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EVALUATION OF MANAGEMENT IN IMPROVING THE QUALITY OF AQIDAH AKHLAK LEARNING

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Abstract : *The Sekolah development plan generally includes the formulation of the madrasa's vision, mission, objectives and implementation strategies. While the Sekolah annual work plan generally includes the identification of Sekolah targets (madrasaal situational objectives), selection of madrasa functions needed to achieve the identified targets, SWOT analysis, problem-solving steps, and preparation of plans and annual work programs for madrasas. This type of research is an evaluation research using qualitative research methods. According to Sugiyono, evaluation research is research that aims to compare an event, activity and product with predetermined standards and programs, so that evaluation research serves to explain the phenomenon. Aqidah Akhlak at SMA N 4 Bandar Lampung. The results of the study stated that at the planning stage it was quite good. In general, the implementation of madrasa-based management in improving the quality of Aqidah Akhlak learning at SMA N 4 Bandar Lampung includes: Management of curriculum and teaching programs, management of education personnel, student management, financial management, management of facilities and infrastructure and management of madrasa relations with the community. Basically, the implementation of madrasa-based management in various fields has been going well. The supporting factors for the implementation of madrasa-based management in improving the quality of learning aqidah morality at Mts Al-Hikmah Merau include: experienced madrasa principals, teacher academic qualifications in accordance with the subjects being taught, and teachers already have professional abilities.*

Keywords: *Implementation of Management, Improving Quality*

Abstract: School development plans generally include the formulation of the school's vision, mission, goals and implementation strategies. Meanwhile, the school's annual work plan generally includes identifying school targets (school situational goals), selecting the school functions needed to achieve the identified targets, SWOT analysis, problem solving steps, and preparing annual school work plans and programs. This type of research is evaluation research using qualitative research methods. According to Sugiyono, evaluation research is research that aims to compare an event, activity and product with established standards and programs, so that evaluation research functions to explain phenomena. Based on the results of observation interviews and documentation regarding the implementation of school-based management in an effort to improve the quality of Aqidah Akhlak learning at SMA N 4 Bandar Lampung. The results of the research stated that the planning stage was quite good. In general, the implementation of school-based management in improving the quality of Aqidah Akhlak learning at SMA N 4 Bandar

Lampung includes: Management of curriculum and teaching programs, management of educational personnel, student management, financial management, management of facilities and infrastructure and management of school relations with the community. Basically, the implementation of school-based management in various fields has been running well. Factors implementation support based management Schools in improving the quality of moral aqidah learning at SMA N 4 Bandar Lampung include: The principal is experienced, the teacher's academic qualifications are appropriate to the subjects taught, and the teacher has professional abilities.

Keywords: Implementation of Management, Improving Quality

INTRODUCTION

Many of the changes that need to be made are specifically related to patterns in School during this time . Owing to this , schools are required to always maintain the vitality of their strategic system , in order to ensure appropriateness your environment and compete with the internal power that you have (SA'IDU 2021) . When a school is unable to respond to opportunities and external threats , aka nmThere are a number of principles related to school performance and achievement .If this is the case , then there will be no need to consider the involvement of other educational parents . e r s a n g k ut a n. In general , schools have goals , and to achieve them requires strategies (Rahwati 2019) .

The formulation and direction of the application form a major part of how to understand yes a aim a n. Strict applications require strategic planning in educational settings that are necessary (Karnati 2017) .Education is a conscious and planned effort to achieve predetermined goals. Education has a very important role in developing a complete human being (Octavia 2020) . The principal's leadership in leading and managing the school is one of the keys to success in achieving school goals. The success or failure of education and learning in a madrasah is greatly influenced by the ability of the principal to manage each component of the school (Latifah, Warisno, and Hidayah 2021) . The success or failure of a school in achieving its goals and realizing its vision and mission lies in the management and leadership of the school principal, especially in moving and empowering each component of the school, one of which is the teacher. Apart from that, the principal's behavior must also be able to encourage the performance of teachers by showing a feeling of friendship, closeness and consideration towards teachers, both as individuals and as a group (Warisno and Hidayah 2021) .

School as an educational institution is a system consisting of interconnected devices and elements. The principal, teachers, students, curriculum, facilities and infrastructure are part of the school's internal structure. All of these tools really require the leadership of a school principal (Masruroh, Mansur, and Wiyono 2022) . A school principal is the highest leader in an educational institution with stated goals, one of which is the formation of

students who are knowledgeable and have moral character (Nurafni et al., 2022)

To realize one of these goals, the role of a teacher is very significant, therefore teachers are needed who have superior competence both scientifically (professional competence) and competence in the learning process (pedagogical competence), and the leadership carried out by the school principal has a big role in an effort to improve these competencies. Like it or not, teachers will always play a key role in determining whether or not a student receives an education. In the realm of nation and state development, teachers must always play a role in forming prospective human resources. Teachers are the second most important person in a child's life after parents in educating and supervising them towards their educational and life goals. Because teachers are the ones who influence student performance, a teacher must always have high dedication and the profession he chooses is not a side job. Based on this, the leadership of the school principal plays an important role in the educational process (Harapan, Ahmad, and MM 2022) . The principal must be able to lead effectively as a leader. A good manifestation of a school principal's leadership is a combination of talent and leadership experience to be ready to face changing situations because human relationships occur which cannot be avoided (Warisno 2017) . The principal as a leader of learning and human resources must have the ability to foster a positive organizational atmosphere where all components within the school can work together to achieve goals and objectives.

RESEARCH METHODOLOGY

This research uses a qualitative approach using a phenomenological perspective. This is in accordance with the opinion of Denzin and Lincoln who say that qualitative research is research that uses natural settings, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods. (Moleong 2002) . The research subject in this research is an object, thing or person to which the research variable data is attached and which is at issue (Anggito and Setiawan 2018) . Sampling technique is a way of taking samples from a population. In this research the author used a *purposive sampling technique* (Nurdin and Hartati 2019) . The research was carried out at Muhammadiyah 2 Middle School, Ulak Paceh

There are three data collection techniques used in this research, namely: (1) interviews; (2) observation; and (3) documentation. The data analysis technique is to carry out a credibility test (internal validity) on research data in accordance with data credibility test procedures in qualitative research. According to Sugiyono, various types of credibility testing include extended observations, increased persistence in research, triangulation, discussions with

colleagues, negative case analysis, and member *checks* (Sugiyono 2013) . In this research, the author tested the validity of the data through triangulation. This triangulation is a technique that seeks to find a meeting at a central point of information from the collected data in order to check and compare existing data. There are 3 types of Triangulation including Source Triangulation, Technical Triangulation, and Time Triangulation, found more credible data certainty. In general, the steps in analyzing data are as follows: Data presentation, data reduction, drawing conclusions (verification) (Miles and Huberman 2007) .

DISCUSSION

A. Implementation of School-Based Management at SMA N 4 Bandar Lampung

1. Curriculum Management and Teaching Programs

The curriculum used at SMA N 4 Bandar Lampung is a curriculum created by the central government, namely the Standard curriculum which applies nationally, while the local content curriculum used for school conditions in general is very diverse. Therefore, in its implementation, schools can develop (deepen, enrich and modify, but not reduce the content of the curriculum that applies nationally). Schools can deepen the curriculum, meaning that what they do can be sharpened with varied applications. Schools are also allowed to enrich what they do, meaning that what is taught can be expanded from what must and should be and what can be taught. Likewise, schools may modify the curriculum, meaning that what is taught may be developed to be more contextual and in line with the characteristics of students. Apart from that, schools are also given the freedom to develop local content curricula. The learning process is the main activity of SMA N 4 Bandar Lampung. Schools are given the freedom to choose the most effective learning approaches, models, strategies, methods, techniques and tactics, in accordance with student characteristics, teacher characteristics, and the real conditions of resources available at the school. In general, approaches, model methods and learning strategies that are student-centered *are* better able to empower learning that emphasizes students' active learning, not teachers' active teaching. Therefore, active student learning methods, for example active learning, cooperative learning and *quantum learning* (according to the child's abilities) need to be implemented.

Schools are given the authority to carry out evaluations, especially evaluations carried out internally. This internal evaluation is carried out by the School to monitor the implementation process and to evaluate the results of the programs that have been implemented. This kind of evaluation is often called self-evaluation. Self-evaluation must be honest and transparent so that it can truly reveal true information. Evaluations at Muhammadiyah 2 Middle School

Ulak Paceh are carried out twice in each semester. This evaluation is carried out to see the expected targets. The education unit level curriculum at SMA N 4 Bandar Lampung is adapted to the education unit, regional potential/regional characteristics, socio-culture of the local community, and students. At SMA N 4 Bandar Lampung, the learning process is carried out interactively, but some teachers still use the lecture method in the learning process, especially in Islamic Religious Education subjects which include Fiqh, AL-Qu'ran Hadith, Aqidah-Akhlaq and History. Islamic Culture. The learning process in this subject still does not stimulate student creativity and activity, so that children often feel bored and fed up.

2. Education Personnel Management

Educational personnel are tasked with carrying out teaching, training, research, development, management and/or providing technical services in the field of education. Educational staff at SMA N 4 Bandar Lampung include teaching staff (teachers), education unit managers, librarians, reports and learning resource technicians. Educational staff management includes: (1) employee inventory, (2) proposing employee formation, (3) proposing appointments, level promotions, periodic increases and transfers; (4) organize welfare efforts and (5) regulate the distribution of tasks. Creating effective educational personnel management is the responsibility of all elements of the school, including educational staff (teachers), administrative staff and especially the principal. To be able to create reliable and effective educational staff in an educational institution so that they are seen as professional educational staff, a leader is needed who is also reliable and effective.

Manpower management at SMA N 4 Bandar Lampung Middle School, starting from needs analysis, planning, recruitment, development, rewards and punishments, work relations, to evaluating the performance of the school workforce (teachers, administrative staff, reports and so on) can be carried out by Schools except those involving wages/remuneration and recruitment of civil servant teachers, which are currently still handled by the bureaucracy above.

a. Headmaster

The principal of Muhammadiyah 2 Middle School Ulak Paceh is currently held by Mr. Rasto, S.Pd with a bachelor's degree, has a strong principal character, is able to coordinate management and some of the principal's effective qualities are already possessed by the principal.. This is The characteristics of visionary and transformational leadership are having, understanding the vision and i, goals and objectives and implementing the vision (planning and implementation).

b. Teacher

In 2022, SMA N 4 Bandar Lampung will have 16 teachers including

permanent teachers at SMA N 4 Bandar Lampung. The process of school-based management is essentially the ongoing learning, namely the interaction between students and teachers supported by other tools as part of the success of the process. Learning, so teachers are important in the learning process. Therefore, you are required to be professional. Before teaching, teachers at Muhammadiyah 2 Middle School Ulak Paceh prepare teaching administration such as annual/semester programs, student units, lesson plans, questions and exercises. Learning media uses: Student Worksheets (LKS), pictures, cassettes or using laboratory aids. The teaching methods used vary, such as lectures, discussions, role playing, demonstrations, assignments/training and experiments, adapted to the available learning materials and media so that the learning process is not boring.

Apart from that, in the learning process, educators at SMA N 4 Bandar Lampung have also set an example. The ideal size of a teacher really depends on his intellectual abilities and experience. Teachers must have "*labor skills*", namely educated or trained personnel with good habits, so that they are able to adapt to the subject of learning. Teachers are figures in the success of education for students, teachers are even required to have good morals as taught by the Prophet Muhammad. Rasto, S.Pd said that the apostle was an educator, his friends as students at that time captured a noble example in him, had good morals, had knowledge and had virtue in all his actions. If an educator has a character like the one above, students will like him and will naturally like the knowledge he teaches.

c. Staff

Manpower management in administrative staff (administrative staff/TU), library, laboratory staff, guards or security units and messengers experienced an increase in the number of employees by 4 people, namely 1 TU head, 1 TU staff, and 2 security guards, each with a Bachelor's level education level. Recruitment power education in accordance with targeted needs. In the professional development of educational personnel, attention is also paid, it can be seen that there are opportunities for guidance for further professional training studies. The calmness of the teacher especially supports the success of the learning process, so in this case it should be the main concern in improving the quality of the school.

2. Student Management

Student affairs management aims to organize various student activities so that teaching and learning activities in schools can run smoothly, orderly and regularly, and achieve the desired goals.

Student affairs management at SMA N 4 Bandar Lampung includes: (1) new student admissions, (2) guidance and counseling programs, (3) student study groups, (4) student attendance, (5) managing the selection of model students, (6) selecting students proposed for scholarships and (7) developing the student council program. SMA N 4 Bandar Lampung Middle School student services start from accepting new students, developing coaching/mentoring, and placing them to continue their studies or to enter the world of work, to managing alumni. In fact, it has been decentralized from the past. Therefore What is needed is an increase in intensity and extensity.

a. Student Admissions

Students are accepted based on the entrance test scores for new students. Acceptance of new students is coordinated by the school organizing committee. This year, 38 students were accepted. Development, guidance and guidance In the context of guidance and guidance of students, this is carried out by developing the parties involved in this task, the class teacher or if necessary the principal provides services to students. The results of the teacher's observations show that the level of student discipline is still lacking.

3. Financing/financial management

Financial management, especially the allocation or use of money, should be carried out by the school. This is also based on the fact that schools best understand the needs so that decentralization of fund allocation should be delegated to schools. Schools must also be given the freedom to carry out income *-generating* activities , so that financial resources do not depend solely on the government. In general, the school's funding sources are divided into three, namely: government assistance, parents/BP3, and the community. In preparing the budget plan for SMA N 4 Bandar Lampung Middle School, it is carried out using a real budget.

Physical and non-physical development program budget:

- a. Rehabilitation of study rooms/facilities and infrastructure management
- b. Development around PSBB/curriculum management
- c. Procurement for student management
- d. Purchasing laboratory equipment/educational personnel management
- e. Improved administration/management of institutional special services
- f. School housekeeping/management of school relations with the community.

financial component is a production component that determines the implementation of teaching and learning activities along with other components. In other words, every activity carried out by the school requires

costs. In the context of providing education, special funds need to be allocated, which include, among other things, the following purposes: (1) activities to identify student input, (2) modifying the curriculum, (3) incentives for the education staff involved, (4) adding facilities and infrastructure, (5) empowering community participation, and (6) implementing learning activities. In its implementation, the financial management of SMA N 4 Bandar Lampung adheres to the principle of separation of duties between functions: (1) Authorizer, (2) Ordonator, (3) Treasurer. *Authorizers* are officials who are given the authority to take actions that result in budget receipts and expenditures. *Ordonator* is an official who has the authority to carry out tests and order payment for all actions taken based on the authorization that has been determined. The treasurer is an official who has the authority to make calculations and take responsibility.

The personal fees for SMA N 4 Bandar Lampung include educational costs that must be paid by students to be able to participate in the learning process regularly and continuously. Operation costs for Muhammadiyah Middle School 2 Ulak Paceh include :

- a. Salaries of educators and education staff as well as all allowances attached to the salary.
- b. Consumable educational materials or equipment
- c. Indirect education costs include power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance and so on.

5. Facilities and Infrastructure Management

Educational facilities and infrastructure are able to encourage a comfortable educational atmosphere and a conducive environment, SMA N 4 Bandar Lampung has 1 principal's room, 1 TU room, 1 teacher's room, 14 classrooms, 1 computer room and library, 1 guidance and counseling room, 1 scouts, 1 UKS room, 1 bathroom, 1 sports room and warehouse 1. Management of facilities or facilities and infrastructure has been carried out by the school, starting from procurement, maintenance and repair to development. This is based on the fact that schools are most aware of facility needs, both adequacy, suitability and up-to-dateness, especially facilities that are closely related directly to the learning process. Library book standards are expressed in the number of titles and types of books in an educational library. Standards for the number of textbooks in a library are expressed in the ratio of the minimum number of textbooks for each subject in an educational unit's library for each student. The appropriateness of the content, language, presentation and graphics of textbooks is assessed by the BSNP and determined by ministerial regulations. Other learning resource standards for each educational unit are

expressed in the ratio of other learning resources for each educational unit expressed in the ratio of the number of learning resources to students according to the type of resource, learning and characteristics of educational units.

SMA N 4 Bandar Lampung as an educational unit that has students, educators and/or educational staff who require special services is obliged to provide access to facilities and infrastructure that suit their needs. Maintenance of educational facilities and infrastructure at SMA N 4 Bandar Lampung is the responsibility. Maintenance is carried out periodically and continuously taking into account the period of use. Regulations regarding the period of use as intended are determined by ministerial regulations.

4. Special Services Management

Special service management at SMA N 4 Bandar Lampung includes library services, health services and school security services.

a. Library services.

The library has a book collection of 458 titles. In order to serve students' needs for independent learning. Open every day from 07.15 to 14.00 WIB except Fridays until 11.00 WIB with 1 library manager who has a Bachelor's degree.

b. Health services

Educational programs are related to the curriculum such as soccer, volleyball, badminton and table tennis. Extra-curricular programs are provided such as self-defense (karate and silat), and health services are also provided through the Youth Red Cross (PMR) and UKS.

c. School Security Services

Security services are provided through school security patrols (PKM), as well as 1 security guard who is tasked with maintaining the security of the school environment.

5. School and Community Relations Management.

The essence of the school's relationship with the community is to increase involvement, care, ownership and support from the community, especially moral and financial support. In a real sense, the relationship between the community and the school has long been decentralized. Therefore, once again what is needed is an increase in intensity and extensity. School and community relations. The relationship between the school and the community is through the Bp3 organization/school committee, through joint meetings and consultations. The relationship that occurs between the community and the community runs with good participation and cooperation and is marked by the good hopes of the community with the existence of SMA N 4 Bandar Lampung. The school as a social system is an integral part of a larger social system ,

namely society. The progress of human resources (HR) in an area does not only depend on the efforts made by the school, but also very much depends on the level of community participation in education. The higher the level of community participation in education in an area, the more advanced the human resources in that area will be. On the other hand, the lower the level of community participation in education in an area, the more the human resources in that area will decline.

Therefore, the community should always be involved in the development of education in the region. Within the community a "sense of belonging" to the school in the surrounding area should be fostered. thinking about the progress of the school, but the local community is also involved in thinking about it.

B. Supporting and Inhibiting Factors for the Implementation of School-Based Management in Efforts to Improve the Quality of Aqidah Akhlak Learning at Muhammadiyah 2 Middle School Ulak Paceh

1. Supporting factors

Implementation of School-based management in an effort to improve the quality of Islamic religious education learning at Muhammadiyah 2 Middle School Ulak Paceh : Looking at the condition of the objects in the field, the author found several factors supporting the implementation of School-based management in an effort to improve the quality of Aqidah Akhlak learning, including:

a. Experienced school principal leadership.

The leadership of the school principal is a central factor in achieving the goals of educational institutions. Therefore, it is also said that the success of a school is a school that has effective leaders (*effective leaders*) and madrasah leaders are those who are described as people who have high hopes for staff and students, school leaders are those who know a lot about their duties. , and that sets the tone for their School. Based on the results of the study above, it confirms how important the quality of leadership of a school principal is in efforts to improve the quality of educational learning, especially in the subject of Aqidah Akhlak in order to achieve the success of a school. In all successful schools, people will always point out that the principal's leadership is the key to success. Mastery of theoretical knowledge about leadership is of course a major contribution for school principals . Historical studies to analyze leadership such as the psychological approach, situational approach, behavioral approach and contingency approach need to be instilled in school principals, so that they can improve the quality of principals' leadership which is felt to be crucial *for* the success of the school they lead.

- b. The teacher's academic qualifications are appropriate to the subjects taught.

Teachers at SMA N 4 Bandar Lampung have a minimum educational qualification of D-IV or Bachelor Degree (S1) and have a teaching certificate in accordance with their field. In fact, some subjects already have a Master's degree which is also relevant to the field being taught. This is of course in line with Wina Sanjaya's opinion, that in order to be able to carry out their duties well in accordance with their field of expertise, an adequate level of education is required.

- c. Teachers already have professional competence

With adequate teacher education, teachers are expected to have high competence. According to Wina, competence is rational behavior to achieve the required goals in accordance with the expected conditions. Thus, a competency is demonstrated by an appearance or performance that can be accounted for (rationally) in an effort to improve the quality of learning.

- d. Adequate learning facilities

Management (management) of equipment/facilities and infrastructure is the process of planning, organizing, procuring, maintaining, eliminating and controlling logistics or completion. From this definition, we understand that management of equipment and infrastructure basically leads to the equipment activity cycle: planning and determining needs, determining budgets, procurement, storage, expenditure, maintenance and disposal. The term completion (logistics) itself contains the connotation of knowledge, as can be seen from the following definition: logistics is the art of arithmetic, the art of calculating. Logistics is the science, art, technique of planning and implementing production, warehousing, transportation, distribution, outlook, transfer of inventory from equipment such as buildings, and logistics support facilities to ensure efficient operations. From the description above, the function of facilities and infrastructure/logistics management generally includes:

- 1) Planning function and determining needs
- 2) Fencing function
- 3) Procurement function
- 4) Storage and distribution functions
- 5) Maintenance function
- 6) Delete function
- 7) Control function

2. Inhibiting factors

Implementation of school-based management in an effort to improve the quality of learning.

a. The number of learning hours is still insufficient.

Especially the subjects of Islamic Religious Education which include the Al-Qur'an hadith, moral beliefs, jurisprudence and the history of Islamic culture. To apply a learning method such as *inquiry*, *role playing* or *Contextual Teaching Learning* (CTL) requires a fairly long study time.

b. Lack of student attention to learning material.

The absence or lack of attention of students to the subject matter being discussed is one of the behaviors that can disrupt the learning process. Incidents like this are the beginning of a learning process that is not conducive. The behavior shown by these students originates from a lack of student motivation to learn which can be driven by:

- 1) Students consider the subject matter being discussed to be unimportant.
- 2) Students feel they have the ability and understanding of the subject matter being discussed.
- 3) Students feel bored or do not match the teaching pattern implemented by the teacher.
- 4) Students view teachers as not having mastered the lesson material being presented.

If students, both individually and in groups, have feelings like that, then it is certain that students will be less serious about the subject matter, such as the emergence of behaviors that disrupt the learning process and teachers lacking mastery of classroom management techniques.

CONCLUSION

Based on the entire description stated above, several conclusions can be drawn, including: 1) In general, the implementation of school-based management in improving the quality of moral aqidah learning at SMA N 4 Bandar Lampung includes: curriculum management and teaching programs, management of educational staff, student management, financial management, management of facilities and infrastructure and management of school relations with the community. Basically, the implementation of school-based management in various fields has been going well; 2) Supporting factors for implementing school-based management in improving the quality of moral aqidah learning at SMA N 4 Bandar Lampung include: an experienced principal, academic qualifications of teachers in accordance with the subjects taught, and teachers who already have professional skills; 3) These inhibiting factors include: There is still bureaucratic interference in the evaluation process at SMA N 4 Bandar Lampung, this is proven by the fact that there are still joint semester

exams and national exams. Even though in KTSP basic competencies have been completed by each subject teacher, there is a lack of teacher creativity in choosing approaches, models, methods and learning strategies.

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