



The Effect of Teacher Administration Arrangement and Information Systems in the Implementation of the Education Unit Curriculum (KSP) on the Quality of Madrasah Aliyah Education in Pandeglang Regency, Banten Province

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ABSTRACT

This study aims to analyze the influence of teacher administration arrangement and the application of information systems in the implementation of the Education Unit Curriculum (KSP) on the quality of education at Madrasah Aliyah, Pandeglang Regency, Banten Province. This study uses a quantitative descriptive approach with data collection through observations, questionnaires, and interviews with madrasah heads, supervisors, teachers, and the Curriculum Development Team. The data were analyzed using descriptive and inferential statistical techniques to uncover the relationship between the variables studied. The results of the study show that the arrangement of teacher administration and the use of information systems have a significant effect on the quality of education, by having an impact on increasing the effectiveness and efficiency of education management in madrasas. This research is expected to contribute to improving the quality of education in madrasas through administrative management.

INTRODUCTION

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Government Regulation Number 13 of 2015 mandates that every educational unit, both formal and non-formal, is obliged to carry out quality assurance to meet or exceed the National Education Standards (SNP). This requires educational institutions throughout Indonesia to make improvements to meet quality criteria in providing services to the community. Teacher administration is one of the important aspects in education management, including attendance management, class scheduling, competency development, and teacher performance evaluation, which aims to increase the effectiveness and efficiency of the learning process.

Along with the development of information technology, the application of information systems in the world of education, especially in teacher administration, is increasingly needed. School or madrasah information systems help manage data digitally, such as attendance, performance assessments, and scheduling. With the existence of an information system, administration that was previously manual can be carried out more quickly and accurately, increasing data transparency and accountability. This allows madrasah teachers and staff to access and analyze data more easily, support data-driven decision-making, and improve the overall performance of the madrasah.

The use of information systems in madrasah administration not only facilitates the administrative process, but also supports the improvement of the quality of education management. This system is able to improve operational efficiency, accelerate data-based decision-making, and strengthen communication between madrasahs, teachers, students, and parents. In addition, this information system supports information disclosure so that parents can monitor their children's academic development in real-time, while teachers can plan learning in a more organized manner.

Quality assurance of education in madrasahs is related to the fulfillment of eight National Education Standards, including Content Standards, Graduation Standards, Educator and Education Personnel Standards, Process Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Assessment Standards. Success in managing madrasah institutions, especially in terms of management and administration, is the main key in achieving the quality of education.

Finally, the latest regulations such as Permendikbud No. 12 of 2024 and KMA No. 450 of 2024 emphasize the importance of changes in madrasah management, especially in aspects of quality assurance, learning environment climate, leadership, the role of educators, and the learning process. Improving the information system and teacher administration in madrasahs is urgently needed to support better management and adaptive to technological developments and changes in education policies.

Overall, the information system in madrasahs plays an important role in improving the quality of education management. With a good system, it is hoped that madrasahs can function more efficiently, effectively, transparently, and be able to provide better educational services for students and the wider community. The good planning of teacher administration and the maximization of the information system in the madrasah is one of the keys to the management

of the madrasah properly administratively and in terms of service procedures, both to all elements of the madrasah community and access information for the outside community. However, there are still many madrasahs that underestimate these two things and feel that it is a burden in managing madrasahs, especially related to teachers' obligations.

The following is data from the Aliyah madrasah in Pandeglang district for the 2024/2025 academic year:

No	Name of Madrasah Working Group	Number of Madrasah	Number of Teachers
1	KKM MA 1	18	262
2	KKM MA 2	23	369
3	KKM MA 3	12	192
4	KKM MA 4	12	189
5	KKM MA 5	12	190
6	KKM MA 6	17	191
	Number of Madrasah	94	1.393

Source: Madrasah Pokjawas Database of Pandeglang Regency in 2024

The government through the Ministry of Education, Culture, Research, and Technology has launched the Independent Curriculum to increase flexibility and creativity in learning management. However, the implementation of this curriculum still faces challenges in madrasahs that have not maximally provided education according to the curriculum that has been prepared (KMA 450 of 2024). This study aims to explore the influence of teacher administration and information system on the implementation of the Education Unit Curriculum (KSP) on the quality of education in Madrasah Aliyah in Pandeglang Regency.

From the background of the above problems, the author feels the need to conduct an assessment to find solutions to the problems that have arisen so far related to teacher administration and information systems in madrasahs so that they can be effective, beneficial for madrasah residents but not burdensome teachers and other education personnel. So in this study, the author takes the title "The Influence of Teacher Administration Arrangement and Information System for the Implementation of the Education Unit Curriculum (KSP) on the Quality

of Madrasah Aliyah Education in Pandeglang Regency, Banten Province for the 2024/2025 Academic Year".

LITERATURE REVIEW

Madrasah institutions have a strategic role in improving the quality of the nation's generation through good education. Formal and non-formal education, including madrasahs, plays an important role in producing a critical, creative, and innovative generation. According to Anas, education is a process that involves supervision, control, and the formation of students' personalities to increase knowledge and free ignorance (Anas, 2023). In Indonesia's national education system, madrasahs have been integrated into formal education structures through various regulations, although they are managed by the Ministry of Religious Affairs, and most madrasahs in Indonesia are private institutions (Farikhah, 2023).

The management of teacher administration and the implementation of information systems is one of the main challenges in improving the quality of madrasah education. Based on the evaluation in Pandeglang Regency, there are still many madrasahs that have not managed teacher administration optimally. Challenges in the implementation of information systems include limited infrastructure, lack of training, and high implementation costs (Pokjawas Madrasah Pandeglang Regency, 2024). In an effort to improve the quality of education, madrasahs need to optimize the use of information systems and teacher administration arrangements so that they are more efficient and do not burden educators (Umar, 2022).

METHODOLOGY

In this study, the author uses a quantitative descriptive approach to explore the influence of teacher administration and information systems in the implementation of the Education Unit Curriculum (KSP) on the quality of education at Madrasah Aliyah in Pandeglang Regency, Banten Province, in the 2024/2025 academic year. This method allows researchers to collect and analyze numerical data to find significant patterns and relationships. Data was obtained through observations, questionnaires, and interviews with madrasah heads, supervisors, teachers, and curriculum development teams. This study involved the population of various formal educational institutions managed by the Ministry of Education and the Ministry of Religion, with a focus on Madrasah Aliyah that has been approved to implement the Independent Curriculum. The sampling process uses random, stratified, and cluster sampling techniques, to ensure data representativeness. In addition, the author also utilizes primary data from interviews and documentation, as well as secondary data from relevant literature. Data processing and analysis are carried out using descriptive and inferential statistical techniques, which help researchers to test hypotheses and draw informative conclusions. This research not only aims to produce valid data, but also to provide practical recommendations for improving the quality of education in madrasahs. The limitations of the research are acknowledged and explained to ensure transparency, while the ethical aspects are upheld by guaranteeing confidentiality and participant consent. Thus, this research is

expected to make a significant contribution to understanding education management at the madrasah level.

RESEARCH RESULTS

1. *Madrasah Management*

According to George R. Terry in Wijaya (2016) defines management as a distinctive process that consists of planning, directing and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other resources.

According to Hikmat, the meaning of management is the science and art of regulating the process of effective utilization of human resources, which is supported by other resources in an organization to achieve certain goals. According to Farikhah, management has a meaning as a process of activities that involve a number of people to achieve certain goals that are set effectively and efficiently.

Meanwhile, according to Nanang, management is often interpreted as science, tips, and professions. It is said to be a science by Luther Gulick because management is seen as a field of knowledge that systematically seeks to understand why and how people work together. It is said to be a tip by Follet because management achieves goals through means by organizing others to run in tasks. It is seen as a profession because management is based on special skills to achieve a manager's achievements, and professionals are guided by a code of ethics.

From some of the opinions above, it can be concluded that management is a systematic field of science and the art of regulating the process of effective utilization of human resources that involves a number of people through certain means, which is supported by other resources in an organization to achieve certain goals

a. *Management Functions*

According to Fayol, there are several management functions as basic elements that will follow the work on the management process that is being carried out. The management functions are: 1) planning; 2) organizing; 3) commanding; 4) *coordinating*; and 5) controlling.

According to Marno, the description of the formulation of management functions is *planning*, organizing, directing / *actuating* and controlling).

Meanwhile, according to Hikmat, the management functions proposed by experts are essentially all directly related to educational institutions, because they are one type of organization. Thus, management functions are applied in all organizational activities, including educational institutions.

b. *Islamic Education Management*

According to Marno, Islamic education management can be defined as a form of cooperation to carry out the functions of *planning*, organizing, *staffing*, *directing and leading*, and controlling the efforts of the members of the organization and the use of human, financial, physical and other resources by making Islam the foundation and guide in its operational practice to achieve organizational goals (Islamic education) in various types and forms, which in

essence seeks to help a person or a group of students in instilling teachings and/or developing Islamic values.

2. *Teacher administration*

Teacher administration refers to the process of managing and regulating various aspects related to the role, duties, and responsibilities of a teacher in an educational environment. This administration includes various dimensions such as planning, implementation, evaluation, and professional development of teachers in order to achieve effective educational goals. Here are some important concepts that are relevant in the study of teacher administration theory:

a. The Role of Education Administration

Educational administration is the process of organizing, planning, supervising, and managing all components of education to achieve educational goals. In this context, teachers are one of the vital components that require good administrative management. Teacher administration includes aspects such as recruitment, professional development, performance evaluation, as well as classroom management.

b. Functions and Duties of Teachers in Administration

A teacher's administrative duties are not only limited to teaching in the classroom, but extend to a variety of other aspects, including:

1. **Learning Planning:** Teachers play a role in developing a systematic learning plan in accordance with the curriculum and student needs.
2. **Learning Implementation:** Applying effective teaching methods, in accordance with planning, and adjusting approaches based on classroom dynamics.
3. **Evaluation and Assessment:** Measuring student development through various forms of assessment (formative, summative), and using the results of evaluation to improve learning strategies.
4. **Document Administration:** Compile and manage learning-related documents, such as activity journals, student progress reports, and learning implementation plans (RPP).

c. Management Theory in Teacher Administration

Teacher administration can be analyzed through several management theories, including:

- a. **Classical Management Theory:** Focuses on the efficiency of teachers' administrative tasks. This theory emphasizes a clear division of tasks and the application of formal organizational principles.
- b. **Contingency Theory:** Emphasizes the importance of flexibility in teacher administration, taking into account contextual factors such as student characteristics, school environment, and educational policy.
- c. **Organizational Behavior Theory:** Examines the role of teachers' behavior and attitudes in carrying out administrative tasks, including how teachers motivate themselves and students in achieving educational goals.

3. *Teacher Professional Development*

One of the important aspects of teacher administration is professional development. Teachers need to continue to develop their skills and knowledge through training programs, workshops, seminars, and further education. Good administration will support teachers to participate in professional development activities on an ongoing basis, so that the quality of learning in schools continues to improve.

4. Teacher Performance Evaluation

Performance evaluation is an important component in teacher administration. This includes measuring teaching effectiveness, classroom management skills, and involvement in school activities. This evaluation can be carried out by school principals, supervisors, or through feedback from students and parents. The results of the evaluation are the basis for further development and awarding.

5. The Role of Technology in Teacher Administration

In the digital era, teacher administration is increasingly made easier by the existence of various supporting technologies. The use of learning management platforms (Learning Management System / LMS), classroom management applications, and assessment software can help teachers carry out administrative tasks more efficiently. This technology also facilitates communication between teachers, students, and parents more effectively.

6. Relationship between Administration and Classroom Management

Classroom management is part of teacher administration which includes managing classroom interactions, setting up learning environments, and enforcing rules to create an atmosphere conducive to learning. Effective teachers in administration are usually also able to do good classroom management, creating a disciplined learning environment while still supporting student creativity and participation.

7. Education Policy and Teacher Administration

Teacher administration is also influenced by the prevailing education policy. National and regional policies on recruitment, competency standards, and teacher performance assessment systems play a major role in determining how teacher administration is implemented in schools. Good administration must be able to adapt to changes in policies and regulations.

From the theoretical study above, it can be concluded that teacher administration plays an important role in supporting the effectiveness of education. A good administrative process involves planning, implementation, evaluation, and ongoing professional development. With the support of relevant management theories and the application of technology, teacher administration can improve the overall quality of education.

a. Curriculum

According to Baderiah, the curriculum is a number of knowledge or subjects that must be taken or completed by students to achieve one educational

goal or competency set. Meanwhile, according to Masykur, the definition of curriculum is all efforts of schools to influence children to learn, whether in the classroom, in the school yard or outside the school, including the curriculum. Meanwhile, according to KMA 347 of 2022 concerning Curriculum Implementation Guidelines, the Curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter, as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

b. Curriculum of Education Units

The Education Unit Curriculum Development Guide (KSP) is a document that contains principles and examples of strategies to guide madrasas in developing their operational curriculum. The curriculum of the Education Unit is developed and managed by referring to the curriculum structure and standards set by the Government and aligning it with the characteristics and needs of students, madrasas and regions. In compiling the curriculum, the Education Unit is given the authority to determine the format and systematics of its preparation.

Madrasah needs to refer to the guidelines that include the minimum components set by the Ministry of Education and Culture and refer to the Decree of the Minister of Religion of the Republic of Indonesia in the regulations governing the Independent Curriculum Structure and one additional component, namely mentoring, evaluation and professional development that can be carried out by madrasas that are ready to improve the quality of sustainable learning.

This guide is used together with related documents, including: Learning and Assessment Guide, as well as Guidelines for the Development of the Pancasila Student Profile Strengthening Project and the Rahmatan lil Alamin Student Profile. These documents are expected to be read and studied carefully as a support for the Development of the Education Unit Curriculum.

8. Information Systems

Information systems in schools are one of the important components in managing and optimizing the administrative and learning processes in educational institutions. With the development of information technology, the use of information systems in schools plays a role in improving operational efficiency, facilitating data access, and improving the quality of decision-making by school management.

The following are some important concepts in the theoretical study of information systems in schools:

a. School Information System Definition

A school information system is a collection of interconnected components, including hardware, software, networks, people, and procedures, designed to collect, process, store, and disseminate information relevant to school operations. This system can include a variety of functions, such as academic administration, finance, staffing, and learning.

b. Components of School Information Systems

The information system in schools consists of several main components, namely:

1. Hardware: Computers, servers, networks, and other physical devices used to process and store data.
2. Software: An application or system designed to manage various aspects of school operations, such as a school information management system (SMIS), academic information system, or e-learning platform.
3. Data: Information related to students, teachers, curriculum, finances, and other administrations that is processed and stored in the system.
4. Procedures and Policies: Processes and rules that govern how data is inputted, processed, stored, and used by users.
5. People: System users, be it administrative staff, teachers, students, or parents who utilize information systems for various needs.

9. Functions and Benefits of School Information Systems

School information systems provide a variety of significant benefits in education management, including:

1. Student Data Management: Information regarding student registration, attendance, grades, and development can be easily accessed by teachers and administration.
2. Learning Management: Through the Learning Management System (LMS), teachers can provide materials, assignments, and exams online. Students can also access teaching materials and communicate with teachers and friends.
3. Administrative Efficiency: Simplify the management of financial data, inventory, human resources, and other operational aspects so that time and costs can be reduced.
4. Decision Making: With centralized and organized information, principals and management can make more informed decisions based on accurate and real-time data.

a. Access to Information for Parents: A good information system also allows parents to monitor their children's progress through access to academic reports, attendance, and other records.

b. Types of School Information Systems

Some types of information systems commonly used in schools include:

1. Academic Information System: Manage student data related to registration, curriculum, assessment, attendance, and academic evaluation.
2. School Management Information System (SMIS): Used to manage finances, staffing, procurement of goods, and management of school facilities.
3. Learning Management System (LMS): An online learning platform that allows teachers to upload materials, assign assignments, and evaluate and communicate with students.

4. **School Financial System:** Managing the flow of funds in and out, such as student payments, employee salaries, and managing the school's operational budget.
5. **Assessment and Evaluation System:** A tool for teachers to conduct daily, weekly, and year-end assessments of students.

10. Information Systems Theory and Models

The use of information systems in schools can be explained through several theories and models, including:

1. **Systems Theory:** Viewing schools as a system consisting of various subsystems that interact with each other. The information system functions to integrate these various subsystems so that effective communication is created within the school.
2. **Information Management Theory:** Focuses on how information is collected, processed, and disseminated throughout the organization. In the context of schools, this theory emphasizes the importance of accurate and timely information to support the decision-making process.
3. **Input-Process-Output (IPO) Model:** Describes how information systems receive data (inputs), process it (processes), and produce usable information (output). This model is relevant in understanding the information cycle in schools, from recording student data to its expenditure as academic reports.

11. Challenges of School Information System Implementation

Although it has many benefits, the implementation of information systems in schools also faces various challenges, including:

1. **Cost and Resources:** The procurement of a comprehensive information system requires a lot of investment, both in terms of hardware and human resource training.
2. **Technology Readiness:** Not all schools, especially in more remote areas, have adequate technological infrastructure to support information systems.
3. **Cultural and Habit Changes:** Optimal use of information systems requires adaptation from all stakeholders, including teachers, students, and administrative staff, who may not be familiar with technology.
 - a. **Data Security:** With so much sensitive data stored in information systems, such as student data and school finances, it is important to ensure system security from cyber threats and data breaches.

12. The Role of Information Systems in the Digital Transformation of Education

In the digital era, information systems in schools not only support operational activities, but also play a role in the digital transformation of education. Technology-based learning, educational data analytics, and digital interaction between teachers, students, and parents are important elements in creating a more adaptive and personalized learning environment.

13. Sustainable School Information System Development

The development of an effective information system in schools must be carried out on an ongoing basis by considering periodic evaluation and improvement. Some of the steps that can be taken include:

1. **User Training:** Teachers, staff, and students need to be trained regularly to ensure that they understand and can make optimal use of information systems.
2. **Technological Update:** Information systems must always be updated to adapt to technological developments and changes in education policies.
3. **System Performance Evaluation:** School management needs to continuously evaluate the performance of the information systems used, to ensure that they truly support the expected educational goals.

Therefore, from the theoretical study above, it can be concluded that information systems in schools are an important element in supporting administrative efficiency, improving the quality of learning, and data-based decision-making. Despite the challenges in implementation, the benefits far outweigh these obstacles, especially with the support of technology and sustainable development. An integrated and well-managed information system will encourage the creation of effective digital transformation in the education sector.

CONCLUSIONS AND RECOMMENDATIONS

In the context of contemporary education, the role of management and administration in educational institutions, especially madrasas, is a very crucial aspect to create an optimal learning environment. According to various experts, management can be understood as a systematic process that includes fundamental elements such as planning, organizing, directing, and controlling resources to achieve predetermined goals. Within the framework of madrasas, management not only functions to optimize the use of human resources, but also to ensure that all educational activities take place in accordance with the principles and values upheld by Islam.

Teacher administration, as one of the important components in the educational process, plays a significant role in improving the effectiveness of learning. Administrative tasks carried out by teachers include various aspects, including learning planning, teaching implementation, evaluation of learning outcomes, and classroom management. With a good administrative system, teachers can be more effective in carrying out their duties, so that they can improve the quality of student interaction and learning outcomes. In addition, the importance of continuous professional development for teachers cannot be overlooked, given the need to constantly update knowledge and skills in the face of dynamic educational challenges.

The curriculum, as a frame of reference in the learning process, must be seen not only as a list of subjects that must be taken, but also as a systematic effort designed to influence students' learning patterns. The development of the

Education Unit Curriculum (KSP) that considers the characteristics and needs of students is a strategic step in achieving the desired educational goals. Through a relevant and contextual curriculum, madrassas can ensure that students not only acquire academic knowledge, but also internalize essential moral values.

School information systems serve as integral elements in supporting all aspects of education management and administration. By utilizing information technology, educational institutions can manage student data, finances, and other operational aspects more efficiently. Integrated and data-driven information systems allow for more accurate decision-making and responsiveness to existing needs, which in turn can improve the quality of education. Although there are challenges in its implementation, such as the issue of cost and technological readiness, the benefits obtained in the context of increasingly digital learning are significant.

Through the synergy between effective management, structured teacher administration, adaptive curriculum, and sophisticated information systems, educational institutions can improve the quality of learning holistically. In the context of Islamic education, this approach focuses not only on academic outcomes, but also on the formation of students' character and moral integrity. Therefore, ethical values that are in line with Islamic teachings must be integrated into all aspects of education.

In conclusion, this study emphasizes the importance of integration between management, teacher administration, curriculum, and information systems in achieving the goal of quality education. The application of appropriate management principles and the use of information technology is expected to create a learning environment that is not only efficient but also responsive to student needs. The steps proposed in this study are expected to serve as a guide for madrasas and other educational institutions in an effort to improve the quality of education in the future.

ADVANCED RESEARCH

Every research certainly has limitations. Limitations in the sense of research limitations that affect the researcher's ability to explore the data being studied, limitations of available data, or external factors of research such as limited time and resources. So further research is needed for the perfection of this research.

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