



IMPLEMENTATION OF MADRASAH-BASED MANAGEMENT IN EFFORTS TO IMPROVE THE QUALITY OF LEARNING

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Abstract : *The madrasah development plan generally includes the formulation of the madrasa's vision, mission, objectives and implementation strategies. While the madrasa annual work plan generally includes the identification of madrasaal 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 SMK Miftahul Huda Way Areng. 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 Mts Al-Hikmah 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 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*

Abstrak:

Rencana pengembangan madrasah secara umum mencakup perumusan visi, misi, tujuan dan strategi pelaksanaan madrasah. Sedangkan rencana kerja tahunan madrasah secara umum meliputi identifikasi sasaran madrasah (madrasaal situational objective), pemilihan fungsi madrasah yang diperlukan untuk mencapai sasaran yang telah ditetapkan, analisis SWOT, langkah penyelesaian masalah, serta penyusunan rencana dan program kerja tahunan madrasah. Jenis penelitian ini adalah penelitian evaluasi dengan menggunakan metode penelitian kualitatif. Menurut Sugiyono, penelitian evaluasi adalah penelitian yang bertujuan untuk membandingkan suatu peristiwa, kegiatan, dan produk dengan standar dan program yang telah ditetapkan, sehingga penelitian evaluasi berfungsi untuk menjelaskan fenomena tersebut. Aqidah Akhlak di SMK Miftahul Huda Way Areng. Hasil penelitian menyatakan bahwa pada tahap perencanaan sudah cukup baik. Secara umum implementasi manajemen berbasis madrasah dalam peningkatan mutu pembelajaran Aqidah Akhlak di Mts Al-Hikmah meliputi: Manajemen kurikulum dan program pengajaran, manajemen tenaga kependidikan, manajemen kesiswaan, manajemen keuangan, manajemen

sarana dan prasarana dan manajemen hubungan madrasah dengan masyarakat. Pada dasarnya pelaksanaan manajemen berbasis madrasah di berbagai bidang telah berjalan dengan baik. Faktor pendukung implementasi manajemen berbasis madrasah dalam peningkatan kualitas pembelajaran akhlak akidah di MTs Al-Hikmah antara lain: kepala madrasah berpengalaman, kualifikasi akademik guru sesuai dengan mata pelajaran yang diampu, dan guru sudah memiliki kemampuan profesional.

Kata Kunci : Penerapan Manajemen, Peningkatan Kualitas

INTRODUCTION

Schools as educational institutions need to learn and have initiatives to increase customer (student) satisfaction, because education is a circular process that influences each other and is sustainable. The world of education, including schools, feels the demands of this condition without exception. Many changes have to be made, especially regarding school management patterns so far. Therefore, the school is required to constantly revitalize its strategy, in order to ensure compliance with environmental demands and competition with its internal strengths (SA'IDU, 2021). The inability of a school to respond to external opportunities and threats will result in reduced competitiveness or hampered achievement of school performance. If this is allowed, it will threaten the continuity of the education unit concerned. In general, schools have goals, and to achieve them requires a strategy (Rahwati, 2019).

Efforts to achieve the goals that have been set, it requires strategic planning or strategic planning. "Strategic planning refers to the relationship between internal strengths and external needs. In this case the strategy contains elements of needs analysis, projections, forecasting, economic and financial considerations, as well as an analysis of a more detailed action plan. (Mulyasa, 2022). With the implication of proper planning, the first step of a management process arrangement has been formulated and well-directed. Formulation and the right direction is the biggest guarantee of achieving goals. The application of strategic planning needs in education is indeed necessary (Karnati, 2017). Education is a conscious and planned effort to achieve a predetermined goal. Education has a very important role in building the whole person (Octavia, 2020). The leadership of the madrasa head in leading and managing the madrasa is one of the keys to the success of achieving madrasa goals. The success or failure of education and learning in madrasas is greatly influenced by the ability of the principal in managing each component of the madrasa (Latifah, Warisno and Hidayah, 2021). The success or failure of a madrasa in achieving its goals and realizing its vision and mission lies in how the management and leadership of the madrasa head, especially in mobilizing and empowering each component of the madrasa, one of which is the teacher. In addition, the behavior of the madrasa head must also be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and full consideration of 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. Principals, teachers, students, curriculum, facilities and infrastructure are part of the school's internal structure. All of these devices really need the leadership of a school principal (Masruroh, Mansur

and Wiyono, 2022). A school principal is the highest leader in an educational institution with predetermined goals, one of which is the formation of knowledgeable and ethical students.(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 (pedagogic competence), and leadership carried out by the school principal has a big role in an effort to improve these competencies. Like it or not, the teacher 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 the formation of 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 it is the teacher who influences student performance, a teacher must always have high dedication and the profession he chooses is not a side job. Based on this, the principal's leadership plays an important role in the educational process(Hope et al., 2022). The principal must be able to lead effectively as a leader. A good embodiment of school principal leadership is a combination of talent and leadership experience so that they are ready to face changing situations because in it there are unavoidable human relations.(Warisno, 2017). Principals as learning leaders and human resources must have the ability to foster a positive organizational atmosphere in which all components within the school can work together to achieve goals and objectives.

RESEARCH METHODOLOGY

This study 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 intention of interpreting phenomena that occur and is carried out by involving various existing methods.(Moleong, 2002). The research subject in this study is an object, thing or person where the research variable data is attached and is at issue(Anggito and Setiawan, 2018). The sampling technique is a way of taking samples from a population. In this study the authors used a purposive sampling technique(Nurdin and Hartati, 2019). Research conducted in SMK Miftahul Huda Way Areng. The research was conducted at SMK Miftahul Huda Way Areng.

There are three data collection techniques used in this study, namely: (1) interviews; (2) observation; and (3) documentation. The technique of data analysis is to test the credibility (internal validity) of the research data in accordance with the procedure for testing the credibility of data in qualitative research. The various types of credibility testing according to Sugiyono include extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and member checks.(Sugiyono, 2013). In this study, the authors tested the validity of the data through triangulation. Triangulation This is a technique that seeks a meeting at a midpoint of information from the data collected for checking and comparison

of 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, Conclusion drawing (verification) (Miles and Huberman, 2007).

DISCUSSION

A. Implementation of Madrasah-Based Management

1. Curriculum Management and Teaching Programs

The curriculum used at SMK Miftahul Huda Way Areng is the curriculum created by the central government, namely the standard curriculum that applies nationally, while the local content curriculum used for madrasa conditions in general is very diverse. Therefore, in its implementation, madrasas can develop (deepen, enrich and modify, but not reduce the content of the curriculum that applies nationally). Madrasahs may deepen the curriculum, meaning that what is done may be sharpened with various applications. Madrasahs are also allowed to enrich what is being done, meaning that what is being taught can be expanded from what should and should be and what can be taught. Likewise madrasahs may modify the curriculum, meaning that what is being taught may be developed to be more contextual and aligned with the characteristics of students. In addition, madrasahs are also given the freedom to develop local content curricula. The learning process is the main activity of SMK Miftahul Huda Way Areng. Madrasahs are given the freedom to choose the most effective learning approaches, models, strategies, methods, techniques and tactics, according to student characteristics, teacher characteristics, and the real conditions of the resources available at madrasahs. In general, approaches, models, methods and learning strategies that are student-centered are more capable of empowering learning that emphasizes student learning activeness, not teacher teaching activity. Therefore active student learning methods such as active learning,

Madrasahs are given the authority to carry out evaluations, especially evaluations that are carried out internally. This internal evaluation is carried out by madrasahs 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. Evaluation is carried out twice in each semester. This evaluation is carried out to see the expected target. The curriculum at the education unit level is adjusted to the education unit, regional potential/regional characteristics, local socio-cultural community, and students. At SMK Miftahul Huda Way Areng already uses an interactive learning process, but some teachers still prefer to use the lecture method in the learning process, especially in Islamic Religious Education subjects which include Fiqh, AL-Qu'ran Hadith, Aqidah-Akhlaq and Islamic Cultural History. The learning process in this subject still lacks creativity and student activity, so children often feel bored and bored.

2. Education Personnel Management

Education personnel are tasked with organizing teaching, training, researching, developing, managing and or providing technical services in the education sector. Education personnel include educators (teachers), education unit managers, librarians, reports, and learning resource technicians. Management of educational staff, including: (1) employee inventory, (2) proposing employee formation, (3) proposing appointments, grade increases, periodic increases and mutations; (4) manage the welfare business and (5) regulate the division of tasks. Creating an effective education workforce management is the responsibility of all elements of the madrasa, both educational staff (teachers), administrative staff and especially the head of the madrasa.

MTs manpower management Al-Hikmah Balekencono, starting from needs analysis, planning, recruitment, development, rewards and punishments (reward and punishment), work relations, to evaluating the performance of madrasa workforce (teachers, administrative staff, reports and so on) can be carried out by madrasas except those that concerning wages/remuneration and the recruitment of civil servant teachers, which are currently being handled by the bureaucracy above them.

a. Head master

The head of SMK Miftahul Huda Way Areng is currently held by Mr. Rasto, S.Pd with the last degree of Bachelor's degree, Has the character of a strong madrasa head, is able to coordinate management and some of the characteristics of an effective head of madrasa are already owned by the head of the madrasa. This is the characteristics of visionary and transformational leadership are having, understanding the vision and goals, goals and objectives and implementing the vision (planning and implementing).

b. Teacher

In 2022 there will be 16 teachers including permanent teachers. The process of ongoing madrasah-based management is essentially ongoing learning, namely the interaction between students and teachers supported by other devices as part of the success of the learning process, so that the teacher is important in the learning process. Therefore required to be professional. Before teaching the teacher prepares 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 plays, demonstrations, assignments/training and experiments, adapted to the available learning material and media so that the learning process is not boring.

Apart from that, in the learning process, educators at SMK Miftahul Huda Way Areng have also set an example. The ideal size of a teacher depends on his intellectual ability and experience. Teachers must have "skill labour", namely educated or trained personnel with good habits, so that they are able to adapt to the students' subjects. Teachers are figures in the success of education for students, even teachers are required to have good morals as taught by Rasulullah SAW. Rasto, S.Pd said that the apostle was an educator, his friends as students at that time caught a noble example in him, had good morals, had

knowledge and had excellence in all his actions. If an educator has the character as above, will be liked by students,

c. **Staff**

Personnel management in administrative staff (administrative staff/TU), library staff, laboratories, guards or security units and messengers experienced an increase in the number of employees by 4 people, namely the head of TU 1 person, TU staff 1 person, and security guard 2 people, each educational level is S1. The recruitment of educational personnel is in accordance with the 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 study of professional training. The teacher's calm especially supports the success of the learning process, so in this case it should be a major concern in improving the quality of madrasahs.

2. Student Management

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

The management of student affairs includes at SMK Miftahul Huda Way Areng including: (1) new student admissions, (2) guidance and counseling programs, (3) student learning groupings, (4) student attendance, (5) managing the selection of exemplary students, (6) selecting students who are proposed for scholarships and (7) fostering student ois programs. Student services at SMK Miftahul Huda Way Areng start from accepting new students, developing/coaching/guidance, and placement to continue school or to enter the world of work, to the management of alumni. In fact, this has been decentralized from the beginning. Therefore what is needed is an increase in intensity and extension.

a. **Student Admissions**

Students who are accepted based on the value of the entrance test for new student admissions. The acceptance of new students is coordinated by the madrasah organizing committee. This year, 38 students were accepted. Development, coaching and guidance In the context of guidance and coaching students is carried out by developing the parties involved in this task, the homeroom teacher or if necessary the head of the madrasah provides services to students. The results from teacher observations indicate 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 madrasahs. This is also based on the fact that madrasahs understand the needs best so that the decentralization of the allocation of funds should have been delegated to madrasahs. Madrasahs must also be given the freedom to carry out income-generating activities (*income generating activities*), so that financial resources do not solely depend on the government. Broadly

speaking, madrasah funding sources are divided into three, namely: government assistance, parents/BP3 students, and the community. In preparing the budget plan, it is carried out with the real budget.

Physical and non-physical development program budget:

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

The madrasa 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 madrasa costs money. In the context of providing education, it is necessary to allocate special funds, which are the same among others for the purposes of: (1) identifying student input activities, (2) modifying the curriculum, (3) incentives for staff education involved, (4) providing facilities and infrastructure, (5) empowering community participation, and (6) implementing learning activities. In its implementation, financial management adheres to the principle of segregation of duties between functions: (1) Authorizer, (2) Ordonator, (3) Treasurer. Authorizer is an official who is authorized to take actions that result in the receipt and disbursement of the budget. Ordonator is an official authorized to carry out tests and order payments for all actions taken based on the authorization that has been determined. Treasurer is an official authorized to make calculations and accountability.

Personal costs include educational costs that must be made by students to be able to follow the learning process regularly and continuously. cover :

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

5. Facility and Infrastructure Management

Educational facilities and infrastructure are able to encourage a comfortable educational atmosphere and a conducive environment, MTsAl-Hikmah Balekencono has 1 madrasa head room, 1 TU room, 1 teacher room, 14 classrooms, 1 computer room and library, 1 BK room, 1 scout room, 1 UKS room, 1 bathroom, 1 sports room and 1 warehouse The management of facilities or facilities and infrastructure has been carried out by madrasahs, starting from procurement, maintenance and repair to development. This is based on the fact that madrasahs know the needs of facilities best, both adequacy, suitability, and up-to-date, especially facilities that are very closely related directly to the learning process. Library book standards expressed in the number of titles and

types of books in an educational library. The standard number of textbooks in the library is expressed in the minimum ratio of the number of textbooks for each subject in the educational unit library for each student. Adequacy of content, language, presentation and graphics of textbooks is assessed by BSNP and determined by ministerial regulations. Standards for other learning resources 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 source learning and the characteristics of educational units.

MTsAl-Hikmah Balekencono 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 is the responsibility. Maintenance is carried out periodically and continuously with due regard to the service life. The regulations regarding the service life as intended are stipulated by ministerial regulations.

4. Special Service Management

Management of special services includes library services, health services and madrasah security services.

a. Library service.

The library has a collection of 458 books. In order to serve students' needs for independent learning. Open every day from 07.15 to 14.00 WIB except Friday until 11.00 WIB with 1 librarian manager who graduated from bachelor degree.

b. Health services

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

c. Madrasa Security Service

Security services are provided through the madrasa security patrol (PKM), as well as 1 security guard who is in charge of maintaining the security of the madrasa environment.

5. Management of Madrasah and Community Relations.

The essence of the madrasa relationship with the community is to increase involvement, concern, ownership and support from the community, especially especially moral and financial support. In the true sense of community and madrasah relations have long been decentralized. Therefore, once again what is needed is an increase in the intensity and extent of madrasah-community relations. Between the madrasah and the community through the BP3 organization/madrasah committee, through joint meetings and consultations. The relationship that occurs between and the community runs with good participation and cooperation and is marked by the good wishes of the community with the existence of MTsAl-Hikmah Balekencono. Madrasahs as a social system are 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 madrasas, but also depends heavily 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. Conversely, the lower the level of community participation in education in an area, the more backward the human resources in that area will be.

Therefore, the community should always be involved in the development of education in the region. Within the community, a "sense of belonging" to madrasas in the surrounding area should be cultivated. The progress and decline of a madrasa in their environment is also a joint responsibility of the local community. So that it is not only the head of the madrasa and the teacher's council who think about the progress of the madrasa, but the communityLocal people are also involved in thinking about it.

B. Supporting and Inhibiting Factors in the Implementation of Madrasah-Based Management in Efforts to Improve the Quality of Akidah Akhlak Learning.

1. Supporting factors

Application of madrasah-based management in an effort to improve the quality of Islamic religious education learning in MTsAl-Hikmah Balekencono: Looking at the condition of the objects in the field, the authors found several factors supporting the implementation of madrasah-based management in an effort to improve the quality of Akidah Akhlak learning, including:

a. Experienced headmaster leadership.

The leadership of the madrasa head is a central factor for achieving the goals of educational institutions. Therefore it is also said that the success of madrasas is madrasas that have effective leaders and madrasah leaders are those who are described as people who have high expectations of staff and students, madrasa leaders are those who know a lot about their duties , and who set the tone for their madrasah. Based on the results of the study above, it emphasizes how important the leadership quality of the madrasa head is in efforts to improve the quality of educational learning, especially the Aqidah Akhlak subject, in order to achieve the success of a madrasa. For all successful madrasas, people will always point out that the leadership of the madrasa head is the key to success. Mastery of knowledge theory about leadership is of course a major contribution for madrasah heads. Historical studies to analyze leadership such as psychological approaches, situational approaches, behavioral approaches and contingency approaches need to be instilled in madrasah heads, so as to improve the quality of madrasah leadership which they feel is crucial for the success of the madrasas they lead.

b. The teacher's academic qualifications are in accordance with the subjects taught.

Teacher at MTsAl-Hikmah Balekencono has a minimum education qualification of D-IV or Bachelor Degree (S1) and has a teaching certificate

according to his field. In fact, several subjects already have a Masters degree which is also relevant to the field being taught. This is of course in line with Wina's opinion Sanjaya, that in order to carry out his duties properly according to his area of expertise, an adequate level of education is needed.

c. Teachers already have professional competence

With adequate teacher education, teachers are expected to have high competence. According to Wina, competence is a behavior/rational in order 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 a process of planning, organizing, procuring, maintaining, eliminating and controlling logistics or equipment. From this definition, we understand that the management of facilities and infrastructure equipment basically leads to the cycle of equipment activities: planning and determining needs, setting the budget, procurement, storage, expenditure, maintenance and disposal. The term complementary (logistics) itself already contains the connotation of knowledge, as seen from the following definition: logistics is the art of counting, the art of calculating. Logic is the science, art, engineering planning and implementation of production, warehousing, transportation, distribution, view, transfer of inventory from equipment as well as buildings, and logistics support facilities for efficient operational determination. From the description above, the function of facilities and infrastructure/logistics management in general includes:

- 1) Function planning and determination of needs
- 2) Budgeting function
- 3) Procurement function
- 4) Storage and distribution functions
- 5) Maintenance function
- 6) Delete function
- 7) Control function

2. Factors that inhibit

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

a. The number of learning hours is still lacking.

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

b. Lack of student attention to learning material.

The absence or lack of student attention to the subject matter being discussed is one of the behaviors that can interfere with the learning process. Incidents

like this are the beginning of the learning process that is not conducive. The behavior shown by these students stems from a lack of student learning motivation which can be encouraged by:

- 1) Students think it is not important to the subject matter being discussed.
- 2) Students feel they have the ability and understanding of the subject matter being discussed.
- 3) Students feel bored or not in accordance with the teaching pattern applied by the teacher.
- 4) Students perceive that the teacher lacks mastery of the subject matter being presented.

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

CONCLUSION

Based on the entire description that has been stated above, several conclusions can be drawn, including: 1) In general, the application of madrasah-based management in improving the quality of teaching aqeedah morals at SMK Miftahul Huda Way Areng includes: curriculum management and teaching programs, education staff management, student management, financial management, management of facilities and infrastructure and management of madrasah relations with the community. Basically the implementation of madrasah-based management in these various fields has been going well; 2) Factors supporting the implementation of madrasah-based management in improving the quality of teaching aqeedah morals at SMK Miftahul Huda Way Areng include: Experienced madrasa heads, teacher academic qualifications in accordance with the subjects taught, and teachers already have professional skills; 3) The inhibiting factors include: The bureaucracy is still involved in the evaluation process at SMK Miftahul Huda Way Areng, this is evidenced by the existence of joint semester exams and national exams. Whereas in KTSP the completeness of the basic competencies has been carried out by the respective subject teachers, the teacher's lack of creativity in choosing approaches, models, methods and learning strategies.

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