

Management of islamic educational institutions madrasah

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ABSTRACT

This research aims to ensure that Islamic educational institutions, especially madrasahs, can compete and continue to exist in society, and the importance of managing the management of madrasah educational institutions with an approach to the concept of Islamic management. This study uses a Literature Study approach to collect information and data. The data of this research comes from primary data (books, literature, journals) and secondary data (observations on madrasah educational institutions). The data collection technique is carried out with a literature approach. The data collected is then analyzed and adjusted to the current institutional conditions of madrasah education. And the result of this research is that Islamic educational institutions require high professionalism, but also a sacred mission and a strong mentality with an approach that combines managerial skills and leadership spirit in accordance with Islamic principles as a caliphate. And back to the concept that madrasahs are the first model of education given by Allah to Adam (as), as stated in QS Al-Baqarah [2]:31, where Allah taught Adam the names of things. Overall, management functions can achieve effective and efficient goals through a careful planning process, good organization, targeted implementation, and strict supervision.

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Introduction

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential, so they possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. In essence, it involves both management and education. In simple terms, educational management can be understood as management practiced in the field of education, with its specific characteristics and unique features. Islamic educational management refers to the management practiced in Islamic educational institutions, where its implementation applies management principles and functions within these institutions. The management practices typically found in general or secular organizations are adapted and applied to Islamic educational institutions. The term "Islam" in this context refers to the institution or organization, as well as the Islamic spirit and values that inspire the organization's activities (Abidin, 2023).

The first Islamic educational institution established in Indonesia was in the form of a pesantren, characterized by its religious orientation. Pesantren successfully laid a strong foundation for religious education. The students were not only provided with an

understanding of Islamic teachings but also trained to disseminate and defend Islam. However, the introduction of the school-based education model brought less favorable effects for Muslims at the time, leading to a dichotomy between religious (Islamic) knowledge and secular sciences (general and secular knowledge). This dualistic and confrontational educational model inspired the emergence of reform movements in education at the beginning of the 20th century. These reform movements aimed to integrate the school system into the pesantren environment. This model of educational management quickly spread, not only across Java but also beyond, giving birth to the madrasa.

Today, Islamic educational institution management is recognized as one of the most vital components in education. This phenomenon arises because educational management has become a foundation for improving the quality of education, even serving as a marker of educational standards. Although educational management is not the core of the education process, the quality of education is often measured by the effectiveness of its management. Therefore, implementing competent educational management is essential to enhance educational quality (Irwanto, Susrianingsih, Habibi, 2023).

Educational institutions are thus viewed as entities that prepare the younger generation to survive in real life. Through education, individuals aspire to progress, with the hope of obtaining employment and a decent livelihood. Education is defined in Law Number 20 of 2003 concerning the National Education System, which states that "Education is a conscious and planned effort to create an atmosphere and learning process that enables students to actively develop their potential in religion and spiritual strength for themselves, society, the nation, and the state."

Madrasas are educational institutions born from and for the community. The madrasas we see today are institutions established by the community to educate the nation's children. After Indonesia's independence in 1945, the Ministry of Religious Affairs (MoRA) was founded on January 3, 1946, and madrasa administration was transferred to this ministry, leading to an increase in their numbers. Before the 1970s, the government began to pay attention to supporting madrasas by issuing a Joint Decree (SKB) of three ministers: the Minister of Home Affairs, the Minister of Education and Culture, and the Minister of Religious Affairs. Public perception of madrasas has often been less favorable compared to general schools, partly due to concerns about student outcomes and undertrained educators. However, in the context of national education, madrasas and general schools share the same responsibilities to achieve the prescribed educational goals. Madrasas are overseen by the Ministry of Religious Affairs, which collaborates with the Ministry of National Education to ensure that education in madrasas aligns with what is implemented in public schools to achieve national education objectives (Vivi Alfiah, Bilqois Basyiroh, Khairul Abas, Hanifa Soraya Putri, 2023).

Based on the above explanation, the role of management in education is critical. Through education, human resources (HR) can significantly impact a nation's transformation. HR is essential for a country; therefore, education becomes the solution. Additionally, management is vital because effective management in education can produce superior and high-quality human resources, which positively impacts a nation's development (Nasri, 2020).

From the background presented above, the problem can be formulated as follows: how can Islamic educational institutions, particularly madrasas, compete and remain relevant in society? Moreover, what is the importance of managing madrasa educational institutions using Islamic management concepts?

Method

This research utilizes a qualitative approach in the form of Library Research. Library research is a study method used to collect information and data with the assistance of various materials available in libraries, such as documents, books, magazines, historical narratives, and others. The author employs this method due to several underlying reasons.

First, data sources are not always obtainable from the field; some data can only be acquired from libraries or other written documents, including journals, books, and other literature. Second, library research is essential as a way to understand new phenomena that are not yet fully comprehended. Through this research method, such phenomena can be understood, enabling the author to formulate concepts to address the emerging issues. Third, library data remains reliable for addressing research questions. Empirical information or data previously collected by others, whether in the form of books, scientific reports, or research findings, can still be utilized by library researchers. In certain cases, field data may even be less significant in answering the research questions to be addressed (Aris Dwi Cahyono, 2021).

The data in this study is derived from primary data obtained from books, literature, and journals, as well as secondary data collected through observations at several madrasa educational institutions. These various literatures are then compared with the current state of madrasa institutional education. The data collection technique used in this study is literature-based. The research findings are analyzed and described in accordance with the conditions of madrasa institutional education today. The results of the study show that there are several institutional innovations in madrasa education that can be applied to other madrasa institutions, particularly in the concept of madrasa educational management that aligns with Islamic Sharia values (Ariani, 2023).

Result and Discussion

1. Definisi Manajemen dan Madrasah

The term "management" essentially originates from the Italian word "managiere", which means "to train a horse," as a trainer. In French, the term "manage" means "the act of guiding or leading." However, what is widely recognized among Indonesians is the term "management," derived from the English word "manage," which means "to control a horse."

In the context of Islamic management, the term "management," according to Jarwan Sabek in his Al Sabek's Dictionary, is equated with three words: siyasah (سياسة), idarah (إدارة), and tadbir (تدبير). The word tadbir (تدبير) is a verbal noun derived from the root dabbara (دبر - دبّر - تدبير), which means implementation, arrangement, governance, planning, and preparation. This is reflected in the words of Allah SWT in Surah As-Sajdah [32]: Ayah 5.

يُدَبِّرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ ۝

Meaning: "He regulates the affair from the heavens to the earth; then it (affair) will ascend to Him in a Day, the measure of which is a thousand years according to your reckoning."

However, according to Al-Asri Al-Jadid in his *Ingklizikh wal Arabiah Dictionary*, in addition to the three terms (siyasah, idarah, and tadbir), the term management is also equated with the term qiyadah (قيادة). Meanwhile, the word manage is aligned with the terms saasa (ساس), dabbara (دبر), and idarah (إدارة). Among these, the term idarah (إدارة) in Arabic is considered more closely aligned with the term "management," which means striving to comply with existing regulations.

The meaning of idarah (إدارة) in a general sense is all efforts, actions, and human activities related to planning and controlling everything in an efficient manner. Terminologically, management refers to activities that involve leadership, guidance, personal development, planning, and supervision of work related to the fundamental elements of a project. Management can also be defined as a process carried out to achieve organizational goals through a series of activities, including planning, organizing, directing, and controlling people and other organizational resources.

Another definition of management (idarah, إدارة) is provided by As-Sayyid Mahmud Al-Hawary, which states:

الإدارة هي معرفة إلى أين تذهب ومعرفة المشاكل التي تجنبها ومعرفة القوي والعوامل التي تتعرض لها معرفة كيفية التصرف لك ولباخرتك والطاقتم الباهرة وبكفاءة وبدون ضياع في مرحلة الذهاب إلى هناك

Meaning: Management is the ability to know the direction to aim for, the obstacles or challenges to avoid, the strengths to utilize, and how to steer the ship (organization) and its members effectively without wasting time in the process (Nasution, 2019). In this regard, managing Islamic educational institutions requires not only a high level of professionalism but also a sincere mission and strong mental resilience.

The management of Islamic educational institutions necessitates a combination of two intertwined aspects: the integration of the qualities of a manager and a leader characterized by Islamic principles. Managing an Islamic educational institution requires more than just well-trained professional skills; it also demands sincere dedication and unwavering mental fortitude. The approach to managing Islamic educational institutions involves two dimensions that are not only side by side but must also align. These dimensions combine the skilled attitude of a manager with the leadership spirit embodied in the principles of Islam (Irwanto, Susriyaningsih, Habibi, 2023).

The term madrasah itself originates from the Arabic word "madrasah," which is a translation of the term "school" in Arabic. Madrasah is the ism makan (noun of place) derived from "darasa," meaning "a place to sit and learn." The general understanding of a madrasah is an educational institution at the elementary and secondary levels that teaches both Islamic religious knowledge and general knowledge, or general knowledge based on Islamic teachings.

Madrasahs that focus 100% on religious studies are commonly referred to as madrasah diniyah. These institutions are mostly found in traditional or salaf pesantren environments and rural areas, often initiated by graduates of salaf pesantren who wish to educate the nation's children with the richness of classical intellectual traditions. These madrasahs typically use classical Islamic texts (kitab kuning) covering subjects such as Tauhid (Islamic theology), Arabic language, Fiqh (Islamic jurisprudence), Usul Fiqh (principles of Islamic jurisprudence), Hadith, Tafsir (Quranic exegesis), and Tasawuf (Islamic mysticism). Nowadays, this model of madrasah is rare.

Meanwhile, madrasahs that teach general subjects are mostly formal madrasahs whose diplomas are recognized by the state for further education at higher levels. These madrasahs have become a common phenomenon in many places, whether in pesantren environments or among the general Muslim community (Sidiq, 2018:11). As Allah SWT served as the first teacher (madrasah), teaching Adam AS the names of all things, as mentioned in Surah Al-Baqarah [2]: Verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ۝ ٣١

Translation:

"And He taught Adam the names of all things; then He presented them to the angels and said, 'Inform Me of the names of these, if you are truthful!'"

2. Functions of Management

Several definitions suggest that management is a systematic process in carrying out organizational activities. Management will not function well if it is not accompanied by the management functions themselves in practice. Below, we will explain the general management functions that are more commonly used in educational institutions or organizations, which consist of planning, organizing, actuating, and controlling functions (Umar Sidiq 2019:4).

a. *Planning*

Planning is one of the important elements that needs to be made for every effort in order to achieve a goal. Planning involves setting targets to be achieved or attained in the future. According to Roger A. Kauffman, planning is the process of determining the goals or objectives to be achieved and establishing the paths and resources needed to achieve those goals as efficiently and effectively as possible. Therefore, planning is essential because a goal cannot be achieved well without a well-thought-out plan. The existence of a plan is very important for an organization or educational institution because a plan serves to: (1) Clarify and detail the goals to be achieved, (2) Provide guidance and set the activities that must be carried out to achieve those goals, (3) Set the limits of authority and responsibility for all those involved in its execution, and (4) Avoid waste. There are three types of planning based on the time frame: short-term planning, medium-term planning, and long-term planning.

b. *Organizing*

The organizing function of management involves assembling and coordinating human resources, finances, physical assets, information, and other resources used by the organization to achieve the desired results. Organizational activities include attracting qualified individuals into the organization, defining job responsibilities, assigning specific tasks to employees, arranging and coordinating tasks and work activities, and creating conditions that facilitate the coordination of all resources to achieve the organization's maximum success (Sari et al. 2023:10).

c. *Actuating*

Tanthawi (1983) in (Ariani 2023:148) explains that actuating is a function of guidance and leadership, as well as motivating people so that the group enjoys and is willing to work. Actuating is the effort to move the members of a group in such a way that they desire and strive to achieve the organization's goals and the individual goals of the group members, because those members also want to achieve those goals. The application of actuating in an organization involves directing and motivating all personnel in every activity to consistently improve their performance quality. The actuating function emphasizes activities that directly relate to people within the organization. Good planning and organizing are less meaningful if they are not followed by the mobilization of all human and non-human resources in carrying out tasks. Key points to consider in actuating include that a subordinate is motivated to work on something if: (1) they are confident they can do it, (2) they believe the task benefits them, (3) they are not burdened by personal problems or more urgent tasks, (4) the task is considered a trust, and (5) the relationships among colleagues in the organization are harmonious. Thus, it can be concluded that the actuating function in the management of Islamic educational institutions is a guidance process based on religious principles for colleagues, so that they willingly and enthusiastically carry out their tasks with sincerity and deep dedication.

d. Controlling

Supervision is necessary to assess the extent to which the results have been achieved. According to Murdick in (Sidiq 2018:7), supervision is a fundamental process that is essentially still required, no matter how complex and broad an organization or educational institution may be. The control or supervision function is a management element used to check whether all activities carried out are in accordance with the outlined plan, and it is also important for determining future work plans. Therefore, supervision is crucial for leaders to identify any deviations from the established plan and is useful for preparing new programs. The control process can involve several elements, including: (1) setting performance standards, (2) measuring performance, (3) comparing performance with established standards, and (4) taking corrective action when deviations are detected.

3. Madrasah-Based Management

Madrasah-based management (MBM) is essentially the alignment of resources carried out independently by the madrasah, involving all stakeholders directly related to the madrasah in the decision-making process to meet the needs of improving madrasah quality or achieving national education goals. According to Agus Dharma in (Abdullah 2020), madrasah-based management is a serious and complex effort that raises various policy issues and involves many levels of authority in decision-making, along with responsibility and accountability for the consequences of those decisions.

Madrasah-based management can be understood as a management model that grants greater autonomy to the madrasah and encourages participatory decision-making, involving madrasah residents directly (teachers, students, head of madrasah, staff, parents, and the community) to improve madrasah quality based on national government policies. It is a process of integrating, coordinating, and utilizing all elements within the madrasah to efficiently achieve the expected educational quality goals.

Madrasah-based management provides greater autonomy (authority) to madrasahs and encourages decision-making that is participatory, involving all madrasah members based on mutual agreement. Madrasah-based management can be conceptualized as the general management of madrasah operations, and specifically as the management of classroom activities. Education experts believe that the management of madrasah, in terms of organizing and administering madrasah, plays a significant role in controlling student behavior in the madrasah and their learning process in the classroom. Therefore, madrasah management will be more effective when there is participation from all educational staff, such as the head of madrasah, class supervisors, administrative staff, learning resource technicians, and others.

Thus, the concept of madrasah management serves as a tool to develop cooperation and stable dynamics within the madrasah. School-Based Management (SBM) is based on the theory that decision-making processes and the formulation of educational goals, which have traditionally been carried out by central bureaucratic authorities, should be delegated to the implementers in the field—namely, the madrasah—so that the effectiveness and efficiency of goal achievement can be more accountable. This management approach has been implemented in non-governmental educational institutions (Abdullah 2020).

4. Leadership in Management According to Islam

According to Terry (2003) in (Zilazaini et al. 2022), the presence of leadership in management is a natural aspect in the effort to achieve organizational goals. Some members of a group will lead, while the majority will follow. This condition is based on the reality that most subordinates or staff members desire someone to determine, guide, motivate, supervise, and direct the activities they carry out. Therefore, the success or failure of an organization in achieving its goals is largely determined by the quality of leadership within that organization.

In Islamic education management, leadership also plays a very important role. Leadership serves as a catalyst for change in the development of quality and achievement in Islamic education, whether in madrasahs, Islamic schools, or pesantren. Effective leadership in Islamic educational institutions can create various indicators of success within the institution. Moreover, at the same time, the leader's own willingness to change and adopt an effective leadership style also triggers renewal.

As Allah SWT states in Surah Al-Baqarah [2], verse 30, about the concept of khalifatufilardhi (successorship on Earth):

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ
وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ۝ ۳۰

Translation: "And when your Lord said to the angels, 'Indeed, I will make upon the earth a successive authority.' They said, 'Will You place upon it one who causes corruption therein and sheds blood, while we declare Your praise and sanctify You?' Allah said, 'Indeed, I know that which you do not know.'"

Based on this verse, the concept of leadership management, as ordained by Allah SWT, clearly outlines the task assignment, which is a trust given to humans to govern the affairs of the universe. Only humans, endowed with intellect, are capable of receiving this leadership trust to manage it correctly and well. Thus, leadership is not something special but a responsibility; it is not a luxury but a sacrifice; it is not for leisure but for hard work, and it is not about acting arbitrarily but about having the authority to serve.

Leadership means taking action and leading by example. The terms imam and khalifah are used in the Qur'an to refer to leaders. The word imam originates from the root amma-yaummu, which means "to lead, to guide, or to follow as an example." The word khalifah comes from the root khalafa, initially meaning "behind" and often interpreted as "successor," because a successor always comes after the one they replace (Zilazaini et al. 2022).

This leadership in Islamic management focuses on serving the community, guiding people to righteousness, and being a responsible steward of resources, embodying the core principles of justice, accountability, and humility.

5. Definition of Islamic Education

Islamic education is a system, specifically the Islamic educational system. The Islamic Religious Education referred to here is the effort of nurturing and guiding students so that after completing their education, they can understand and practice Islamic teachings, making it their worldview. Islamic education; the term "pendidikan" (education) is derived from the word didik, which means to nurture, teach, and protect. When used as an analogy, education can be described as a continuous process of maintaining and nurturing the growth of the human body and the development of talents in an orderly manner, in order to produce knowledgeable individuals with good behavior who can uphold cultural values within society. Education is a process of instilling something into a person, and it is something that is gradually planted within the individual. "A process of planting" refers to the methods and systems used to instill what is called education step by step. Simply put, Islamic education is education "colored" by Islam. Therefore, Islamic education is education based on Islamic teachings. As such, the values of Islamic teachings greatly influence and underpin the entire educational process.

From an etymological standpoint, the term Islamic education consists of two words: "education" and "Islamic." Education is often referred to by various terms, such as al-tarbiyah, al-ta'lim, and al-tadib (Aris 2022:2).

6. Basic Principles of Islamic Education Management

The basic principles of Islamic education management encompass various general principles that are flexible, in line with progress and positive development. These principles distinguish Islamic education management from general education management. Many experts in Islamic education have differing opinions on the principles of Islamic education management. For instance, Ramayulis (2008:262) argues that there are eight principles of Islamic education management: sincerity (ikhlas), honesty (jujur), trustworthiness (amanah), justice (adil), responsibility (tanggung jawab), dynamism (dinamis), practicality (praktis), and flexibility (fleksibel). Meanwhile, Langgulung (2000:248) suggests that there are seven principles, including faith and morality (iman dan akhlak), justice and equality (keadilan dan persamaan), consultation (musyawarah), division of labor and tasks (pembagian kerja dan tugas), adherence to management functions (berpegang pada fungsi manajemen), social interaction (pergaulan), and sincerity (keikhlasan).

Referring to one of these views, the author emphasizes the aspects of justice and consultation (Ahyani, Abduloh, and Tobroni 2021).

a. Justice

One of the most important basic principles in Islamic Education Management is justice. According to Abuddinnata (2003:144), justice is a term used to refer to equality or moderation (tawasuth) between two matters. Justice, in this case, occurs based on rational decisions that are consulted with religion. Justice is often understood as an objective and moderate attitude toward others when giving punishment, or as balance and equality in granting rights to others without excess or reduction. Practicing justice is highly recommended in daily life and is even considered one of the indicators of a person's piety, as stated in Allah SWT's command in Surah Al-Maidah [5:8]:

“O you who have believed, be persistently standing firm in justice, witnesses for Allah, even if it be against yourselves or parents and relatives. Whether one is rich or poor, Allah is more worthy of both. So follow not personal inclination, lest you not be just. And if you distort [justice] or decline [to do so], then indeed Allah is ever, of what you do, Aware.” (Qur'an, 5:8)

In the context of educational institution management, justice can be very sensitive and often the cause of conflicts when fairness is not realized. For example, decisions regarding the distribution of salaries, allowances for teachers, or the assignment of tasks and responsibilities are part of school or madrasah management that could lead to injustice. Therefore, in Islamic educational management, justice must be prioritized as a foundational principle for the leader. A school or madrasah with a just leader will create a conducive culture for the development of quality within it. Islamic education also demands an ideal approach, meaning that education should reflect both transcendental and integral qualities, which are essential in connecting the physical and metaphysical realms, as both are interrelated. Education should also train students' feelings so that their actions, decisions, and approaches to knowledge are influenced by spiritual values (Ahyani et al. 2021).

b. Musyawarah

Consultation (musyawarah) is the decision-making process based on collective agreement. In management, decision-making should not be solely decided by the leader; it must involve the members as well. As explained in Surah Ash-Shura [42:38]:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ ۝ ٣٨

“And those who have responded to their lord and established prayer and whose affair is [determined by] consultation among themselves, and from what We have provided them, they spend.” (Qur'an, 42:38)

Consultation is a basic principle that forms the foundation for building an organization. In management, collective decision-making is important because without cooperation, it is impossible to execute all functions in the organization effectively (Annisyaroh, 2022).

Conclusion

In the context of Islamic educational institutions, management requires not only high professionalism but also a sacred mission and a strong mentality. This approach combines managerial skills with leadership qualities that align with Islamic principles as *khalifatufilardhi* (stewardship on Earth). The madrasah, as the first model of education given by Allah to Adam, as mentioned in Surah Al-Baqarah [2:31], where Allah taught Adam the names of things, exemplifies the foundation of education in Islam.

Management is a systematic process of carrying out organizational activities effectively, but it can only be truly effective when accompanied by the core functions of management. These key functions include:

1. Planning (Perencanaan)

Planning is a crucial process for determining goals and the means to achieve them efficiently and effectively. It involves identifying what needs to be done, how, and by when. A well-structured plan ensures that the organization's efforts are directed toward its objectives.

2. Organizing (Pengorganisasian)

Organizing involves arranging and coordinating resources—human, financial, physical, informational, and others—to achieve the desired outcomes. It ensures that everything is in place, the tasks are divided properly, and the resources are allocated effectively.

3. Actuating (Pelaksanaan)

Actuating is the function that involves guidance and motivation to members of the group to work toward the organization's goals. This emphasizes the importance of moving all human resources with motivation and enthusiasm, ensuring that every individual contributes fully to achieving the goals.

4. Controlling (Pengawasan)

Controlling is necessary to ensure that the results are in line with the plan. It involves monitoring performance, comparing it with set standards, and taking corrective actions if needed. This ensures that any deviations from the planned objectives are addressed promptly.

In conclusion, these management functions are essential to ensure that an organization or educational institution can achieve its goals effectively and efficiently. Through meticulous planning, sound organization, directed execution, and vigilant monitoring, an institution can ensure that its operations align with its mission and values, leading to continuous improvement and success.

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