

Recent studies underscore the increasingly strategic role of multicultural Islamic education in nurturing student attitudes, strengthening tolerance, and fostering harmonious coexistence within pesantren environments. Evidence from institutions such as Ihya'ul Qur'an shows that multicultural values can be successfully integrated into Islamic educational practices while maintaining a strong religious foundation (Luthfi et al., 2025). Research further indicates that many Islamic schools in Indonesia have long embraced multicultural principles, welcoming students from diverse ethnic and cultural backgrounds without disrupting teaching and learning activities (Ok et al., 2022; Paisun, 2025). These findings collectively illustrate that multiculturalism is not only compatible with Islamic education but also enhances the social and pedagogical experiences of students within these institutions

despite these promising developments, a notable research gap persists regarding how pesantren administrators design and implement institutional strategies to support learners from varied backgrounds within a single educational system. Existing studies tend to focus on multicultural practices at the classroom level, with limited attention to the governance and leadership approaches that shape these practices (Ramdhani et al., 2021). This gap highlights the need for further exploration of administrative policies, daily management routines, and structural programs that enable pesantren to operationalize multicultural Islamic education effectively. Therefore, the present study aims to investigate how Pesantren Ihya'ul Qur'an develops, manages, and sustains multicultural values within its institutional framework, offering insights that can strengthen pesantren competitiveness and promote innovation and excellence in multicultural Islamic education.