

## **DEVELOPING THE SCHOOL QUALITY STANDARD AT PRIVATE MADRASAH ALIYAH**

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### **ABSTRACT:**

*Quality issues always have implications for the selling value of an educational institution. This research aims to analyze the quality development strategy in The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo educational institutions. The approach used in this study is a descriptive qualitative approach with data collection techniques in the form of results from observations, interviews, filling out questionnaires, and documentations. Data sources in this study came from school residents such as the headmaster, vice principal, administrator, teachers, and students. The data validity technique uses data triangulation. The data analysis technique used in this research is interactive qualitative by Miles and Huberman, which consists of data reduction, data presentation, and research conclusion. The results obtained in the study explain that the steps for developing quality standards for The Private Madrasah Aliyah Manba'ul Hikam are in the form of (1) developing the governance of teaching and educational staff; (2) development of student governance; and (3) strategies for madrasa heads that are following the quality of the National Education Standards (SNP) which serve as the basis for planning, implementing and supervising education to create quality of education. Independent development of madrasa's quality standards can increase a madrasa's selling value.*

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Madrasah Aliyah Quality Standards, Quality Management, School Quality.

**ABSTRAK:**

Permasalahan mutu selalu berimplikasi pada nilai jual suatu lembaga pendidikan. Tujuan dari penelitian ini adalah untuk menganalisis strategi pengembangan mutu di lembaga pendidikan Madrasah Aliyah Swasta Manba'ul Hikam Sidoarjo. Pendekatan yang digunakan pada penelitian ini yaitu pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa hasil dari observasi, wawancara, pengisian angket, dan dokumentasi. Sumber data pada penelitian ini berasal dari warga sekolah seperti: kepala madrasah, wakil kepala madrasah, tata usaha, guru, dan siswa. Teknik validitas data menggunakan triangulasi data. Teknik analisis data yang digunakan dalam penelitian ini yaitu kualitatif interaktif oleh Miles and Huberman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan penelitian. Hasil yang diperoleh pada penelitian menjelaskan bahwa langkah-langkah pengembangan standar mutu Madrasah Aliyah Swasta Manba'ul Hikam berupa (1) pengembangan tata kelola tenaga pendidik dan kependidikan; (2) pengembangan tata kelola siswa; serta (3) strategi kepala madrasah yang sesuai dengan mutu Standar Nasional Pendidikan (SNP) yang berfungsi sebagai dasar dalam perencanaan, pelaksanaan, dan pengawasan pendidikan untuk mewujudkan pendidikan yang bermutu. Pengembangan standar mutu secara mandiri oleh madrasah dapat meningkatkan nilai jual sebuah madrasah.

**Kata Kunci:** Standar Mutu Madrasah Aliyah, Manajemen Mutu, Mutu Sekolah

**INTRODUCTION**

The existence of factors from education largely determines the quality of life of the Indonesian people. The role of education is considered very important to create an intelligent, peaceful, and open life. And it is being repaired and attempted by Indonesia. Both Islamic and general educational institutions in Indonesia will certainly compete with each other. What is meant by competing here is competition between the quality of education built from planning, processes, and evaluations that follow the National Education Standards (SNP) (Ismail, 2017).

An organization or educational institution should constantly develop strategies adapted to the environment's demands and needs to survive and compete with other educational organizations or institutions (Ihsan, 1996). To achieve global competitiveness in the world of education, every organization or educational institution should continuously improve various components of education management to meet the wishes of stakeholders, who are used as standard benchmarks to achieve global competitiveness (Kunaenih, 2020).

Islamic boarding schools are Indonesia's oldest Islamic educational institutions, which still highly uphold the nation's traditions and culture. Islamic boarding schools are also one of the centers for the development of Islam, where



existence is one of the places for the spread of Islam in Indonesia (Anwar, 2016). The pesantren movement is in line with the times; its presence in solving problems in society, where this educational institution that dominates religious education can make a crucial contribution to the transmission of Islamic knowledge, the production of scholars, the maintenance of knowledge, Islamic values, and traditions.

Initially, the pesantren was the center of a guidance institution for the community, which provided learning, understanding, appreciation, and practice of religion and emphasized morals as a guideline for social life. But in its development, especially after the publication of Law (Undang-Undang) No. 20 of 2003, dated 8 July 2003, concerning the National Education System (SISDIKNAS) (Djafar, 2018). In this law, Islamic boarding schools as religious, educational institutions are given the authority to organize formal or non-formal education in the form of schools or madrasas. Until now, almost no Islamic boarding school has maintained its identity as a traditional educational institution (Ishom El-Saha, M HS, Mastuki Mujib, A Ishom El-Saha, 2006).

One crucial issue that is currently developing in education is improving the quality of education, especially the quality of education based on Islamic boarding schools. Pesantren-based teaching highly upholds Islamic values in every process. So that improving the quality of education is a constitutional mandate, as stated in the National Education Mission in SISDIKNAS Law No. 20 of 2003 Article 5 Paragraph 1 clearly states that every citizen has the same right to obtain quality education.

To realize quality education, the government, through the National Education Standards Agency (BSNP), has issued Law no. 19 of 2005 concerning 8 National Education Standards (SNP), which include: 1) graduate competency standards; 2) content standards; 3) process standards; 4) educators and education personnel standards; 5) infrastructure standards; 6) management standards; 7) education financing standards, and 8) education assessment standards. The functions and objectives of the SNP are: a) as a basis for planning, implementing, and supervising education in the framework of realizing quality national education; b) Ensuring the quality of national education in the context of educating the nation's life and forming dignified national character and civilization; c) SNP is perfected in a planned, directed and sustainable manner following the demands of local, national and global civilization.

The Directorate General of Islamic Education (DIRJEN PENDIS) determines a quality school if it meets the following criteria: 1) can professionally manage Islamic education institutions based on accountability, transparency, and efficiency; 2) has a visionary development plan; 3) has adequate learning facilities and infrastructures, such as libraries, laboratories and so on; 4) having educators and educational staff who meet qualification and competency requirements; 5) using curriculum and learning methods that reflect learning that meets practical, active, innovative, creative, fun and Islamic standards; 6) having excellence in the field of religion and knowledge; 7) develop foreign language skills; and 8) provide technology skills (Dirjen Pendis, 2010).

The Private Madrasah Aliyah Manba'ul Hikam is one of the private Islamic Boarding Schools, located in Jl. Raya Putat Rt 09, Rw 02, Putat Tanggulangin Sidoarjo, East Java. So many achievements have been achieved by the students from this school, resulting in very high competitiveness to enter the madrasah. The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo made various efforts to maintain school quality. However, almost the same as schools in general, several obstacles related to quality assurance are often faced.

Quality is conformance to market needs. Quality is also interpreted as the suitability of product use (fitness for use) and conformance to requirements (conformance to requirements) (Hadi, 2020). Quality can also be interpreted as the extent to which goods or services can satisfy customers according to or exceeding customer expectations. Quality is a condition that matches and exceeds customer expectations until the customer gets satisfaction (Andries, J., & Riadi, 2020).

If it is associated with education, it can be said that the quality of education is the degree of excellence of an educational institution, where the educational institution it self is following or exceeding the standards following the expectations of customers, related parties, and as promised (Rachmat Satria., Achmad Supriyanto., & Agus Timan, 2019). Improving the quality of education is not only in one aspect but includes all aspects related to the educational process starting from input, process, and output (Mubarok, 2020). One of the benchmarks for this improvement is improving aspects of good management. If management has been appropriately implemented, any institution, including educational institutions, will be able to produce quality work and performance.



Concerning the development of educational quality standards, the researchers found several preliminary studies. *First*, the development of academic quality standards through management facilities and infrastructure. They fulfill infrastructure needs by planning, organizing, acting, and supervising (Khikmah, 2020). *Second*, the development of education quality standards through facilities and infrastructure. The results of the study stated that educational infrastructure is an important priority that must be appropriately prepared and continue to realize an effective and smooth learning process. If the facilities and infrastructure in schools are inadequate, this can affect and hinder the learning process, especially for students and the quality of their education (Prihatini et al., 2022).

*Third*, the development of education quality standards through the competence of school principals and teachers. The results of the study state a good portrait of the competency of school principals and teachers as the basis for implementing education quality policies (Setyawan & Santosa, 2021). *Fourth*, the development of education quality standards through the actualization of interpersonal intelligence of school principals. The results of the study indicate that there is an actualization or absolute embodiment of the dimensions of social sensitivity, dimensions of social insight, and social communication. These forms of completion make a way to develop a quality education (Wiyani et al., 2020).

Based on the explanation of the paragraph above, the purpose of this study, in general, is to analyze the quality development strategy at The Private Madrasah Aliyah Manba'ul Hikam. Meanwhile, this research specifically aims to (1) determine the management of teaching and academic staff in developing the quality of education at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo. (2) Knowing students' learning activities in developing the quality of education at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, then knowing the principal's strategy in developing the quality of education at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo.

## **METHODS**

This research method is carried out with a qualitative descriptive approach by describing actual events encountered in the field. The data collection techniques used in this study were: interviews, observation, and documentation. Interviews were conducted in-depth, and participating

observations and questionnaires were given to school officials for approximately three months, from March 2022 to May 2022. This research begins by collecting data in the field (Rahman, 2022). This method follows the formulation of this study's problem, which intends to describe the development of quality management standards at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo. Structured interviews were carried out as the data collection technique in this study. The researchers compiled a list of questions related to the development of quality management and presented them in written form (Esterberg, 2002).

There are two kinds of data sources in this research. *First*, primary data sources were obtained from the head of the madrasa, educators and education staff, madrasa staff, and students from The Private Madrasah Aliyah Manba'ul Hikam. *Second*, secondary data sources are obtained from documentation (Sugiyono, 2016), namely the development of quality standards. For the validity of the data, the researchers conducted triangulation, namely by testing the data obtained from the interviews with the principals of the school and distributed questionnaires as well as from the quality standard development documents (Sugiyono, 2016). After the data was collected, the researcher conducted an analysis using the analytical technique according to Miles and Huberman through three stages, namely: 1) data reduction by sorting the data from the interview with the head of the school along with educators and education staff, students and documentation, then coding and discarding unnecessary data, 2) presenting the data by making data patterns, 3) draw conclusions and then analyze the data (Sugiyono, 2016).

## FINDINGS

The governance of educators and education personnel at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo includes: 1) analyzing and evaluating all students registered at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, 2) Recruiting both from education and teaching staff. The Private Madrasah Aliyah Manba'ul Hikam does this by choosing those who are appropriate in their fields and who can do it professionally, and have a high level of communication power.



In improving the quality of education at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, student governance is based on the professionalism of teachers as curriculum implementers. Professional teachers can develop syllabi, methods, and learning materials, even if only with a simple curriculum, especially with a good one. In addition, active and creative learning delivery methods are carried out by teaching staff or educators at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo.

## DISCUSSION

### **Governance for Educators and Education in improving quality at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo**

From the results obtained, professional teachers or educators are obtained by analyzing students and doing things carefully at the time of recruitment of educators and educational staff. Teachers must enhance their professional attitude to improve and develop the madrasahs' professional and service quality. The development of the teacher's professional attitude is carried out both for prospective teachers and for teachers in positions. With the careful selection of prospective teachers who will teach at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, the future impact on madrasahs will also be more rapid.

As stated by the Principal and Teacher of The Private Madrasah Aliyah Manba'ul Hikam Sidorajo,

*"There are several separate qualifications in recruiting teachers and employees at The Private Madrasah Aliyah Manba'ul Hikam. Among the qualification factors that must be met is 1) the age factor, because it will affect the physical condition, workability, and mental, etc. 2) Ability, which will show whether or not someone can do the tasks given. 3) Gender needs to be considered because of the nature of the work. It is inseparable from the appearance factor because the appearance and neatness seen outside show a person's personality. 4) Honesty because it is the key to deciding assignments for someone. An agency will not assign assignments or hire dishonest employees, 5) Discipline towards oneself or the rules set in recruitment. 6) Ahlussunnah Wal Jamaah because, in The Private Madrasah Aliyah Manba'ul Hikam, which is under the foundation of the Manba'ul Hikam Islamic Boarding School, it applies and educates its students with the flow of Ahlussunnah wal Jama'ah" (The Headmaster and teachers of The Private Madrasah Aliyah Manba'ul Hikam, 2022)*

Recruitment of educators aims to get high-quality and dedicated teachers (Utomo, S. P., & Marmoah, Sri, 2020). Before the recruitment process is carried out, schools must analyze human resource needs for the present and the future. In recruiting teaching staff and education staff, schools also carry out a selection process, which will later decide on the graduation of prospective teachers and school staff.

It is in line with what was conveyed by the head of The Private Madrasah Aliyah Manba'ul Hikam school:

*"in the recruitment of educators and education, usually before carrying out the recruitment, an analysis of the educators needed and in any subject area will be carried out. So that when receiving a new teacher candidate, the existing teacher adjusts the subject to be taught. So it fits between the teacher and the expertise in the field of study he masters"* (The Headmaster of The Private Madrasah Aliyah Manba'ul Hikam, 2022)

Based on the results of interviews with the deputy principal of The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo curriculum section that quality assurance standards in the field of staffing (educating and educational staff) are: *First*, establishing a teacher admissions system with minimum standards, namely passing academic tests, psychology, Arabic and English interviews, and misteaching. *Second*, professional and career development to improve teacher professionalism through advanced study programs (S2), spiritual improvement, and learning workshops. Learning workshops are teacher activities every two months with the theme of making question papers, applying freedom curriculum in learning, developing learning media, and learning ice-breaking. The teacher also participates in the Sidoarjo District Teacher Association.

*Third*, set performance standards, including learning standards for discipline, responsibility, commitment to achievement, and democracy. *Fourth*, Set behavioral standards that reflect Islamic exemplary. *Fifth*, set high standards of well-being ( The vice principal for the curriculum of The Private Madrasah Aliyah Manba'ul Hikam, 2022).

Teachers who teach at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo already have minimum academic qualifications following the Teacher and Lecturer Law. They already have an academic qualifications at the bachelor





(S1), Master (S2), and Doctor (S3) levels. There is 31 teaching staff at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, with 17 males and 14 females (Bachelor level (S1) totaled 25 people, Master of Education qualifications (S2) counted five people, Doctoral qualifications one person) (The head of administration of The Private Madrasah Aliyah Manba'ul Hikam, 2022). So, applying pedagogical competence follows learning principle, personal, and professional competences.

### **Student Governance in improving the Quality of The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo**

Active and creative learning methods are carried out by teaching staff or educators at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo. In the end, students can improve their performance (quality) in learning activities. One method often used in improving the quality of education through student management is fostering moral character and deepening religion. In learning moral development and deepening religion, the teacher always tries to supervise the behavior of students from The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo, as well as holding congregational absences at *dhuhur* and *ashar* prayers. All activities support lessons such as congregational prayers, cults, and extracurriculars. Then for the midday and *ashar* prayers, the priest is scheduled for class XII, iqamah for class X students and Kultum for class XI students" (Class XII MIPA Students of The Private Madrasah Aliyah Manba'ul Hikam, 2022).

Educators also provide broad opportunities for their students to develop skills in summarizing the content of the news or information they get in authentic contexts and complex situations. As conveyed by the Akidah Akhlaq's teacher The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo,

*"students in grades X, XI, and XII periodically and continuously get the opportunity to write, retell, and provide feedback or suggestions on what they read, see, hear, or experience about events that violate religious and social norms. It aims to create students who have sensitivity to the surrounding environment and have solutions or steps that must be faced if one day they are faced with similar things at school—community environment"* (The Akidah Akhlak's teacher of The Private Madrasah Aliyah Manba'ul Hikam, 2022).

Teachers also provide experiences to students through integrated learning using interrelated processes in situations and contexts of natural

communication, both social, scientific, computational, and social. In line with what was conveyed by the vice principal for student affairs,

*"students of Madrasa Aliyah Mamba'ul Hikam prefer practice-based teaching and learning activities, so educators tend to apply to learn using the Snowball Throwing model, especially in science learning. The use of the snowball-throwing learning approach aims to increase the activeness of student learning so that students can develop their intellectual, social, and emotional potential within students. Students will be trained to express ideas and feelings intelligently and creatively. So, They will be able to discover and use their analytical and imaginative abilities to deal with various problems that arise in everyday life"* ( The vice principal for student affairs of The Private Madrasah Aliyah Manba'ul Hikam, 2022).

Various other methods that stimulate creativity continue to be carried out to produce students who excel in the fields of science and technology as well as religion so that participants get a balance between the two sciences. Teachers are not only teaching staff who give instructions to students but must also present themselves as inheritors of cultural values. In this context, education cannot be limited to its function only as a school learning area.

School quality development standards are essential to be understood and implemented by school managers because with good management, schools will still be in demand by the community as educational institutions that are constantly evolving and not out of date (Maranting, H. S., Mala, A. R., & Saing, 2020). In developing the quality of madrasas, schools should not be below the standards set. What needs to be considered in developing the quality of madrasas is the management of school administration, curriculum and learning management, student management, educators and education staff, facilities and infrastructure management, and school relations with madrasas.

### **The Strategy of the Head of School in Developing the Quality of Education at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo**

Quality is fulfilling various educational standards produced through the educational process to meet predetermined academic quality targets. The education standard in question is the National Education Standard (SNP). The SNP aims to encourage managers, administrators, and educational units to improve their performance in providing quality educational services. In addition,



the SNP is also intended to boost transparency and public accountability in implementing national education (Sonia, 2022). National education standards contain minimum criteria for educational components that allow every level and path of education to optimally develop education by the characteristics and peculiarities of the program. The SNP is the basis for planning, implementing, and supervising education to realize quality education (Saputro, 2022).

In achieving the quality of education in Regulation No. 19 of 2005, the SNP contains minimum criteria regarding the education component. These criteria allow each level and path of education to develop education optimally by the characteristics and peculiarities of the program (Raharjo, Budi Sabar & Lia Yuliana, 2018). Likewise, the SNP for the non-formal education pathway only regulates basic things to provide flexibility to each educational unit in the non-formal education path, which has unstructured characteristics in developing its program according to the needs of the community.

The results of interviews with school principals concluded that principals had used strategies to improve quality, primarily referring to the eight standards. Improvement and development efforts in educational institutions are no exception for Islamic educational institutions. For example, The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo is not as simple as imagined because it will need continuous improvement in the future. Still, It will continue to improve and develop the quality of schools to achieve their goals desired educational institution.

The primary step that must be negotiated by the madrasa head, teachers, students and, student guardians, admins is to carry out the madrasa quality assurance commitment. The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo utilizes the academic and non-academic potential from and outside of school to support improving the quality of madrasas. The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo will continue striving to improve the quality of madrasas in all aspects. Schools prepare plans and madrasa work programs according to their needs and are realized correctly. School work plans and budgets are drawn up for one year, medium term, or four years. In planning, it is necessary to pay attention to measurable work targets according to the school's ability. The work program that has been established needs to be reviewed every year.

The school's principal forms a quality assurance team that involves all elements of the school, which encourages and oversees the development of school quality. The principal creates solid teamwork in school management. The principal also forms an implementing team for each activity that can work together and be reliable in improving the quality of the school. In addition, the head of the school needs to form a school socialization and marketing team. The principal of the madrasa supervises all elements of the school so that they carry out their duties and responsibilities seriously and on time. Furthermore, the head of the school implements a reward and punishment system for all school residents to improve their performance.

As stated by the principal of The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo school,

*"We implement a point-plus system for teachers or employees who are performing well and a point-min for teachers or employees who are not performing well. Those will be considered for promotion, determination of permanent teachers and employees, and deactivation of teachers and employees of The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo. Besides that, awards are also held every year for the three best teacher categories, which are carried out on Teacher's Day, namely innovative teachers in providing input on school progress, active teachers in teaching and learning activities and school activities, as well as favorite teachers were taken from the voting of all students of The Private Madrasah Aliyah Manba'ul Hikam Siadoarjo" (The Headmaster of The Private Madrasah Aliyah Manba'ul Hikam, 2022).*

It is necessary to increase the facilities and infrastructure to produce good student competencies and skills for learning theory and practice. Principals use operational funding assistance (BOS) to help complete school facilities and infrastructure, so that standards can be met. Besides that, the school also manages the utilization and maintenance of existing facilities and infrastructure in supporting learning. Then schools must try to increase their budget costs, which are sourced from various parties, both government and private, including efforts to apply for scholarships from multiple sources to help underprivileged students. The school principal needs to hold regular meetings (every month) with the school committee and socialize every activity with all parties involved (The vice principal of school for facilities and infrastructure of The Private Madrasah Aliyah Manba'ul Hikam, 2022).



## CONCLUSION

The steps for developing quality standards for The Private Madrasah Aliyah Manba'ul Hikam are setting the management of teaching and educational staff. It conducts detailed education and academic staff recruitment according to the applicable criteria and qualifications. Among the qualification factors that must be met is 1) age factor, 2) ability, 3) gender, 4) honesty, 5) self-discipline or the rules that have been set in recruitment, and 6) ahlussunnah wal jamaah understanding. It aims to get educators or professional employees.

*Second*, the development of student governance. Teaching and learning activities at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo use active and creative learning methods. So that students can improve their achievement (quality) in learning activities in The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo. One method often used in improving the quality of education through student governance at The Private Madrasah Aliyah Manba'ul Hikam Sidoarjo is fostering good morals and deepening religion.

*Third*, the strategy for school principals following the quality of the National Education Standards (SNP) serves as the basis for planning, implementing, and supervising education to realize quality education. The principal school forms a quality assurance team that involves all elements of the school, which encourages and oversees the development of school quality. The principal creates solid teamwork in school management. The school principal also forms an implementing team for each activity that can work together and be reliable in improving the quality of the school. In addition, the school principal needs to form a school socialization and marketing team. The head of the madrasa oversees all school elements so that they carry out their duties and responsibilities seriously and on time. Furthermore, the madrasa head implements a reward and punishment system for all school members to improve their performance.

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