

APPLICATION OF QUALITY MANAGEMENT STRATEGIES IN IMPROVING EDUCATORS' PROFESSIONAL COMPETENCIES

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Abstrak

Peningkatan kompetensi profesional pendidik di Madrasah Tsanawiyah Al-Muttahidah merupakan prioritas utama dalam meningkatkan mutu pendidikan. Strategi manajemen mutu yang efektif menjadi kunci dalam mencapai tujuan ini. Melalui pendekatan kualitatif, studi ini mengeksplorasi strategi manajemen mutu yang diterapkan di Madrasah Tsanawiyah Al-Muttahidah yang berada di desa sentong krejengan Probolinggo untuk meningkatkan kompetensi profesional pendidik. Penelitian menggunakan teknik wawancara, observasi, dan analisis dokumen untuk mengumpulkan data. Hasil menunjukkan bahwa strategi tersebut mencakup pengembangan program pelatihan, evaluasi kinerja, kolaborasi dengan lembaga pendidikan dan industri, serta penerapan prinsip manajemen mutu total. Implikasinya adalah perlunya terus menerus meningkatkan strategi manajemen mutu sesuai dengan kebutuhan pendidik dan perkembangan pendidikan. Hal ini bertujuan untuk menciptakan lingkungan belajar yang optimal bagi siswa dan meningkatkan prestasi akademik mereka. Dengan demikian, strategi manajemen mutu berperan penting dalam mencapai tujuan peningkatan kompetensi profesional pendidik di Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo.

Kata Kunci : Kompetensi, Menejemen, Mutu, Pendidik

Abstract

Increasing the professional competence of educators at Madrasah Tsanawiyah Al-Muttahidah is a top priority in improving the quality of education. An effective quality management strategy is key to achieving this goal. Through a qualitative approach, this study explores the quality management strategies implemented at Madrasah Tsanawiyah Al-Mutthidah ocated in Sentong Krejengan village, Probolinggo to improve the professional competence of educators. The research uses interview techniques, observation and document analysis to collect data. The results show that the strategy includes the development of training programs, performance evaluation, collaboration with educational institutions and industry, as well as the application of total quality management principles. The implication is the need to continuously improve quality management strategies in accordance with the needs of educators and educational developments. It aims to create an optimal learning environment for students and improve their academic performance. Thus, quality management strategies play an important role in achieving the goal of increasing the professional competence of educators at Al-Mutthidah Tsanawiyah Madrasah Sentong Krejengan Probolinggo.

Keywords: Competence, Management, Quality, Educator

Introduction

Understanding Quality in Educational Management

Hari Sudrajat, said that measuring quality from the producer (school) side is called quality in fact, while measuring quality from the customer side is called quality in perception. The standards used in measuring quality in fact are process and service standards, namely those that comply with the specifications in the planning, match the objectives and are implemented without errors (zero defects) or do things right from the first time onwards (right first time and every time). (Mulyati & Suryani, 2023). The standard used to measure quality in perception is customer standards, namely customer satisfaction which can increase customer demands and expectations.

Quality in educational management refers to the entire process and results related to achieving high educational standards, which aims to ensure that students obtain optimal learning experiences and satisfactory educational outcomes. (Nu'man & Wahyuni, 2022) (Khoiroh et al., 2025). Education quality includes various aspects that reflect the success of educational institutions in providing services that meet or exceed the expectations and standards set by stakeholders, including students, parents, government and the wider community. (Aschary & Nugroho, 2024)(Baharun, 2025) .

According to the definition provided by UNESCO, educational quality can be described through five main dimensions: (1) Learning Effectiveness: Measuring the extent to which the educational process is able to produce desired learning outcomes, including relevant skills, knowledge and attitudes (Ropi, 2023)(Munawwaroh, 2022)(Junaris et al., 2022). (2) Internal Efficiency: Refers to the optimal use of resources to achieve maximum educational outcomes, including relevant curriculum, effective teaching methods, and good classroom management (Rodiyah, 2022). (3) Equality: Ensure that all students have equal access to quality educational opportunities, without discrimination based on social, economic or cultural background. (4) Relevance: Measuring the extent to which the education provided is in line with the needs and expectations of society, and can adapt to social and economic changes (Dakir et al., 2022)(Annisa & Sukriyah, 2025).(5) Sustainability: Describes the ability of the education system to maintain and improve quality in the long term, through sustainable resource management and continuous innovation (Soniya & Hamimah, 2022). To achieve and maintain high quality education, educational institutions need to implement a comprehensive quality management approach. This approach often involves several key components, including:

First, Strategic Planning formulates a clear vision, mission and long-term goals, and establishes strategies to achieve them (Malika, 2025). Then the second is Curriculum Development: Designing a relevant and adaptive curriculum that meets the needs of students and society. The third is Teacher Training and Development. Increasing teacher competence and professionalism through continuous training and career development. Fourth, Evaluation and Assessment: Using effective assessment tools and methods to measure student progress and learning outcomes on a regular basis. And fifth, Stakeholder Engagement: Encouraging active participation from all stakeholders in the education process, including parents, communities and industry. By implementing quality management principles, educational institutions can ensure that

they not only meet the minimum standards set, but also continue to develop and innovate to provide the best education for all students (Solehah & Assya'bani, 2024).

Education at madrasas plays an important role in producing a quality generation that plays an active role in Labuem society. As Islamic educational institutions that have a strategic role, madrasas have a big responsibility in ensuring the quality and relevance of the education provided. One of the key aspects in maintaining the quality of education in madrasas is through increasing the professional competence of educators (Fachri et al., 2024). Teacher professional competence is a set of abilities that a teacher must possess so that he or she can carry out teaching duties successfully. Professional competencies that every teacher needs to have include: the ability to develop students' personal personalities, especially their intellectual abilities, as well as bringing students to become members of a united Indonesian society based on Pancasila. (Kamal, 2024).

Professional teachers are teachers who are able to manage themselves in carrying out daily tasks (Hikmah & Huda, 2025). Competent teachers will be better able to create an effective learning environment and be able to carry out tasks optimally for the benefit of achieving student learning outcomes in particular and achieving educational quality in general. Discussion of the components of teacher professional competence, namely: first, mastery of teaching material, second, ability to manage learning, third, knowledge about evaluation. These three competency groups are basically the result of a teacher's cognitive work. Cognitive as cognition is the part of the human soul that processes information, knowledge, experience, encouragement, feelings, and so on, both coming from outside and from within oneself, forming conclusions that produce behavior. (Saleha et al., 2022).

Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo, precisely located on the outskirts of the city of Kraksaan, precisely on JL. KH. Rfo'i Abdul Karim, Sentong Village, Krejengan District, Probolinggo Regency, which was founded in 1996, which was founded directly by the late him. Kh. Rofi'i Abdul Karim To exist until now, as one of the Islamic educational institutions in the midst of society, efforts to improve the quality of education provided are no exception. In this context, quality management strategies are the main focus in ensuring that the professional competence of educators continues to develop in line with the demands of the times and current educational needs (Indanis & Hidayati, 2022). Therefore, this research aims to explore the quality management strategies implemented at Madrasah Tsanawiyah Al-Mutthidah to improve the professional competence of educators, with the hope of providing valuable insights for the development of education in madrasas as well as contributing important contributions to the research literature in this field.

This research aims to deepen understanding of the challenges faced in improving the professional competence of educators at Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo. Education at madrasas has a strategic role in shaping the character and morality of the younger generation, as well as maintaining the religious and cultural identity of the community (Wali & Umam, 2022). However, the challenges faced in improving the quality of education in madrasas are often complex, including in terms of increasing the professional competence of educators. In the context of Madrasah Tsanawiyah Al-Muttahidah, there are problems that need to be understood further, such as the factors that influence the low increase in professional competence of educators as well as obstacles in implementing effective quality management strategies. Therefore, this research will discuss these issues in depth, with the hope of providing

valuable insights for the development of educational policies and best practices in improving the professional competence of educators in madrasas, as well as filling knowledge gaps in the research literature on this topic.

A number of previous studies have discussed increasing the professional competence of educators in various educational contexts, including madrasas. However, despite these efforts, there are gaps in the research literature that have not been adequately filled. In research conducted by Hotni Sari Harahap, it was found that quality management in improving teacher professionalism at MTs Alwashliyah Tanjung Morawa is as follows: a); planning, b); Teacher competency development, c); Teacher involvement in decision making, d); Teacher Competency Development, e) ; Work climate atmosphere of solidarity. Second, according to Hanifddin Jamin. Becoming a teacher requires special conditions. What's more, if you become a professional teacher, you must have four competencies, including: Pedagogical Competency, Personality Competency, Social Competency and Professional Competency. Professional teachers must have good teaching skills, have broad insight, master the curriculum, master learning media,

Mastery of technology, Having a good personality and being a good role model (Shodiq, 2022). Third, the research results show that: (1) The principal's strategy for developing teacher mastery of learning material is divided into several things, namely MGMP (Subject Teacher Conference), supervision, routine coaching and assignments. (2) The principal's strategy for developing learning materials through IT coaching and facilitating teachers. (3) The principal's strategy for teacher mastery of various learning methods through MGMP, training and coaching. (4) The principal's strategy is to direct teachers to use various learning media through educational supervision. (5) The principal's strategy in organizing learning programs is to conduct a Curriculum Review at the beginning of each semester or once a year (Aisyah & Munaamma, 2022). Therefore, this research will conduct a gap analysis to identify these gaps and highlight the need for further research in this area. A careful literature review will help us better understand the challenges and opportunities in improving the professional competence of educators at Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo.

By clarifying gaps in the existing research literature, it is hoped that this research can make a significant contribution in developing our understanding of the importance of quality management strategies in the context of increasing the professional competence of educators in madrasas. Thus, this research will not only enrich existing research literature, but will also provide a strong foundation for the development of policies and best practices in improving the quality of education in madrasas. MTs Al-Muttahidah which is located on Jl. KH. Rofi'i Abdul Karim, Sentong Village, District. Krejengan, Probolinggo Regency, East Java. MTs Al-Muttahidah was chosen as the research location because this madrasa has received B Accreditation and shows an increase in student achievement in both academic and non-academic fields every year. MTs Al-Muttahidah was founded in 1996 and has changed principals nine times. Currently, the madrasah has 24 teaching staff, consisting of 5 GTY, and 94 students divided into 35 class IX students, 35 class VIII students, and 24 class VII students. This research was carried out in November 2023. This research highlights the novelty and important justification aspects of our contribution to the research literature on improving the professional competence of educators in madrasas. Through a careful approach and in-depth analysis, this research aims to explore the quality management strategies implemented at Madrasah Tsanawiyah Al-Mutthidah Sentong Krejengan Probolinggo.

with the main aim of improving the professional competence of educators. One of the novel aspects of this research is the focus on the madrasa context, which specifically takes into account the unique characteristics of Islamic education. Thus, this research will provide valuable insights to the research literature on the relationship between quality management and improving the professional competence of educators in madrasas. The justification for this research is based on the importance of understanding and overcoming the challenges faced in improving the quality of education in madrasas, which have significant implications for society and national development. By identifying and analyzing effective quality management strategies, it is hoped that this research can make a significant contribution to the development of educational policies and best practices in the madrasa context.

RESEARCH METHODS

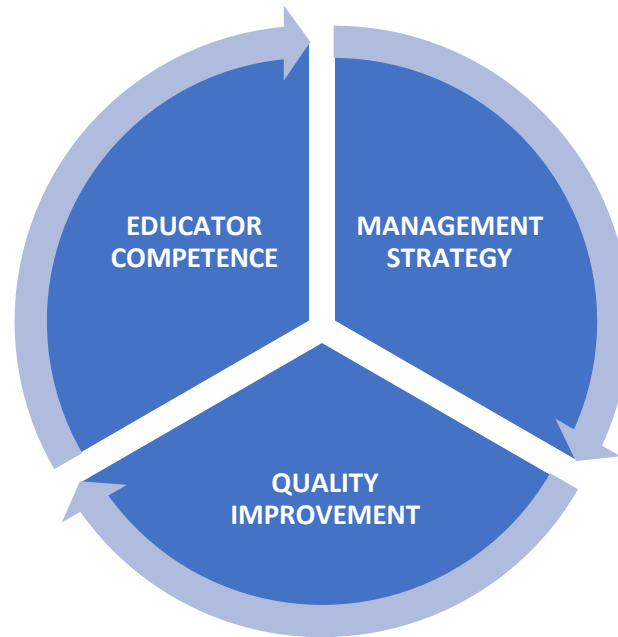
This research was conducted using a qualitative approach with a case study type. To get an overview of the implementation of quality management strategies in improving the professional competence of educators, researchers conducted direct observations in schools as well as observing their implementation. In addition, research information was obtained from interviews with caregivers, school principals, and MTs teachers and students.

No	Respondent's Name	Kode
1	Foundation caretaker	F1
2	Headmaster	F2
3	Teacher	F3
4	Student	F4

Other data that can strengthen the results is taken from documents that can support and strengthen research. All data obtained is classified, taxonomized, and reduced as needed. The location of the research was carried out at an institution in the Probolinggo area, MTs Al-Muttahidah Sentong Krejengan Probolinggo. Data collection techniques use observation, interviews and documentation methods. Checking the validity of the data uses triangulation of sources and methods. Meanwhile, the data analysis technique uses an interactive analysis model which includes data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The results of the study show the application of quality management strategies in increasing the professional competence of educators as follows in Figure 1:



Increased Academic and Professional Competency:

A teacher's professional competency is a set of knowledge, skills, experience that a teacher possesses and masters in carrying out his or her duties (position or job) as a teacher. Scientific competency is achieved by learning to read, write, research, attend seminars, symposiums, and so on. This science competency indicates mastering material in depth and dynamically, conducting research (research and development), being a producer of knowledge, mastering administrative order, and developing creativity. Methodological competency is achieved by mastering learning theories, learning methods, learning models and mastering science and technology related to learning.

In this case, it is the same as F1. Based on the results of interviews with F1 on September 17 2023, data was obtained that of the 17 teachers who have dedicated themselves as educators, one teacher has not yet passed certification. From the results of this interview, it can be seen that almost all of the MTs Al-Mutthidah teachers still do not have a teacher certificate or what is known as a *serdik*, so their income does not meet the minimum wage standards. Meanwhile, the APBN only comes from BOS for operational madrasa activities. Thus, this data proves that in general MTs teachers have never conducted research to develop their knowledge which is caused by a lack of funding allocation from the required institutions and lagging behind in innovating learning and also many teachers in this institution still use conventional methods, aka they focus more on the lecture method. (Hasanah, 2024). In fact, in carrying out innovative learning, a teacher will be more comfortable in delivering material to students and by increasing knowledge he can also increase learning creativity and adapt to changes and developments over time (innovative). (Abdullah & Java, 2024).

Factors That Influence Teachers' Professional Competence. The factors that influence the professional competence of Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo teachers are as follows:

1. Teacher motivation

The competency of Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo teachers in carrying out tasks oriented towards APBS (School Revenue and Expenditure Budget) or in other words the allocation of madrasa funds from BOS. This also acts as motivation for teachers' work, such as conducting research if there are funds.

2. Work facilities

In general, teacher performance is limited by institutional facilities such as the lack of learning media which include: LCDs, multi-media classes, science laboratory rooms, language laboratory rooms, computer laboratory rooms and so on, so that learning is less effective and efficient.

3. Work ethic

Most of the Madrasah Ibtidaiyah teachers' will and enthusiasm are still lacking so that carrying out their duties is not optimal. The attitude of independence in carrying out tasks is not yet fully possessed by teachers even though the task of teaching is a profession that must be carried out wholeheartedly (sincerely because of Allah). This can be seen from the results of an interview with one of the teachers with the initials Ag on September 15 2023.

4. Academic supervision

Based on research results, madrasa heads rarely carry out academic supervision. So teachers do not know the extent of their success in teaching. Teachers teach following the old existing paradigm. In fact, academic supervision will provide feedback in the teacher's teaching assessment, so that the teacher can make improvements in learning.

5. Socioeconomic background

A small number of Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo teachers have private status and have not received certification. So teachers' income is obtained from madrasa honorariums, the results of which are not yet in accordance with the UMR (regional minimum wage). So that in carrying out tasks it is less than optimal. Meanwhile, the location of Madrasah Tsanawiyah Al-Muttahidah Sentong Krejengan Probolinggo generally comes from various remote villages so it does not support the teacher's economic income.

The role of teachers in developing professional competence:

Teachers as professionals are certainly a reflection of their surroundings, especially for students and the surrounding community, therefore teachers should always carry out good actions and attitudes so that the image captured by those around them will be good too. Professional teachers not only have duties and roles as providers of theories in the learning process but must also be able to create attitudes and souls that are able to survive and compete in the demands of the era of globalization. (Erma Nurdaningsih et al., 2023). Based on the results of the interview we conducted with F2, he explained that teachers are required to have teacher competence, which

includes pedagogical competence, personality competence, social competence, professional competence and leadership competence. One competency that is no less important than other competencies is professional competency where a teacher as a professional must be competent in applying a number of concepts and also demonstrate work skills both in the school environment and outside of school and be able to interpret the experiences they have with the aim of ensuring that the teacher's performance can be effective and efficient. (Faisol, 2024). Professional competency itself can be used as a forum for teachers to improve their own quality. This competency improvement includes better research skills, better academic writing abilities, as well as improvements in teaching and evaluation methods. Implementation Strategy: The first is to conduct training and workshops: Educational institutions need to hold training and workshops that focus on academic writing and research methodology. Then you can also carry out a mentoring program where teachers who are more experienced in journal writing guide their colleagues. Mentors can provide practical advice, help with manuscript preparation, and provide moral support (Hidayah, 2024). And the third is institutional facilities and support: Providing special time for research, access to digital libraries, as well as financial support for conferences and publications are important factors in supporting teachers.

The realization of professional work must be supported by the existence of a professional spirit within a person, namely by having an attitude or mental behavior that always motivates the realization as a professional teacher. Teachers play a very important role in the learning process to help students achieve the goals that have been set from the start and are responsible for the success or failure of a teaching program. (Arifin et al., 2024). A professional teacher must have several provisions, namely of course he must be an expert in his field, be physically and spiritually healthy, and must also have a good personality. The process of developing the teaching profession can be through activities, such as producing scientific papers in the field of education, discovering and applying the use of technology to support education in Indonesia, being able to create teaching aids to facilitate the learning process, being able to produce works of art that can later be used in the learning process, and actively participating in development activities in improving the learning curriculum used especially in the teacher's teaching institution. (Sain, 2025).

To ensure the sustainability and effectiveness of the program, there needs to be a regular evaluation and monitoring system. This evaluation must include an assessment of improvements in teacher competence, the number and quality of publications, and the impact on teaching quality. In addition, student satisfaction surveys and student learning outcomes can also be indicators of program effectiveness (Saleha et al., 2022). It can be concluded that the strategy of improving the quality of teacher competence through writing in reputable international journals has proven effective in various aspects. Teachers involved in the publication demonstrated significant improvements in academic and professional competence. The quality of teaching has also improved, which has a positive impact on student learning outcomes. In addition, the reputation of educational institutions increases with the number of international publications (Putri, 2023). However, implementing this strategy requires full support from educational institutions, including training, mentorship and supporting facilities. Thus, this program not only provides benefits for teachers and educational institutions, but also contributes to improving the overall quality of education. Competence is a combination of knowledge (thinking power), attitudes (heart power) and skills (physical power) which are realized in the form of actions. (Herlina, 2024). In other

words, competency is a combination of mastery of knowledge, skills, values and attitudes which are reflected in habits of thinking and acting in carrying out tasks/work. It can also be said that competency is a combination of ability, knowledge, skills, attitudes, traits, understanding, appreciation and expectations that underlie a person's characteristics to perform in carrying out tasks or work in order to achieve quality standards in work in the field of education implementation. (Heru & Bali, 2024). Competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers to be able to carry out their professional duties. The competency formulation above contains three aspects including:

1. Abilities, knowledge, skills, attitudes, traits, understanding, appreciation and expectations that characterize and characterize a person in carrying out their duties. This aspect refers to competence as a description of the ideal substance/material that teachers should master or are required to master in carrying out their work. In this way, an educator can be prepared or learn to master certain competencies as a means of working professionally
2. The characteristics and characteristics of competence described in the first aspect appear clearly (manifest) in their actions, behavior and performance. This aspect refers to competence as a description of real work performance that appears in the quality of a person's mindset, attitudes and actions in carrying out their work professionally. A person can succeed in theoretically mastering all aspects of the competency material taught and required. However, if in practice, as a concrete action when carrying out a task or job, it does not comply with the quality standards required, then he cannot be said to be someone who is competent or not skilled.

The results of his performance meet certain quality standard criteria. This aspect refers to competence as a result (output and/or outcome) of work performance. A person's competence characterizes actions or behavior and is proficient in carrying out tasks to produce effective and efficient work actions. The results are a product of a person's competence in carrying out their duties and work. So that others can judge whether someone is carrying out their duties and work competently and professionally or not.

CONCLUSION

The professional competence of Madrasah Tsanawiyah Al Muttahidah teachers is good. Professional competencies that have not been implemented by MTs Al - Muttahidah teachers are that teachers teach not in accordance with the scientific disciplines they master, as well as a lack of teachers in understanding IT-based learning media, and interest in innovating learning models that are not understood by some teachers and research and development research that has never been carried out. Several factors influence the professional competence of Madrasah MTs Al-Mutthidah teachers in improving the quality of Madrasah education, including: teacher motivation, work facilities, teacher work ethic, academic supervision, socio-economic conditions. The impact of teacher professional competence in improving the quality of education at Madrasah Ibtidaiyah in Salatiga City is optimal learning, a comfortable and enjoyable learning process, learning outcomes in line with current developments, and dynamic and competitive learning outcomes.

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