



QUALITY MANAGEMENT OF EDUCATIONAL INSTITUTIONS ACHIEVEMENT AT IBTIDAIYAH MADRASAH

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Abstract:

Outstanding Madrasah Ibtidaiyah refers to a primary level educational institution in the Islamic education system that has achieved a high level of excellence and achievement. Aspects include academic, non-academic, and student character development activities. This research was conducted at Madrasah Ibtidaiyah Al-Islamiyah Karanganyar Paiton Probolinggo on quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in realizing educational institutions, examining and describing more deeply the implementation of quality at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in realizing outstanding educational institutions, and examining and describing quality evaluation. The methodology used in this research uses a qualitative approach. Data collection techniques with observation, interviews and documentation. The method used to check the validity of the data is method triangulation. The results of the research showed that: 1). Planning: establishing vision and mission as quality guidelines, commitment to the implementation of national standard schools, comfortable and good service processes, improving the quality of student input, using quality references set by the government, quality planning in management review. 2) Implementation: implementing the national standard curriculum as well as the pesantren curriculum, educators and education personnel with at least a bachelors degree. There is satisfaction from students and parents/guardians of students as users, 100% graduates are absorbed and equipped with expertise, the existence of representative infrastructure, transparent education management, very good and very close relations between schools and communities, the existence of special services to support learning activities. 3). Evaluation: conducting self-assessment of school performance based on accountability, transparency and efficiency.

Keywords: *quality management, outstanding educational institutions, Madrasah Ibtidaiyah*

INTRODUCTION

Conscious and planned efforts to create an atmosphere of learning and learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation and state are manifestations of education based on Law of the Republic of Indonesia Number 20 of 2003 about the Education System. (Maulana et al., 2020) In the sense that the process education is carried out deliberately with full awareness and addition again in a planned manner through the teaching and learning process. This shows that the essence of education is the development of intelligence

giving birth to a character. Education can be understood and approached from various dimensions. A process that will never be finished (never ending process) it is Education. Humans are the result of a learning process Teaching and learning is a process within the personality student. Education in the context of community development is a key elements that play a role in forming and increasing capacity and the welfare of community members. In the era of globalization and transformation technology is increasingly rapid as it is today, education is not just a thing an instrument for transferring knowledge, but also a driver key in developing community capacity and potential. Education Quality and focused not only creates skilled individuals, but also contribute to the formation of character, values, and skills necessary to advance society as a whole. By referring to the goals and roles of education above, it is hoped that Indonesian citizens can achieve a balance between cognitive intelligence, affective, and psychomotor. Efforts to achieve national education goals demanding improvement in the quality and relevance of education as a challenge main role in the development of the education system in Indonesia. A country's economic growth is influenced as a whole by education. In an effort to improve the quality of human resources in Indonesia, collaboration between government, private sector and society become an integral aspect. Linkages between government, society and sectors private sector is a key factor in their role to improve balance and quality of education.

Regarding quality management, there are several opinions put forward by Muhammad Dini Handoko who said that the term Quality management in education is often referred to as Total Quality Management (TQM). Application of the concept of quality management- TQM in Sallis emphasized that education is Total Quality Management a philosophy of continuous improvement, which can provides a set of practical tools to every educational institution in meet the needs, desires and expectations of its customers, now and for the future. (Handoko, 2020) This definition explains that TQM-quality management emphasizes two main concepts. First, as a philosophy of continuous improvement and second, related to tools and techniques such as “brainstorming” and “force field analysis”, which is used for quality improvement in management actions to achieve needs and customer expectations. According to Mustajib, quality management Education is an established educational management effort standardize the education system based on quality assessment. (Mustajib, 2020) The same thing was also conveyed by Rahman Tanjung that Nadeak put forward the concept of school quality management, namely targets that must be achieved, therefore all school resources must be managed in a directed and integrated manner according to function respective management within the school (Planning, Organizing, Implementation and Supervision). (Tanjung et al., 2022) Based on several opinions from previous research, it is possible concluded that quality management in education is very important because can improve the quality of education and ensure that goals education is achieved well. Quality management can help institutions education in identifying their strengths and weaknesses, as well provide a basis for continuous improvement and development. In the educational context, quality management can help improve effectiveness and efficiency of resource use, increasing satisfaction students and parents, as well as improving the quality of graduates. Therefore, Quality management can help educational institutions achieve their goals them and ensure that they provide that education quality and relevant to their students.

Madrasah Ibtidaiyah is an Islamic basic educational institution in Indonesia combines Islamic boarding school and school education. Madrasah Ibtidaiyah has the same curriculum as elementary school, but with more portions regarding Islamic religious education, such as the Koran, Hadith, Islamic Aqidah, Fiqh, History of Islamic Culture, and Arabic. Madrasah Ibtidaiyah has an important role in education and character formation of students in Indonesia, as well as responding to challenges globalization and culture. The aim of Madrasah Ibtidaiyah is develop the potential of students to become human beings who believe and God-fearing, producing graduates who are polite, high-quality and independent, prepare graduates who are ready to continue to a higher level of education high and able to compete, producing graduates

who are intelligent, have awareness and responsibility in environmental management as well maintain and create a competitive madrasah in the fields of science and technology social. Quality management in education is very important because it can improve the quality of education and ensure that educational goals are met achieved well. Entering the reform era, the Indonesian government has designed a plan great for improving the quality of education. This quality improvement initiative starting with the formulation of regulations through various laws and regulations regulations, such as Law no. 20 of 2003 concerning the Education System National, Law no. 14 of 2005 concerning Teachers and Lecturers, Law no. 12 2012 concerning Higher Education, PP No. 19 of 2005 concerning National Education Standards and amendments to No. 32 of 2013, PP No. 74 of 2008 concerning Teachers, PP No. 37 of 2009 concerning Lecturers, Presidential Regulation no. 8 of 2012 concerning the National Qualifications Framework Indonesia, and PP No. 49 of 2014 concerning National Education Standards Tall. In this series of regulations, the government's systematic efforts are visible to improve the qualifications and performance of teaching and school staff through certification processes, accreditation of educational institutions, quality standardization, as well as increasing salaries and welfare for teachers, lecturers and supervisors.

Chatib said that schools in Indonesia have four category: Schools that are neither dead nor alive, with characteristics: no gain public trust, the number of students is small, the quality of teachers low, poor school management; The school is growing, with the following characteristics: public trust is very large, more students register rather than school capacity, still at a certain level, for example The highest class is only Grade 3 Elementary School, requiring the recruitment of new teachers each time years, school management is still looking for form; managed schools international, with the characteristics: very large public trust, participants student enrollment is greater than school capacity, focus on improvement the quality of teachers and school management is stable; and the new school will built, with the following characteristics: the organizers of the new school have the intention to build schools (physical buildings) and teacher recruitment. (Munif Chatib, 2014) The regulations and description of school conditions have been described above, actually discusses the quality of management, especially roles Teachers are at the forefront in improving the quality of education. Various success stories of countries in the world often start with efforts to improve teacher quality. Countries such as Japan and Korea South Asia, as well as several European countries, are concrete examples of progress cross-sectors triggered by improving teacher quality. Therefore, it is necessary It is recognized that teacher quality plays a key role in achieving progress nation, as stated by Susanto. (Dr. Ahmad Susanto, 2016) However, implementation of regulations in the education sector in Indonesia has not yet been implemented give satisfactory results. Teacher competency is still needed serious attention from both the government and society. Competence test Teachers (UKG), especially in the aspects of professional and pedagogical competence, in recent years has not shown optimal results. A future-oriented school begins with formulation vision, mission, values, and goals. According to Iryanto, life is time-oriented The future is owned by individuals who have characteristics such as being proactive towards change, have a smart vision of life, be familiar with knowledge and Technology has three basic principles of life, namely existence and actualization (actualization), becoming (becoming), having the motivation to be the best, creative, and greatest. (Hendrikus Midun, 20117).

Sakdiah and Syahrani in their journal formulated the quality of education is an evaluation of the educational process that increases the need for achieve and develop existing talents, motivation and abilities students have in a process, and at the same time meet standards accountability established by the client who finances the process or output of the educational process. (Hendrikus Midun, 2017) Meanwhile, according to Musfirah, a quality madrasah is an effective madrasah, which is described with three steps, namely: input, process and output. Input means before carrying out the learning process the teacher must provide education and opportunities for students. After that, the process or stages are carried out design that uses the availability of infrastructure facilities with involving the role of parents and the local community. Then output

produce the expected learning achievements. (Durrotunnisa & Nur, 2020) Thus, a quality madrasa is a madrasa that apply the effective school formula. In terms of output, the results obtained from Effective madrasas are: First, from the aspect of students, the graduates produced are students who have superior academic achievements, have creativity, confident, aspirational, does not hesitate to express opinions, has high expectations, always present in activities, and have a level high graduation rate, and conversely, the dropout rate is not the same once or zero percent. (Setyo et al., 2021) At the madrasah education level, the competencies expected of graduate students are: Able to read the Koran and understand it, have noble character, understand Islamic jurisprudence, are accustomed to performing daily worship day, able to deliver simple lectures, and able to take i'tibar or lessons from Islamic history. Apart from that, students are also expected to able to: Increase the faith and piety that has been instilled in the family, Channeling their talents and interests as well develop it optimally, Correct deficiencies and weakness in practicing Islamic teachings, Resisting influence negative beliefs or other cultures that harm beliefs, Adapt to the physical and social environment to be in harmony with Islamic teachings, Making Islam a life guide to achieve happiness in this world and the hereafter, Able to understand Islam thoroughly comprehensively according to the student's absorption capacity and the time he has. (Suradi et al., 2022).

The second aspect is that in terms of teachers, a quality school pays attention teacher job satisfaction, achieving zero percent absenteeism, and providing special responsibilities or duties to teachers. Yuli underlined that teachers have a key role in the world of education. Success Schools are very dependent on teachers who carry out their teaching functions with full meaning (purposeful teaching). (Lara, 2022) This means, a teacher must have high competence in their field, work professionally, and be a versatile individual with high expectations for the profession and students (high expectations all round). A teacher is considered to be communicator who instills hope in students (communicating expectation), as well as being an intelligent individual who is always active in development of knowledge and enjoy facing challenges intellectual. (Eliza et al., 2022) In the madrasa context, several characteristics that teachers must have include: Other: Educators must have exemplary (uswah hasanah) characteristics: The teacher's goals, behavior and mindset are rabbani, that is, they should always be rely on Rabb by obeying Him, serving Him, following His law and know His attributes. The teacher should be someone who sincere. The teacher is patient in teaching various knowledge to children. Be honest in conveying what he calls for. always equip yourself with knowledge and the willingness to get used to it keep studying it. Teachers are knowledgeable in the knowledge they study. Teachers should be able to use various teaching methods varies. Just mastering knowledge is not enough, because not everyone does knowledge is able to transform it to students. The teacher is capable managing students, being firm in acting and putting things down proportionally. Studying the psychic life of harmonious students with his developmental period when teaching them, so he can treat them according to their reasonable abilities and psychological readiness they. Responsive to various world conditions and developments influencing the souls, beliefs and thinking patterns of the younger generation. One Teachers are required to have a fair attitude towards all their students. (Suhirman, 2020).

Students view teachers as their main role models. They will follow the footsteps of morals, knowledge, intelligence, virtue and all movements the teacher shouted. So teachers should adapt themselves to the principles and principles the values they teach. The teacher is a picture of life reflect the virtues of actual behavior so that students can familiarize yourself with these examples and as a mandatory warning established physically and mentally. (Hamid, 2017) According to the characteristics mentioned, Rahmatica stated that the duties of a teacher include understanding of the characteristics of each student, improvement expertise in the field of teaching, as well as the application of the knowledge they have. Teachers are expected to not only master the material taught, but also have skills in teaching methods, while implementing principles consistency between the teachings given and practice in life daily. (Rahmatica et al., 2022) The third aspect in terms of management, schools that have good quality competitive and pay

attention to the level of job satisfaction of its staff, allocate the budget in a balanced manner, and have adequate staff committed and loyal to the madrasa. Meanwhile, from an outside perspective madrasah, the community gives a positive view of the school, making it the main choice for providing education to their children. (Tampubolon, 2023) In this context, improving the quality of madrasas can be carried out effectively, it is necessary to understand the essence and challenges faced by madrasa. Madrasas are actually a model of educational institutions is ideal because it carries the principle of balance between faith and piety (imtak) with science and technology (iptek). Additionally, as religious-based educational institutions and rooted in cultural values society, madrasas have a strong social foundation and resilience Extraordinary. Maslowski said that the core of school culture is para Teacher. Teachers can consider and determine good things or bad things that happen at school and beyond internalize it to all students studying at school. (Purnami, 2016).

Therefore, Islamic education aims to guide the people in order to become a Muslim individual who has quality, is able to carry out the task of his life in accordance with the purpose of his creation in the world, namely as 'abdullah (DEPAG RI, 2009) and khalifatullah fi al-ard. (DEPAG RI, 2009) The hope is to strengthen and deepen knowledge through education can be an effective and appropriate capital in achieving success as well blessings, both in this world and the hereafter. (Zainullah & Muhtarom, 2023) Mastery of managerial aspects, planning skills, organizing, communicating, motivating, directing, and Supervising consistently is an effort to improve school quality or madrasah. Quality is considered something that is very ideal and not can be compromised, so educational institutions always try meet the highest standards of goodness, beauty, and truth. For ensure user satisfaction of graduates, institutions must be aware that The educational process is a continuous effort, starting from ideas to producing high quality graduates, curriculum development, and responsibility responsible in the learning process. Therefore, to meet expectations main customers, institutions must improve performance and quality through commitment to change from all components of the institution. In implementing integrated quality management in the educational context, a strategy developed is to view educational institutions as providers services, or service industry, which provides services in accordance with customer needs. Quality and satisfying service quality necessary to satisfy customers. Therefore, a concept is needed management that can empower educational institutions to achieve performance. Integrated quality education management, which focuses on satisfaction customers, involving two types of customers, namely internal customers (managers institutions such as principals, teachers, and staff) and external customers (society, industry and government). Managerial qualities produce superior performance in educational institutions reaching its peak when service satisfaction occurs between internal and external customers.

Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is on Jl. Raya Panglima Sudirman, Karanganyar Village, Paiton District, Probolinggo Regency, Postal Code: 67291, East Java is a madrasa private ibtidaiyah which has excellent quality as well as being reference for other ibtidaiyah madrasas in conducting studies appeals related to the quality management of educational institutions achievement. Such a situation is certainly very interesting for research or research in order to study and describe in more detail in depth towards quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution, examine and describe in more depth the implementation quality at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating outstanding educational institutions, and reviewing as well describe in more depth the quality evaluation of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton Dalam creating an outstanding educational institution. Based on the background of the problem above, researchers are interested in conducting research with the theme "Quality Management of Educational Institutions Achievement at Madrasah Ibtidaiyah" with research objects at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton.

RESEARCH METHODS

This research uses a qualitative approach. This qualitative research is to conduct research related to quality management of outstanding educational institutions at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton. The type of research is descriptive qualitative. Sugiyono believes that research is generally descriptive This is non-hypothesis research, so it is not within the framework of the research need to formulate a hypothesis. (Sugiyono, 2009) Research was carried out in Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is located on Jl. Raya Panglima Sudirman, Karanganyar Village, Paiton District, Regency Probolinggo Postal Code: 67291. Election of MI Al-Islamiyah (MIA) Karanganyar Paiton is a research location because of the quality and achievements of the Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is very prominent if compared to other private madrasahs in Paiton District, in accordance with existing theoretical concepts, this is proven from the achievement results academics and achievements in various championships at Madrasah Ibtidaiyah private sector in Paiton District.

The data collection technique in this research is observation, interviews and documentation. Interviews were conducted with several informants at the research location that is able to inform and describe events that occurred in the field, including: 5 informants informant, with the initials Principal (H), Deputy Head of Curriculum (LM), Teacher (TH, LNA), Tendik (FH). The method used to check the validity of the data is by triangulation method, namely by utilizing various method for consideration. This triangulation is carried out by walking compare and check information or data obtained from documentation with the results of observations and interviews (Dwi Syahputra, 2020) This triangulation is carried out by; compare observation data with interview data, compare what people say in in public with what is said in private, comparing what is people say about the research situation with what is obtained during research, comparing a person's circumstances and perspectives with various opinions and views of others, and comparing results interview with the contents of a related document.

RESULTS AND DISCUSSION

Quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating educational institutions achievement

Quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution starting with establishing the vision and mission of MI Al-Islamiyah Karanganyar Paiton as a quality guide in the implementation of daily educational activities days, commitment to the implementation and administration of standard schools national regulations set by the government, service processes at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is very comfortable, continues carry out increased quality input from students so that they are capable compete with other school students, using quality standards has been determined by the government and developed quality standards So the quality reference at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is above average standards, there is a quality plan in the review management level of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton, improving the quality of school input at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is the result of a sustainable program has been determined, improving services with stakeholders with questionnaires or questionnaires as input material for related parties design or quality assurance plan at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton as a line and reference in order to maintain and improve outstanding educational institutions.

Quality implementation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating educational institutions achievement

Quality implementation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution carried out by implementing the national curriculum and Islamic boarding school curriculum implemented by Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton, teaching

staff and educational staff at Madrasah Ibtidaiyah Al- Islamiyah (MIA) Karanganyar Paiton has a minimum qualification of Bachelor, Then specifically for teaching staff it is recommended to continue to Jenjang master (S2), there is a level of satisfaction felt by students as well as parents or guardians of students as users, graduates at Madrasah Ibtidaiyah Al- Islamiyah (MIA) Karanganyar Paiton every year is 100% and equipped with various skills or expertise according to interests and talents through extras curricular, facilities and infrastructure at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is very representative and in very good condition good, the management of the education system is carried out transparently and well, The relationship between the schools in this case is Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton with a very good and very close community, in Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton has services special facilities in the form of supporting the learning process.

Quality evaluation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating educational institutions achievement

Quality evaluation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution by conducting a self-evaluation of the performance that has been carried out by previous school to see which programs are considered necessary maintained and what needs to be improved. Self-evaluation in Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is based on accountability, transparency, efficiency and effectiveness, Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton carries out routine evaluations in the process learning carried out at the end of each semester, carrying out activities preparing reports on the results of self-evaluation activities, compiling and determine various activity priority scales and various action programs further on the findings of the self-evaluation results of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton and the results of the analysis as a construction of improvement which is carried out gradually and continuously in realizing the institution achievement education

CONCLUSION

Based on the research results, it can be concluded that Quality management of educational institutions at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which consists of planning, implementation, and evaluation. At the planning stage have strong guidelines through establishing a vision and mission as quality guidelines, commitment to National standard school administration, comfortable service process and good, increasing the quality input of students, using quality references determined by the government, there is a quality plan in the review management. The implementation stage involves implementing the standard curriculum national and typical curriculum for schools, educators and education personnel have a minimum qualification of a bachelor's degree, there is satisfaction from the students and parents/guardians of students as users, graduates at 100% and equipped with expertise, the existence of representative infrastructure, education management transparent, the school's relationship with the community is very good and very close by, there are special services and facilities to support learning activities. Stage evaluation by conducting a self-evaluation of school-based performance accountability, transparency, efficiency and effectiveness, carrying out evaluations learning process at the end of each semester, compiling a report on the results self-evaluation that has been carried out, developing a priority scale for various activities as well as a follow-up program on the results of self-evaluation and analysis results as a construction of improvements carried out in stages and sustainable in creating outstanding educational institutions.

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