

CAPTURING THE PROCESS OF NORMATIVE COMMITMENT THROUGH ESTABLISHING PROFESIONALISM OF TEACHER BASED ON PESANTREN

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Abstract : *This research aims to find out how committed the teaching staff at the Nurul Jadid Pesantren are to efforts to improve the quality of education, especially in the context of forming a superior generation. Work commitment is a key factor in the success of educational institutions, and improving the quality of education is the main goal in preparing a generation that is able to compete in the current global era. Thus, this research employs a qualitative approach with a case study design. Data collection is conducted using observation techniques, in-depth interviews, and documentation. The gathered data is analyzed using Miles and Huberman's data analysis techniques, which consist of data reduction, data display, and verification. The research findings indicate that efforts to build normative-based professionalism are carried out in the form of; 1) human resource education with superior paradigm; 2) fostering a culture of quality habituation; 3) self-development optimization; and 4) strengthening spiritual values.*

Keywords : *Normative Commitment; Professionalism of Teacher; Pesantren.*

Abstrak : *Penelitian ini bertujuan untuk mengetahui bagaimana komitmen kerja staf pengajar di Pondok Pesantren Nurul Jadid dengan upaya peningkatan mutu pendidikan, khususnya dalam konteks pembentukan generasi unggul. Komitmen kerja merupakan faktor kunci dalam keberhasilan institusi pendidikan, dan peningkatan mutu pendidikan merupakan tujuan utama dalam mempersiapkan generasi yang mampu bersaing di era global saat ini. Dengan demikian, penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara mendalam, dan dokumentasi. Data yang telah didapatkan dianalisis dengan menggunakan teknik analisis data Miles dan Huberman, yang terdiri dari reduksi data, display data, dan verifikasi. Hasil penelitian menunjukkan bahwa upaya membangun profesionalisme yang berbasis pada komitmen normatif dilakukan dalam bentuk; 1) edukasi sumber daya manusia berparadigma unggul; 2) membangun budaya habituasi mutu; 3) optimasi pengembangan diri; dan 4) penguatan nilai ruhiyah.*

Kata Kunci : *Komitmen Normatif; Profesionalisme Guru; Pesantren.*

INTRODUCTION

Anactivity or inefficient leadership in can harm a person's involvement. Internal conflict or lack of clarity in the pesantren's vision can influence the level of engagement. Lack of understanding regarding the roles and tasks expected of each individual in the Pesantren environment can lead to confusion and lack of involvement. Realistic and clear expectations from Pesantren can be a source of problems in pesantren (Mundiri, 2015; Mutaqin, Saputri, & Maulida, 2023). Issues such as economic burdens, interpersonal disputes, or personal problems can influence the level of engagement within. Psychological factors, such as personal motivation and emotional well-being, can also play an important role.

Work commitment is the desire and loyalty of teaching staff to provide maximum contribution in carrying out educational tasks (Dakir, Yaqin, Niwati, & Subaida, 2022; Handayani, Usman, & Mawardi, 2023). Nur Azizah stated that strong work commitment can positively impact the quality of learning and student-teacher interactions, as well as efforts to strengthen religious and moral values in the curriculum (Wulandari & Nurhaliza, 2023). Therefore, a deeper understanding of how the work commitment of the teaching staff at the pesantren Nurul Jadid contributes to improving the quality of education is very relevant. Pesantrens aim to provide in-depth Islamic religious education to teaching staff. According to Muhammad Jamaluddin, a strong work commitment from teaching and administrative staff is essential to ensure that teaching staff receive quality teaching based on Islamic values (Hakim, Fauzia, & Rani, 2023). This commitment is also needed so that teaching staff can develop strong religious faith and practices.

The work commitment at this Pesantren includes a solid commitment to Islamic values, such as faith, worship, honesty, justice and moral leadership (Mundiri, 2016; Crawford, Dawkins, Martin, & Lewis, 2020). Staff and teachers at this Pesantren are expected to be highly committed to practising and instilling these values in the teaching staff. In compliance with the Religious Education Mission, pesantren Nurul Jadid aims to provide quality Islamic religious education to teaching staff. Work commitment refers to the staff's willingness to understand and implement the mission of religious education with complete dedication (Akbar & Iqbal, 2023).

The staff at this pesantren are expected to be committed to guiding, supporting and motivating the teaching staff in their spiritual and intellectual development. This includes a willingness to invest in teaching staff's personal and educational development. Job commitment also means providing quality services to teaching staff and their families (Tohet & Cahyono, 2020). This includes being responsive to the needs of teaching staff, maintaining the cleanliness and tidiness of the Pesantren environment, and providing good administrative services. Work commitment includes devotion to the mission of the Pesantren and honesty in all activities. Staff are expected to complete their duties with integrity and dedication (Rahmat, Robingatin, & Setiawan, 2023).

In the context of the pesantren Nurul Jadid, work commitment is the foundation that supports quality Islamic religious education, the formation of the character of the teaching staff, and the achievement of the institution's mission. Strong work commitment from Pesantren staff will create a positive work environment (Albab, Nurkhamidi, Tarifin, Hasanah, & Panaemalae, 2023). Saranani stated this to increase productivity, collaboration and work morale among staff, influencing the quality of education and services provided (Sitika et al., 2023). Committed staff are good examples of teaching staff. They can be role models for integrity, honesty and dedication in worship. High work commitment can also motivate teaching staff to study and try harder (Mahmud, Mirnawati, & Kusumastuti, 2023).

A strong work commitment can help Pesantrens continue to develop long-term (Bahri & Baharun, 2023). With committed staff, institutions can face various challenges that may arise and continue to adapt to changing times. Maintenance of Islamic Traditions and Values: Pesantrens often aim to maintain Islamic traditions and values (Wulandari & Nurhaliza, 2023). High work commitment can help maintain and pass these values to the next generation. Thus, work commitment is an essential foundation for the success and sustainability of the Nurul Jadid Pesantren or other Islamic religious educational institutions. Mahsar emphasized that this commitment not only influences the quality of education and services but also reflects a commitment to the mission and religious values held by the Pesantren (Hidayat & Ibrahim, 2023).

Work commitment and improving education quality align with the mission and Islamic values held by the pesantren Nurul Jadid. Quality education and a solid commitment to Islamic values are ways to carry out the mission of Islamic religious education (Yamin, Ahmad, & Suhartini, 2022). Pesantrens may have adopted an integrated educational approach where work commitment and improving the quality of education are closely linked. This means that the staff and teachers at Pesantrens not only teach religious lessons but also integrate Islamic religious values into the teaching staff's entire curriculum and daily life. Pesantrens may have a rigorous performance measurement and ongoing evaluation system to monitor progress in work commitments and improve the quality of education. Apart from that, Pesantren specifically adopt innovative strategies and approaches with their goal of forming a superior generation that is strong spiritually, intellectually, and practically responsible and interprets work as not a burden but can be used as worship.

Thus, improving the quality of education is essential for the pesantren Nurul Jadid so that it can carry out its mission of Islamic religious education well, prepare teaching staff for the challenges of the modern world, and positively impact society and Muslims (Sitika et al., 2023). Improving the quality of education must be supported by the institution's internal factors, one of which is the work commitment of the teaching staff. Education units can produce educators with high work commitment if they are supported by good self-

efficacy and exemplary contributions to improve normative commitment performance (Febriyenti, 2023) At work, a person who has a high work commitment consciously carries it out, not because he is ordered to, but because of self-motivation and responsibility, that is an obligation.

The aim of this research includes an in-depth understanding of strategies for building commitment through increasing the professionalism of Pesantren-based teachers (Wulandari & Nurhaliza, 2023). Based on the Pesantren in the context of this research, the values and local wisdom are owned and become the core beliefs and values of Pesantren, which are sourced from Trilogy and Pancakesadaran of pesantren Nurul Jadid.

METHOD

This type of research is a qualitative case study approach using the Miles and Hubbermun 2014 data analysis technique; 1) data reduction, which includes completing and simplifying all the information obtained; 2) data display in this research is data obtained from observation, interviews and documentation; and 3) conclusion/drawing conclusions, namely by making conclusions from data obtained through observation and interview methods, and related documentation to understand planning and processes (Damariyanti & Fathah, 2023).

The research location was at the pesantren Nurul Jadid Paiton, Probolinggo, East Java Province. Because this place is straightforward to research, the character and the site have a way to build a superior generation. The subjects in this research are the boarding school leaders and the ustadz and ustadzah at the Nurul Jadid Islamic Boarding School. The object of this research is human resource management in improving the quality of education at the pesantren Nurul Jadid. The data collection techniques were carried out using interviews, observations and documentaries.

RESULT AND DISCUSSION

Developing normative commitment through establishing teacher professionalism is crucial to strengthening teacher integrity and dedication in education. In facing the complexity of teaching tasks, teacher professionalism becomes an irreplaceable foundation for achieving quality education goals in exploring the concept of normative commitment and how the formation of teacher professionalism can be the primary driver in strengthening their relationships and attachment to the moral and ethical values of the educational profession. By involving yourself in increasing professionalism, you can have a sustainable positive impact in shaping the character and quality of education (Sunardiyah, Surahman, Cakranegara, & Hina, 2022). Based on the research results, it was found that increasing teacher professionalism in building normative commitment is as follows;

1. Human Resource Education with a Superior Paradigm

HR (Human Resources) education in the field refers to the education and training process to improve individual skills, knowledge and competencies in a particular job or

organization. This includes various types of training (Administrative, Foster Care, DEA), formal education, ongoing training (such as organizational training, extracurricular and personal development), and skills development provided to employees, staff, or members of the organization so that they can be more effective and productive in their work. HR education aims to improve individual, team and organizational performance. In efforts to improve the quality of education, the educational component in the form of human resources (HR) has a significant role in achieving the desired goals (Jumadi, 2023).

Ustadz Muhyi, one of the public relations officers for the pesantren Nurul Jadid, said that the pesantren Nurul Jadid teaches religion with scientific subjects, arts, practical skills and character learning. This allows students to develop a holistic understanding of the world and strong values at each institution. It is consistent with the observation results as depicted of documentation data as in Figure 1.



Figure 1: Human Resources Education Activity

Figure 1 as shown above shows a process that clearly focuses on increasing teacher professionalism. There is an approach that provides dedication to employees, especially teachers, with the aim of increasing their commitment and performance. This process involves training programs oriented towards skills development, current understanding in the world of education, and strengthening professionalism values. In this picture, there is also strong support from stakeholders to provide resources and incentives to teachers. And involves a performance evaluation system that is transparent and achievement-based. Overall, this picture depicts an environment where teacher professionalism is given serious attention, and concerted efforts are made to achieve sustained improvements in commitment and performance.

Creating human resources with a superior paradigm at the pesantren Nurul Jadid requires commitment and joint efforts from the entire educational community, which aims to develop human resources who are not only able to compete in the competitive global job market but also have a deep understanding of social and ethical issues, as well

as skills to contribute positively to society. Human resource education with a superior paradigm is a long-term investment in individual development and a country's economic and social development (Hakim et al., 2023).

2. Building a Culture of Quality Habituation

Strong leadership and commitment from administrators, leaders, teachers and other staff are essential in improving the quality of education. They need to be good examples in forming a culture of quality habituation. According to Febrianti, before the 1990s, theories about leadership and management still referred to men, and in-depth research on women as school leaders was still minimal (Mahsar, 2023). The fact is that men have occupied leadership in education worldwide for a long time. Theoretically, the framework for leadership in educational management is still based on male behaviour (Ferihana & Rahmatullah, 2023). However, if we look at the present, the leadership at the pesantren Nurul Jadid is providing real results towards improving the quality of education.



Figure 2: Culture Habituation

Figure 2 reflects an educational seminar held for all teaching staff at the pesantren Nurul Jadid. The aim is for them to be more consistent and disciplined in carrying out their duties, especially in terms of time management. This seminar is a platform to increase understanding of the importance of discipline and consistency in education and provide practical strategies to achieve this.

Ustadz Misbah, the Central Secretariat Manager, stated that multidisciplinary teaching encourages a learning approach that combines aspects of religion, scientific knowledge, art, practical skills and character formation in one unit. Misbah said that "Pesantren Nurul Jadid applies employee and staff discipline to overcome delays, so fingerprinting is facilitated in every office and institution," In a culture of quality habituation, all members of Islamic boarding schools must be committed to continuously improving themselves and the educational process. This includes teachers, students, and support staff (Mahsar, 2023). Building a quality habituation culture is a long-term effort that requires patience and commitment from all parties involved. With the steps above,

the pesantren Nurul Jadid or other educational institutions can develop a culture promoting better education (Khoir & Rofiq, 2023).

3. Optimization of Self-Development

Self-development is a process by individuals to increase their knowledge, skills, competencies and potential personally and professionally (Wulandari & Nurhaliza, 2023). The main goal of self-development is to achieve personal growth, improve quality of life, and achieve the individual's maximum potential. This process involves various activities, such as learning, training, reflection, experimentation, and experience, that help individuals become better in multiple aspects of life, including intellectual, emotional, social, and physical (Mahmud et al., 2023).

Self-development encompasses a multifaceted process undertaken by individuals to enhance their personal and professional attributes, including knowledge, skills, competencies, and potential. The overarching objective of self-development is to foster personal growth, elevate the quality of life, and unlock one's maximum capabilities. This journey entails a spectrum of activities, ranging from learning and training to introspection, experimentation, and hands-on experience. Through these endeavors, individuals endeavor to refine themselves across various dimensions of life, spanning intellectual, emotional, social, and physical realms.

Provide training and development to teachers and staff to improve their skills and knowledge. Quality teachers will contribute significantly to the quality of education (Hidayat & Ibrahim, 2023). As stated by Ustadz Bashori Alwi, personal development at Nurul Jadid is not only in education and academics but also in career and skills development. So self-development becomes a solution to not being monotonous with oneself and having a task commitment to carrying out tasks with creativity in self-development. Moreover, at Nurul Jadid, the concept of personal development transcends beyond the confines of education and academics. Ustadz Bashori Alwi emphasizes the holistic nature of self-development, encompassing career advancement and skill refinement. This broader perspective underscores the importance of continuous growth and adaptation, ensuring individuals do not stagnate but rather embrace creativity and commitment in their pursuit of self-improvement. In essence, self-development emerges as a dynamic solution to combat complacency and nurture a steadfast commitment to excellence. By fostering a culture of continuous learning and personal advancement, individuals can navigate through life with resilience, adaptability, and a steadfast dedication to self-betterment.

4. Strengthening Spiritual Values

Ruhiah's values relate to spiritual, moral, and Islamic values, which are the basis of education at the Nurul Jadid Islamic boarding school. Organizing religious lessons

and in-depth Islamic studies to help students understand the principles of the Islamic religion, moral teachings and ethics (Hidayat & Ibrahim, 2023). Also, worship activities, such as prayer, dhikr, and recitations of the Koran, will encourage students to be active in daily worship.

The atmosphere at the pesantren Nurul Jadid, with students taking religious lessons and in-depth Islamic studies. They are involved in religious activities such as prayer, dhikr, and reciting the Koran. This atmosphere reflects efforts to strengthen *Ruhiah* values, which include spiritual, moral and Islamic aspects. All this together with the determination to understand the principles of the Islamic religion, moral teachings and ethics, creates a value-rich educational environment at the pesantren.

As stated by Ustadz Musleh as part of the religious section that the existence of *Iktikbar* activities has a positive impact on all teaching staff and the community so that they not only deepen their education and academics but also Islamic values as well. The Spiritual values become an integral part of their daily routine. Providing spiritual guidance and counselling for students to reflect on and improve their relationship with Allah (Rahmat et al., 2023). So good role models are teachers and staff who live according to Islamic teachings and involve students in religious activities such as studies, recitations, or interpretation classes to deepen their understanding of religion and Islamic values.

Promoting spiritual values in Islamic boarding schools is an integral part of holistic Islamic education, which aims to form individuals who are not only academically intelligent but also have good morality and ethics by the teachings of the Islamic religion. These values are expected to help students live a life entire of kindness, justice and devotion to Allah (Akbar & Iqbal, 2023). Promoting spiritual values within pesantren constitutes a fundamental pillar of holistic Islamic education. It embodies a comprehensive approach aimed at nurturing individuals who possess not only academic prowess but also exemplary morality and ethics, guided by the teachings of Islam. These spiritual values serve as guiding principles intended to instill in students a life characterized by compassion, fairness, and unwavering devotion to Allah.

The emphasis on spiritual values within pesantren is deeply rooted in the belief that education extends beyond the mere acquisition of knowledge. It encompasses the cultivation of virtues and character traits essential for leading a righteous and fulfilling life in accordance with Islamic teachings. As articulated by Akbar and Iqbal (2023), the integration of spiritual values into the educational framework is envisaged to equip students with the moral compass necessary to navigate the complexities of the modern world with integrity and piety.

Central to the cultivation of spiritual values are teachings that underscore the importance of kindness, justice, and unwavering devotion to Allah. These values serve as the cornerstone upon which students are encouraged to build their personal and

spiritual growth. By internalizing these principles, students are empowered to embody the teachings of Islam in their daily lives, fostering a sense of responsibility towards themselves, their communities, and their Creator. In essence, the promotion of spiritual values within pesantren represents a holistic approach to education, one that seeks to nurture individuals who are not only intellectually astute but also morally upright and spiritually grounded. By imbuing students with a deep understanding of Islamic principles and values, these educational institutions play a pivotal role in shaping individuals who are equipped to contribute positively to society while remaining steadfast in their devotion to Allah.



Figure 3: Establishing Profesionalism Based on Normative Commitment

This research details the process of normative commitment at the pesantren Nurul Jadid through the formation of teacher professionalism based on pesantren. The findings highlight intensive efforts in integrating normative values into teacher commitment, which is realized through Human resource education with a superior paradigm, building a culture of quality habituation, optimization of self-development, and strengthening spiritual values. This research delves into the intricate process of cultivating normative commitment within Pesantren Nurul Jadid by fostering teacher professionalism rooted in the ethos of the pesantren system. The findings illuminate a concerted endeavor to imbue teacher commitment with normative values, manifesting through initiatives such as human resource education with an elevated paradigm, fostering a culture ingrained with quality

standards, prioritizing self-development, and fortifying spiritual principles. Through a comprehensive exploration, this study unveils the nuanced mechanisms through which pesantren contribute to shaping teachers' normative commitment, leveraging a professional approach within the educational landscape. The essence of this research lies in its elucidation of the multifaceted strategies employed by Pesantren Nurul Jadid to instill normative commitment among teachers. By prioritizing professionalism intertwined with the pesantren ethos, the institution underscores its dedication to nurturing educators who embody not only pedagogical expertise but also a profound sense of moral responsibility and spiritual grounding. The integration of normative values into teacher commitment underscores a holistic approach to education, one that transcends conventional pedagogical paradigms to encompass the cultivation of character and ethical integrity.

This research provides an in-depth view of how pesantren contribute to the formation of teachers' normative commitment through an approach that prioritizes professionalism in the educational context. As stated by Janelle Cox in research that professional development skills for modern teachers there are; adaptability, confidence, communication, team player, continuous learner, imaginative, leadership, organization, innovative, commitment, ability to manage online reputation, ability to engage, understanding of technology, know when to unplug and ability to empower (Cox, Henrichsen, Tanner, & McMurry, 2019). The insights gleaned from this research shed light on the holistic framework underpinning the formation of normative commitment within Pesantren Nurul Jadid. By delineating the interplay between professional development and normative values, the study offers a nuanced understanding of the complex dynamics shaping teacher professionalism within the pesantren context. As articulated by Janelle Cox in her research on modern teacher professional development, key attributes such as adaptability, communication skills, and a commitment to continuous learning are underscored as crucial facets of effective teaching practice. Integrating these insights within the pesantren framework further enhances the institution's capacity to empower educators and foster a culture of excellence.

In essence, this research serves as a testament to the transformative potential of pesantren education in nurturing teachers who are not only adept in their craft but also deeply committed to upholding normative values and fostering holistic development among their students. By illuminating the intersection of professionalism and normative commitment within the pesantren context, this study contributes to a deeper understanding of the pivotal role played by educational institutions in shaping the moral fabric of society.

CONCLUSION

Based on the results of the researchers' findings, capturing the process of normative commitment through establishing professionalism of teachers based on pesantren is human resource education with a superior paradigm, building a culture of quality habituation,

optimizing self-development, and strengthening spiritual values. Human Resources education in the field refers to the education and training process aimed at improving individual skills, knowledge and competencies in the context of a particular job or organization (Nisa & Mubarak, 2022). Multidisciplinary teaching encourages a learning approach that combines aspects of religion, scientific knowledge, art, practical skills and character formation in one unity. Self-development is a process carried out by individuals to improve their knowledge, skills, competencies and potential personally and professionally. The promotion of spiritual values in Islamic boarding schools is an integral part of holistic Islamic education, which aims to form individuals who are not only academically intelligent, but also have good morality and ethics in accordance with the teachings of the Islamic religion.

This shows that involving the process of normative commitment in the educational context is elucidated through the establishment of teacher professionalism based on pesantren. Findings indicate that efforts to build normative commitment among teachers can be successful through enhancing their professionalism within the environment of pesantren Nurul Jadid. By applying the values and principles instilled by pesantren Nurul Jadid, teachers can internalize commitment to prevailing norms, creating a cohesive educational environment grounded in religious values. This research provides profound insights into how pesantren Nurul Jadid can serve as a foundation to depict and measure the normative commitment of teachers. The implications of these findings can contribute to the development of more effective educational strategies by emphasizing the enhancement of teacher professionalism within the context of pesantren values, thereby strengthening their commitment to high-held educational norms.

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