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## **Successful Strategies to Improve the Quality of Graduates Through Quality Management**

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### **Abstract**

*The quality of education is determined by the application of the curriculum used and supported by qualified resources in all fields, therefore realizing the quality/quality of education requires mutually supportive cooperation between programs used together with resources that have integrity. This study aims to discuss more deeply how the implementation of quality management improves the quality of graduates, with details: 1) How does learning planning improve the quality of graduates? 2) How to implement learning quality management to improve the quality of graduates 3) How to evaluate and improve learning quality management. Type of qualitative research with a case study approach. Data sources in this study are primary data and secondary data. In their research, researchers used observation, interview, and documentation methods. Data analysis techniques that researchers use are data reduction, data presentation, conclusion, or verification. As for checking the validity using source triangulation and method triangulation. Research results: 1) Learning planning to improve the quality of graduates includes determining techniques, strategies, and learning media. 2) Implementation of learning quality management to improve the quality of graduates through internal programs including regular madrasah programs, skills madrasah programs, research madrasah programs, and extracurricular activities. Media used in delivering material using cellphones, whiteboards, and notebooks. 3) Evaluation and efforts to improve learning quality management with test instruments, including by providing daily, semester, and year-end test questions, and assessments every three months. And non-test evaluations are carried out Evaluation of which syllabus should be established and which is not appropriate*

**Keywords:** *Curriculum; Quality Management and Graduate Students*

### Abstrak

Manajemen sarana dan prasarana yang baik merupakan usaha untuk meningkatkan mutu pembelajaran melalui perencanaan, pengorganisasian, pengelolaan serta evaluasi. guna menunjang guru dalam merencanakan pembelajaran, pelaksanaan proses pembelajaran, serta evaluasi hasil belajar siswa dalam rangka pencapaian tujuan mutu pembelajaran. Penelitian ini bertujuan mendeskripsikan tentang Problematika manajemen sarana dan prasarana dalam meningkatkan mutu pembelajaran. Metodologi penelitian ini menggunakan pendekatan kualitatif deskriptif, Informannya adalah kepala madrasah dan guru-guru Madrasah Tsanawiyah Nurul Fatah. Teknik pengumpulan data wawancara, observasi, dan dokumentasi. Uji keabsahan data triangulasi teknik. Hasil penelitian menunjukkan bahwa sarana dan prasarana yang memadai sangat perlu ditingkatkan demi kelancaran pendidikan serta peningkatan mutu pembelajaran. Dengan demikian dapat disimpulkan bahwa di Madrasah Tsanawiyah Nurul Fatah masih perlu manajemen sarana dan prasarana yang baik guna meminimalisir ketidak efektifan setiap kegiatan pembelajaran baik intrakurikuler dan kegiatan ekstrakurikuler, untuk meningkatkan mutu pembelajaran sangat perlu dilakukan manajemen sarana dan prasarana yang baik sebab hal itu merupakan kunci keberhasilan dalam dunia pendidikan.

**Kata Kunci :** Problematika, Manajemen Sarana dan Prasarana, Mutu Pembelajaran

### Introduction

Running activities must have a distance to travel from start to finish, that's what is said (Asri, 2017: 192-202) as well as education there is a beginning and end of the learning process. Based on this understanding, the definition of curriculum can be applied in the field of education.

The term curriculum according to Hasan Baharun comes from Latin, namely curriculum which originally meant running course and in French, courir which means to run. According to Saufi and Hambali (2019: 29-54), this term is further connoted to subjects or courses that must be taken to achieve awards in the world of education, which is popularly called a diploma. Asri argues that traditionally the definition of curriculum is a series of subjects that must be taken and completed by students at school to obtain a diploma.

Some education experts have made curriculum definitions with different descriptions, including:

1. *E. Eisner*, suggests that with the curriculum we mean it by the experiences offered to students based on school guidance and guidance (Huda, 2017: 52-75).
2. *Edward A. Krug*, Developing a curriculum is a way and effort to achieve educational goals.
3. Semantically, the definition of curriculum is divided into three groups, namely:
4. The curriculum is traditionally all lessons given in schools or fields of study.
5. The curriculum is modern, i.e. all the experience that students have of the influence of school while the field of study is a small part of the overall curriculum program.
6. According to Hamdi (2020: 66-75), Today's curriculum is a strategy that contains interconnected objectives, content, evaluation, and others sought by educational institutions to get the expected results in conditions inside and outside school.

In teaching or curriculum, goals play an important role, because they will direct all teaching activities and colour other curriculum components. The purpose of establishing a curriculum is the expectations to be achieved by an educational program and learning that is arranged by the objectives of an institution. (Wafi, 2017: 133-139) The formulation of the curriculum objectives itself is guided by a category of educational objectives concerned.

According to Wafi, the curriculum objectives in each institution must be aligned and based on the goals of national education, as stipulated in Law No. 2 of 1989 concerning the education system, in a broader sense the curriculum is an educational tool for developing quality human resources.

With the curriculum, it can be ascertained that the duties of educators as educators and teachers are more focused. Educators are one of the main keys in determining the success of students because educators are one of the components that interact actively and directly with students in the educational process. In achieving the goals of education, the curriculum is the guideline in the educational process. Descriptions of the types of programs in the school are contained in the curriculum set out in the school. Several principles must be considered in the implementation of curriculum management, including:

1. Productivity, namely the results to be obtained in curriculum activities is a prospect that must be considered in curriculum management. Consideration of how students can obtain learning outcomes that are as expected, for that curriculum objectives must be targeted in curriculum management.
2. Democratization, namely the implementation of curriculum management must be based on democracy that places implementers, managers, and educational subjects in their proper positions so that when carrying out tasks can be carried out responsibly to obtain curriculum objectives.
3. Cooperative, namely in curriculum management activities, there needs to be positive cooperation from various related parties so that what results were expected previously can be obtained.
4. Effectiveness and efficiency, namely a series of activities in curriculum management must consider effectiveness and efficiency to achieve curriculum objectives, thus curriculum management activities provide useful results with relatively little energy, time, and effort.
5. Huda, Directing the vision, mission, and goals set in the curriculum, namely the curriculum management process is expected to direct and strengthen the vision, mission, and goals of the curriculum.

According to Saufi and Hambali (2019: 29-54), Planning is the process of setting goals and objectives to be achieved and determining the areas and resources needed to create an effective and efficient situation. Planning must be prepared before the establishment of other management functions because the curriculum is a framework for determining other management functions.

Curriculum planning is a complex social process and requires different levels of decision-making to discuss and coordinate the process of using key presentation aspect models. In general, the formulation of the Hasus planning model is by rationality arguments with careful processing. This process is carried out with systematic consideration of the relevance of knowledge sociologically, psychologically, and philosophically.

*Malayu S.P Hasibuan* defines organizing as a process of determining, grouping, and organizing the various activities necessary to achieve a goal, placing people in each activity, providing the necessary tools, and assigning relatively delegated authority to each individual who will perform those activities.

Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn materials and make it easier for students to carry out learning activities so that learning objectives can be achieved effectively. The organization of the curriculum includes a clear division of tasks, the organization of subjects, the allocation of time, and others.

Curriculum monitoring is the collection of information based on precise, accurate, and complete data about curriculum implementation within a certain period by expert monitors to overcome problems in the curriculum. Ibrahim Nasbi (2017: 318-330) The implementation of the education curriculum must be monitored to improve its effectiveness. This monitoring is done so that the curriculum does not go off track. Therefore, an expert in preparing the curriculum must monitor the implementation of the curriculum from planning to evaluating it.

There are many opinions about the definition of management proposed by the figures. The difference and definition of management is due to the scientific background and point of view possessed by the figures are also different. Etymologically, the word management comes from one of the words of Italian origin *you maggiore* which means to control. In another point of view, management comes from the word to manage which means to manage. (Mustajib and Sa'adah 2021) This management is carried out through processes and managed according to the order and functions of the management itself. Engkoswara in his book (Sudiyono, 2011: 9) stated that education management is an effort to arrange human resources as an effort to optimize learning so that it can achieve mutually agreed goals.

The management function according to Sulistyorini contains planning, organizing, actuating, and controlling (POAC).

#### 1. Planning

Planning is a process of rational and systemic activities in determining decisions, activities, or steps that will be implemented in the future to achieve goals effectively and efficiently. Saajidah (2018: 16-22) educational planning is the selection of facts and efforts to relate one fact to another in educational activities, then predict the situation and formulate educational actions for the future if needed to achieve the desired results in education.

#### 2. Organizing

Organizing is a process of connecting people involved in a particular organization and integrating their tasks and functions in the organization. In the process, a detailed division of duties, authorities, and responsibilities is carried out based on their respective sections and fields so that synergistic, cooperative, harmonious, and rhythmic working relationships are integrated in achieving the agreed goals.

#### 3. Actuating.

Actuating is a complex management function from a fairly broad scope and is closely related to human resources. Umar Sidiq, Mobilization is one of the most important functions in management. The importance of mobilization is based on the reason that planning and organizing efforts are vital but no concrete output will be produced without the implementation of the activities sought and organized in an act of actuating or effort that gives rise to action.

#### 4. Controlling

According to Saajidah, Controlling is Controlling or supervision, and control is one of the management functions that seeks to make assessments, and make corrections to everything that has been done by subordinates so that they can be directed to the right path by the objectives. Supervision is researching and supervising so that all tasks are carried out properly and by existing regulations or by the job description of each person. Supervision can be carried out vertically or horizontally, superiors can control the performance of their subordinates, as well as subordinates can make attempts to criticize their superiors.

Improvement comes from the root word level coupled with the affix pe-an, so it turns into an increase which means the deed, way, and process of improving something for progress. The Big Dictionary Indonesian improvement has the meaning of raising, in the sense of any attempt to change something from a low position to a higher position. Rusdiana (2021: 9) Improving the quality of learning is not a light thing because it is not only related to technical problems, but also contains various very complicated and complex problems, both related to planning, funding, or the efficiency and effectiveness of learning implementation (Syukri, 2019: 17).

In general, the learning process is carried out through 3 stages, namely:

1. Supriyanto (2013: 1) Learning planning is a careful and intelligent determination of the course of learning implementation carried out in the future to achieve goals. Gentry said learning planning is a process that formulates and determines learning objectives, techniques, media, and learning strategies so that learning objectives can be achieved.
2. The implementation of learning is a process that is carried out with two-way interaction, namely interactions carried out by educators and students, where both establish directed communication to achieve predetermined targets. (Mustajib, Mutohar and Fuadi 2022) Education is also a process of bringing learners to maturity, which means having the ability to acquire knowledge, develop skills, and change attitudes.
3. Asrul and Rusdi (2015: 4) Learning evaluation is a process to check the achievement of students' abilities in the learning process and detect shortcomings so that teachers can quickly find alternative solutions. Chittenden explained that learning evaluation is a process or activity to measure and assess some students' abilities in terms of knowledge, skills, and attitudes to make decisions about students' abilities, which is carried out using test and non-test instruments.

According to Zulkarmain (2021: 17-31) In terms of language is a product or result, when viewed from the definition of educational output, it means a result issued by an educational institution, this result can be in the form of a policy, expenditure, and graduates.

In terms of educational output, it is the achievement or performance produced by educational institutions. The output of educational institutions can be seen from their effectiveness, quality, efficiency, productivity, and innovation. The educational institution can be said to be of quality and quality if the achievements achieved by the educational institution are of high value, both achievements from learning students, teachers, and student achievements in extra activities.

Madrasah is a translation of the term school in Arabic. Madrasah is isim makan from darasa which means a seat to study. The definition of madrasah that is often used by ordinary people is primary and secondary level educational institutions, both those that teach general science and Islamic religious science, as well as general science based on Islamic teachings.

The teaching system used in madrasah is an integration between the system in Islamic boarding schools with the system that applies in modern schools. Assessment for level advancement is determined by mastery of a certain number of teaching areas. In later developments, the cottage system began to be abandoned, and madrasahs were established that followed the same system as modern schools. However, in the early stages, the madrasa was still Diniyah, whose subjects were still around religion with the use of Arabic scriptures. As the influence of reform ideas developed in the Islamic world and the rise of the Indonesian nation, little by little general lessons entered into the madrasah curriculum. Religious textbooks began to be arranged specifically according to the level of madrasahs, as well as general knowledge books that are used in public schools. Even then madrasahs

emerged that followed a tiering system in the form of modern schools, such as Madrasah Ibtidaiyah for elementary level, Madrasah Tsanawiyah for junior secondary level and there was also Kuliah Muallimin (teacher education) which was called normal Islam.

Basit (2018: 187-210) argues that education is the main component that provides facilities to community members to determine what services and goods are needed. Even broadly speaking, education is the "heart" as well as the "backbone" of the future of the nation and state. Even improving and updating the education sector largely determines the success of a nation. From the educational process, it is expected that human resources become intelligent or have the ability, which is popularly known as skills in living life, thus education is an important effort made by humans to improve and improve their standard of life.

Quality education is one of the critical aspects of improving the welfare of the nation and state through improving the quality of human resources (HR). According to (Apud, 2018: 171-190) Education that meets the right quality standards and categories will determine to increase the nation's competitiveness. Global change requires every country to be able to maintain its competitiveness. Superior human resources can maintain the competitiveness capabilities carried out by a country.

According to (Nurlela, 2021: 79-83) Good management determines the good and bad of learning, how a teacher uses the right method, can create a conducive classroom atmosphere during teaching and learning activities, and also provides sufficient learning tools. Management provides imagination and prediction so that we can anticipate fast-paced environmental changes. Meanwhile, learning management is an urgent form of education management.

If the quality of teaching and learning activities, fund management, adequate environment, student input, educator competence, management, facilities, and infrastructure is good, it is likely that the quality of graduates is also good. To produce quality graduates, a quality process is also needed. A quality process is strongly influenced by various supporting factors, such as adequate facilities and infrastructure, adequate costs, quality and adequate human resources, proper management, a supportive environment, and strong and reliable leadership.

Not much different in any madrasah, madrasahs that are far from urban areas will have unique problems along with the culture in the area, in MAN 4 Kediri also experiences the same local cultural challenges that colour learning activities trying to be directed at improving / educational standards determined by the government.

In addition, MAN 4 Kediri also has opportunities, one of which is that this madrasah is close to the village of English approximately 4 km, so that if used correctly this madrasah also has advanced potential compared to other madrasahs.

Besides being close to the English village, the madrasah is also filled with quite a lot of human resources from Islamic boarding schools so that to improve integrity in religious character will also be increasingly visible, especially in training the independence of its students.

Madrasah Aliyah Negeri 4 Kediri has also been accredited by BAN S / M with an A rating, so this shows that the institution has won the trust of the community as an educational institution that has excellence in educational aspects.

Departing from the various backgrounds above, we are increasingly interested in studying and discussing more deeply the curriculum and various excellent programs launched, so we have the initiative to take research at the institution with the title "Implementation of Quality Management in

Improving the Quality of Graduates" with the hope that we can find a planning, implementation and evaluation model that has something to do with quality management.

## **Method**

This article discusses quality management and improving the quality of graduates at MAN 4 Kediri. The type of research used is qualitative research with a descriptive approach. Erickson (1968) defines qualitative research as an attempt to describe the impact involved in an action and describe it descriptively. In this study, there are three data collection techniques, namely documentation, interviews, and observation. (Sugiyono 2022) Qualitative data collection is carried out on informants using interview guidelines by the research objectives to obtain valid and reliable information using voice recording aids supplemented with recording. This research data analysis technique consists of data collection, data reduction, data presentation, and conclusion drawing. (Annur 2018) While the data validity testing technique consists of triangulation (source triangulation, engineering triangulation, time triangulation), and member check. (Sugiyono 2021)

## **Results and Discussion**

### ***Learning Planning in Improving the Quality of Graduates***

Learning planning to improve the quality of graduates is every by determining techniques, strategies, and learning media teachers must make learning tools starting from annual programs, learning that will be determined in the learning process. In addition, teachers must also determine the media that will be used in the learning process. Fulfillment of facilities and infrastructure, and training for teachers. To improve the quality of graduates at Madrasah Aliyah Negeri 4 Kediri in managing teachers, teaching arrangements are adjusted to their diplomas or certifications.

According to Engkoswara in his book (Prasojo and Sudiyono, 2011: 9) education management is an effort to organize human resources as an effort to optimize learning so that it can achieve mutually agreed goals. So if an institution can arrange the elements in it well, it will produce good quality as well, so that the institution can have more quality competitiveness than other institutions. This is in line with the findings of researchers that in learning planning as an effort to improve the quality of graduates at Madrasah Aliyah Negeri 4 Kediri, the arrangement of educators is adjusted to their diplomas and certifications to deliver material to students properly. In addition, to improve the quality of teaching, there are also efforts to improve the quality of teachers, namely by conducting training for teachers. In the arrangement of civil service, there is also a civil service governance system that aims to optimize learning with the expectation of goals that have been mutually agreed upon.

### ***Implementation of Learning Quality Management in Improving the Quality of Graduates***

Madrasah Aliyah Negeri 4 Kediri in this section has tried to make it happen through internal and external programs. Among the internal programs of the madrasah are learning activities within school hours and external programs are extracurricular activities. The internal madrasah program consists of 3 programs, namely the regular madrasah program, the research madrasah program, and the madrasah plus skills program. The media used in learning are whiteboards, books, and cell phones. The sources of books used in Madrasah Aliyah Negeri 4 Kediri are literacy books and digital books.

According to Dariwis in his book (Hambali and Mu'alimin, 2019: 16), learning management is an effort to manage various student activities with the aim that these activities can have a positive impact on educational institutions in the form of internal and external activity programs. Researchers found that in the implementation of quality management, the madrasah learning actualized it through internal and external programs. Among the internal madrasah programs are the regular madrasah program, the madrasah plus Skills program, the research madrasah program, extracurricular activities, and MULOsk. While the external program carried out to improve the quality of graduates, namely by participating in competitions at various levels, in achieving the achievements of this madrasah quite a lot can bag champions.

### ***Learning Quality Management Evaluation***

Evaluation of teaching and learning activities applied in Madrasah Aliyah Negeri 4 Kediri is by assessment carried out using test or non-test instruments. Assessment using test instruments is carried out by providing daily, semester, and year-end test questions, and assessments every three months. Meanwhile, observation for non-test assessments is carried out through observation and assessment of students during the teaching and learning process. The next evaluation through curriculum review, of all lessons determined which syllabus should be set and which is not appropriate. After the evaluation, efforts are made to improve the quality of learning through improving techniques, methods, or other supporting facilities that can improve the quality of further teaching.

According to Chittenden in his book (Asrul and Rusydi, 2015: 4) learning evaluation is a process or activity to measure and assess some students' abilities in terms of knowledge, skills, and attitudes to make decisions about the abilities of these students, which are carried out using test and non-test instruments. This has been implemented in the MAN 4 Kediri institution to measure and assess how capable students are in learning carried out through assessment activities with test instruments that are practised through giving daily test questions, semesters, year-ends, and assessments every three months. And non-test assessment carried out to assess attitudes is by assessing students' attitudes carried out daily in the teaching and learning process. In addition, to evaluation of the quality of learning in Madrasah Aliyah Negeri 4 Kediri is carried out by checking the achievement of students who pass the university through superior pathways (SNMPTN and SPAN PTKIN).

### **Conclusion**

From the explanation above, we can conclude that; Learning planning is an effort to improve the quality of graduates in this madrasah by determining techniques, strategies, and learning media teachers must make learning tools starting from annual programs, learning that will be determined in the learning process in managing teachers teaching arrangements by diplomas or certifications. In the implementation section, this madrasah is through internal programs, namely regular madrasah programs, research madrasah programs, madrasah plus skills programs, and external programs, namely extracurricular activities. The media used in learning are whiteboards, books, and cell phones. The sources of books used are literacy books and digital books. Meanwhile, in the Learning Evaluation section applied at Madrasah Aliyah Negeri 4 Kediri, namely by providing daily test questions, semesters, end of the year, and assessments every three months. The next evaluation



through curriculum review, of all lessons determined which syllabus should be set and which is not appropriate.

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