



Ma'had Planning Management in Improving the Quality of Madrasah Education in Man 4 Jombang Indonesia

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ABSTRACT

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This research is motivated by the phenomenon of the rise of madrasas trying to improve the quality of education through the development of ma'had. Although the idea of ma'had is identified with pesantren, the characteristics of ma'had born from madrasas are certainly different from ma'had which gave birth to madrasas. Management's accuracy or error in understanding these characteristics will determine the position of ma'had as the basis for quality improvement or even increase the burden and distance the madrasa from the ideal quality. This study took place at MAN 4 Jombang intending to find answers on how to plan the development of ma'had in improving the quality of madrasa education in MAN 4 Jombang.

This research is qualitative research with a phenomenological approach. The research location is Ma'had Hasbullah Said MANPK MAN 4 Jombang. The data collection technique used observation, interview, w, and documentation techniques. Data analysis includes single case analysis and case analysis with data reduction, data presentation, and conclusion analysis techniques.

The results of the ma'had planning management research are the formulation of curriculum and student targets, as well as strategies for procurement, recruitment, and management of educators, curriculum, and financing; The findings of this study strengthen Robbins & Coulter's theory of management functions that the leading function is more effective than the actuating function. Strengthen the theory of Total Quality Management (TQM) Sallis. Supports Crosby's theory of quality policy.

Keywords:

Ma'had Development
Management, Madrasah
Education Quality.

INTRODUCTION

The study of the quality of education will ultimately lead to the determination of an educational model that is developed as an effective system as a forum for developing the quality of education. One of them is the boarding school system or schools with a boarding system. In the Indonesian context, boarding schools are identified with the pesantren education model, while the Western world identifies boarding schools more with the boarding school education model. Christian. Leiser & Makewa mentions that the first boarding schools were founded in the United States in the late 19th and early 20th centuries to educate Native American children and

youth according to Euro-American standards administered by Christian missionaries of various denominations (a religious group identified under one name, structure, and doctrine) to provide opportunities for children who do not have schools in their immediate vicinity, especially in sparsely populated areas with government funding. The main purpose of these boarding schools is civilization and Christianity. Furthermore, many countries in Africa and Asia (China) have also developed the boarding school model. (Shopia Leiser & Lazarus Ndiku Makewa, 2016). In the notes of Beghaly, Martin & Gurgand, the establishment of boarding schools in China (1949) was motivated by the interest in protecting orphans from civil war and the busyness of Communist Party leaders in raising children. (Luc Behaghel, Clément de Chaisemartin, and Marc Gurgand, 2017).

Unlike the historical boarding schools in the West, in the context of Indonesia, one of the oldest and most comprehensive education systems in realizing the quality of

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education is the pesantren education system with its boarding school system. Furthermore, efforts to develop this model are also carried out by modern education providers, marked by the emergence of Integrated Islamic Schools (SIT) led by Insan Cendekia, Madrasah Boarding Schools (MBS) driven by Muhammadiyah organizations, and the establishment of formal madrasas and tertiary institutions in Islamic boarding schools (Islamic boarding schools). Suyatno, (2013), led by the Nahdlatul Ulama mass organization. Steenbrink (in Suyadi) asserts that the integrated Islamic school system and boarding schools originate from the boarding school boarding education system. (Suyadi, 2015), This historical background difference makes education providers reject claims of adopting the boarding school model from America and Britain (Classic British with Oxford as the inspiration), but the boarding school model in Indonesia adopts the pesantren model (Suyadi, 2015), even further referring to the Prophet's education model. (shuffah model) and Nidhamiyah madrasas, (Meanin, 2008)

Despite these differences of opinion, the boarding school system is considered the most effective education system in developing the quality of education. This is indicated by the proliferation of boarding school-based educational institutions by various institutions, both private and government. Such as the Ministry of Religion which developed Madrasah aliyah religious programs (MAPK) and the Ministry of Education and Culture with boarding high schools (there are at least 934 boarding high schools throughout Indonesia). (Directorate General of Primary and Secondary Education, 2018). Where the development of model boarding schools by the Ministry of Religion is aimed at strengthening religion to produce a generation of religious development, while the Ministry of National Education is more oriented toward academic and multicultural development programs with four pillars of development, namely mental spirituality, academic insight, interests, and talents, and expected socio-cultural able to answer the anxieties caused by the diversity of cultural backgrounds, religions, socioeconomic status, regional origins, and the negative effects of globalization (Directorate General of Primary and Secondary Education, 2018).

The selection of boarding schools as an educational model, both by parents and education providers, is of course based on consideration of the advantages of the education system owned by boarding schools. Morris in his research on boarding schools in China noted that the reasons parents choose boarding schools are a) to help introduce and build independence in children from an early age; b) parents do not have time to care for and educate their children; c) hope that the hostel can provide life skills beyond what parents can afford (Madeleine Morris, 2013). McGinley, Behaghel, Martin, and Gurgand who researched the practice of boarding schools in America and France found that a) model boarding schools became the choice after World War I as a solution to

the increasing number of orphans due to parental death and prolonged illness (Luc Behaghel, Clément de Chaisemartin, and Marc Gurgend, 2013). b) boarding schools offer opportunities to form, and explore in-depth, diverse social networks and communication, friendship, decency, justice, fairness, loyalty, and cooperation. (Luc Behaghel, Clément de Chaisemartin, and Marc Gurgend, 2013).

As far as the literature search that the researchers did relate to the research on boarding schools that the researchers managed to get, the researchers found the phenomenon that research related to boarding schools conducted by several researchers abroad was more related to psychological and social influences. Similarly, Indonesian researchers explore behavioral themes, such as religious values and character. Not much research has been done regarding 'boarding school management' which is the main pillar determining the quality of education held, including the advantages and anticipation of its negative effects. The researcher views that boarding school education is in practice a combination of the formal education curriculum (school/madrasah) and the dormitory curriculum that children must learn and master. The success of boarding school management is demonstrated by the ability to realize the quality of education from these two dimensions (formal and dormitory) so that a real difference can be made between the output of regular education (non-dormitory) and boarding-based education.

Based on the reasons for the research, the researchers then looked at and considered that MAN 4 Jombang was a representative ma'had-based educational institution with the theme (reason for research) of the research that the researchers would do. As far as the preliminary research that the researchers did on the management of boarding schools at MAN 4 Jombang.

LITERATURE REVIEW

Planning is the activity of selecting and relating facts and using several assumptions about the future by describing and aligning the activities needed to achieve the desired results (Syahrizal Abbas, 2009). Planning is also a process of determining goals or objectives to be achieved and determining the paths and resources needed to achieve those goals as efficiently and effectively as possible. (Nanang Fattah, 2004)

It can be concluded that planning in Islamic educational institutions is a systematic activity of designing institutional resources including what will be achieved (idealized), activities that need to be carried out to achieve goals, and choosing the right implementers for efforts to achieve goals. In this case, about planning Islamic education, several steps can be taken, including (Baharudin, 2011)

- 1) Reviewing relevant policies that in their development should not conflict with applicable policies from both the central and regional governments.

- 2) Analyzing the condition of the institution including the circumstances, strengths, weaknesses, and shortcomings of the institution to find the right solution.
- 3) Formulate development goals, both short-term and long-term.
- 4) Formulate and select alternative programs to achieve goals.
- 5) Determine the steps for implementation activities

Ma'had or dormitory is a residential building for a group of people for a while, consisting of some rooms, and led by a head of the dormitory. (Ministry of National Education, 2005). In the context of education, it is known as a boarding school, which is an educational institution that applies an educational pattern in which students live together in a dormitory which is fostered directly by the caretaker of the educational institution with an integrated model of religious education combined with a general knowledge curriculum. (Nurhayati Djamas, 2009). In contrast to Indonesian education observers who identify with a religion, many Western researchers define a boarding school as a school where most or all of the students stay during the particular year that they go to lessons. The word 'dormitory' is used in the sense of "bed and dining table i.e., lodging and food).

Like pesantren, ma'had (in the sense of boarding school) contains several main elements, namely dormitories, students, caregivers, and subject matter, (Nurhayati Djamas, 2009). and mosques. (Nurhayati Djamas, 2009). In terms of learning materials, although not the same as education in pesantren, this school applies the principles of education in line with traditions in pesantren, such as the Koran (learning the Koran), muhadharah (public speech), and the study of religious books/books. This is at least the reason boarding school is identified as a form of the educational institution as a result of the modification between the Islamic education model in traditional pesantren educational institutions and classical education that offers integrated education between comprehensive religious education for the formation of a strong religious personality, the embodiment of noble behavior. and enriched with the development of science and technology.

As for the ma'had program, in this case, there are no standard provisions or provisions that require alignment as in regular schools in general. The implementation of the program is adjusted to the vision and mission of each boarding school institution. However, in general, the characteristics of boarding schools can be seen from the aspects of curriculum implementation and educational methods with a time allocation that balances religious education for the formation of student's character and personality with the general curriculum as well as on the discipline aspect. (Nurhayati Djamas, 2009).

RESEARCH METHODS

This study uses a qualitative approach to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups, (Syaodih S, Nana, Method, 2009). with field research methods, to dig up data from certain locations for later scrutiny, analysis, and conclusions. (Musfiqon, 2012) regarding madrasa-based ma'had management in improving the quality of education at MAN 4 Jombang.

The researcher uses a qualitative approach to describe and at the same time understand the underlying meaning of participant behavior, describe the setting and complex interactions, explore, and identify the types of information (Sanapiyah Faisal, 1990). Regarding ma'had management functions in improving the quality of education at MAN 4 Jombang. Next, the researcher will identify the overall information obtained following the classification of the ma'had development cycle, starting from the introduction, growth, and maturation stage, to anticipating the saturation point. Furthermore, the meaning of the data is synchronized with existing theories so that the ma'had management theory can be developed in improving the quality of education in detail by the theory of the development cycle of an institution (organization). Collecting data in this study utilizing snowball sampling, i.e. key informants appoint people who know the problem to be studied to complete their statement and the appointed people will appoint other people if the information is inadequate. (Lexy J. Moleong, 2019).

To obtain data holistically and integratively, the data collection in this study used three techniques, namely.

1. Deep interview

To obtain information that is used as the main data of the study, the researchers conducted interviews with the head of the madrasah, head of ma'had, deputy head of curriculum (waka curriculum), and deputy head of public relations (waka public relations) from MAN 4 Jombang.

2. Participant Observation

Observation is defined as observing and recording the phenomenon under investigation. (Sugiyono.2018) In this participant observation, the researcher came directly to the research location, namely MAN 4 Jombang.

3. Documentation

Documents are records of the past. Documentation can be in the form of notes, writings, pictures, or works.

Checking or checking the validity of data regarding human capital in improving the quality of education based on the collected data is carried out using several techniques, namely: credibility, transferability, dependability, and confirmability. (Rulam Ahmadi, 2017)

DISCUSSION

As previously stated, the planning function is an act of planning in the form of defining goals, setting strategies, and compiling parts of plans to coordinate some activities. (Stephen P Robbins & Mary Coulter, 2005) This planning stage will be the difference between each management in determining the direction and targets of ma'had management to be carried out. These differences occur due to differences in ma'had backgrounds, environmental conditions, and madrasa resources, as well as the ability of the management team to conduct internal and external analysis before determining management targets and strategies.

In the case of Ma'had Hasbullah Said MANPK MAN 4 Jombang, the ma'had management plan was based on government policies and the foundation's desire to revive the MANPK that had existed and stopped. The existence of Ma'had Hasbullah Said was only limited to meeting the demands of the MANPK policy which required dormitories. It can be said that Ma'had Hasbullah Said management is managed by the Ministry of Religion with the position of madrasas and foundations as implementing policies, both related to goals, targets, and strategies. This is different from the case of Ma'had Ihya'udin MAN Bangkalan where the overall initiative is purely an initiative of the madrasa residents.

The difference in background and status lies behind the different characteristics of targets, targets, and strategies formulated by each ma'had. While in Ma'had Hasbullah Said the targets, targets and strategies have been conceptualized by the Ministry of Religion's experts, in the case of Ma'had Ihya'udin, madrasa managers are still in the process of finding the ideal format covering all aspects from planning, process, and results. desired. This difference in the background also distinguishes the concept of boarding school in Indonesia from boarding school in America which is oriented to facilitate the distance from residence to educational institutions, also with the aim of civilization and Christianity, (Shopia Leiser & Lazarus Ndiku Makewa, 2016) or in China which is aimed at as a shelter for orphans and the busyness of parents in raising children. (Luc Behaghel, Clément de Chaisemartin, and Marc Gurgand, 2017). The targets of the management of Ma'had are madrasa students and strengthening the formal religious curriculum through pesantren learning.

Ma'had background, viewed from any side, is oriented to students. Both students who are already in the madrasa, as well as prospective students who are expected to join the madrasa. In terms of educational theory, students are both subjects and objects of education. The problem that needs serious attention regarding students as targets for the management of Ma'had madrasas is the criteria for students who are the targets of ma'had.

Determining the criteria for students who can or are expected to join ma'had, in general, and the most basic is the

capacity of ma'had. Ma'had capacity is a major consideration because, from the perspective of prospective students, the availability of students is already abundant in the form of students in madrasas. This is because the characteristics of the ma'had developed in this study were born by the madrasa. Different cases can occur when the madrasa is born from ma'had or pesantren. In this case, madrasas and pesantren are usually recruiting new prospective students. The consideration of the capacity or quota of ma'had further affects the admission system of students who can join ma'had. Determination of criteria or standardization of students who can be accepted as ma'had students in each ma'had indicates a comprehensive picture and characteristics that show their abilities, and satisfies the expected needs, along with the processes and outputs. (Syaiful Sagala, 2011)

The next main target is the alignment or strengthening of the existing religious curriculum in formal education. The religious curriculum in madrasas with the existing learning system is considered less than ideal for realizing the goals of religious education. This phenomenon occurs both in the case of ma'had born from madrasas and madrasas born from pesantren. Alignment between the madrasa religious curriculum and the ma'had curriculum is the target as well as the management target of Ma'had based on consideration of the demands of academic achievement and morality (morals). Both the government and the guardians of students have ideal demands for academic achievement and the morality of these students. Inequality on one side will have an impact on the level of trust of the guardians of students both towards madrasas and ma'had.

In the case of Ma'had Hasbullah Said, the target students were all junior high school students under the auspices of the Ministry of Religion. In terms of curriculum, it is also ideal because it was formulated by expert drafters at the Ministry of Religion. Due to the limited quota and the burden of the ideal curriculum, the admission system becomes competitive. Due to the limited capacity and consideration of the ma'had curriculum, restrictions were made only on students who majored in religion. Furthermore, due to the consideration of resistance that may arise from the pesantren around the madrasa, restrictions are made only for students who have not been registered in the pesantren in the last six months.

In this case, it can be assumed that the characteristics of the quality of education in Ma'had Hasbullah Said are better than those in Ma'had Ihyaudin. The main target of the management of Ma'had is to make madrasas an alternative (other than pesantren) and the advantages of madrasas in tafaqquh fiddin which have Indonesian and modern perspectives following the specified competencies. (Syaiful Sagala, 2011).

It is a common agreement that the basic characteristic of madrasa education is the religious character as a differentiator from non-madrasa formal education institutions

(public schools). Referring to the background of the establishment of ma'had which was inspired by the pesantren education model, the ideal target of the management of Ma'had is tafaquh fiddin. This is as stated by Sudrajat, that quality education is education that can produce graduates who have the ability or competence, both academic and non-academic competencies, which are based on personal and social competencies, which are collectively referred to as life skills. (Sudrajat, 2005)

The next ideal target is the superiority of madrasas in the sense of being superior because they have pesantren compared to madrasas that do not have pesantren, also superior. After all, they have pesantren as madrasas were born from pesantren. This case can be seen from the management background of Ma'had Ihya'udin. This is in line with the results of Mu'id's research that pesantren is a distinct advantage for madrasas. (Mu'id, Abdul, 2014) Also, research (Baharudin, 2013) that ma'had is part of the madrasah strategy in developing local-based advantages.

Furthermore, from these advantages, a target of madrasa excellence will be born against other madrasas, both those that do not have Islamic boarding schools and those with a pesantren background through curriculum strengthening. This case can be seen in the management of Ma'had Hasbullah Said. Before Ma'had Hasbullah Said was completed, 130 students who were members of MANPK MAN 4 Jombang were at the Ma'arif Mambaul Islamic Boarding School with 800 students of MAN 4 Jombang.

The phenomenon of the development of targets and targets is common in ma'had management, both developments are standard reduction or improvement because they are influenced by the results of the implementation and control stages which will be discussed later. Ma'had management strategies are the steps that will be taken include; a) procurement of ma'had infrastructure; b) recruitment and management of educators and students; c) curriculum strategy as well; d) ma'had financing.

The main prerequisite for ma'had education programs in madrasas is the existence of ma'had as a place for ma'had education to take place. The strategy for procuring infrastructure and ma'had financing will adjust to the conditions of the madrasa and the ma'had background. In the case of Ma'had Hasbullah Said the procurement of infrastructure and financing for ma'had was carried out by the Ministry of Religion assisted by the Madrasah Committee and the Mambaul Maarif Foundation. When MoRA funding stops, funding is carried out by the Madrasah Committee and Foundations. Referring to this model, the Madrasah Committee is a key factor in procuring infrastructure and financing ma'had. The findings of this study are in line with the results of research (Baharudin, 2013), that among the strategies for developing educational institutions within NU are maximizing the roles and functions of school committees

and administrators of Ma'arif LP and maximizing the role of guardians of students;

Furthermore, the success of ma'had education, which is expected to be able to improve the quality of madrasa education according to the specified target, is also determined by the quality of educators and students. The ideal curriculum and quality students will not achieve the maximum target without the support of qualified educators. Likewise, the ideal curriculum and teaching staff without the support and the presence of capable students according to the demands will not achieve maximum results. Therefore, the strategy of recruiting educators and students is one of the keys to the success of ma'had in improving the quality of madrasa education.

In the case of Ma'had Hasbullah Said, the recruitment system for educators and students has been well qualified (based on national selection). The position of being an educator at the Ministry of Religion and students for special programs at the Ministry of Religion is a high bargaining point that makes it easier for Ma'had Ihya'udin to get quality educators and students. In contrast to Ma'had Ihya'udin, with the existence of ma'had who are still beginners and the status of voluntary educators (teaching as charity jariah), ma'had can only rely on the structural elements of the madrasa and the madrasa committee as an emotional bond. Similarly, in the recruitment of students, only offers to students who are in the madrasa.

Regardless of the difference in recruitment strategies in the ma'had, the bias was successful in getting educators and students according to the needs of the ma'had. However, differences in backgrounds and recruitment systems have an impact on the continuity of ma'had education. In the case of Ma'had Hasbullah Said, the educators are the best of the selected participants and are bound by a work contract (work system and salary) so that competence and professionalism can be accounted for. Meanwhile, in the case of a'had Ihyaudin, there was an ineffectiveness of ma'had education so there was an overhaul/downsizing of the ma'had management. The next ma'had management recruitment strategy uses a selection system and works contract binding as happened in Ma'had Hasbullah Said. Likewise with the ma'had student recruitment system.

Findings about recruitment and management of madrasah and ma'had resources at the research locus strengthen the opinion of James A.F Stoner (as quoted by Sagala) that the management process (planning, organizing, implementing, and controlling) is the act of organizational members who utilize the use of organizational resources to achieve the stated organizational goals. (Sagala, Syaiful, 2009)

PROPOSITION

If the ma'had planning formulates clear and measurable targets, targets, and strategies for improving the

quality of education, including the quality of output and excellence of madrasas, the quality of madrasa education will increase.

CONCLUSION

Ma'had planning in improving the quality of madrasa education is the stage of formulating goals and targets a) educational goals or curriculum in terms of strengthening or development; b) target students in terms of qualifications and final achievements; c) tafaquh fiddin; d) excellence and competitiveness; and development strategies include; a) strategy for the procurement of ma'had infrastructure; b) recruitment and management strategies for educators and students; c) curriculum strategy as well; d) ma'had financing strategy.

RECOMMENDATION

1. For managers of Ma'had Hasbullah Said MAN 4 Jombang, they should continue to develop the achievements of ma'had students in more complex fields and open up more space for students to express themselves at festivals because restrictions can have an impact on the nature and psychology of students
2. Ma'had administrators should prioritize professionalism and high performance, both in the charitable system and work contracts because the performance of the management in addition to determining the quality of madrasa education also has a positive and negative impact on guardians of students in particular and prospective customers of ma'had in general.
3. For ma'had students, they should open awareness from an early age to be disciplined both in learning and maintaining order, cleanliness, and health because being a ma'had student is learning how to be a person with good morals both in social and ubudiyah behavior and being an example for other students.
4. For further researchers, this research has limitations in the characteristics of the studied ma'had. The two ma'had which became the locus of this research were the ma'had that were born from the madrasa so it had a weakness when the research findings were faced with the case of the ma'had that gave birth to the madrasa. It is recommended to conduct a cross-research by comparing ma'had born from madrasas and ma'had that gave birth to madrasas so that more complex and comprehensive research findings are obtained as a reference for ma'had management in improving the quality of madrasa education.

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