

Improving the Quality of Madrasah Education through Madrasah Resource Management

Edi Martani

Madrasah Ibtidaiyah Negeri 1 Magelang, Indonesia

Email: edimartani@gmail.com



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Koresponden: Edi Martani
edimartani@gmail.com

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Abstract

Efforts to manage resources in madrasah are needed to improve the quality of education in accordance with national education standards. This study aims to reveal the implementation of madrasah governance in improving the quality of education at Madrasah Ibtidaiyah (MIS) Kalibening Dukun, Magelang which includes curriculum management, students, educators and teaching staff, finance, infrastructure, and madrasah relations with the community. This research also reveals the obstacles that occur in the implementation of management and their solutions. The study used a qualitative approach with a descriptive method while the data collection use in-depth interviews, observation, and literature study. The

results of the study show that 1) In general, the management carried out at MIS Kalibening has been carried out well, including the breakthroughs. 2) The obstacles that arise are the absence of special personnel such as School Operational Assistance (BOS) treasurers and madrasa administration staff and the lack of functioning of the madrasa website as a means of information. 3) The solutions to minimize obstacles are reducing teaching tasks for BOS treasurers, recruiting administrators, and optimizing the media to establish relationships between madrasah and the community.

Keywords: *Quality of Education; Madrasah Governance; Madrasah Ibtidaiyah*

Abstrak

Upaya pengelolaan sumber daya di madrasah diperlukan untuk meningkatkan mutu pendidikan sesuai dengan standar nasional pendidikan. Penelitian ini

bertujuan mengungkap implementasi tata kelola madrasah dalam peningkatan mutu pendidikan di Madrasah Ibtidaiyah Swasta (MIS) Kalibening Dukun, Magelang yang meliputi manajemen kurikulum, peserta didik, pendidik dan tenaga kependidikan, keuangan, sarana prasarana, dan hubungan madrasah dengan masyarakat. Penelitian ini juga mengungkap kendala-kendala yang terjadi dalam pelaksanaan manajemen dan solusinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif sedangkan pengumpulan data menggunakan wawancara mendalam, observasi, dan studi pustaka. Hasil kajian menunjukkan bahwa 1) Secara umum pengelolaan yang dilakukan di MIS Kalibening sudah berjalan dengan baik, termasuk terobosan-terobosan yang dilakukan. 2) Kendala yang muncul adalah belum adanya tenaga khusus seperti bendahara Bantuan Operasional Sekolah (BOS) dan tenaga administrasi madrasah serta belum berfungsinya website madrasah sebagai sarana informasi. 3) Solusi untuk meminimalisir kendala adalah mengurangi tugas mengajar bagi bendahara BOS, merekrut pengurus, dan mengoptimalkan media untuk menjalin silaturahmi antara madrasah dengan masyarakat.

Kata Kunci: Kualitas Pendidikan; Tata Kelola Madrasah; Madrasah Ibtidaiyah

A. Introduction

Madrasah emerged as a realization of efforts to renew the existing education system (Wahid, 2002). Sutrisno (2008) said that madrasah were founded to combine the advantages of pesantren in religious studies and schools in general science and eliminate both weaknesses. The emergence of madrasah is an effort to improve teaching and learning process activities in an effort to accommodate the growth and development of science and the number of students who continue to increase (Hasyim & Botma, 2014). In addition, madrasah also play a role in instilling a sense of nationality and educating the life of the Indonesian people (Zayadi, 2005). As educational institutions that were born from the bowels of Islamic boarding schools, madrasahs have many common visions. It even becomes a metamorphosis of the pesantren system (Syukur, 2011). Madrasah were born from the awareness of Muslims to prepare for a better future generation. With the madrasah, it is hoped that students will be born who have the ability in the fields of science and technology, but still have an Islamic identity. Education in madrasah is expected to improve the quality of education and human resources (Giyoto & Utari, 2021).

The existence of madrasah in Indonesia cannot be separated from the history behind their establishment of madrasah in Indonesia. As an educational institution, madrasah have goals that are in line with the goals of national education (Sidiq, 2018). Even though in reality, madrasah have

become secondary educational institutions. The community sends their children to madrasah as a second choice after public schools (Sidiq, 2018). They assume that graduates of public schools are more secure in their future than graduates of Islamic schools (madrasah) (Salim & Botma, 2012).

Since the enactment of the National Education System Law number 20 of 2003, madrasah have been increasingly recognized and have played a role in improving the quality of the nation. The law also has a positive effect on the growth and development of Islamic education (Hidayat & Machali, 2014). However, in reality, the implementation of the mandate of the law has not been carried out optimally. There are differences in the government's understanding of Islamic education (madrasah). Generate policies that are only based on each other's point of view, thus giving rise to injustice (Umar, 2015). Lack of attention government towards madrasah, one of which is about the management of public madrasah, which are only 9.92% of the 36,105 madrasah from the MI, MTs, and MA levels (Nurrokhman, 2018).

The government's attention to madrasah in realizing the goals of national education to date is not comparable. Even though the role of madrasah in educating the nation has been carried out optimally. The problem that has emerged until now and has always been the subject of discussion is the quality of education, especially in private madrasah. The difference in treatment between public madrasah and private madrasah creates a gap (Umar, 2018). The difference in the government's treatment of public and private madrasah in the management of human resources, financing, and educational infrastructure causes private madrasah to lack quality.

According to Hadith and Nurhayati (2010), in general, the decline in the quality of education in Indonesia, one of which is the low level of human resources. Based on the results of the UNDP survey, this is the result of the low quality of education in various types and levels of education. So one of the main policies of national education development is improving the quality and relevance of education as stated in the NES Law no. 20 of 2003.

To improve the quality of madrasah, madrasah principals are needed who are able to manage the available resources in madrasah well. The quality of madrasa management is determined by how the madrasa head leads the institution. The behavior and leadership style displayed by the head of the madrasa depends on the vision and mission he has. The madrasa head who is visionary and has a far-sighted future (futuristic) will take steps by taking into account the short, medium, and long-term impacts. The head of the madrasa is a visionary leader who is able to spark ideas and ideas for a vision. Then hold a dialogue with other leadership elements to determine the

formulation of the aspired future of the organization (wahyudi, 2009).

The success of education in madrasah is determined by the success of the madrasa principal in managing the human resources available in the madrasah (Martani, 2015). As an education manager, the madrasah principal is responsible for the success of education by carrying out school administration with all its substance. In addition, the head of the madrasa is responsible for the quality of existing human resources so that they are able to carry out educational tasks (Kurniadin & Machali, 2012).

Efforts to improve the quality of madrasah that are currently being carried out are changes to the program (curriculum) but are not accompanied by changes to management or education management. Curriculum innovations carried out at private madrasah have not been able to significantly improve the quality of education. This is because curriculum changes are not based on needs, but as a distinguishing feature between educational institutions in private madrasah.

The most appropriate strategy to improve the quality of human resources (HR) in the 21st century As said by Sedarmayanti (Sudika, 2020), is a strategy to increase the capacity of human resources to become a must to make education superior and competitive. In order to continue to comply with the principles of organizing education as regulated in Article 4 of the Law of the Republic of Indonesia Number 20 Years 2003, the development of education from basic education to higher education is very important. Education that is democratic and carried out fairly and non-discriminatory by upholding human rights, religious values, cultural values, and pluralism of national

So that the principles of education can be implemented properly and bring the greatest benefit in accordance with the expectations of many people, these principles must be supported by all parties. Improving the quality of learning Through innovation and creativity, of course, depends on various factors, especially the role of the principal in managing existing talent. In the current Industry 4.0 era, Wulandari (2019) stated that "Ideal leadership is leadership that follows the demands of the Industrial Revolution 4.0".

The results of pre-research observations carried out at MIS Kalibening showed that there was good management and quality of madrasah. The results of the accreditation carried out by BAN SM Madrasah received the title A. A predicate that is very proud considering the existence of the madrasa which is far from the learning environment. The harmonious relationship between the madrasa and the surrounding environment and vice versa, the active role of community members, and the madrasa

committee add to the treasures of kinship that are embedded in this MIS Kalibening.

Research conducted by Arif is known that the management of madrasah institutions must strive to encourage awareness of each component. In addition, teacher qualifications and activities with adequate facilities are a priority to encourage the improvement of the quality of Islamic education in madrasah (Arif, 2013). Madrasah-Based Quality Improvement Management is a solution to various problems that occur in madrasah. according to Aziz's research, the low quality of Madrasah creates disharmony between madrasahs, the government, and the community, which hinders the improvement of the quality of madrasahs (Aziz, 2015) to improve the quality of education (Muflikhah & Haqiqi, 2019). The quality of madrasah can be improved by various efforts, such as maximizing the role of the head of the madrasa, and the active role of the community. Efforts to improve the quality of students in Madrasah are always based on religious values (Handoyo, et al., 2021). Meanwhile, based on research conducted by Turmudzi, to achieve quality education, madrasahs need to apply the principles of Islamic education management including sincere, honest, trustworthy, fair, responsible, dynamic, practical, and flexible (Imam Turmudzi, 2021).

Different from previous studies, this research seeks to information related to the implementation of madrasa governance in improving the quality of education. The data obtained is guided by educational standards, in which each of these components has the same role in efforts to improve quality. Not only centered on the head of the madrasa and management carried out by the head of the madrasah. Researchers attempt to describe various efforts and activities related to management which include the standards set out in the National Education Standards (SNP). The efforts of the madrasa head in creating a conducive climate in the madrasa, as well as the efforts made to improve the quality of education at MIS Kalibening.

B. Method

This research is field research with a descriptive qualitative approach. The type of research is a case study at MIS Kalibening. According to Rahardjo (2017), case studies are a series of scientific activities carried out intensively, in detail, and in-depth about programs, events, and activities. To collect the necessary data, the researcher conducted in-depth interviews, observations, and literature studies. The researcher conducted interviews with madrasa heads, educators, and education staff, as well as madrasa committees. The qualitative data analysis used in this study refers to the interactive model proposed by Miles and Huberman, namely: data collection, data reduction, data presentation, and conclusion drawing. The steps were

taken by researchers to obtain reliable data through three steps, namely; a) continuous observation, b) triangulation of data and c) discussion of the interim or final results of this study.

C. Result and Discussion

Management of MIS Kalibening

MIS Kalibening is part of the 310 Islamic Madrasah in Magelang Regency. This educational institution is managed by the religious organization as well as under the auspices of the Ministry of Religion of Magelang Regency. It is located in Kalibening Village, Dukun District, precisely on the slopes of Mount Merapi. Living side by side with an active volcano, MIS Kalibening is always alert to the activity of the mountain. This madrasa is included in the Disaster Preparedness Madrasah programmed by the Central Executive. Although it is located in a rural area, its achievements are not inferior to schools and madrasah located in urban areas. As an Islamic educational institution, MIS Kalibening seeks to produce graduates who are religious, superior, and have good character.

The curriculum is a written plan regarding the abilities that must be possessed based on national standards which include material that must be studied and learning experiences that must be lived (Martani, 2021). In curriculum management, teacher involvement has a major role in curriculum development. Activities carried out at MIS Kalibening, in this case, include changing, expanding, reorganizing, and interpreting what has been prepared by curriculum development experts outside the classroom.

The curriculum applied at MIS Kalibening includes the national curriculum, local content curriculum, and special characteristics curriculum. In the national curriculum, students are given the opportunity to practice behaviors as stated in the curriculum. While related to the learning experience, students are given reinforcement, deepening, and expansion. In general, the national curriculum used is the Education Unit Level Curriculum (KTSP) which was compiled and developed by madrasah based on the 2013 Curriculum for both thematic, general, and religious subjects.

In addition to the regional “mulok” lesson, MIS Kalibening provides disaster material that is packaged in the Madrasah Disaster Preparedness program. This is done to equip students about disasters, as an effort to prepare students who are alert and responsive to disasters, especially the eruption of Mount Merapi. The special characteristic of the madrasah curriculum is a curriculum developed from religious and religious materials. The material includes the practice of worship, cleanliness, and memorization. The greater the community's demands for the addition of religious materials in schools/madrasahs, it is an opportunity for MIS Kalibening to provide a

larger portion of religion.

The tahfidz juz 29 and 30 program is one of the flagship programs that is packaged in the morning apple activity. This activity is carried out every day Monday to Thursday 6:45 a.m. to 07:05 a.m. Meanwhile, every Friday morning a “Ngaji Morning” activity is held, which is a 20-minute khutbah program for students, by students, and for students. In this activity students design events, from start to finish. Meanwhile, the teacher only accompanies and gives a little welcome after the student host invites him.

MIS Kalibening students do not only come from the community around the madrasa. Currently, 10 out of all students circulate from outside the madrasa environment. Even though the madrasa is located in the village, it is only 7 km from the peak of Merapi. However, the existence of this madrasa is quite calculated. The intense competition between madrasah and elementary schools makes madrasah have to be able to manage students well.

One of the efforts to educate students to become “dai” is to provide students with “Morning Apel” and “Ngaji Morning” activities. Through khutbah activities, students’ talents emerge as lecturers. In fact, some of his students are often invited to fill out studies in villages around the madrasa. In addition, in religious activities in the environment students come from. Students often appear to fill activities by reading verses of the Qur’an and memorizing especially chapters 29 or 30. This is what makes it one of the attractions as well as a means of promoting the existence of MIS Kalibening to the wider community.

In terms of art, MIS Kalibening students are also able to present the art of angklung music which is often invited to accompany recitation activities, as well as working visits to the Village Government. In fact, several times, students from this madrasa have succeeded in achieving achievements in KSM activities even though they have only arrived at the district level. One of the interesting things is the computer training for students who are waiting to be picked up by their parents. Likewise, for students who are waiting for the shuttle to come, students are free to play music, read books in the library, or practice interactive games through the madrasah computer.

MIS Kalibening has 8 educators and 2 education personnel, all of which are private. Of the 8 educators, 4 of them are certified educators. It takes sincerity and high fighting spirit to keep flying the flag of MIS Kalibening. With all these limitations, the management of educators and education staff in creating a good work climate is the main key that must be maintained. Even though they work with honorariums below the minimum wage for non-certified workers, a sense of togetherness and working hand in hand is maintained.

The coaching carried out at MIS Kalibening is different and varied, if the coaching educators are carried out by inviting sources from outside to carry out discussion activities to improve the quality of the teaching staff, while for educational staff the coaching is organized by MIS Kalibening, the organizing foundation and by the Ministry of Religion of Magelang Regency.

The important thing to do in the management of educators is to increase the professionalism of teachers as the spearhead of curriculum implementation. Various online and offline training is carried out by madrasah to improve the competence of teachers and madrasah principals. Education and training to strengthen the competence of madrasah principals is a training program organized by LPPKS. 2013 Curriculum Implementation Training for Teachers, as well as 2013 curriculum assessment training. Other education and training attended by teachers and madrasah principals included scouting training, library training, financial management training, and book writing training.

The management of educators and educational staff aims to utilize human resources effectively and efficiently to obtain optimal results while remaining in pleasant conditions (Mulyasa, 2012). development efforts are needed in this case by improving and increasing their knowledge, skills, and attitudes toward the tasks they are responsible for (Mulyono, 2014).

Training activities for educators are an ongoing effort to improve and improve teacher performance. The training held in madrasah and outside madrasa institutions attract the enthusiasm of teachers to continue to improve their skills. The training carried out by madrasah by inviting presenters included training to make teaching materials, training to manage and use madrasa websites, training to create multimedia-based learning media, and training to create a teacher blog with google sites. As a madrasa that is prone to the dangers of Mount Merapi, the madrasa also organizes Disaster Mitigation activities in collaboration with the government and BPBD.

Finance and financing are resources that directly support the effectiveness and efficiency of education management. SBM requires the ability of schools to plan, implement, evaluate, and be accountable for the transparent management of funds to the community and government (Mulyasa, 2012). School financial sources in general can be grouped into three, namely sources of funds that come from the government (BOS), from students' parents, and from the community.

For orderly administration and reporting on the use of non-BOS finance, madrasah through the madrasa committee establish an accountable and transparent financial management institution. Reporting is supported by financial applications that are able to provide complete and accurate financial

management. Meanwhile, the use of funds sourced from BOS for reporting and bookkeeping is not only reported to the Ministry of Religion but also reported to committees, foundations and guardians of students in a meeting.

Financial bookkeeping is carried out using a financial application, every incoming and outgoing money is always recorded accurately in the application and reports can be taken daily, weekly, and monthly. All forms of income and expenses ranging from food, transportation, and student savings are included in one bookkeeping application with different codes. Finances that are managed by the treasurer can be directly monitored by the head of the madrasa as well as the managers of institutions, committees, and foundations.

The success of educational programs through the teaching and learning process is strongly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure. Educational facilities and infrastructure are one of the most important and main resources in supporting the learning process in schools. In order to achieve this goal, it is necessary to have good management of school facilities and infrastructure (Sambodo, 2019).

In the management of infrastructure, the activities include procurement, utilization, maintenance, deletion, and reporting. In more detail, the infrastructure management activities carried out at MIS Kalibening in the procurement process are preparatory activities. In this activity, the madrasah cooperates with committees and foundations to determine the level of infrastructure needed to be held. This is of course taking into account the level of urgency and budget availability.

In activities related to learning, MIS Kalibening built an integrated madrasa library service system. This library is equipped with a collection of digital books and library applications that can be accessed by all students using digital cards. One library program that has not been widely used by schools and madrasah in Magelang Regency. In fact, the only madrasa that implements the use of new digital library cards and services is MIS Kalibening. With the assistance of DAK in 2009, the book collection which reached 5000 copies is expected to be able to move the madrasa literacy movement.

Public Relations (PR) are required by organizations or institutions (Fahruriza & Muflihini, 2019). One of the steps taken by MIS Kalibening is to build a madrasa information system and e-learning that is packaged on the madrasa website page. The harmonious relationship between community schools is increasingly felt in the community and have realized and understood the importance of education for children (Mulyasa, 2012). The

relationship that exists has benefits including; promoting the quality of learning, strengthening and improving the quality of life of the community, and improving community relations with schools.

The social relations that have been formed so far have been well established, including the relationship between the principal of the madrasa and the school community, and the surrounding social environment. Among the forms of public relations management is the existence of a madrasa complex adjacent to the house residents, without fences and insulating walls. This illustrates the harmonious relationship between the madrasa and the community. Good relations are also established between MIS Kalibening and the Village Government. This good relationship is reflected in the active role of madrasah in village government activities, community activities, and collaborative learning programs launched by the village government.

Based on various data findings in the field that have been presented, analyzed, and interpreted previously, the participation of all components in MIS Kalibening in the implementation of madrasa governance. Participation can be carried out well because there is a role played by the head of the madrasa, committees, teachers, and education staff in planning the implementation of the MIS Kalibening programs.

Obstacles to Madrasah Governance in Improving Education Quality

The implementation of madrasah governance in improving the quality of education at MIS Kalibening has gone well. However, there are several obstacles in several ways, including limited budget and human resources.

According to Djam'an Satori (Mulyono, 2014) it is stated that in the education system environment, quality demands are a natural thing. The implementation of quality education is part of public accountability. The emergence of demands from society and students' parents is often misinterpreted as something that is too excessive. Not all schools willingly and openly accept suggestions and input from both of them.

Structurally, there are names of implementers for each area of the madrasa program. However, because most of these names are class teachers, the work program that should be done in full is only part of the loose time. Some strategic programs are often neglected because the priority scale is not in the main order.

The absence of administrative staff specifically has led to the double work of the madrasa head. This causes the management of madrasa archives to be less than smooth, although it does not hamper the processes and

activities of the madrasa principal, but if it continues it will reduce the performance of the madrasah.

The weak relationship between the school and the community and parents of students creates a disturbance of the information conveyed by the madrasah and vice versa. In public relations, there is a need for transparency in all matters. The use of media that is not in accordance with the situation and conditions in the surrounding environment will further exacerbate the expected relationship. It is undeniable that every school has problems that must be solved proportionally. for this purpose according to Mulyasa (2012), it is necessary to have regular and periodic meetings.

Madrasah Governance Solutions in Improving Education Quality

Strengthening the BOS treasurer by reducing the number of teaching hours in class so that BOS bookkeeping can be carried out properly. Treasurer Bos was previously a class VI teacher, then was transferred to be a class III teacher. Bookkeeping in and out of finance is assisted by a financial officer appointed by the Foundation. The recruitment of administrative staff is carried out by the foundation after deliberation with the head of the madrasa and the committee. Thus the duties and responsibilities of the madrasah head can be carried out properly without the administrative burden that the madrasa head should not do.

The head of the madrasa who is still a class teacher is very troublesome. Even though there are rules regarding the duties of the madrasah principal who doubles as a class teacher, the shortage of teachers at MIS Kalibening must be addressed as soon as possible. It takes seriousness from the management and the foundation to recruit new teachers so that the learning process runs smoothly and does not burden the headmaster's duties.

Learning system blended pandemic makes a solution for teachers to provide fun learning. Even teachers can apply their abilities in providing different learning to students so that students gain new experiences. In delivering madrasa information not only through the official madrasah website but also through other media such as social media. Given that not all parents have the ability and the same skills in accessing information submitted by madrasah, especially regarding information that requires an immediate response.

D. Conclusion

Based on the results of research conducted at MIS Kalibening, it can be concluded that six areas of madrasa governance have been carried out. As a madrasa that is side by side with the danger of volcanoes, the Madrasah Disaster Preparedness program has been included in the "mulok" lesson. Likewise, to increase the potential of students, madrasah have initiated the

“Morning Apel” and Morning Ngaji programs. Library services and madrasa information have been packaged in library digitization and the use of madrasah websites.

Madrasah should include the Madrasah Disaster Preparedness program into the curriculum content, so that the material can be delivered in stages and stages. To reduce the burden on teachers outside of teaching hours, financial personnel should be taken from non-teacher staff. But still pay attention to the competence of the workforce to be recruited. This includes the procurement of administrative staff who can be discussed with committees and foundations.

To improve the quality of madrasah, efforts should be made to raise funds from foundations so that strategic student programs and efforts to increase teacher competence can run. Nevertheless, madrasah should still be guided by the characteristics of madrasah as Islamic and humanist educational institutions.

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