

Inhancing Educational Quality through Madrasah Principal Managerial Competence

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Abstract—Excellent education requires good management. However, in reality, Madrasahs remain weak in planning, human resource management, curriculum and learning management, facilities and infrastructure management, financial management, public relations management, quality management, student management, and leadership management. The Madrasah principal is one of the most important components of education that plays a crucial role in improving educational quality. Each Madrasah principal has full responsibility for all operational aspects of the Madrasah's operations, from planning, organizing, directing, coordinating, and supervising to ensuring quality education. This study aims to describe the role of the Madrasah principal's managerial competence in improving educational quality at MTs Miftahussalam 1 Wonosalam Demak, MTs Jogoloyo Demak, MA NU Salafiyah Demak, MA Miftahul Huda Jepara, MA Darul Hikmah Jepara, MA Wahid Hasyim Jepara, MA Manahijul Huda Pati, MA Madarijul Huda Pati, MA Sirojul Anam Pati. The research questions are formulated as follows: 1) What is the role of the Madrasah principal's managerial competence in improving educational quality at Madrasah. 2) What are the direct and indirect supporting and inhibiting factors in improving educational quality at Madrasah? 3) How does the principal's managerial competence affect the quality of education at the Madrasah? This research is a case study

with a descriptive approach. Data collection used interviews, observation, and documentation techniques. Data were analyzed using data reduction and data presentation, and finally, conclusions were drawn. The results indicate that 1) the principal's managerial role is quite good, having established several educational standards to improve the quality of education through planning, implementation, development, and evaluation in the areas of curriculum, facility and infrastructure management, strengthening community relations, student activity management, and madrasah financing management. 2) Direct supporting factors consist of qualified madrasah human resources and adequate facilities and infrastructure. Indirect supporting factors include the active role of parents and foundation support. Meanwhile, direct inhibiting factors include a limited budget and low student motivation. Indirect inhibiting factors include the shared location with the Madrasah Aliyah and the students' social environment, which contributes to a less conducive learning environment. 3) The quality of education at MTs Miftahussalam is good based on academic and non-academic achievements, appropriate teacher qualifications, good learning quality, use of information technology, and student engagement.

Keywords— *Managerial Competence; Madrasah Principal; Quality of Education*

I. INTRODUCTION

Education plays an important role in the development of human resources and is a basic necessity in advancing the intellectual life of the nation. The primary goal of education is to create individuals who possess knowledge, skills, and good character to contribute maximally to the progress of the nation. Education, as a process, involves the development of various aspects of humans, from cognitive, affective, to psychomotor aspects. In this regard, formal education in schools plays a significant role in preparing students to become a generation of excellence in various fields [1].

Improving the quality of education has become a very important issue and is always a primary concern for the government and society. Globally, education is expected not only to function as a means of acquiring knowledge but also to shape individuals with strong, creative, innovative characters, and the ability to compete internationally. Improving the quality of education not only focuses on student learning outcomes but also includes the quality of the education system itself, including the curriculum, educational management, and school management. Quality education is one that can produce individuals who have high competitiveness and can contribute positively to society [2].

To realize quality education, one of the most important factors is effective school management. A well-managed school, both in teaching aspects, human resource management, and overall management, will be able to produce quality graduates who are ready to compete in an increasingly competitive world. On the other hand, a school with poor management will struggle to produce quality graduates and will not be able to compete in an increasingly complex and dynamic educational world. Many schools face challenges in managing learning, human resources, and managing facilities and infrastructure, which ultimately causes their performance to be suboptimal and unable to develop according to the needs of the times [3].

Madrasahs, as Islamic educational institutions, play a very strategic role in shaping the next generation of the nation who are not only knowledgeable but also possess noble character. Education in madrasahs not only teaches religious knowledge but also general knowledge that is highly needed in daily life. Therefore, madrasahs need to be well-managed to meet high educational quality standards. Madrasahs are very complex and unique organizations because they have various interrelated dimensions, both in terms of administration, curriculum, human resource management, and relations with the community. As an educational organization, madrasahs require high coordination to function optimally in improving the quality of education provided to students [4].

The head of the madrasah plays a very important role in improving the quality of education at the madrasah. The head of the madrasah is not only an administrator responsible for managing the administration and operations of the school but also a leader who must be able to motivate all components of the madrasah to function effectively. The head of the madrasah is expected to have various competencies, such as managerial competencies, entrepreneurial competencies,

supervisory competencies, and leadership competencies. In the perspective of national education policies, the head of the madrasah is expected to carry out various tasks, from planning, organizing, directing, to overseeing all aspects of the madrasah's activities [5].

Managerial competence is one of the most crucial aspects in improving the quality of education at madrasahs. The head of the madrasah must have the ability to effectively manage the available resources, from curriculum management, managing educators, to managing facilities and infrastructure. Effective resource management will directly impact the improvement of the quality of education provided at the madrasah. With good managerial skills, the head of the madrasah can provide policies that support the improvement of educational quality. In addition, the head of the madrasah must also be able to plan and implement various educational programs that align with the needs and developments of the times, and evaluate the implementation of these programs [6]. However, despite the head of the madrasah playing a very important role in educational management, there are various challenges that the head of the madrasah must face in carrying out their duties and responsibilities. The main challenges often faced by the head of the madrasah include limited educational facilities. For Examples; 1) Madrasah Aliyah Al- Khairat Dolong Kecamatan Walea Kepulauan Kabupaten Tojo Una-Una. The madrasah faces significant challenges due to limited facilities and infrastructure, including a lack of basic educational materials and a non-owned school building, hindering its development and educational services.[7] 2) Madrasah Aliyah (MA) Nurul Jadid Paiton Probolinggo Jawa Timur. The madrasah improving Madrasah Aliyah building facilities involves prioritizing natural air conditioning, natural lighting, environmentally friendly materials, solar energy, and wind energy alternatives, based on user perceptions and multiple linear regression analysis.[8] 3) The lack of adequate learning facilities at Madrasah Diniyah Miftahul Ulum, such as insufficient seating and educational materials, hinders effective learning.[9] another challenges are a lack of development of educator competencies, and insufficient ability in planning and managing an effective curriculum. Madrasa teachers have low competence due to limited training opportunities. The results of the 2020 Teacher Competency Assessment (AKG) show that the competency of madrasa teachers is still relatively low.[10] Therefore, improving the managerial competencies of the head of the madrasah is essential to overcome these challenges and improve the quality of education in madrasahs [3].

Given the importance of the head of the madrasah's role in improving the quality of education, this research aims to delve deeper into the role of the head of the madrasah's managerial competencies in improving the quality of education at Madrasah Tsanawiyah Miftahussalam 1 Wonosalam Demak. This madrasah faces various challenges in improving the quality of education, such as limited facilities, insufficient teacher development, and challenges in curriculum planning and implementation. By improving the managerial competencies of the head of the madrasah, it is hoped that a

more conducive and effective educational atmosphere will be created, and the quality of education at this madrasah will improve [11].

A madrasah head with good managerial competencies will be able to make the right decisions, effectively manage resources, and develop an educational system that is more innovative and aligned with the needs of the times. In this regard, the role of the head of the madrasah is crucial in determining the success of the madrasah in improving the quality of education. Therefore, it is important to conduct further research on the managerial competencies of the head of the madrasah and how they affect the quality of education at the madrasah [12].

II. METHOD

This research uses a qualitative approach with a case study type of research to deeply explore the managerial competencies of the head of the madrasah in improving the quality of education at Madrasah Tsanawiyah Miftahussalam 1 Wonosalam Demak. Qualitative research was chosen because the aim is to understand the phenomenon as a whole and provide a deep description of what is happening in a broader context. This research aims to produce descriptive data that depicts the actual condition of the observed phenomenon, with a focus on the observed object [13]. The approach used in this study is a naturalistic qualitative approach, where the researcher is directly involved with the object being studied in its natural, unmanipulated situation [14]. This research also uses inductive analysis, which aims to identify categories and relationships between various collected data. The study is conducted by deeply studying the phenomena occurring at the madrasah, and the results are expected to provide a clearer understanding of how the managerial competencies of the madrasah head influence the quality of education [15][13]. This research was conducted at madrasah in the Pantura region; MTs Miftahussalam 1 Wonosalam Demak, MTs Jogoloyo Demak, MA NU Salafiyah Demak, MA Miftahul Huda Jepara, MA Darul Hikmah Jepara, MA Wahid Hasyim Jepara, MA Manahijul Huda Pati, MA Madarijul Huda Pati, MA Sirojul Anam Pati, chosen for several reasons: the development of learning-supporting facilities over the past three years, the existence of elite classes, and extracurricular activities that support the educational process. The research is planned to start in February 2025, with data collection scheduled to take place in March 2025. The research stages include preparation, data collection, data analysis, and report writing, with completion scheduled for April 2025. The data collection techniques in this research use three methods: interviews, observation, and documentation. The interview method is conducted face-to-face to gather information from the madrasah head, teachers, and other stakeholders related to managerial competencies in improving educational quality. Interviews are used to obtain deeper, personal data about the management processes and policies implemented at the madrasah [16]. The observation method is used to study the phenomena occurring in the field,

including ongoing activities and how the madrasah is managed directly. The researcher observes various activities related to educational management and the quality of learning at the madrasah. This observation technique helps the researcher gather data about situations that cannot be explained verbally [17]. The documentation method is used to collect data related to the madrasah's profile, the condition of the teachers and students, and relevant documents, such as activity reports, regulations, and administrative records related to educational policies and madrasah management [16][18]. Documentation becomes an important complement to the data obtained from interviews and observations, providing a more comprehensive picture of the madrasah's condition. The data analysis process in this research follows the interactive analysis model proposed by Miles and Huberman. The analysis stages begin with data reduction, which means summarizing and focusing the obtained data to identify themes and patterns. The reduced data are then presented in narrative or visual forms, such as charts or flowcharts, which facilitate understanding and the planning of the next steps. Finally, the researcher draws conclusions based on the data analysis that has been conducted systematically and thoroughly [19]. To ensure the validity of the data, this research uses triangulation techniques, which involve cross-checking data obtained from different sources and using multiple data collection methods. This triangulation is done by comparing the results of interviews with data obtained through observation and documentation. This aims to ensure that the data obtained are consistent and valid, so that the research results can be accounted for (Sugiyono, 2019).

III. RESULTS AND DISCUSSION

RESULTS

This study focuses on the managerial competencies of the head of the madrasah in improving the quality of education at Madrasahs, which involves several key aspects of educational management, such as curriculum management, human resource management (HR), management of facilities and infrastructure, community relations, and financial management. Based on the results of interviews, observations, and documentation conducted in the field, the findings of this research can be presented in several categories as follows:

1. Curriculum Planning

The head of the madrasahs, together with the deputy head of curriculum, has made careful plans regarding the implementation of the curriculum at the madrasah. The madrasahs use two types of curricula, namely the 2013 Curriculum for grade IX and the Merdeka Curriculum for grades VII and VIII. This is done to meet the needs of students and to follow the evolving national education policies. The head of the madrasah explained that they always coordinate with the deputy head of the curriculum to ensure that each component of the curriculum implemented can meet the desired educational standards and align with the vision and mission of the madrasah [20].

Through an interview with the Head of the Madrasah, it was revealed that the curriculum planning at the madrasah

involves evaluation and discussion among teachers to combine religious education with general education. This becomes a challenge, as the madrasah must balance both. According to Kharis, the curriculum used must accommodate the academic needs of students while also providing a solid foundation in religious education.

2. Human Resource (HR) Management

The competency of the head of the madrasah in managing human resources is also a key aspect of this research. The head of the madrasah carries out a strict teacher recruitment process, ensuring that the hired educators possess the competencies required for the teaching needs. Each teacher is assigned tasks based on their area of expertise to ensure that teaching can be carried out optimally. Teachers are also involved in extracurricular activities and character development for students. As explained by the Head of the Madrasah in the interview, "Each teacher plays an important role in student development, both academically and non-academically, therefore, they must continue to learn and develop through various trainings" [20]

According to the deputy head of student affairs, HR management not only involves recruitment but also skill development through workshops and training. In addition, existing human resources must also be empowered in teaching activities and student character development, so that they can support the achievement of educational goals at the madrasah.

3. Management of Facilities and Infrastructure

Adequate facilities and infrastructure are also very important factors in supporting the quality of education at Madrasahs. The head of the madrasah has shown great attention to the suitability and readiness of educational facilities, including classrooms, laboratories, libraries, and other supporting facilities. An interview with the Deputy Head of Facilities and Infrastructure, showed that the planning of facilities and infrastructure is carried out with consideration of the existing needs, and their procurement is done based on the results of meetings with teachers and the madrasah's committee.

The process of planning facilities and infrastructure is conducted systematically and planned, considering the available budget. Each year, proposals for facilities and infrastructure from each teacher and staff are collected and prioritized based on urgency. This ensures that the available facilities can effectively and efficiently support learning activities.

4. Community Relations

Good relations with the community and parents of students are important factors in the success of the madrasah head's management. The head of the madrasah emphasizes the importance of open communication with parents, the surrounding community, and other institutions to build a positive image of the madrasah. In an interview, the Head of the Madrasah stated, "Good communication between the madrasah and the community will create greater support for the educational activities we run" [20].

The public relations program carried out involves activities such as promotions and providing information to the

public, such as social activities and information related to madrasah events. This helps build strong relationships between the madrasah and the surrounding community while providing opportunities for the public to be involved in the development of education at the madrasah.

5. Financial Management

Financial management at MTs Miftahussalam 1 is carried out transparently and accountably. The head of the madrasah ensures that every expenditure is in accordance with the budget that has been planned and approved by the relevant parties. The madrasah's treasurer is responsible for recording income and expenditures, as well as ensuring that the funds received and managed are used for productive activities. This aligns with findings from an interview with the Madrasah's Treasurer, who explained that financial reports are prepared every month and are directly supervised by the head of the madrasah to ensure that there is no deviation in financial management [21].

DISCUSSION

Based on the research findings, it can be concluded that the managerial competencies of the madrasah head significantly influence the quality of education at madrasahs. Success in managing various aspects, such as the curriculum, human resources (HR), facilities and infrastructure, community relations, and finances, contributes to achieving the expected educational goals.

1. Curriculum Planning

The curriculum planning carried out by the head of the madrasah reflects an effort to balance the national curriculum and religious education. By using two types of curricula, namely the 2013 Curriculum and the Merdeka Curriculum, the head of the madrasah ensures that students receive an education that is relevant to the development of the times while maintaining important religious values. This is consistent with the educational management concept which states that the curriculum should be able to comprehensively meet the needs of students [22].

2. Human Resource (HR) Management

Human resource management at this madrasah shows the importance of selecting and placing teachers according to their competencies. The head of the madrasah pays attention to the needs and expertise of each teacher in assigning tasks. This is in line with management theory, which states that the effectiveness of an organization depends greatly on managerial abilities in managing human resources [23]. In addition, the professional development of teachers through training and workshops also has a positive impact on the quality of teaching provided.

3. Management of Facilities and Infrastructure

Effective management of facilities and infrastructure is an inseparable element in achieving quality education. The head of the madrasah ensures that the educational facilities are always in good condition and meet the learning needs. This shows the application of effective school-based management, prioritizing the provision of facilities that can support teaching and learning activities [24].

4. Community Relations

Good relationships with the community and parents of students are also very important supporting factors. The head of the madrasah considers open and transparent communication with external parties as one of the strategic steps to gain support for the activities carried out at the madrasah. This aligns with the management perspective that the success of an educational institution not only depends on internal factors but also on external support from the community and parents of students [1].

5. Financial Management

Accountable and transparent financial management is a crucial foundation for maintaining the operational sustainability of the madrasah. The head of the madrasah shows great attention to the proper allocation of funds that supports the efficiency and effectiveness of educational activities. In educational management, good financial management ensures that available funds are used to improve the quality of education, not just for operational activities [3].

IV. CONCLUSIONS

This study focuses on the role of the managerial competencies of the madrasah head in improving the quality of education at madrasah in the Pantura region, for the academic year 2024/2025. Based on the research conducted through interviews, observations, and documentation, as well as the analysis of the collected data, several key conclusions can be drawn.

1. The Role of the Madrasah Head in Improving Educational Quality

The head of the madrasah Pantura region has demonstrated strong managerial skills in carrying out his duties. The madrasah head has successfully performed his role through planning, implementation, and evaluation in various aspects of education. Curriculum planning, management of facilities and infrastructure, and management of student activities at the madrasah have been carried out systematically. The madrasah head also pays attention to community relations by actively involving parents in the development of students. In addition, financial management is carried out carefully, despite limitations in available funding.

As explained in an interview with the Head of the Madrasah, this leader has a clear strategy to advance education at the madrasah, including implementing a curriculum that meets student needs and the development of the times. In performing his duties, the madrasah head also involves teachers and educational staff in decision-making related to learning activities. With his managerial competencies, the madrasah head is able to manage the madrasah well, despite facing various challenges.

2. Supporting and Hindering Factors in Improving Educational Quality

This study also identifies various factors that support and hinder the improvement of educational quality at madrasahs. The primary supporting factor is the quality of the educators. All teachers at this madrasah have educational backgrounds that align with their respective fields and have at

least an S1 qualification. Additionally, most teachers have continued their studies to the master's level, indicating an ongoing effort to improve educational quality at the madrasah. The learning process also utilizes various methods, supported by adequate learning facilities, making the quality of education at this madrasah quite good.

Another supporting factor is the adequate facilities and infrastructure at the madrasah. The management of these facilities and infrastructure is carried out efficiently, although there are still some challenges related to limited funding. The active involvement of parents in monitoring student development and the support from the foundation also provide a positive impact on the progress of the madrasah. The continuity of the programs is sustained thanks to the support from these external parties.

However, there are some hindering factors that need to be addressed. One of the main issues is the limited budget, which affects the madrasah's ability to finance various academic and non-academic activities. The limited budget is the primary obstacle in carrying out some of the desired educational programs. Furthermore, another hindering factor is the fact that the madrasah Pantura region shares a location with the Madrasah Aliyah, leading to scheduling conflicts regarding the use of shared facilities, such as the sports field and auditorium. This also affects the smooth running of student activities and the social development of students.

3. Achieved Educational Quality

Based on the research findings, the quality of education at madrasah Pantura region can be categorized as good. This quality is reflected in various indicators, both in academic and non-academic fields. Student achievements, both in academic competitions and extracurricular activities, serve as evidence of the success of the madrasah's development. The quality of students is also influenced by the quality of educators at the madrasah. All teaching staff meet the expected qualifications and continue to strive to improve their competencies. This reflects the commitment of the madrasah head to create a quality and competitive educational environment.

The management of learning at this madrasah is also quite good. The learning methods implemented are varied, and the facilities used support the learning process. Although the use of technology in education is still limited, it is continuously being developed to improve student learning effectiveness. Emphasis on character education is also an important part of the curriculum implemented, so that students are not only excelling in academics but also possess good morals.

4. Recommendations for Improving Educational Quality

Although the research results show that the quality of education at madrasah in the Pantura region is already good, several recommendations can be made to further enhance the quality. The first recommendation is to prioritize budgeting that can directly support the quality of learning, so that the limited budget can be used efficiently for activities that have a significant impact on educational quality.

The second recommendation is to establish more intensive coordination with the Madrasah Aliyah located on the same premises to avoid scheduling conflicts regarding the use of shared facilities. This is expected to facilitate student activities and the social environment without disrupting learning activities at the madrasah.

5. Overall Conclusion

In general, the managerial competencies of the madrasah head greatly influence the quality of education at madrasah in the Pantura region. The madrasah head has successfully managed various aspects of education, from curriculum planning, human resource management, facilities and infrastructure management, to community relations and financial management. Although there are several challenges, particularly in terms of limited budgets and issues related to shared facilities, these madrasahs have shown significant achievements in improving the quality of education. Therefore, the recommendations provided can serve as positive steps in addressing existing challenges and further improving the quality of education in the future.

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