MADRASAH LEADERSHIP IN BUILDING PUBLIC OPINION (TRANSFORMATION FROM CONSERVATIVE TO COLLABORATIVE APPROACH)

Ainul Yakin[1], Muhammad Alfi Alfaridli [2], Yusri Dwi Lestari[3]
[1,2,3] Universitas Nurul Jadid, East Java, Indonesia
Email: anlykn192@gmail.com[1], muhammadalfialfaridli@gmail.com[2],
yusri@unuja.ac.id[3]

Abstract:
This study aims to analyze the transformation of madrasah leadership from a conservative approach to a collaborative one in building a more positive public opinion. The study was conducted at Madrasah Aliyah (MA) Darul Musthofa Tiris Probolinggo with a qualitative approach through case studies. Data were collected through in-depth interviews, participatory observations, and document analysis involving the head of the madrasah, teachers, students, parents, and the surrounding community. The results of the study indicate that the implementation of collaborative leadership in madrasahs has succeeded in improving communication between stakeholders and strengthening the relationship between the madrasah and the community. Through various communication channels such as social media, direct meetings, and digital announcements, information can be conveyed clearly and openly. In addition, the use of technology in communication accelerates the dissemination of information and increases active participation from all related parties. This study also found that the communicative and open leadership of the madrasah head plays an important role in creating a collaborative environment, as well as increasing public trust in the madrasah. This finding is in line with the theory of transformational leadership and effective communication, which emphasizes transparency, collaboration, and the use of technology in improving educational performance. This study contributes to developing a more inclusive and responsive madrasah leadership model to the needs of the times.
Keywords: *Leadership, Madrasah, Public Opinion*

INTRODUCTION

Madrasah leadership plays a very important role in shaping public opinion in Indonesia, especially in the context of Islamic education which increasingly plays a role in the social dynamics of society. Madrasahs as Islamic educational institutions are required to respond to increasingly complex social developments. In facing this challenge, madrasah leadership needs to transform from a conservative model that tends to be centered on the authoritarian figure of the madrasah principal, to a more inclusive and collaborative model based on cooperation. The success of this transformation is not only important for improving the quality of education, but also for building public opinion that supports madrasahs as relevant institutions in the modern era. According to Budiharso et al., (2023), adaptive madrasah leadership plays an important role in improving the quality of education and building a positive image in the eyes of

the public. This study is important to explore how a collaborative approach in madrasah leadership can create a more open, innovative environment and be able to shape more progressive public opinion.

Although there are various studies on madrasah leadership, most of them still focus on a conservative leadership model, where educational decisions are mostly determined by the head of the madrasah or the central authority. Research by Nuryakhman, (2021) shows that top-down leadership models in madrasahs tend to reduce space for innovation and active participation from other stakeholders. This limits the ability of madrasahs to adapt to social change and developments in educational needs. However, the concept of more collaborative leadership, which involves various parties such as teachers, parents, the community, and students, has not been widely studied in the madrasah context. Several studies such as by Prayogi et al., (2022) and Syamsiyah, (2024) highlight the importance of collaborative leadership in schools in general, but not many have examined its application in madrasahs. Therefore, this study is here to fill the gap in the literature and provide new insights into the application of collaborative leadership in madrasahs in Indonesia.

Based on the explanation above, this study aims to understand how madrasah leadership can shape positive public opinion by implementing a more inclusive and participatory approach. The main focus of this study is to examine the dynamics of changes in leadership styles in madrasahs and how these changes affect relations with the community and the image of madrasahs in the eyes of the public. The importance of this study lies in its contribution to understanding the transformation of leadership in madrasahs, which is expected to provide insight for madrasah managers in improving the quality of education, strengthening social relations with the community, and building a better reputation in the future.

Research by Nasrabadi et al., (2021) revealed that collaborative leadership can increase the active participation of stakeholders in the education process. In addition, how does this change in leadership model affect the quality of education in madrasas? Lambrecht et al., (2022) stated that the collaborative leadership model allows for the creation of more inclusive and responsive decisions to more complex educational needs. Therefore, this study will contribute to understanding how collaborative leadership can improve the quality of education and more positive public opinion.

This study is unique in its in-depth focus on the transformation of madrasah leadership from a conservative model to a collaborative model. Most of the existing literature focuses on general education and leadership roles in non-Islamic schools, while research on leadership in the madrasah context is still limited. In a study by Khoiri et al., (2022), it was found that collaborative leadership changes can affect the legitimacy of madrasahs in the eyes of the public, which is very important in increasing public trust in this Islamic educational institution. In addition, this study also emphasizes the importance of collaboration between madrasah principals, teachers, students, parents, and the community in creating more responsive and relevant education policies. This study aims to fill the gap in the existing literature on collaboration-based madrasah leadership (Zahroh et al., 2023), as well as provide a better understanding of the implementation of this model in Indonesia.

Overall, this study shows that the implementation of collaborative leadership in madrasas can have a very positive impact on the quality of education and public opinion. According to Li & Lu, (2024), collaboration-based leadership

can create a more transparent environment and improve the quality of decision-making in madrasas. Active participation from various parties involved in the leadership process in madrasas allows for the creation of policies that are more in line with the demands of the times. Research by Rosyadi et al., (2023) also revealed that the implementation of this leadership model can improve the relationship between madrasas and the community, as well as strengthen the legitimacy of madrasas in the eyes of the public. Therefore, the results of this study indicate that the transformation of leadership from a conservative model to a collaborative model in madrasas is very necessary to improve the quality of education and form a more positive public opinion towards madrasas as educational institutions that are responsive to social change.

This research was conducted at Madrasah Aliyah (MA) Darul Musthofa Tiris Probolinggo, which is undergoing a leadership transformation from a conservative to a collaborative model. The selection of this location aims to analyze the application of collaborative leadership in the context of a madrasa that has long been known in the local community. The main objective of this study is to explore how the collaborative leadership model can affect internal dynamics, quality of education, and public opinion. Through this study, it is hoped that a more inclusive leadership strategy can be found that can strengthen the relationship between the madrasa and the community and improve the effectiveness of Islamic education management in Indonesia.

RESEARCH METHODS

This study uses a qualitative approach to explore in depth the transformation of madrasah leadership from a conservative model to a collaborative model, and its impact on the quality of education and public opinion. A qualitative approach was chosen because it provides space to understand social phenomena holistically, taking into account the subjective perspectives of stakeholders in madrasahs. According to Lim (2024), qualitative research is very useful in exploring experiences, views, and practices that occur in the field in a complex social context. In this study, data were collected through in-depth interviews, participant observation, and analysis of relevant documents. Interviews were conducted with madrasah principals, teachers, students, parents, and community leaders to gain a comprehensive view of the implementation of the collaborative leadership model. Morgan (2022) emphasizes the importance of interviews and observations in qualitative research to obtain authentic and representative data on leadership practices. Direct observations in the classroom and in madrasah activities were also carried out to understand the interactions between the parties involved in the leadership process.

In this study, data analysis was conducted using thematic analysis techniques, where researchers identified and categorized the main themes that emerged from interviews and observations. Finlay (2021) stated that thematic analysis is very effective in qualitative research because it allows researchers to understand patterns and relationships between existing data. In addition, document analysis, such as madrasah leadership policies and annual reports, was used to complement interviews and observations. These documents provide an overview of how leadership policies are implemented and responded to by various related parties. According to Nanthagopan (2021), data triangulation through various data collection methods can increase the validity and reliability of research results.

The case study approach was also used to more intensively explore the application of collaborative leadership at MA Darul Musthofa Tiris Probolinggo. Hancock et al., (2021) stated that case studies allow researchers to explore phenomena in real contexts, providing deeper insight into the dynamics that occur. Researchers seek to understand how this change in leadership models occurs specifically in this madrasah, as well as its impact on community engagement and the quality of education produced. Iglesias-Pradas et al., (2021) found that case studies in the context of education provide a deeper understanding of leadership change and its impact on the learning process. By using this approach, this study is expected to produce more contextual and applicable findings for other madrasahs in Indonesia that are considering similar leadership transformations.

In addition, active participation in madrasah activities allows researchers to directly observe the interaction process between the madrasah principal, teachers, students, and parents in the context of collaborative leadership. Dignath & Veenman (2021) show that direct observation provides a deeper understanding of the implementation of policies and decisions taken in educational practices. This study seeks to explore how this leadership model influences communication patterns, collaboration, and decision-making at the madrasah and community levels. Based on the results of the data analysis, researchers will compile findings that reflect the process of change, challenges, and successes experienced by madrasahs in implementing this leadership model.

The qualitative method applied in this study is expected to provide a significant contribution to the understanding of leadership transformation in madrasas, as well as its impact on education and public opinion. A holistic qualitative approach is very important in revealing social dynamics and changes in educational institutions, including madrasas (Hussin et al., 2024). The results of this study are expected to provide practical recommendations for other madrasas in Indonesia who want to adopt a collaborative leadership model to improve the quality of education and strengthen relationships with the community. In addition, this study aims to reveal how leadership transformation can increase public involvement in the development of madrasas. Brenner & Hartl (2021) emphasize that collaboration between various parties in education is very important to produce positive and sustainable change. Ahmad et al., (2024) also emphasize that collaborative leadership in madrasas can play an important role in creating greater involvement from the community, which in turn can improve the quality of education and public opinion.

RESULTS AND DISCUSSION
Effective Communication Strategies in Building Public Opinion

The results of the study conducted at MA Darul Musthofa show that an effective communication strategy at MA Darul Musthofa is an approach designed to ensure the delivery of clear information and messages to all members of the school community, including students, teachers, staff, and parents. By selecting the right communication channels, be it face-to-face meetings, social media, or digital announcements, this strategy aims to build open and understanding relationships. The success of this strategy depends on the ability to convey messages in a way that is easy to understand, receive feedback constructively, and utilize technology to accelerate and expand the reach of communication, thus supporting the achievement of inclusive and participatory educational goals in the school environment. This is in line with the statement of the Head of MA

Darul Musthofa, in his interview:

"An effective communication strategy at MA Darul Musthofa is an effort that we make to ensure that important information related to learning, school activities, and the latest policies is delivered clearly and accurately to all school residents. We prioritize communication channels that are transparent and easily accessible to all parties, such as through announcements on information boards, social media, and special applications that we have developed for parents and students. One of the biggest challenges is ensuring that all parties, especially parents who have busy schedules, can stay connected easily" (Interview with the Head of Madrasah, November 17, 2024).

The interview results above illustrate an effective communication strategy aimed at strengthening the relationship between schools, students, and parents through an open, transparent, and technology-based approach. By utilizing digital platforms such as school applications and communication groups, information about academic activities and student development can be conveyed quickly and clearly. Active two-way communication allows parents and students to provide feedback, creating greater involvement in the educational process.

Participation in Social and Religious Activities in Building Public Opinion

Participation in social and religious activities at MA Darul Musthofa reflects the active involvement of the entire academic community in strengthening relationships between individuals while strengthening religious values that are the foundation of life. Social activities such as community service, mutual cooperation, and community events, as well as religious activities such as religious studies, congregational prayers, and commemoration of Islamic holidays, are a means to shape the character of students who care about others and have spiritual depth. These activities are presented in tabular form as follows:

Table 1 Participation in Social and Religious Activities

| Type of activity	Activity Description	Objective	Impact on Students
Social activities	Mutual cooperation	Activities to clean the school environment or help the surrounding community.	Building togetherness, social awareness, and responsibility towards the environment.
	Social service	Fundraising or assistance for people in need.	Increase empathy and caring for others, and teach the importance of sharing.
Religious Activities	Congregational Prayer	Carry out prayers together at the mosque or at school.	Increase discipline, devotion in worship, and closeness to God.
	Study	A joint study event to deepen Islamic religious knowledge.	Increasing religious knowledge and forming good morals based on Islamic teachings.

Commemoration of Islamic Holidays	Celebration and commemoration of major Islamic holidays, such as Eid al-Fitr and Eid al-Adha.	Strengthening social relations between students and the school community and deepening the meaning of the big day.

The table describes the participation of students at MA Darul Musthofa in social and religious activities as an integral part of character building and strengthening religious values. In social activities, such as mutual cooperation and community service, students are taught the importance of togetherness, concern, and responsibility towards the environment and society. Meanwhile, religious activities such as congregational prayers, religious studies, and commemoration of Islamic holidays instill the values of discipline, solemnity in worship, and a deep understanding of religious teachings. These activities create synergy between academic education and moral development of students, shaping them into individuals with integrity, empathy, and are ready to contribute positively to society and their religion. This confirms that the holistic approach applied by MA Darul Musthofa has succeeded in building students who excel intellectually and spiritually.

Participation in social and religious activities carried out at MA Darul Musthofa reflects the implementation of effective collaborative leadership in building public opinion. Social activities such as mutual cooperation and social service as well as religious activities such as congregational prayers, religious studies, and commemoration of Islamic holidays not only strengthen the internal bonds between the madrasah, students, parents, and the community, but also shape the character of students who care about society and have spiritual depth. This inclusive and participatory madrasah leadership encourages collaboration between all parties, improves the quality of education, and strengthens the reputation of the madrasah in the eyes of the public. By involving various stakeholders in the educational process, MA Darul Musthofa has succeeded in creating an environment that supports the intellectual and moral growth of students, while building a positive perception of the educational institution in the community.

Collaboration with Parents and Community in Building Public Opinion

Collaboration between the school and parents and the community at MA Darul Musthofa, which is under the auspices of the Darul Musthofa Foundation, is a form of close cooperation between the school, parents, and the surrounding community to support the overall development of students. Through the active involvement of parents in the learning process and supervision of the development of students, as well as community participation in social and religious activities, this collaboration aims to create a harmonious educational environment. This approach is expected to strengthen the synergy between formal education in the madrasah with family and community values, so that students not only excel in academic aspects, but also have strong characters and high social awareness. The ongoing collaboration is presented by researchers in the form of a flow diagram as follows:
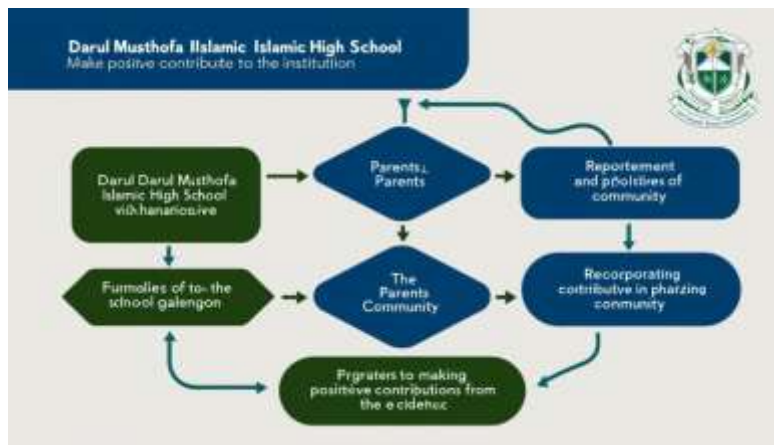
Figure 1 Collaboration of Madrasahs with Parents and the Community

The image describes the integral collaborative relationship between Madrasah Aliyah Darul Musthofa, parents, and the community in creating a better educational environment. The Madrasah acts as a center for educational management, which not only focuses on academics, but also builds transparent and collaborative communication with parents and the community. Parents contribute by providing moral support, supervision, and actively participating in Madrasah activities, while the community also supports by providing resources and creating a positive social climate for student development. This collaboration strengthens the quality of education by creating synergy between home, school, and the social environment.

Transparency and Accountability in Building Public Opinion

Transparency and accountability at MA Darul Musthofa, which is under the auspices of the Darul Musthofa Foundation, reflect the institution's commitment to open and accountable management. Transparency here means that all information related to policies, finances, and educational programs is conveyed clearly and can be accessed by all interested parties, including students, parents, and the community. This allows all parties to monitor and evaluate the performance of the institution. Accountability emphasizes the responsibility of the madrasah management in ensuring that every decision, use of resources, and implementation of educational programs can be properly accounted for and in accordance with the principles of justice. As stated by the head of the madrasah in his interview:

"We view transparency and accountability as important pillars in the operation of our educational institution. To maintain transparency, we ensure that all information related to the operation of the madrasah including regulations, expenditures, and teaching initiatives is always available and freely accessible. Transparency is key to accountability, we uphold the principle that every decision taken by the management must be accountable. We have a clear reporting system, whether it is regarding the budget, teacher performance, or program evaluation results. Since we have been more open in involving parents and the community, we have seen a huge increase in trust. Parents feel more at ease knowing that their children are getting a quality education and are well managed. We also see that teachers and staff are becoming more responsible in

their work, because they know that their work will be evaluated openly"
(Interview with the madrasah principal, November 17, 2024).

The implementation of the principles of transparency and accountability at MA Darul Musthofa shows a strong commitment to open and accountable education management. Transparency is realized through open information related to policies, finances, and education programs that can be accessed by parents and the community, while accountability is implemented with an evaluation system that involves clear reports and external supervision to ensure the sustainability and effectiveness of management. The impact is very positive, with increased parental and community trust in the institution and encouragement of responsibility from all madrasah managers.

Based on the explanation, it can be concluded that the results of the study conducted at MA Darul Musthofa show conformity with the latest literature on effective communication strategies in the context of education. This study found that MA Darul Musthofa successfully utilized various communication channels, such as face-to-face meetings, social media, and digital announcements, to convey information clearly to students, teachers, staff, and parents. This approach is in line with the findings of Valk & Kratovitš (2021), which emphasizes the importance of openness and transparency in communication in educational institutions so that all stakeholders feel heard and appreciated. Effective communication, as explained by Weiss et al., (2021), is essential for educational organizations to adapt to both internal and external changes, as well as facilitate better collaboration and understanding among all stakeholders.

This study also supports the view of Pardosi & Utari (2022), which states that effective principal leadership, when combined with good communication, can improve teacher performance and create a positive learning environment. In this context, the role of the madrasah principal in promoting open and transparent communication was found to be able to increase the involvement of parents and the surrounding community, which supports the findings of Nguyen & Ha (2023) that strong communication can increase teacher loyalty and organizational commitment. By adopting a communicative leadership style, madrasahs create a collaborative atmosphere that not only improves the quality of education but also strengthens public trust in the institution.

The use of technology also plays an important role in expanding the reach and efficiency of communication, in accordance with the opinion of Byrnes et al., (2021) who stated that technology facilitates communication in education, accelerates the dissemination of information, and increases accessibility. MA Darul Musthofa utilizes digital tools to improve interaction between all stakeholders, facilitate the flow of information, and enable more active participation. This finding supports the research results of Molina Roldán et al., (2021) which emphasizes the importance of using technology in improving educational performance, especially in creating an inclusive and participatory learning environment.

The importance of communication training for educators and administrators is also a major finding in this study, which is in line with the strategy proposed by Surachman et al., (2022). Communication training not only improves the clarity of message delivery but also helps in managing conflicts and handling issues that arise from stakeholders effectively. This strategy ensures that communication remains dynamic and responsive, supporting continuous improvement in educational practices.

CONCLUSION

This study shows that the transformation of madrasah leadership from a conservative to a collaborative approach has a significant impact on improving communication between all stakeholders, including students, teachers, parents, and the community. The use of various communication channels, such as social media, face-to-face meetings, and digital announcements, has proven effective in conveying information clearly and expanding the reach of communication. In addition, the use of technology in communication also plays an important role in accelerating the information process and enabling more active participation from all parties involved. The role of the madrasah principal as a communicative and open leader strengthens collaboration and builds public trust in the madrasah. This finding is in line with theories of transformational leadership and effective communication that emphasize the importance of transparency, active participation, and the use of technology in managing educational institutions. Therefore, this study makes an important contribution to developing a more inclusive and responsive leadership model to the needs of the times in the madrasah environment.

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