-022-07484-7>

Maulida, R., Maunah, B., Safi'i, A., & Mahfudzi, V. Z. (2025). Analisis Risiko Dalam Manajemen Perubahan Pendidikan Islam Transformatif: Strategi Mitigasi. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 3(1), 46–57. <https://doi.org/10.18860/jmpi.v10i1.30756>

Mukhtar, A. S., Sa'diyah, M., & Larhzizar, F. (2024). Management of islamic educational institutions madrasah. *At Turots: Jurnal Pendidikan Islam*, 6(2), 883–842.

https://doi.org/10.51468/jpi.v6i2.698

Prawironegoro, D., Rifan, A. A., & Arqam, M. L. (2022). Maintaining the Quality of Higher Education Graduates Based on Risk Management. *Al-Hayat: Journal of Islamic Education*, 6(2), 462–473. <https://doi.org/10.35723/ajie.v6i2.228>

Rahman, D., & Akbar, A. (2021). Problematika yang dihadapi lembaga pendidikan Islam sebagai tantangan dalam meningkatkan mutu pendidikan. *Nazzama: Journal of Management Education*. <https://doi.org/10.24252/jme.v1i1.25242>

Suriyati, S., Rama, B., Siraj, A., Umar, S., & Syamsuddoha, S. (2023). Implementation of Integrated Quality Management Islamic Education in Madrasah Aliyah. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 90–112. <https://doi.org/10.31538/tijie.v4i1.355>

Sutrisno, S. (2023). Revitalisasi Nilai-Nilai Islam pada Manajemen Madrasah: Sebuah Upaya Aktual dalam Menghadapi Ancaman Resesi 2023. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 8(1), 54–72. <https://doi.org/10.18860/jmpi.v1i1.20540>

Taman, A., Prasojo, L., Yuliana, L., & Purwanto, N. A. (2024). Identifying Risks in Management of Educational Institutions: A Case in a Legal Entity Higher Education Institution. *Jurnal Prima Edukasia*, 12(1), 120–128. <https://doi.org/10.21831/jpe.v12i1.68277>

Tsabitah, A., Chumaidiyah, E., & Suhendra, A. A. (2025). Designing Risk Mitigation Strategies Using Enterprise Risk Management (ERM) Based on COSO ERM and House Of Risk (HOR) Models. *Journal of Ecohumanism*, 4(2). <https://doi.org/10.62754/joe.v4i2.6555>

Yuliyana, D., & Hendrawati, T. (2025). Integration of Islamic Values in Education Quality Management. *ARJI: Action Research Journal Indonesia*, 7(2), 754–761. <https://doi.org/10.61227/arji.v7i2.370>