

DIVERSIFICATION OF ISLAMIC EDUCATIONAL INSTITUTIONS (CASE STUDY AT MADRASAH TAHFIDZUL QUR'AN NURUT TAUHID LUWU REGENCY)

SURIADI RAHMAT,^{1*} TOBRONI,² ABDUL HARIS² & MOH. NURHAKIM²

^{1*} University of Muhammadiyah Palopo, Jl. Jenderal Sudirman No.Km. 03, Binturu, Kec. Wara Sel., Kota Palopo, Sulawesi Selatan 91922, Indonesia. E-Mail: suriadirahmat@gmail.com

² University of Muhammadiyah Malang, Jalan Raya Tlogomas No. 246. Malang, Jawa Timur, 65144. Indonesia. E-Mail: tobroni@umm.ac.id; haris@umm.ac.id; nurhakim@umm.ac.id,

Corresponding Author E-Mail: suriadirahmat@gmail.com

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Abstract: Diversification of Islamic education institutions is a strategic effort to face the challenges of globalization, social dynamics, and society's growing need for education that integrates religious and general knowledge. Madrasah Tahfidzul Qur'an Nurut Tauhid Luwu Regency is one of the institutions implementing this strategy to increase the relevance, competitiveness and sustainability of its institution. The diversification step is significant because modern society requires educational institutions that not only prioritize religious knowledge but also equip students with general skills that are in line with the demands of the times. Therefore, this research aims to (1) describe the background of the Tahfidzul Qur'an Nurut Tauhid madrasah carrying out institutional diversification (2) describe the process of institutional diversification carried out at the Tahfidzul Qur'an Nurut Tauhid madrasah educational institution (3) describe the impact of the development of the quality of the madrasah Tahfidzul Qur'an Follows Tauhid after carrying out institutional diversification. This research uses a qualitative approach with a case study type. Researchers applied three data collection techniques, namely interviews, observation and documentation. Data analysis activities are carried out through three main steps: data condensation, data presentation, and conclusion drawing/verification. The results of the research conclude: First, Madrasah Tahfidzul Qur'an Nurut Tauhid is diversifying to overcome the limitations of student competence, adapting to globalization and developments in science and technology, as well as improving the national curriculum so that it is in line with the vision of the madrasa. Second, the diversification process includes needs analysis, planning, implementation, monitoring and evaluation. The evaluation includes the conformity of the new program with Islamic principles, its impact on students' academic abilities, character and social skills. Third, Diversification produces more relevant education, improves quality, stakeholder satisfaction, and meets the needs of diverse students through the implementation of government and Islamic boarding school curricula.

Keywords: Diversification, Islamic Education Institutions, Madrasah Tahfidzul Qur'an Nurut Tauhid



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INTRODUCTION

Education is very important for every individual in living his life. Education will run effectively if there is good communication in conveying knowledge, values (attitudes), and skills (psychomotor) which is carried out consciously by teachers, students, and the surrounding environment (Handoyono, 2011). Education management is needed to ensure Islamic education runs well and is by the functions and goals of national education. Islamic education management is a series of efforts and actions to regulate an organizational system that optimally involves all elements, including human, financial, material, and other resources, so that goals can be achieved more easily. The management function of Islamic education is no different from the management function in general (Syamsir, 2013). Education is the most strategic element in nation and state development. The progress or decline of a nation's culture and civilization depends greatly on the extent to which access to education is available to the entire community. Therefore, education in Indonesia is directed at forming individual characters who are innovative, creative, independent and have high competitiveness (Todaro, 2004).

The development of Islamic educational institutions in Indonesia became known as madrasas, which is a modern phenomenon that emerged at the beginning of the 20th century. When discussing madrasas in Indonesia, it often cannot be separated from discussions about Islamic boarding schools as their forerunners. In other words, madrasas are the result of the further development of Islamic boarding schools. Therefore, it is important to observe the historical process that became the connecting link between the development of Islamic boarding schools in the past and the emergence of madrasas in the future (Arif, 2008; Rahmat, 2014). Madrasah is a place to get general education and religious education at the primary and secondary levels. Madrasas are considered a modern education system because the Kyai or ulama who have studied in the Middle East also have an understanding of the Western education model. Therefore, madrasas have similarities with schools in general, where there is general education, but religious education is explained in more depth (Indra, 2016). Currently, there is no striking difference between public schools and madrasas, because madrasas have succeeded in combining the educational design of general schools with the characteristics of madrasas, which have become known as model or superior schools (Susilawati, 2008; Riskal, 2023).

Efforts to develop madrasas, especially in the economic crisis which is still being felt today, the strategies taken are more focused on preventing students from dropping out of school and maintaining the quality of education (Nata, 2003). The mission and noble duties of madrasas as institutions that shape the morals of students are expected to be part of da'wah, both for themselves, their families, and the wider community. Therefore, madrasas belong to the community and are integrated with the values that have lived and developed in the community's culture (Shaleh, 2005; Dielfi, 2022). The characteristics of madrasas go beyond simply presenting religious subjects. This means that this characteristic does not only lie in the teaching of Islamic religious subjects in madrasas, but more in the application of Islamic values in the whole life in madrasas (Tilaar, 2004; Makruf, 2016).

As time goes by, changes in socio-economic and socio-cultural demands bring awareness to institutional leaders, including madrasas, to make improvements. One way is through diversification, which is the process of making something more diverse and not focused on just one model. Diversification can involve curriculum integration, facility development,

and adjustments to job market demands and technological advances (Ali, 2012). Diversification aims to avoid dependence on one model, create other alternatives, and maximize existing potential (Nijman, 1997). This diversification is also designed to meet the special needs, interests and talents of students, including those who experience difficulties such as physical, emotional, mental, social or economic disorders, to provide more diverse services in school administration (Sutjipto, 2015). With this categorization, students and parents can more freely choose a madrasah that is in line with their hopes of shaping students' character in a better direction (Kompas, 2015).

Considering this, the government through the Ministry of Education and Culture continues to emphasize the importance of character education in Indonesia (Rosidatun, 2018) (Febriani, 2024) Schools are not only tasked with producing students who are knowledgeable and intelligent in technology but also play a role in forming Islamic values in students (Thabrani, 2013). One activity that can strengthen students' character is the tahfidz Al-Qur'an program. This program is designed to maintain the purity and preservation of the Al-Qur'an through memorizing its verses. Thus, the tahfidz Al-Qur'an program can be an effective alternative for schools in strengthening student character. (Zulfitria, 2017). Madrasah Tahfidzul Qur'an Nurut Tauhid in Luwu Regency is an institution that stands out with its superior tahfidz Al-Qur'an program. The specialty of this madrasah lies in two main aspects: first, the Al-Qur'an tahfidz program was appointed as a superior program which is managed independently; secondly, this madrasa is open to accommodate students who have a strong desire to take part in the program.

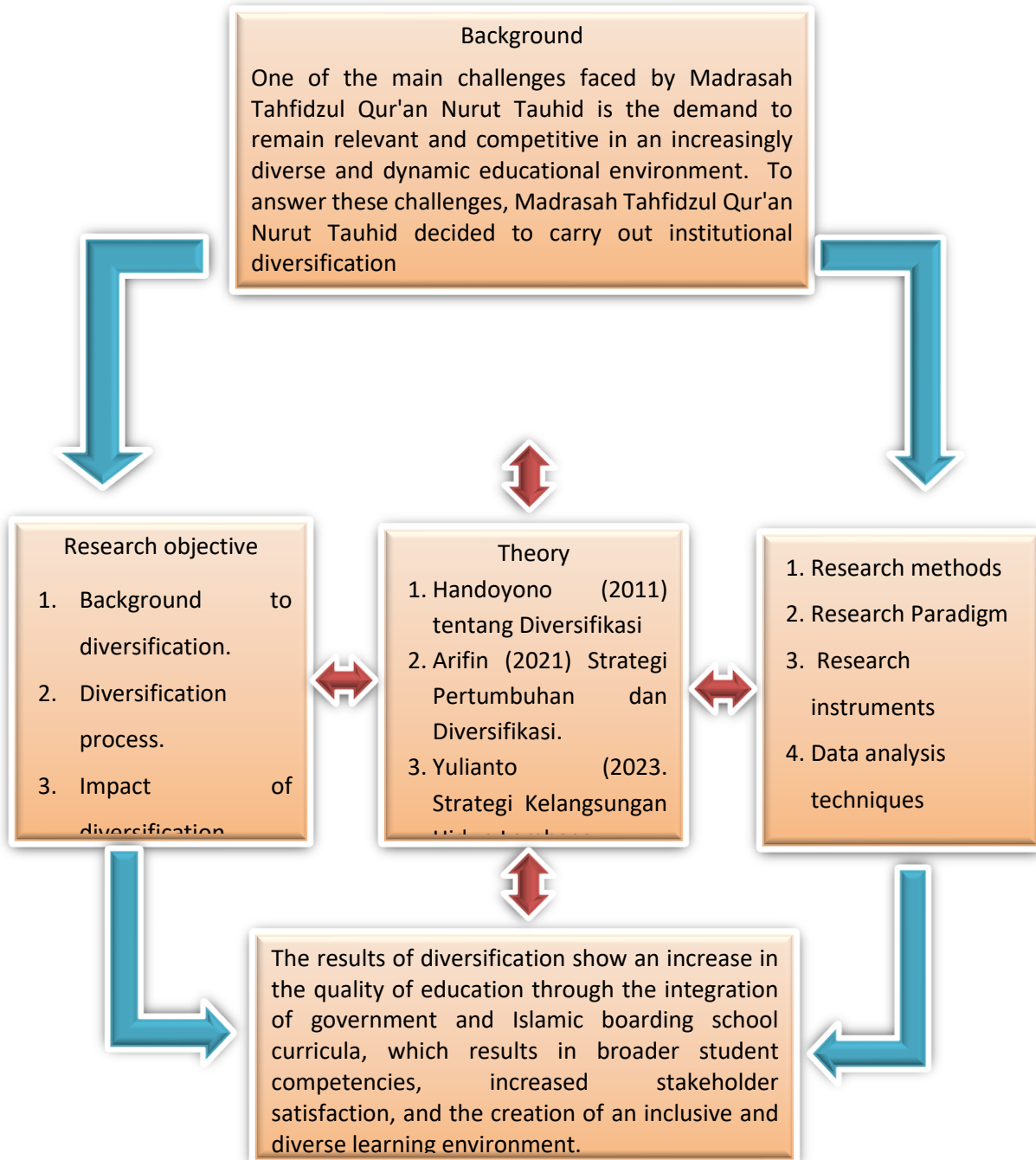
The decision to diversify is certainly not without reason. Various factors encouraged Madrasah Tahfidzul Qur'an Nurut Tauhid to take this step. One of the main reasons is that today's society apart from needing in-depth religious education, they also want holistic and integrative education, which can prepare the younger generation to face global challenges. Apart from that, diversification is also seen to improve the quality of education in madrasas, attracting prospective students from various backgrounds who can support the sustainability of the institution's operations.

However, the decision to carry out institutional diversification is not enough just to determine direction and goals. The processes and strategies implemented in diversification are also important aspects that must be considered. Madrasah Tahfidzul Qur'an Nurut Tauhid must design a comprehensive and measurable strategy, which includes various aspects, such as curriculum adjustments, teaching staff development, resource management, and collaboration with various external parties. Each step in the diversification process must be carefully planned to achieve the desired results.

Public interest in enrolling children in madrasahs is increasing after learning about the diversification of institutions being carried out at the Madrasah Tahfidzul Qur'an Nurut Tauhid. They realized that the institution was no longer limited to teaching and memorizing the Koran, but had also enriched the curriculum with general knowledge such as science and foreign languages. In the eyes of parents, this is very important, because, with these skills, their children will not only become experts in the religious field but will also be ready to compete in the wider world of education. The community believes that education that not only focuses on aspects of spirituality, but also general knowledge provides multiple benefits for the development of their children.

With this institutional diversification, Madrasah Tahfidzul Qur'an Nurut Tauhid is expected to be able to become an educational institution that not only excels in religious teaching but is also able to produce a generation that is ready to compete on the global stage. This diversification is recognized as an important part of the adaptation of educational institutions in facing changing times, as well as an effort to maintain the relevance of Islamic education amidst the ever-growing flow of modernity. This process not only makes institutions more resilient but also more flexible and innovative in responding to future educational needs.

Conceptual Framework



RESEARCH METHODS

This research uses a constructivist paradigm. The constructivist paradigm is a view in which the truth of a social reality is based on observation and objectivity, emphasizing that knowledge is the result of social construction, and that the truth of social reality is relative. This constructivist paradigm is included in the interpretivism perspective, which is divided into three types: symbolic interaction (which assumes that humans form meaning through the communication process), phenomenological (which views reality as a combination of objects and the appearance of events), and hermeneutics (which focuses on the interpretation of meaning) (Mulyana, 2003).

To obtain data in this research, subjects are required to be interviewed or asked for information. The subjects or informants in this research consisted of 1 madrasa head, 15 teachers and 10 students. Researchers chose the subjects above because they were considered to know more about the information needed to prepare research reports. The research subjects consisted of leaders, ustadz, ustadzah, students, and educational staff who were relevant to the research problem.

In this research, researchers applied three types of data collection instruments, namely:

1. Interview Guidelines

Interviews are a form of verbal communication that is like a conversation and aims to collect information (Nasution, 2019). This research uses two types of interviews: structured and unstructured.

2. Observation sheet

Observation is a data collection technique that involves observing ongoing activities. In this research, researchers carried out systematic observations and recordings of various indications that occurred at Madrasah Tahfidzul Qur'an Nurut Tauhid, Luwu Regency, which were relevant to the institutional diversification of Islamic education in this institution.

3. Documentation

This research uses documentation techniques to collect and analyse documents and files relevant to the research topic. Researchers will examine and read documents or archives related to the institutional diversification of Islamic education at Madrasah Tahfidzul Qur'an Nurut Tauhid, Luwu Regency.

The qualitative data analysis technique used is the interactive technique Miles, Huberman, and Saldana. Data analysis activities are carried out through three main steps: data condensation, data presentation, and concluding.

a. *Data Condensation*

Data condensation is a process for selecting, focusing, simplifying, abstracting, and transforming data from field notes or research transcripts (Huberman, 2014)

b. *Data Presentation*

After the data has been reduced, the next step is data presentation. In qualitative research, data presentation can be done through brief descriptions, charts, flow diagrams, or other forms.

c. *Drawing Conclusions*

Drawing conclusions is a further analytical step of data reduction and data presentation to obtain final conclusions. At this stage, researchers still can receive feedback and carry out verification.

RESEARCH RESULTS AND DISCUSSION

The Background of Madrasah the Tahfidzul Qur'an Nurut Tauhid Luwu Regency carrying out institutional diversification

1. Consideration for madrasah students whose competence in religious sciences and general sciences is less in-depth

The diversification of educational institutions, especially the Nurut Tauhid Madrasah in Luwu Regency, is motivated by the need to improve the quality and relevance of education. Many madrasah students show a lack of depth of competence in religious sciences and general sciences. This is caused by several factors, such as an unbalanced curriculum, traditional teaching methods, and limited resources. Diversification is carried out to overcome these problems by introducing innovative learning methods, expanding the curriculum, and improving the abilities and qualifications of teaching staff.

Students at madrasas often experience difficulties in understanding and applying in-depth aspects of religious knowledge. This is caused by an incomplete curriculum, uncreative teaching methods, and limitations in educational resources. To overcome this challenge, it is necessary to update the curriculum with more comprehensive material, apply varied teaching methods, and provide better educational resources.

Students at madrasas face challenges in understanding and applying religious knowledge in depth, such as interpretation of the Koran, hadith, fiqh, and other religious disciplines. These difficulties can affect their ability to practice religious teachings correctly and thoroughly. In addition, the religious education curriculum in madrasas is often not in-depth enough or not well organized to cover complex aspects of religious knowledge. An inadequate curriculum can hinder students' understanding of important topics in religious studies.

Additionally, students often demonstrate deficiencies in general knowledge areas, which are critical for academic progress and career preparation. The main cause of this problem

is a curriculum that is too focused on religious knowledge and a lack of integration between religious knowledge and general knowledge. To overcome this, madrasas need to integrate the curriculum effectively, improve teaching methods, and give proportional attention to all subjects.

b. Responding to globalization and rapid developments in science and technology

The diversification of educational institutions carried out by Madrasah Tahfizul Qur'an Nurut Tauhid is a response to the major changes brought about by globalization and technological advances. Globalization affects various aspects of life, including education, so educational institutions must adapt to remain relevant and effective in serving the increasingly diverse needs of students.

From the perspective of Islamic education, an effort to overcome the negative impact of globalization and the development of science and technology on students at Madrasah Tahfidzul Qur'an Nurut Tauhid is to equip students with in-depth knowledge of Islamic law. The aim is that students not only understand but are also able to apply this knowledge in worshiping Allah SWT. Thus, students are expected to adhere to Islamic values and not be influenced by the negative impacts of globalization and science and technology in everyday life, both in the environment school, family, and community.

These adjustments include the development of global competencies required in an increasingly connected world, as well as the integration of evolving technologies into the learning process. In addition, educational institutions need to respond to changes in labour market needs that demand new skills from graduates, as well as take advantage of new opportunities that arise from wider and more diverse access to education. By diversifying, Madrasah Tahfizul Qur'an Nurut Tauhid not only adapts to external changes but also strives to maximize the potential and opportunities that exist to produce graduates who are ready to face global challenges.

c. It is felt that the national madrasahs' curriculum material has not been able to achieve the vision and mission of Islamic boarding school MTs

Madrasas, as central implementers of the curriculum, have the responsibility to manage resources transparently, democratically and responsibly to the community and government. However, sometimes the curriculum implemented does not fully suit the needs of students. To overcome this, Madrasah Tahfidzul Qur'an Nurut Tauhid implemented a policy to reduce teaching hours for subjects that were considered less relevant and replace them with other subjects that were more important and suited to students' needs. This step was taken to increase service capacity and quality of education which is in line with the vision and mission of Madrasah Tahfidzul Qur'an Nurut Tauhid.

The institutional diversification implemented at Madrasah Tahfidzul Qur'an Nurut Tauhid requires the development of a curriculum that is adapted to the vision and mission of the madrasah. In this context, the curriculum must reflect a balance between general education and religious education. This is important because society has the hope that madrasas not only

play a role in providing general education, but also place special emphasis on religious education, especially related to religious knowledge and the Qur'an

This diversification reflects the madrasah's efforts to answer the demands of society who want graduates who are not only intelligent in general science but also have a deep understanding of religious knowledge. Therefore, developing a balanced and comprehensive curriculum is the key to achieving the madrasah's goal of producing superior graduates in these two fields.

The process of institutional diversification in the Tahfidzul Qur'an Nurut Tauhid madrasa educational institution

a. Analysis of needs and potential

Basically, education functions to meet society's needs. Therefore, the curriculum must be based on community needs and directed to meet these needs. By analyzing community needs, curriculum developers can be more effective in formulating relevant social problems, which relate to the selection and preparation of teaching materials and curricular experiences. Analysis of community needs helps ensure that the curriculum developed is not only relevant but can also address the issues faced by the community, thereby providing real and practical benefits for students.

Institutional diversification allows madrasas to strengthen and adapt teaching materials to the specific characteristics and needs of the institution, ensuring that religious education can be provided in greater depth and effectiveness, beyond what is prescribed by the national curriculum. In this way, madrasas can maintain and strengthen their identity and meet students' needs more comprehensively.

Needs analysis is part of strategic planning in organizations. By understanding internal and external needs, organizations can design effective strategies to achieve their goals. In the madrasa context, this analysis ensures that diversification can respond appropriately to student and stakeholder needs.

b. Strategic planning

In strategic planning for the diversification of educational institutions at Madrasah Tahfidzul Qur'an Nurut Tauhid, the first thing to do is collect relevant information through surveys, interact with various stakeholders such as students, parents and staff to gain in-depth insight into needs and their hopes. This process is important to ensure that the planning carried out reflects the various perspectives and needs that exist in the institutional community.

Furthermore, in strategic planning for the diversification of educational institutions at Madrasah Tahfidzul Qur'an Nurut Tauhid, the institution carried out a SWOT analysis. This analysis is an important tool in strategic planning that helps us evaluate an institution's internal strengths and weaknesses as well as external opportunities and threats that may affect the diversification process. By understanding existing strengths, we can leverage the positive aspects of the institution to support diversification. Conversely, identifying weaknesses allows us to plan corrective actions. Additionally, analysing external opportunities helps us to

recognize and exploit opportunities that exist outside the institution while understanding external threats allows us to plan appropriate mitigation strategies.

c. Implementation (Implementation Stage)

The implementation of diversification in educational institutions at Madrasah Tahfidzul Qur'an Nurut Tauhid begins with conducting an in-depth analysis of students' needs and interests as well as the challenges faced in the educational environment. This analysis provides important insights to identify the role of diversification in providing significant positive impacts.

Based on the results of this analysis, a series of additional programs were developed to enrich the student learning experience. One of the programs implemented is speech practice, which is designed to improve students' practical skills in public speaking. This program not only helps students in developing their communication skills but also increases their self-confidence. Apart from speech training, other religious subjects are also added such as Nawhu, Sharf, and Arabiyyah lin Nasy'in. The addition of this subject aims to broaden the scope of students' religious knowledge, as well as increase their understanding of important aspects in the study of the Islamic religion.

d. Monitoring (Supervision stage)

One of the main aspects that is the focus of supervision is the curriculum implemented in educational institutions. To ensure that the teaching materials provided meet the objectives of diversification and student needs, evaluations are carried out regularly. The supervisory team is tasked with checking whether the curriculum covers topics that are relevant to students' needs and whether the material presented supports the development of expected skills and knowledge. This monitoring process also involves gathering feedback from various parties, including students, parents, and teaching staff. This feedback is critical to assessing whether diversification meets the expectations and needs of all parties concerned. Regular meetings are held to discuss monitoring results, identify problems that may arise, and plan necessary corrective steps.

e. Evaluation

In the process of evaluating institutional diversification at Marasah TahfizulQur'an Nurut Tauhi, several main aspects became the focus of attention. Evaluations are carried out to assess the extent to which this new program is by Islamic values and the vision and mission of the madrasah. The main goal is to ensure that the program supports the formation of student characters who are not only academically intelligent but also have noble character. In other words, this assessment aims to ensure that the moral and ethical values taught are in line with the Islamic principles held by the madrasa, as well as contributing to the development of students' good morals.

Overall, this evaluation process aims to ensure that the new program not only achieves academic goals but also contributes to the formation of character and social skills in line with the madrasah's vision. This comprehensive evaluation helps in understanding to what extent the

program provides the expected benefits and whether there are areas that need to be improved to achieve more optimal results.

The impact of institutional diversification at Madrasah Tahfidzul Qur'an Nurut Tauhid

a. Improving the quality/quality of education

The institutional diversification implemented in madrasas brings a number of significant benefits in the educational context, which supports the overall development of students. One of the main benefits of this diversification is its ability to prepare students with skills relevant to the evolving needs of the world of work. By integrating a variety of programs and subjects that align with the demands of today's job market, diversification allows students to gain the knowledge and skills necessary to enter a variety of professions and industries. This not only improves the quality of education provided but also ensures that madrasah graduates are ready to face the challenges of the dynamic world of work.

Diversification also contributes to better academic achievement by giving students the opportunity to choose areas of study that match their interests and strengths. By offering a variety of subjects that cover both religious and non-religious aspects, madrasas assist students in choosing the educational path that best suits them. This option allows students to focus on areas they are good at and enjoy, which can improve their academic performance. When students learn about subjects that match their interests and talents, they are more likely to excel and achieve better results in their studies.

Overall, institutional diversification in madrasas not only improves the quality of education by adapting the curriculum to the needs of the times but also supports students' personal development by giving them space to explore and utilize their potential. This approach ensures that students not only gain academic knowledge but also practical skills and interests that are valuable for their future.

b. Increased stakeholder satisfaction

Diversification of educational institutions allows institutions to be more responsive to the needs and expectations of stakeholders, including students, parents, teachers and the surrounding community. By offering more diverse and relevant educational programs, institutions can meet a variety of different needs, increasing stakeholder satisfaction with the services provided.

Madrasah Tahfizul Qur'an Nurut Tauhid is not an entity that operates only for its internal interests, but must provide benefits to its stakeholders. Therefore, the existence of Madrasah Tahfizul Qur'an Nurut Tauhid is very dependent on the support provided by stakeholders. The development of an institution is largely determined by support from stakeholders, so that every institution always strives to get this support. The more influential a stakeholder is, the greater the institution's efforts to adapt to meet its interests.

c. Meet the needs of diverse students

The institutional diversification carried out at the Nurut Tauhid Qur'an Tahfizul Madrasah has had a very positive impact, especially in improving teachers' abilities to handle student diversity in the classroom. In addition, teachers develop strategies to support students with different needs, which contributes to creating a more inclusive learning environment. The training provided to teachers also helps increase awareness of the importance of equity in education, which ultimately reduces disparities in student learning outcomes. Overall, these diversification efforts have succeeded in strengthening the quality of education by making the learning environment more equitable and responsive to student needs.

CONCLUSION

After conducting an in-depth analysis based on findings in the field regarding the diversification of Islamic educational institutions (Case Study at Madrasah Tahfidzul Qur'an Nurut Tauhid, Luwu Regency), the following conclusions were obtained:

Madrasah Tahfidzul Qur'an Nurut Tauhid in Luwu Regency is implementing institutional diversification for the following reasons: a) Limited Student Competence. Students at madrasahs experience limitations in competence in both religious and general sciences. b) Response to Globalization and Development of Science and Technology (adaptation to Change). To keep up with global developments and rapid advances in science and technology, madrasahs need to make adjustments and updates in the teaching methods and curriculum applied. c) Inadequate National Curriculum (Curriculum Conformity). The material in the national madrasah curriculum is considered not to fully support the achievement of the vision and mission of MTs Pondok Pesantren. Institutional diversification aims to adapt the curriculum to the specific needs and educational goals of madrasahs.

The institutional diversification process at the Tahfidzul Qur'an Nurut Tauhid madrasah educational institution includes: 1) Analysis of needs and potential 2) Planning: Planning is the process of preparing something that has been implemented to achieve predetermined goals. 3) Implementation (Organizing) Stage: is the implementation stage in the development of competency standards, basic competencies and syllabus. 4) Supervision stage: For this supervision, the leadership gathers ustadz-ustadzah to analyze and evaluate learning activities. 5) Evaluation: The type of diversification evaluation carried out by the Tahfidzul Qur'an Nurut Tauhid madrasah, includes the suitability of the new program to Islamic principles and the goals of the madrasah, evaluation of the impact of the program on students' academic abilities, on the development of students' character and social skills.

The impact of the effectiveness of diversification at Madrasah Tahfidzul Qur'an Nurut Tauhid can be measured through the relevance of the education provided and the demands of community life. This diversification involves the implementation of two curricula: the government curriculum and the Islamic boarding school curriculum. The positive impact of this diversification can be seen in several aspects, namely: a) Improving the Quality of Education b) Increasing Stakeholder Satisfaction c) Meeting the needs of diverse students. By implementing effective curriculum diversification, Madrasah Tahfidzul Qur'an Nurut Tauhid can ensure that the education provided is relevant and of high quality and meets the demands of society and the expectations of all stakeholders.

Based on the conclusions above, it is hoped that all parties, including stakeholders, parents and the community, are also needed to support the sustainability of the diversification program. Regular monitoring and evaluation also need to be strengthened to ensure that the programs implemented remain relevant and effective in meeting student needs and the vision and mission of the madrasah.

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