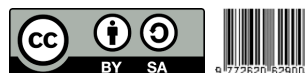


MANAGEMENT OF FORMAL EARLY EDUCATION BASED ON ISLAMIC BOARDING SCHOOLS IN IMPROVING SANTRI COMPETENCE

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(Research at the Minhajurrosyidin Islamic Boarding School, East Jakarta)

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Abstract

There is concern over the scarcity of cadres of ulama (mutafaqqih fiddin) due to the low interest of students in entering pesantren. This is due to the public's perception of education in Islamic boarding schools that cannot continue to a higher level of education. The Ministry of Religion of the Republic of Indonesia responded to this problem by opening Formal Diniyah Education (PDF) in Islamic boarding schools as a constructive step in the world of education. This research method uses descriptive qualitative. The results of this study are that the management of PDF applies the leadership pattern as a hotline between students and all parties. This pattern of leadership also acts as a supervisor for student activities at school and in Islamic boarding schools. So that both goals can be achieved. This PDF management effectively uses a scientific approach to the 2013 curriculum process by implementing a learning integration process every semester. The scientific approach refers to the realm of cognitive, affective, and skill competencies

Keywords: Formal Diniyah Education, Islamic boarding schools, *Education*.

INTRODUCTION

Government Regulation No. 55 of 2007 concerning religious and religious education that Formal Diniyah Education (PDF), is a community need as well as an integrated part of national education in the field of religious education. Madrasah Diniyah is an institutionalized education and aims to equip students with cognitive competence in Islamic religious subjects. UU no. 20/2003 concerning the National Education System which was subsequently ratified by PP. 55/2007 concerning religious and religious education became the beginning of the world of religious education in Indonesia.

This shows that now among the Indonesian people there has been a new awareness about the integration of Islamic religious education models in various Islamic boarding schools. The existence of Government regulations regarding religious and religious education is a guide for Formal Diniyah Education (PDF) which is currently developing. So, it is hoped that the presence of PDF in Indonesia will not only proliferate in terms of numbers, but can contribute greatly to the formation of Muslim personalities who are qualified and have adequate competence, as well as an institution of Muslim pride that needs to be maintained. The progress of the era which is full of changes has an influence on the public's perspective on madrasah diniyah in the Islamic boarding school environment. Regarding the progress of this era, if it is not accompanied by quality Islamic religious education, it is feared that Islamic religious values will fade in society, as well as the birth of a dichotomy or separation between general education and Islamic religious education.

Regarding the implementation of Formal Diniyah Education which is guided by the Ministry of Religion of the Republic of Indonesia, basically it still refers to the National Education Standards, as stated by Nahwa (2017:15), namely:

The government's quality standard in education is called the National Education Standard (SPN) which is the minimum criteria for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. National Education Standards consist of: 1) Graduate Competency Standards 2) Content Standards 3) Process Standards; 4) Education and Education Personnel Standards; 5) Facilities and Infrastructure Standards 6) Management Standards 7) Education Financing Standards and 8) Educational Assessment Standards. These eight standards must be owned by every educational institution, but until now it is still very minimal.

Thus, it is clear that the implementation of the PDF still refers to the National Education Standards which are the guidelines for the implementation of education in the unitary state of the Republic of Indonesia, including at the PDF institution, the Minhajurrosyidin Islamic boarding school, East Jakarta. The preliminary condition in the PDF of the Minhajurrosyidin Islamic Boarding School, East Jakarta, it is known that the implementation of the PDF is still a new thing for administrators and teachers or ustadz. There is a management analysis related to the implementation of the PDF, namely in order to improve the competence or ability of the students. The possibility of a decline in Islamic religious values in society does not prevent the Minhajurrosyidin Islamic Boarding School in Lubang Buaya, East Jakarta, from continuing to contribute to increasing understanding of Islam and understanding general knowledge. The PDF institution within the Minhajurrosyidin Islamic boarding school is in line with the direction of the Ministry of Religion of the Republic of Indonesia in order to prepare professional da'i candidates.

The existence of the Minhajurrosyidin Islamic Boarding School which is geographically located in the East Jakarta area has quite big challenges, including the large number of religious life for pluralistic people who are still minimal in the practice of Islamic teachings. In addition, there are still people's lives economically below the poverty line so that they do not focus on practicing the teachings of Islam because in the era of fulfilling the necessities of life. This is a challenge for Mihajurrosyiddin Islamic Boarding School in developing its vision and mission in developing Islamic and general religious education which is included in the PDF within the Islamic Boarding School environment.

Behind the challenge, the existence of PDF in the Minhajurrosyidin Islamic Boarding School as the only PDF in the East Jakarta area has received a positive response from the surrounding community. PDF Minhajurrosyidin Islamic Boarding School in East Jakarta has a major role in changing the surrounding community. It is evident from the changes in the state of society which were originally still far from Islamic values, slowly changing and full of enthusiasm in studying Islam. In addition, on the PDF of the Islamic Boarding School itself there is also an increase in the number of students who are increasing every year. The students were not only from Jakarta, Bogor, Tangerang, Bekasi, Depok, but from various regions such as West Java, Central Java, Yogyakarta Special Region, East Java, West Nusa Tenggara and East Nusa Tenggara, Sumatra, Kalimantan, Sulawesi and Eastern Indonesia.

The development of education in this Islamic boarding school is strongly influenced by the learning management carried out in it. The learning process that is interesting, liked and able to be accepted by students is always pursued by the manager of the Islamic boarding school such as the head of the Islamic boarding school with the principal and all the teachers or ustadz caregivers at Pondok Minhajurrosyidin, East Jakarta. The reality in the field is that there are several items that must be improved or improved in the management system at Pondok Minhajurrosyidin PDF so that the common goal of increasing the competence of students can be achieved.

As a reference for comparison, this research uses PDF of Assalafi Al Fithrah Islamic Boarding School Surabaya as a reference for comparison of PDF management. Assalafi Al Fithrah Islamic Boarding School is located on Jl. Kewall Lor 99, Tanah Kali Kewall Village, Kenjeran District, Surabaya City. Assalafi Al Fithrah Islamic Boarding School was founded in 1985 by Hadhratussy Shaykh KH. Achmad Asrori Al Ishaqy RA. Assalafi Al Fithrah Islamic Boarding School is one of the first 14 Islamic boarding schools to receive recognition from the Ministry of Religion of the Republic of Indonesia as a PDF organizer with charter number 2915 of 2015.

METHOD

This study uses an interpretive paradigm with a qualitative-descriptive method. While the approach used is phenomenological-naturalistic. Interpretivism paradigm is a perspective that is based on the goal to understand and explain the social world from the perspective of the actors involved in it. In this study, a descriptive survey research design method was used that the research does not only describe and explain empirical facts encountered in the field but also analyze strategies between one variable and another.

RESULT AND DISCUSSION

1. Integrated PDF Management Planning for Islamic Boarding School Diniyah Content in Improving the Metacognitive Competence of Santri's Skills

Based on the results of the research that has been done, it was found that in order to improve the metacognitive competence of management students, PDF Minhajurrosyidin attempted to design a work program management plan for one year by conducting work meetings at the beginning of the new school year. This annual work meeting aims to arrange all the needs and preparations for teaching and learning activities for a full year. So, get maximum results because it has been structured

in a structured and can be evaluated more easily. The students' metacognition began to manifest when the students took the mid-semester assessment (PTS) and the end-semester assessment (PAS).

Evaluation activities through PTS and PAS are carried out because metacognitive skills focus on the ability of students to think about solving problems. With PTS and PAS, of course, students are required to learn by reading textbook literacy in order to be able to answer every question contained in PTS and PAS so that they get good grades.

According to the researcher, after the management of PDF Minhajurrosyidin carried out PTS and PAS, the teachers and students together discussed the questions being tested. It aims to provide understanding of the material to students, so that students can find out the right answers and wrong answers. Students who answer incorrectly on the exam questions can find out the correct answer after discussing it with the teacher.

Another finding about increasing the competence of students in terms of metacognitive skills is that PDF Minhajurrosyidin management has an integrated curriculum between Islamic religious education-based diniyah content and general knowledge content. This is done by the management in order to achieve the initial goal of establishing PDF, which is to form a cadre of scholars who are pious and faqih towards the correct knowledge of Islamic religion and become professional and capable scholars in keeping up with the times.

According to the researcher, curriculum integration in PDF is very important and must be done. Considering the purpose of students studying in PDF is to be able to get religious knowledge in Islamic boarding schools as well as participate in school activities. So that after completing their education, students still get a formal diploma to continue to college.

Another thing that can be found in this study related to increasing the metacognitive competence of students is the existence of a leadership pattern applied by the management of PDF Minhajurrosyidin. Patronage pattern program as a hotline to facilitate communication between PDF Minhajurrosyidin students and all parties, such as schools, Boarding parties, Islamic boarding schools and especially guardians/parents. This mentorship pattern program is part of the seriousness of management to instill metacognitive competence in students. So that while studying at PDF Minhajurrosyidin, students can improve their thinking skills to solve problems.

According to the researcher, the leadership pattern carried out by the management of PDF Minhajurrosyidin is very appropriate. Considering PDF Minhajurrosyidin must integrate boarding boarding activities with school activities. So there needs to be a civil servant teacher as a hotline or bridging all these integrated activities.

2. Implementation of Competitiveness Skills in Minhajurrosyidin PDF Management

Based on the results of the research that has been done, it is found that in order to improve the Competitiveness Skills competence by instilling six life value systems, namely theological, ethical-legal, aesthetic, logical-rational, physical-physiological, and teleological. The program of activities carried out by students at PDF Minhajurrosyidin cannot be separated from the application of the six life value systems because competitiveness skills will never be separated from a competition. In today's modern era competition, academic ability is not only needed. But more on the ability of students in terms of soft skills such as morals, morals and character.

According to the researcher, the application of the six life value systems in each of the Minhajurrosyidin PDF student activity programs is very important. This is part of the effort to realize PDF Minhajurrosyidin's goal to form a cadre of superior, professional, and religious ulama in accordance with the demands of the times. Ulama in the community must be able to be role models. Not only good at conveying religious knowledge, but a scholar must also be able to practice what he has said. So that in the educational process in PDF Minhajurrosyidin has been accustomed to carrying out worship according to the Shari'a in the Qur'an and Al-Hadith.

3. Life and Career Skills Process in Minhajurrosyidin PDF Management

Based on the results of the research that has been done, it was found that in order to improve the competence of Life and Career Skills, by providing a forum for activities for students so that they can adapt to changes through OSPM. PDF Minhajurosyidiin students must always be ready for all the changes that occur, when they cannot adapt, they will always be left behind with the changes and it is difficult to follow its development. The students are able to adapt because they play an active role in school organizational activities, in this case OSPM. OSPM was formed by the management of PDF Minhajurrosyidin so that students can create activities that can improve their skills so that they can easily adapt to their schedules, roles and responsibilities.

In addition to adapting to changes in life processes and career skills, students must also go through activities that can foster flexible character, can manage goals and time well and have the right strategy, work independently and students are able to become independent learners. According to the researcher, the process of life and career skills is important to be trained for PDF Minhajurrosyidin students so that as future ulama candidates are able to collaborate, work and study together with various groups (various members, various types of work, social environment, and cultural background).

4. Learning and Innovation Skills Strategy in PDF Management Minhajurrosyidin

Based on the results of the research that has been done, it was found that in order to improve the competence of Learning and Innovation Skills, PDF Minhajurrosyidiin conducted socialization to students because the management of PDF Minhajurrosyidiin had to integrate two things, namely general knowledge with diniyah content. During the activities at PDF Minhajurrosyidin students naturally interacted socially with their friends.

According to researchers, educational activities to improve students' communication skills are needed when they become scholars in the community. Ulama must be able to convey their knowledge by choosing a good and correct language to the community so as not to cause ambiguous understanding and the potential for misunderstandings to occur that react to social unrest.

5. PDF Management Innovation in Improving Information, Media, and Technology Skills of Santri Kompetensi

Based on the results of the research that has been done, it was found that in order to improve the competence of information, media, and technology skills in PDF management students, Minhajurrosyidin optimizes the use of IMT-based devices.

Each student activity uses learning media, the teacher adjusts the material that will be conveyed to students, material that must be observed directly by students, the teacher can use an LCD projector as a learning media based on Information, Media, and Technology, but material that students need to understand they can search for information that is a learning resource needed by teachers and students as an additional source through the internet (google).

This of course will not create enthusiasm for learning for PDF Minhajurrosyidin students, because the teacher provides a different method for each material to be conveyed in class, the teacher acts as a facilitator and explains what the desired method is used and students can apply learning methods in class. teacher supervision. At the time of the teaching and learning process in the classroom will lead to creative, innovative, each student can be applied in Information, Media, and Technology (IMT).

In the teaching and learning process, the application of Information, Media, and Technology (IMT)-based learning has been running optimally but it is necessary to increase the use of Information, Media, and Technology in technological developments, teachers and students must know the development of technology and its use in the learning process so that in the learning process, teaching and learning can use Information, Media, and Technology according to the needs at school.

1. Planning to Improve Metacognitive Skills Competence

The improvement of metacognitive skills, which is a key factor in creating and sustaining successful learning, also improves the quality of learning. Learning with a metacognitive skills approach as learning that instills awareness of how to design, monitor and control what is known, what is needed to do it and how to do it. There are six strategies to develop metacognitive behavior, namely: (1) identifying “what you know” and “what you don't know”, (2) talking about thinking, (3) keeping a thinking journal, (4) planning and self -regulation, (5) debriefing the thinking process, and (6) self-evaluation. This means, learning with a metacognitive skills approach helps students to direct their attention to what is relevant to the problem and guides them to choose suitable strategies in solving the problem through appropriate questions.

Furthermore, these questions are divided into three sets of metacognitive questions aimed at students themselves, namely strategic questions, connection questions, and reflection questions. Strategic questions are questions that can help students consider which strategies are appropriate to solve the problems they are facing. Connection questions are questions that can help students focus on the similarities and differences between the problems to be solved and the problems that have been successfully solved. Reflection questions are questions designed so that students can reflect on their understanding during the problems solving process.

Metacognitive learning strategies have three main components, namely planning, monitoring and assessment. Planning includes: stating goals, selecting operations to use, sequencing operations, identifying ways to overcome errors and obstacles, and predicting desired outcomes. Monitoring includes: maintaining the goals that have been set, maintaining the sequence of operations according to the problem at hand, deciding when to use another next operation, knowing the goals that have been achieved, choosing the most suitable operation, knowing the obstacles and problems, and knowing when difficulties and obstacles it's resolved. The assessment includes: assessing the achievement of objectives, weighing the accuracy and accuracy of the results, evaluating the

suitability of the procedures used, assessing the handling of difficulties and obstacles, and weighing the efficiency of the plan and its implementation.

2. Implementation of Competitiveness Skills

Implementation of Competitiveness Skills in students is very important in order to increase the value of students' character so that they can compete in real life. The competitive competence of students is not only on the advantages of hard skills, but also on the advantages of soft skills through six value systems, namely; theological, ethical-legal, aesthetic, logical-rational, physical-physiological, and teleological.

Theological value has the meaning of divine value. In Islam the Godhead is Allah SWT. contained in Islam. In Islam there are three parts, namely faith-islam-ihsan. Value Logic related to thinking, understanding, and remembering is his job. Thought, understanding, understanding, warning (remembering) is the fruit. This value becomes the basis for doing, acting. Physiological value means physical means maximizing physical function in living this life. In the physical as God's creation consciously or not very useful. Individually, based on the physical and physiological values, Islam teaches every Muslim to have a healthy lifestyle. This is an effective way to avoid getting sick. Cleanliness, for example, is highly emphasized by Islam and is considered a reflection of one's faith. The obligation to clean minor hadats, take a janabah bath, and it is a sunnah to perform siwak proves that Islam really cares about physical cleanliness. With ablution, a Muslim will directly clean the hands (which are usually the base for the entry of disease into the mouth) and face. Then, wash the genitals with water (not with a tissue) after urinating or defecating. Meanwhile, fasting has definitely had a very good influence on stomach health. By fasting, the digestive system that has been working for 11 months, like a machine, gets a chance to rest.

Ethical values have the meaning of respect, trustworthiness, fairness, all related to our morals, ethical values at this time are not widely used either by stupid people or people who are said to be educated. Allah is very concerned about morals by calling them *uswatun hasanah* (good role models). Aesthetic values include harmony, attractiveness, sweetness, beauty, love. Allah created Nature not only useful but there is harmony and beauty, order. In living our lives, we must not be separated from aesthetic values because our harmony with other people and the natural surroundings really supports us in life such as love between us, harmony. Love and beauty are human nature given by Allah SWT. The value of teleology is related to benefits, effectiveness, efficiency, productivity and accountability in every aspect of life. Islam is very concerned about the benefits and benefits in its sharia for the benefit of humans and their environment.

3. Life and Career Skills Process

PDF Minhajurrosyidin students tend to be able to adapt to all changes that occur in an effort to adapt to developments (school rules) for example when the lesson schedule changes suddenly, students are easily able to adapt themselves and can always learn well even in difficult conditions For example, when the classroom atmosphere is crowded or when there are infrastructure constraints such as blackouts. When students are able to adapt, it means that someone can follow rapid developments and can manage an unexpected activity without feeling difficult and not bringing emotions into his work, this shows that if the routine of the role is suddenly changed, it can quickly adjust to new requirements and can perform the role effectively. Students also assume that they are able to adapt

because they have been trained in organizational activities and at the encouragement of their parents. This is in accordance with the statement that adaptation is one of the sub-indicators of life and career skills that can be produced at the encouragement of parents and family (background) that has been embedded in students.

4. Strategy Learning and Innovation Skills

In learning with Learning and Innovation Skills, the teacher must motivate students to follow the learning process well. Learning and Innovation Skills called 4C (Communication, Collaboration, Critical Thinking, Creative and innovation) are skills that must be possessed by students for preparation after graduation. Therefore, in the teaching and learning process, teachers must communicate well with students continuously in various circumstances.

Linking something in line with the characteristics or characteristics of learning in the 2013 Curriculum, as stated in Permendikbud Number 103 of 2015, the characteristics of 21st Century learning can be described, among others, as follows. a) Student-centered; teachers should listen more to their students interacting, arguing, debating, and collaborating. The function of the teacher from the teacher changes by itself to become a facilitator for students. b) The learning mechanism must have sufficient multi-directional interaction in various forms of communication and use various contextual learning resources according to the learning material. Teachers must try to create learning through various approaches or methods or learning models, including the use of ICT. c) Students are advised to be more active by asking various questions and conducting investigations, as well as expressing ideas, both verbally, in writing, and in action. d) Learning activities developed must be able to facilitate students to be able to work together with each other (collaborative and cooperative). e) All competencies (KI-1, KI-2, KI-3, and KI4) must be taught in an integrated manner in a subject, so that students have complete competencies. f) Learning must pay attention to the characteristics of each individual with their respective quirks, so that the lesson planner must have programmed services for students with their respective characteristics (normal, remedial, and enrichment). g) Teachers must be able to motivate students to understand the interconnections between concepts, both within their subjects and between subjects, as well as their application in the real world. h) In accordance with the character of education (4K or 4C), the learning developed must be able to encourage students to develop higher thinking skills.

5. Increasing Information, Media, and Technology Skills Kompetensi

In the teaching and learning process, the application of Information, Media, and Technology (IMT)-based learning has been running optimally but it is necessary to increase the use of Information, Media, and Technology in technological developments, teachers and students must know the development of technology and its use in the learning process so that in the learning process, teaching and learning can use Information, Media, and Technology according to the needs at school.

The type of Information, Media, and Technology (IMT) used by mathematics teachers follows the development of education based on existing technological developments, even this can be supported by the legalization of the issuance of the 2013 Curriculum which applies the use of Information, Media, and Technology in schools, more specifically PDF Minhajurrosyidin East Jakarta specifically studies Information, Media, and Technology as a productive skill. PDF Minhajurrosyidin East Jakarta really needs Information, Media, and Technology-based learning based on student needs based on

several majors that really need technology, from integrated learning materials based on Islamic boarding schools in PDF Minhajrosyidin East Jakarta really need technology prepared Lab room provides computer hardware as a tool practice and is supported by the provision of BOS (School Operational Assistance), one of which must be spent on buying computer software to support Information, Media, and Technology-based learning.

Furthermore, to further improve the effectiveness and efficiency of entrepreneurship learning, especially with the implementation of the Information, Media, and Technology-based learning process at PDF Minhajrosyidin, East Jakarta, it is necessary to have skills in the use of Information, Media, and Technology media, especially for an educator as a supporter of the success of educational goals. In increasing student motivation and achievement, especially at PDF Minhajrosyidin, East Jakarta. Learning using Information, Media, and Technology is considered more effective, making it easier for teachers and students to deliver material directly and making it easier for students to find sources and lesson materials.

CONCLUSION

Based on empirical findings in the field regarding the implementation of Islamic Boarding School-based Formal Early Education (PDF) management activities in improving the competence of students in the Minhajrosyidin Islamic boarding school, East Jakarta, in preparing their students to become professional religious cadres of ulama in accordance with the demands of the times. To achieve this goal, the management of PDF Minhajrosyidin prepares a plan at the beginning of each school year so that every school program that will be run can be integrated with the content of the Islamic boarding school diniyah in order to improve the metacognitive competence of students' skills. Furthermore, PDF Minhajrosyidin's efforts in increasing the competence of students in terms of competitiveness skills through six value systems, namely; theological, ethical-legal, aesthetic, logical-rational, physical-physiological, and teleological by providing opportunities for students to worship in monotheism of Allah and practice piety to Allah, besides that students also participate in the social programs of Islamic boarding schools.

The process of life and career skills of students is obtained through the management of Diniyah Formal Education (PDF) based on Islamic boarding schools so as to create outputs of students who are adaptive in character with change, are flexible, can manage goals and time, work independently, and are independent learners. Implementing a learning model strategy and innovation skills in order to increase the competence of students in terms of the ability to communicate, collaborate, think critically in problem solving, creativity, and innovation. Then PDF Minhajrosyidin's management efforts in innovating improve the information, media, and technology skills of students as measured by sensitivity to information and media as well as the ability of students to keep up with ICT developments.

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