

Formulation of quality of Islamic basic education: A study in the integrated Islamic elementary school Al-Uswah Magetan

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ARTICLE INFO

Article History

Received: 18 of August 2021

Revised: 16 of October 2021

Accepted: 20 of December 2021

Keyword: Formulation, Quality of Islamic Education, Elementary School, Integrated Islamic School

Kata Kunci: Formulasi, Mutu Pendidikan Islam, Sekolah Dasar, Sekolah Islam Terpadu

ABSTRACT

The development of science and technology that occurs in the current global era has a considerable impact on the changes in human life. These impacts and challenges can be overcome by qualified human resources. Such condition requires educational institutions to continue to improve the quality of their education in order to create qualified human resources. Likewise in Islamic basic education institutions, as the foundation of secondary and higher education, basic education is also in need to continue to improve its quality in order to be able to play a role in facing global changes. Therefore, careful strategy formulation is needed as an effort to make strategic planning in a directed, effective, and efficient manner in the process of improving the quality of Islamic basic education institutions in the current global era. This study aims to describe the formulation of quality of Islamic basic education in SD IT Al Uswah Magetan. The type of research used is a case study. Data collection techniques are used, namely in-depth interviews, participant observation, and study of documents. Data analysis in this study used an interactive analysis model. Then the results of the research are the strategy formulated is focused on curriculum development, human resource development, infrastructure development, environmental development, and student development.

ABSTRAK

Perkembangan ilmu pengetahuan dan teknologi yang terjadi pada era global saat ini memberikan dampak yang cukup besar terhadap perubahan kehidupan manusia. Dampak dan tantangan ini akan dapat dihadapi oleh sumber daya manusia yang berkualitas. Kondisi seperti ini menuntut lembaga pendidikan untuk terus meningkatkan mutu pendidikannya, agar dapat menciptakan SDM yang berkualitas. Begitu halnya pada lembaga pendidikan dasar Islam, sebagai fondasi dari pendidikan menengah dan pendidikan tinggi, pendidikan dasar juga dituntut untuk terus meningkatkan kualitas agar mampu berperan dalam menghadapi perubahan global. Untuk itu diperlukan formulasi strategi yang cermat sebagai upaya membuat formulasi secara terarah, efektif, dan efisien dalam proses meningkatkan mutu lembaga pendidikan dasar Islam di era global saat ini. Penelitian ini bertujuan mengkaji tentang formulasi mutu pendidikan dasar Islam yang terdapat di SDIT Al Uswah Magetan. Jenis penelitian yang digunakan adalah studi kasus dengan teknik pengumpulan data berupa wawancara mendalam (*indepth interview*), observasi partisipan (*participant observation*), dan studi dokumentasi (*study of documents*). Analisis data dalam penelitian ini menggunakan model analisis interaktif. Kemudian hasil penelitian berbentuk strategi yang dirumuskan pada pengembangan kurikulum, pengembangan SDM, pengembangan sarana prasarana, pengembangan lingkungan, dan pengembangan kesiswaan

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1. Introduction

The advent of the industrial revolution 4.0 has become a popular issue as a sign of current global change, which has a major impact on various aspects of human life in the economic, social, political, cultural, environmental, and educational fields. This is due to the advancement of science and technology that will be able to change the pattern of human behavior. Industry 4.0 is predicted to have great potential benefits, including improving the speed of production flexibility, increasing service to customers and increasing revenue. The realization of these potential benefits will have a positive impact on the economy of a country. Aside from the many benefits offered, it also has challenges that must be faced. In general, there are five major challenges to be faced, which include aspects of knowledge, technology, economy, social and politics [1].

Based on statistical data from the 2020 Global Talent Competitiveness Index (GTCI), namely the ranking of countries' competitiveness based on the capabilities of their human resources, Indonesia still shows weak competitiveness. Of the 132 countries in the world, Indonesia is ranked 65th. At the ASEAN level alone, Indonesia's competitiveness is still low. Singapore ranks first with a score of 78.48. The next ranking is followed by Malaysia (60.04), Brunei Darussalam (52.17). Meanwhile, Indonesia is in fifth place with a score of 41.81, only ahead of Thailand, Vietnam, Laos, and Cambodia. In ASEAN, Singapore is a model in terms of competitiveness. Not only excelling at the ASEAN level, Singapore also ranks third out of 132 countries listed in the Global Talent Competitiveness Index (GTCI), ahead of major European countries such as Finland and the Netherlands [2].

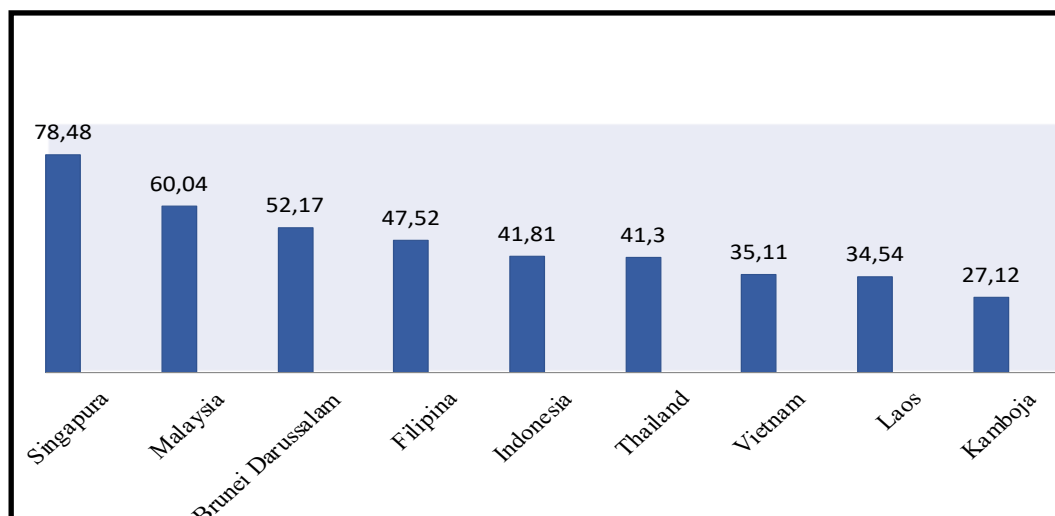


Fig. 1. Global Talent Competitiveness Index 2020

Judging from the results of the statistical data above, the Indonesian government must continue to strive in an effort to improve the quality of its human resources in order to become a country that is highly competitive. In producing superior human resources, it cannot be separated from the role of quality education. Because the essence of education is the development of potential in order to have the intelligence and skills of thinking and behaving. Lee and Walsh quoted by Fombad stated that when students are given quality education, they will become productive people who are able to face challenges in their own lives, even national and world challenges [3]. Thus, creating quality education is pivotal to develop immediately. The quality of education must continue to be improved in order to be able to produce graduates who are intelligent, creative, innovative, and highly competitive (*qualified*) so that they are able to face various onslaught of advances in globalization dynamics.

The efforts done by the Government of Indonesia to improve the quality of education began with the regulation with number 19 of 2005 concerning National Education Standards. To realize these government regulations, educational institutions are given the authority to organize

educational institutions with good and appropriate management so that educational goals can be achieved effectively and efficiently. Islamic educational institutions, ranging from basic education to tertiary institutions, must be managed properly in order to become effective educational institutions capable of producing quality generations. Especially in basic education institutions, excellent management is needed in order to achieve quality education, because basic education is the foundation for secondary education and higher education.

Several previous studies have been conducted by Kusnandi stating that the low quality of education can be improved through efforts to guarantee the quality of the institution by using reliable instruments [4]. Anwar conveyed that the implementation of Total Quality Management was conceptually carried out through indicators of leadership, customer orientation, continuous improvement, effective communication and team work [5]. Pratiwi proposed a finding of the urgency of school-based management as an effort to improve the quality of the institution [6]. These various studies offer a holistic approach in improving the quality of educational institutions.

Wati, Suyatno, and Widodo stated that related to the child-friendly program strategy, it was found that the strategy was carried out through understanding needs analysis, program implementation, and program impact analysis. Sumarsono said efforts to build quality through parental participation [7]. Maamarah and Supramono who revealed the quality improvement strategy through the process of implementing supervision activities, creating a comfortable learning room, involving the school committee [8]. Suryani stated that the principal's strategy is an effort to create quality supported by the availability of infrastructure and teacher professionalism, accompanied by program implementation and quality evaluation [9]. In line with this, Arifin stated things that affect the quality of schools, namely teacher commitment, and achievement [10]. Contrary to this, Aulia in her research findings states that the role of the principal is not significant to the quality of the school, but the role of the principal has an effect on the competitiveness of the school [11]. Saleh and Malik put forward a school strategy that includes improvements in aspects of input, process, and output [12]. These various studies show that efforts to manage the quality of educational institutions are carried out through more specific programs.

There is an opportunity for vacancies in research related to school strategy in managing quality, namely through a strategic management concept, in this case using a strategic analysis approach by utilizing and combining strengths, weaknesses, opportunities and opportunities. On the basis of strategic analysis, school managers can formulate programs that are realistic and have the potential to achieve program objectives which have implications for the quality of educational institutions. Formulation is the first step in implementing strategic management. Strategy formulation in improving school quality is based on the school's vision and mission to be achieved, identification of internal and external environmental problems, setting directions and targets, and determining strategies [13]. Without a good formulation, Islamic educational institutions will not be able to progress or be of high quality.

This research aims to describe and analyse the formulation of strategy of Islamic Education. It was conducted at the Integrated Islamic Elementary School (SDIT) Al Uswah Magetan. It is expected to produce a theory about strategy formulation in improving the quality of Islamic basic education, especially in Indonesia.

2. Theoretical Review

2.1. The Quality of Education

Qualified human resources are crucial to be immediately prepared and realized in the face of various challenges and global changes that have hit all countries in the world. Qualified human resources/HR are human resources whose potential has been developed since primary, secondary, to tertiary education. Through good educational services, they will be able to make them humans who have scientific expertise as well as positive attitude [14]. This educational institution has a very important role in producing qualified human resources. Educational institutions must be able to prepare a qualified golden generation of the country, hence they become competent human

resources, able to think innovatively, and mastering the field of science and applying it in the field of work optimally [15]. In response to this, creating quality education is a must to do immediately.

Quality as defined by Ministry of Education is the character of a product that can meet consumer needs and be able to provide satisfaction for consumers. *Quality is fitness for use*, namely suitability for consumers or users. Quality is also defined as *full customer satisfaction*, which is the satisfaction of customers. Then Crosby defines quality as *conformance to requirements* which is conformity with established quality standards. In the context of education, Edmond as quoted by Mutohar, states that a quality school has several indicators as characteristics of the school [16]. These indicators are having a comfortable environment, having a target for achieving visions, principal, teachers and staff, including students to have high expectancy to achieve more, carrying out developments in accordance with the demands of science and technology, evaluating quality achievement continuously, in terms of academics, administration, also relations with the community or the student guardians.

2.2. The Formulation of Quality in Basic Islamic Education

Formulation is the first stage in the management process as an effort to achieve quality education. The formulation must be done carefully and precisely so that the implementation and evaluation can be carried out optimally. To be able to determine the right strategy, the formulation must be based on the achievement of the vision, mission, objectives of the institution, and analysis of the internal and external environment, which can be achieved through a SWOT analysis [17]. SWOT analysis has become a popular tool and is often used in formulating a strategy. Siagian said that SWOT analysis is one of the most powerful analytical instruments if it is used appropriately, the power lies in the ability of strategists to maximize the role of strength factors and take advantage of opportunities to minimize weaknesses in the organization and be able to reduce the impact of threats that arise [18]. David also stated that strategy formulation must be based on the achievement of the vision and mission, identification of external opportunities and threats, identification of the organization's internal strengths and weaknesses, long-term objectives, and at this stage the preparation of certain alternative strategies to achieve the goals [19].

Vision, mission, and objectives are the main basis in formulating strategies to achieve the desired goals in an organization. In educational institutions, the preparation of the vision, mission and objectives must include all components of human resources in educational institutions, starting from the principal, all teachers, employees, and other stakeholders. Likewise, in conducting an analysis of the internal and external environment, it must be carried out together by involving all components of the existing human resources in the institution. This analysis is conducted to find strategic issues that will be used as a basis or indicator in determining appropriate strategies in an effort to create and improve the quality of education. The analysis of the internal environment includes identifying the strengths and weaknesses of the internal organization, that is as positive capabilities that allow an institution to fulfill strategic advantages in achieving a goal, and negative factors from within the organization that can hinder the institution from achieving its goals, while the analysis of the external environment includes identification of opportunities and threats that exist in the external environment of the institution which are situations and factors from outside the institution that have a positive nature that can help achieve or exceed the vision and mission, and the existence of factors from outside the organization that are negative that can hinder and even cause failure in achieving the objectives [20].

Formulation is a determinant in achieving and improving the quality of educational institutions. Without a good strategy formulation, it will be impossible for a strategy to be implemented and evaluated properly. Success in formulating a strategy is the beginning of success as well for strategy implementation and strategy evaluation. Although it will not always guarantee that a good formulation will have an impact on the success of strategy implementation and strategy evaluation. Because, in essence, strategic steps in achieving an objective or quality education must be carried out seriously, starting from strategy formulation, strategy implementation, and strategy evaluation.

3. Method

This study uses a qualitative approach, with the aim of getting an in-depth picture of the formulation of quality education at SDIT Al Uswah Magetan. The type of research used is a case study by describing a setting, object or event at SDIT Al Uswah Magetan related to the formulation of strategies in improving the quality of education [21]. The sample in this study was informants, where the selection of informants used purposive and snowball sampling techniques. The key informant in this study was the principal. Furthermore, to obtain more extensive and in-depth data, the snowball sampling technique was used [22]. In order to obtain research data that is in accordance with the focus, data collection techniques are used, namely in-depth interviews, participant observation, and study of documents. Data analysis in this study used an interactive analysis model [23]. Then to ensure the validity of the data, source and method triangulation technique is used.

4. Results and Discussion

4.1. Research Result

Quality education is the main objective that must be achieved by every educational institution. There is no exception for basic education institutions in the city of Magetan, including SDIT Al Uswah Magetan. This Islamic basic education institution is an educational institution that has good quality education in the city of Magetan. This is as stated by the head of SDIT Al Uswah Magetan as follows:

“It’s not one or two students of SDIT Al Uswah who come from areas that are quite far from the school location, meaning that this considerable distance does not make an excuse not to choose SDIT Al Uswah Magetan. This is due to the satisfaction seen by the guardians of the students and then used as a compelling reason to make SDIT Al Uswah as the school of choice, and every year we experience an increase in the number of students, although not too many, because indeed we also limit it, meaning that in each school year, there is a quota. This is because we really want to be maximal in assisting students” (Head of SDIT Al Uswah Magetan).

Apart from what was conveyed by the head of SDIT Al Uswah above, the quality of education at SDIT Al Uswah Magetan can also be proven by the achievement of the accreditation score obtained, which is getting an A (SDIT Al Uswah Magetan Document).

Quality education is an objective that must be achieved by every basic educational institution. To realize a quality institution, it is necessary to formulate a careful and precise strategy, so that it is in demand by the wider community. The strategy formulation carried out at SDIT Al Uswah Magetan is based on the achievement of the school's vision, mission, objectives and the results of the SWOT analysis. This statement was in line with what the head of the SDIT Al Uswah madrasa conveyed:

"That before formulating a short-term and long-term activity plan/strategic plan which will be used as a reference in determining the development of activity programs, we conduct a SWOT analysis, the results of the analysis will show us our weaknesses, our strengths, and what opportunities we have.” (Head of SDIT AL Uswah Magetan).

A SWOT analysis was conducted to find out the strengths and weaknesses of the school (internal) and to find out the opportunities and threats faced by the school (external). This analysis deals with how madrasas/schools are able to take advantage of strengths to seize opportunities (S-O), use strengths to overcome challenges (S-T), improve weaknesses by taking advantage of opportunities (W-O) and take advantage of strengths to seize opportunities, and minimize weaknesses and avoid threats (W-T). From the utilization of strengths and opportunities to face and minimize opportunities and challenges, indicators emerge as the basis for formulating strategies to improve the quality of the school.

Based on the results of the SWOT analysis from SDIT Al Uswah Magetan, recommendations will then appear as indicators in formulating quality education improvement programs. The formulation of the activity program can be seen in the following table 1.1:

Table 1. Indicators of the Formulation of Quality at SDIT Al Uswah Magetan

Curriculum Development	Creating a BTQ program (read and write the Qur'an) by enabling competent human resources in the field of the Qur'an (S-O), Involving the role of parents in the student education process (S-O): Strengthening Al-Qur'an Reading and Writing (BTQ)
HR Development	Need to continue to improve learning that is carried out using interactive, inspiring, fun, creative, challenging, and motivating methods for students (WT), Need to improve teacher competence through various program activities (WT), Need to provide motivation to improve professionalism based on religious values (WT): KKG, Workshop, Taujih, Ta'lim Guru
Infrastructure Development	Collaborating with the student guardian association in the development of student learning infrastructure (S-O): Assistance of the Student Guardian Association
Environment Development	Need to make a program to promote clean and healthy culture. (W-O): Adiwiyata
Student Development	Need to make additional programs for developing student potential according to talents and interests (S-O), Using mosques as a means of worship and implementing religious values-based education (S-O), There needs to be a program to improve student character based on religious values (S-T), Need a student achievement improvement program (ST): Extracurricular, character building, achievement building

The table 1. above shows that there are five development strategies formulated in improving the quality of SDIT Al Uswah Magetan, namely: 1) curriculum development through the BTQ program, human resource development through the KKG program, workshops, taujih, and teacher training, 3) development of facilities infrastructure through parental assistance programs, 4) environmental development through adiwiyata program, and 5) student development through extracurricular programs, achievement development, and character building (Head of SDIT Al Uswah Magetan).

4.2. Discussion

Based on the results of the study, it showed that the strategy formulation carried out at SDIT Al Uswah Magetan was able to bring the educational institution into a quality school that was in demand by the community, there are many achievements from the institution, students, as well as from teachers and employees, SDIT Al Uswah Magetan also received an accreditation score A, it means that according to the quality standards that have been set, the school is in the superior school category. Thus, when the formulation is carried out properly and correctly, it will be able to achieve what it wants to achieve. Thus, it is very appropriate what Masrokan conveys that the formulation in improving the quality and competitiveness of Islamic educational institutions is carried out based on the achievement of the vision, mission, and objectives of the institution and based on the results of the analysis of the institution's internal and external environment [24]. The results of this analysis will be used as a basis for making policies related to quality improvement programs.

Then for the case findings, it can be explained that the development strategy formulated in improving the quality of education is: *first*, curriculum development strategy through the BTQ program based on religious character. BTQ program was chosen as a strategy in improving the quality of schools considering the importance of having the ability to read and write the Qur'an as a Muslim. This is as stated by Nata, that for Muslims in Indonesia, education that is developed must not only be in line with the cultural values of the Indonesian nation, it must also be in line with Islamic values [25].

Second, HR development strategy through the KKG program, workshops, MSG, *taujih*, and teacher training based on religious professionalism. Professional educators based on religious values will greatly affect the improvement of learning outcomes and the formation of the religious character of students. In which the purpose of national education is to develop the student potential to become human beings who believe in and submit to God, possess noble character, are healthy, creative, independent, and become democratic and responsible citizens. Al Ghazali also said that

education aims to develop character which includes the cultivation of qualities both in terms of morals and ethics, such as in the form of humanity, obedience, simplicity, deterring bad deeds and *munkar* [26]. The quality of teachers and staff in providing educational services is very influential on the quality of schools. This is as the results of research which states that the achievement of good and productive educators can form a good work culture in schools so that they will be able to continue to improve the quality of education and be able to create effective schools [27].

Third, the strategy for developing infrastructure through networking programs and assistance from the partnership-based parent association. The implementation of this partnership program is based on the conditions and priority needs that must be met by schools in supporting and facilitating school quality improvement programs by involving the participation of the community. As stated by Tilaar, in managing Islamic educational institutions it is better to make the necessary priorities, because of the many problems faced by Islamic educational institutions such as academic, physical, cultural problems, and so on, and one of the steps that can be taken is to build a network of cooperation/networking [28].

Fourth, environmental development strategy through Adiwiyata, Ikumaki, and healthy madrasa programs based on a healthy culture. Through the environmental development program, it is hoped that it will be able to create a clean and comfortable school through habituation or a clean culture. Because with clean and healthy conditions, it can be used as a learning resource to achieve success and the teaching and learning process. This is in line with the results of research conducted by Haryati, which states that learning by utilizing the school environment as a learning resource will be able to improve student learning outcomes [29].

Fifth, student development strategies through intensive guidance programs for 6th graders, achievement-based character building for achievement, and through extracurricular, madrasah culture programs, and religious character-based character development. Learners must be motivated and directed to continue to improve achievement and religious behavior, both when in the school environment and in everyday life at home and also in the community, this becomes imperative given the environmental conditions that are increasingly deviated, moral crises everywhere. As stated by Mutohar, Trisnantari, and Rindrayani, character education must be emphasized on habits that are continuously practiced and applied in schools and in everyday life. Therefore, Mutohar and Trisnantari also added that the teacher as an educator has a very strategic role in realizing students with character [16].

The strategies that have been formulated, then implemented and carried out under control as a basis for consideration for strategic formulation in the future. Therefore, the quality improvement process must be carried out without stopping/continuous quality improvement. As Danim explained, there is no stopping word in a process, there is no final word for a change, there is only a process leading to an abstract ideal of authenticity [30]. Improving the quality of education must be carried out continuously to ensure quality can be controlled properly so that educational institutions are able to meet the needs and satisfaction of the community. Quality educational institutions will also be able to produce quality human resources who are ready to face all global challenges.

5. Conclusion

Based on the results of the study, it can be concluded that the formulation of strategies in improving the quality of education at SDIT Al Uswah Magetan is carried out based on the achievement of the school's vision, mission and observations of the school's internal and external environment through SWOT analysis. From the results of this analysis a strategy formulation was made regarding: curriculum development is also realized through the Baca Tulis al-Qur'an (BTQ) program based on religious character, human resource development through the Kelompok Kerja Guru (KKG) program, workshops, *taujih*, and teacher training based on religious professionalism, development of infrastructure facilities through a partnership-based assistance program from parents, environmental development through healthy culture-based Adiwiyata program. Then student development through extracurricular programs, character-based achievement development, and student development through religious character-based character development programs.

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