

Madrasah Quality Management in Improving Competitiveness in the Digital Age at Madrasa

Syarif Maulidin¹, Wakib Kurniawan², Miftahur Rohman³,
M. Latif Nawawi⁴, Dedi Andrianto⁵
^{1,2,4,5}Sekolah Tinggi Ilmu Tarbiyah Bustanul Ulum Lampung
Tengah, Indonesia
³Universitas Lampung, Indonesia

syarifpascauinril@gmail.com

Journal of Advanced Islamic
Educational Management

© Syarif Maulidin 2024

DOI: 10.24042/jaiem.v%vi%i.22594

Received: 11 Januari 2024

Accepted: 17 Maret 2024

Published: 30 Juni 2024

Abstract:

In the rapidly evolving digital era, MTs 1 Lampung Tengah faces significant challenges in enhancing its competitiveness amid increasingly tight competition. One of the primary issues is how the institution can effectively manage educational quality to meet the demands of the digital age. This study aims to analyze the implementation of madrasah quality management in efforts to improve institutional competitiveness in the digital era. The research employs a descriptive qualitative approach with data collection through in-depth interviews, observations, and document analysis. The primary respondents include the head of the madrasah, teachers, and administrative staff involved in quality management. The findings indicate that the implementation of quality management at MTs 1 Lampung Tengah encompasses several key aspects, such as enhancing the competencies of teaching staff through information and communication technology (ICT) training, utilizing an integrated information management system, and applying stringent assessment standards. This quality management implementation has proven effective in improving educational quality, as reflected in the increased student achievements and parent satisfaction with educational services. Additionally, the quality management practices allow the madrasah to be more responsive to technological changes and the dynamic demands of the education market. The implications of this study suggest that quality management in madrasahs, which focuses on enhancing digital skills and technology adaptation, plays a crucial role in boosting institutional competitiveness. As a result, MTs 1 Lampung Tengah is able to compete with other educational institutions and remain relevant in the digital era. The study recommends continuous development in quality management and the enhancement of technological infrastructure to support more effective learning processes.

Keywords: Competitiveness; Digital Era; Madrasah Quality Management

Introduction

In the world of education, the vast advancement of information technology brings positive impacts and significant changes. While there have been noteworthy advancements in the education sector over time, these developments have not been matched by a corresponding increase in Human Resources (HR) to adapt to the changes (Nawawi, 2021). In this digital era, teachers are expected to produce positive innovations for the betterment of schools and education. These innovations are not limited to infrastructure and curriculum, but also involve the utilisation of technology in the learning process (Yana et al., 2024). The integration of technology in education has transformed traditional teaching methods into more contemporary ones. In response to rapid changes and the growing demand to transform the educational process, educational institutions are compelled to become more dynamic. As highly effective organisational systems, these institutions rely heavily on people as their main component. School structures have been adjusted to accommodate the demands of the 21st century information age, with a focus on identifying, selecting and nurturing individuals with leadership potential. In this context, the role of the school administrator becomes very important. How educational institutions utilise their human and material resources, as well as how they ensure their survival, depends largely on effective management styles, strong cultural frameworks and strategic leadership capable of adapting to the changing global dynamics. The advancement of technology and information is one of the signs of the globalisation phenomenon that indicates the beginning of the fourth industrial revolution era (Nawawi, 2017). The rapid growth of technology and information has increased human interaction and changed many aspects of human life. In the era of industrial revolution 4.0, one of the dominant global themes is the rapid development of the digital revolution. The existence of digital technology and information has significantly changed the pattern of human life. Digital technology provides various benefits, from the ease of communication and shopping through online applications to quick access to information that makes life more practical (Nawawi et al., 2023).

In the era of the industrial revolution 4.0, the role of teachers remains irreplaceable. However, we need teachers who are professional and able to utilise advances in information technology well. Teachers must use technology to improve the quality of learning in each subject to prepare superior human resources with global competence (Nawawi et al., 2023). The demand for teacher competency development is fuelled by Law No. 14/2005. Teacher competencies include pedagogical, personality, social and professional competencies. Competence is the ability to perform tasks that are driven by mastery of knowledge, attitudes and skills. Every individual is expected to undergo the education process; it is the right and responsibility of every citizen to obtain a decent and quality education (Andrianto, 2018). This is mandated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 5, which states that "Every citizen has the same right to obtain a quality education." Education is a basic human need in the learning process with the hope that individuals can achieve perfection after being armed with various knowledge and understanding that can shape better character, personality, mindset and behaviour (Adrianto, 2021). Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, which states that "National education aims to develop abilities and shape the character and civilisation of a noble

nation in order to educate the nation's life, with the aim of developing the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, insightful, empowered, creative, independent, and become democratic and responsible citizens".

In line with the law, research results (Sudrajat et al., 2022; Khalilah, 2023; Sakarina et al., 2022) showed that transformational leadership in improving digital literacy involved workshops and digital literacy examples. Challenges faced include teachers' lack of technology skills and limited internet access. Strategic management at MIN 1 Sambas has improved digitalisation in learning, although there are still internal and external challenges such as the lack of qualifications of the accreditation team and insufficient integration in the document management system. Even so, the institution is committed to becoming an influential accreditation body, focusing on developing digital literacy and improving leadership in facing the challenges of the digital era. Research findings on Madrasah Quality Management at MTs Negeri 1 Lampung Tengah show the madrasah's success in integrating technology in learning. Teachers are actively involved in developing a responsive digital curriculum, while partnerships with industry and the digital community support student and teacher skills development. Effective use of data for monitoring and evaluation, as well as empowering students as smart users of technology, are also highlighted. Efforts to increase parental and community involvement through various initiatives underpin the vision of an internationally competitive school.

The novelty offered in this article is the quality management approach applied at MTs Negeri 1 Lampung Tengah to improve institutional competitiveness in the digital era. Through a qualitative and descriptive approach, this research explores in depth how madrasah quality management can influence community perceptions, total involvement, measurement, commitment, and continuous improvement efforts. In addition, the focus on technology integration in learning and the development of digital literacy are also important parts of the innovations made to answer the challenges of the digital era. Thus, this article provides a new contribution to the understanding of how quality management can be key in improving the competitiveness of educational institutions amid the dynamics of technological change and increasingly complex educational demands.

The impact of rapid digital technology is increasing public access to information through electronic devices, including the use of digital books. The Ministry of Education and Culture emphasises the importance of capacity building for digital literacy advocates to face multiliteracy challenges. Not only as leaders, principals are also expected to be agents of change in the ongoing transformation of education (Andrianto et al., n.d.). In the era of global competition and advances in information technology, the role of schools is expected to encourage stronger learning innovation. In the digital era, education must integrate information and communication technology into the learning process. The existence of technology has become essential, as individuals seem unable to fulfil their functions without smartphones and other advanced computing devices such as laptops and notebooks. As time goes by, Indonesia has made various efforts to improve its education sector (Nawawi et al., 2023). With the development of education in the digital era, there has been a shift in learning, where teachers act as facilitators for students,

resulting in a shift from teacher-centred learning to student-centred learning. This includes deductive or expository learning methods. In this democratic era, individuals make rational choices, especially in the field of education, including in terms of quality. Increasing competitiveness in the digital era is closely related to the quality management process in educational institutions (Kurniawan et al., 2023).

Recognising the importance of improving human resources, the government and schools/madrasas continue to strive to realise higher quality education through various development efforts (Liu & Smith, 2023). A high quality school correlates with an increase in quality human resources. High-quality schools ideally produce good inputs, processes and outputs (Sun et al., 2019). Quality improvement affects output. Quality development aims to sustainably improve the quality of education based on each element of education. Rapid competition in the education sector demands that schools think creatively, innovatively and responsively to maintain and develop their institutions. The most appropriate strategy to improve the quality of life of individuals can be achieved through a comprehensive and professional approach to development (Miftahur Rohman, 2022). In the era of digitalisation of education, leadership in an organisation, through madrasah quality management, must be able to manage madrasah quality well so that it not only maintains its existence, but is also able to adapt and change as needed to increase organisational effectiveness and productivity (Ruswandi et al., 2023). Thus, schools or madrasah as the centre of education have an important role in improving the quality of education. To achieve the desired quality standards, leaders of educational institutions need to take strategic, effective and efficient steps in managing the performance of educators and education personnel to achieve the vision, mission and goals that have been set (Behmer & Jochem, 2020). Improving the quality of educational institutions to achieve the goals and success of national education is a challenge that is not easy. For this reason, full support from various parties is very important so that the process runs smoothly and the goals can be achieved properly (Sakarina et al., 2022). The participation of the government, school community, parents, religious leaders, and the general public is needed in order to improve the quality of educational institutions through close cooperation. Their participation will play an important role in supporting efforts to improve the quality of educational institutions in this country (Sudrajat et al., 2022).

One option that can be considered to improve competitiveness in the digital age is madrasah quality management. Findings from an initial survey at MTs Negeri 1 Lampung Tengah show that some students face difficulties in online learning, as they have difficulty understanding the material taught by the teacher. High disparities in education quality between regions are still evident. Indicators of education quality include the number of schools, graduation rates, grade repetition rates, student-teacher ratios, teacher qualifications and school facilities. These inequalities in education quality further exacerbate the situation. Considering the development of the current phenomenon, researchers are interested in exploring education quality management as a strategy to improve competitiveness in the digital era. The purpose of this study is to understand how madrasah quality management can contribute to improving competitiveness in the digital era.

Methods

This study is a type of qualitative research that uses descriptive qualitative methods through observation, documentation, and interviews at MTs Negeri 1 Lampung Tengah. This approach aims to explore more deeply the issues that are the focus of the research, such as customer perception, total involvement, measurement, commitment, and continuous improvement efforts. The main objective of this research is to understand how madrasah quality management can improve competitiveness in the digital era. The collected data were then analysed using interactive data analysis techniques involving three interrelated activities, namely data condensation, data presentation, and conclusion drawing or verification (Matthew B. Miles, A. Michael Huberman, 2018).

Data condensation refers to the process of selecting, centralising, simplifying, abstracting and/or transforming the data that appears in the entire set of written field notes, interview transcripts, documents and other empirical material. By condensing, we strengthen the data. Data condensation is a refinement stage of data reduction, where this process seeks to compress, deepen, combine, and bridge data that may have been eliminated in the data reduction process. In the condensation step, all data is considered important because the data used in the research has been focused on the research topic. This data can be reinforced with other theories to deepen the researcher's analysis. An example is transforming data that includes a large portion of written field notes, interview transcripts, documents, and other empirical materials.

Data presentation aims to identify meaningful patterns and open up opportunities to draw conclusions and take appropriate action. In the context of this research, data presentation also aims to find meaning from the data that has been collected, which is then organised systematically. It aims to simplify complex information into a form that is easier to understand but still selective. Examples include narrative text (such as field notes), matrices, graphs, networks or charts.

In the third stage of analysis, the main activity is drawing conclusions and verifying them. Since the data collection process, researchers have endeavoured to understand the meaning of symbols, note emerging patterns, provide explanations, and identify cause-and-effect relationships. From this activity, initial conclusions are made that are open and general, then gradually lead to more specific and detailed conclusions. The process of drawing conclusions is part of the rechecking carried out during the research, by matching the data obtained with the notes that have been made before. This is because actually, the initial conclusion drawing has started since data collection began. Data that has been verified is used as a basis for drawing final conclusions. The initial conclusions that have been formulated will be checked again (verification) against the researcher's notes and then directed to a more definitive conclusion. The resulting conclusion is the essence of the research results that reflect the researcher's final view. This conclusion is expected to be relevant and able to answer the research focus that has been formulated previously. The final conclusion is expected to be obtained after all the data is collected. For more details can be seen through the chart below:

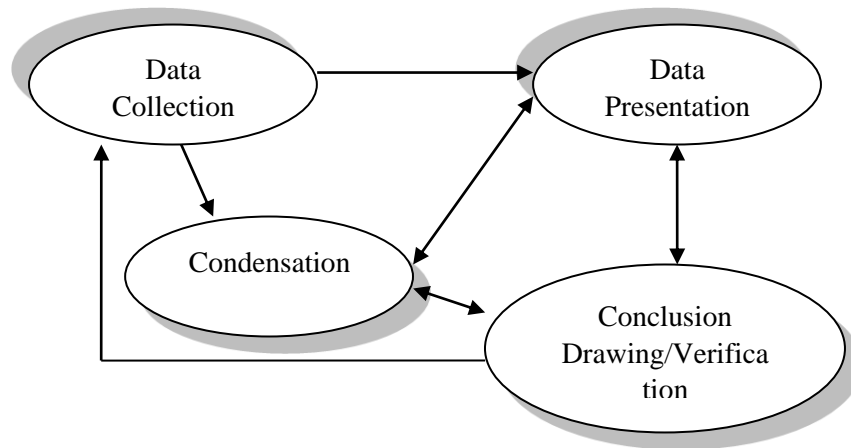


Figure 1. Research flow

Results and Discussion

One of the challenges in education faced by Indonesia is the low standard of education at all levels and educational institutions, especially at the primary and secondary levels (Widjanarko, 2022). This phenomenon is reflected in the low quality of graduates, solving educational problems that tend to be temporary, sometimes even more project-oriented than fulfilling real needs (Sakarina et al., 2022). As a result, people often feel disappointed with the results of education received, and continue to question the relevance of education to the dynamics of economic, political, social and cultural life. Madrasahs as Islamic educational institutions need to continue to innovate in line with the industrial era 4.0. Comprehensive reforms are needed, including curriculum development, improved teacher professionalism, and adequate infrastructure (Nawawi et al., 2023). Digital literacy is key, enabling flexible learning and diverse learning resources. In MTs Negeri 1 Lampung Tengah, strategic management needs to be adapted to the digital era to achieve optimal education quality. The principal's role as a learning manager is crucial in creating a motivating learning environment for teachers and students.

Research conducted (Syafitri, 2023) The results show that the education management model applied to improve the quality and competitiveness of graduates with religious character in the era of disruption is in accordance with the plan, organisation and implementation. Based on the evaluation results, this model should be developed and used as a reference for similar schools in Rokan Hilir district and even throughout Indonesia. The disruption era, characterised by the development of information technology, facilitates various activities in schools, such as the search and delivery of information and knowledge literacy in learning. By utilising technology, students can optimise learning resources to improve their quality and competitiveness in this disruption era. In line with the research conducted (Rahma et al., 2024) that the implementation of a quality management system as an educational strategy in the digital era, which includes establishing, implementing, evaluating, controlling, and improving (PEPP), has successfully driven continuous improvement. This finding is reflected in the annual self-evaluation report which is used as the basis for the development of strategic, operational, development master plans, budgets and annual work plans. However, this approach has not been holistically integrated. Therefore, it is

recommended that education should adopt a systems approach as a basis for thinking, a method of management and a way of analysing the life of the institution as a whole. In line with (Abidin & Ratnawati, 2024) that the implementation of quality management in Islamic boarding schools requires solid cooperation and mutual support between members, so that the work programme that has been planned can continue to develop and improve the quality of education in Islamic boarding schools. Some of the factors that support and hinder the implementation of quality management in Islamic boarding schools include the lack of awareness of administrators in carrying out the duties and responsibilities given, because they are busy with their personal affairs. In addition, the lack of teachers' activeness in teaching and the tendency to ignore the work programmes that have been prepared have resulted in many abandoned programmes. In conclusion, the quality management of education in Islamic boarding schools needs to be formulated carefully in order to produce quality graduates.

From the explanation above, there are differences and similarities in the results of research related to madrasah quality management in improving competitiveness in the digital era with the results of this study, which can be explained as follows: Similarities: a) Focus on technology integration in learning: All studies highlight the importance of integrating information technology in the learning process to improve the quality of education in the digital era. b) Improving teacher professionalism: Efforts to improve teacher professionalism as part of the strategy to improve education quality are also a concern in the related studies. c) Commitment to continuous improvement: All studies emphasise the importance of commitment to continuous improvement in improving the quality of education in madrasahs. The differences are: a) Research approach: Related studies may have used qualitative and descriptive approaches to explore community perceptions, total involvement, measurement, commitment and continuous improvement efforts, while this study may have used interactive data analysis techniques involving data condensation, data presentation and conclusion drawing. b) Research focus: Related research may emphasise certain aspects of quality management, such as curriculum development, digital literacy, or the role of the principal, while this study highlights how madrasah quality management at MTs 1 Lampung Tengah affects community perceptions, total engagement, measurement, commitment, and continuous improvement efforts. c) Outcomes and implications: Although all studies aim to improve the competitiveness of educational institutions through quality management, the outcomes and implications of each study can be different depending on the context, methodology, and findings found in the study. This research may emphasise how madrasah quality management in MTs 1 Lampung Tengah can influence community perceptions and total engagement in improving the competitiveness of the institution.

Competitiveness of Educational Institutions

With many educational institutions, both public and private, it has become increasingly evident that competition has become part of their dynamics (Jazuli et al., 2022). Competition among educational institutions is the measure of an organisation's success or failure (Cox et al., 2020). This competition can be a trigger for growth for an institution, but it can also be a hindrance. Competitiveness, which comes from the words power and competitiveness, refers to the

ability of an entity to thrive normally among its competitors in a field of endeavour (Smith & Hasan, 2020). Specifically, in the context of educational institutions, competitiveness refers to the ability of the institution to attract the interest of the public and parties involved in education, so that its service products are widely demanded and used. There are three main factors that influence the competitiveness of educational institutions: service quality, customer satisfaction and self-awareness (Nawawi, 2017).

When applied in the context of education, these factors include school facilities, the quality of teaching staff, the professionalism of the principal, and attention to student needs. The better the quality of services provided by educational institutions, the more comfortable and valued consumers feel. The self-awareness of educational institutions to improve their quality also affects their competitiveness (Suratman, 2024). There is another view that productivity or output also plays an important role in determining the competitiveness of educational institutions. The existence of schools with new services and facilities creates competition in the market. Schools that are able to maintain and improve their quality will be in demand by consumers. In addition, the quality of alumni can also be an indicator of the competitiveness of educational institutions (Na'Im et al., 2021).

Concept of Education Quality

Education quality management, according to Depdiknas, is an approach that focuses on improving the quality of education through a series of components. These components include factors such as student motivation, educator quality, curriculum suitability, and management of funds and infrastructure. Education quality management aims to assist educational institutions in planning, implementing, managing and supervising tasks to maintain the quality of education (Sakarina et al., 2022). In this context, educational quality management becomes an important instrument to improve educational performance and ensure customer satisfaction. Therefore, educational institutions need to continuously develop their quality systems to demonstrate their commitment to quality services, both in the product and service dimensions (Andrianto, 2018). From various definitions, quality can be concluded as a standard of quality resulting from a well-planned work process. It becomes the main goal for an organisation and is a guarantee for customers of the services provided by the institution (Miftahur Rohman, 2022).

Concept of Quality Education in Madrasahs

Quality madrasahs are strongly linked to the comprehensive involvement of the community in them. This quality requires a commitment to customer satisfaction, which enables improvements for employees and students to do their jobs as best they can (Nawawi, 2017). There are five main characteristics of a quality school:

- a. Focus on customers, both internal and external, such as parents, students, teachers, staff and school boards within the education system, as well as communities, companies, families and others outside the organisation.
- b. Total involvement, where all parties must be involved in improving quality, not just the responsibility of the school board or superintendent.

- c. Measurement, which is often neglected in schools, with a focus on exam results as an indicator of educational quality.
- d. Commitment, which is required from school supervisors and school boards, as well as support from all parties in the effort to improve quality.
- e. Continuous improvement, with the belief that everything can be improved and that every process is not perfect.

The quality of education is influenced by optimal management of potential, including education personnel, learners, learning processes, education facilities, finance and community relations. The quality madrasah model includes customer focus, total involvement, measurement, commitment and continuous improvement. Operationally, quality is determined by the fulfilment of predetermined specifications and the fulfilment of specifications expected by service users (Behmer & Jochem, 2020). Quality can be seen from the profile of graduates who are in accordance with basic ability standards and external customer satisfaction. In the context of Islamic education, a change in the quality paradigm must be made to achieve better educational goals (Nawawi, 2017). Improving the quality of education is critical to national development, as quality education will produce quality human resources. Management plays an important role in achieving this goal, by guiding groups of people towards organisational goals. Therefore, good and directed management is needed in Islamic education to achieve the desired goals (Yana et al., 2024).

Madrasah Quality Management to Improve Competitiveness in the Era of Globalisation

Based on the findings and analysis of this study, it can be concluded that the quality of service of MTs Negeri 1 Lampung Tengah has improved significantly, although the process requires a lot of time and effort. The speed of service and good morals between teachers and students have become competitive advantages in competition with other educational institutions. In addition, public interest in MTs Negeri 1 Lampung Tengah has also increased. The positive impact of effective education quality management is an increase in the number of students enrolling in educational institutions that have a good reputation and high quality. Students of MTs Negeri 1 Lampung Tengah show good morals, which is one of the positive indicators towards better improvement. The implementation of various good activities also reflects the positive image of the educational institution. One striking aspect is the good relationship between students and teachers. When the morals formed at school between students and teachers are good, then parents will feel secure and trust the choice of their child's educational institution. The high level of public trust in MTs Negeri 1 Lampung Tengah indicates that the brand image formed and maintained by the institution affects people's perceptions of its quality. This shows that public trust in the chosen educational institution is getting higher, as a result of the institution's well-maintained reputation (Behmer & Jochem, 2020).

Madrasah-Based Strategic Management in the Digital Age

As an Islamic educational institution, Madrasahs must keep up with the times in line with the evolution of industry 4.0 to fulfil the demands of Islamic Education 4.0. Therefore, all the challenges mentioned above must be resolved. Without it, creating a madrasah that is relevant to today's context will be difficult if not impossible. This is why reforms and refreshments in all aspects of madrasah education are necessary. Efforts to improve education management in

madrasahs, including curriculum development, improving teacher professionalism, fulfilling infrastructure, and empowering education, are and will continue to be made (Nawawi et al., 2023). In addition, if every educational institution is committed to providing quality assurance by continuously making these efforts, it is hoped that the quality of education in madrasahs throughout Indonesia will continue to improve. Islamic education requires skilled human resources with high commitment and work ethics, system-based management and strong infrastructure, adequate financial resources, strong political support, and superior standards (Kurniawan et al., 2023). The world of education must be responsive to the development of the digital era by implementing internet-based systems in its management. Digital literacy encompasses an individual's interest in using digital technologies and communication tools to access, manage, analyse and evaluate information, build new knowledge and communicate with others to participate effectively in society. The transformation of education in the digital era shows that learning is not limited to a room with a blackboard and walls. The learning process can occur anywhere and anytime, where students can access various learning resources. Strategic management at MTs Negeri 1 Lampung Tengah must be adapted to the digital era to achieve maximum results in improving the quality of education in the millennial era. Principals need to perform managerial functions well, including planning, organising, motivating and innovating, to help schools achieve goals effectively and efficiently. A good leader is expected to be a role model in the implementation of learning so as to create good achievements for teachers and students (Mateos-Ronco & Hernández Mezquida, 2018).

The results of research on madrasah quality management at MTs 1 Lampung Tengah in improving institutional competitiveness in the digital era have several significant implications and impacts:

- Improved Education Quality:** By implementing effective quality management practices, madrasahs can improve the quality of education provided to students. This can have a positive impact on students' academic performance, their skills, and preparation to face challenges in the digital era.
- Improved Reputation and Image:** By paying attention to aspects such as total engagement, measurement, commitment and continuous improvement efforts, madrasahs can build a good reputation in the eyes of the community. A good reputation will increase parents' and communities' trust in the educational institution.
- Institutional Competitiveness:** By focusing on the integration of technology in learning, responsive curriculum development, and improved teacher professionalism, madrasahs can increase their competitiveness in the midst of increasingly fierce educational competition. Institutions that are able to adapt to the changing times will be superior in attracting public interest.
- Innovation and Transformation:** The results of this study also show the importance of innovation in education and transformation of educational institutions to meet the challenges of the digital era. By continuously developing relevant quality management practices, madrasahs can continue to innovate and strengthen their competitive advantage.
- Increased Stakeholder Engagement:** By involving parents, teachers, students and communities in education quality improvement efforts, madrasahs can create an inclusive and sustainable education environment. Active stakeholder involvement can also strengthen the relationship between the madrasah and the surrounding community. By understanding the implications and impact of the results of this study, madrasahs and other educational institutions can plan strategic steps to continuously improve the quality of their education and strengthen their position in facing the challenges of the digital era.

Conclusion and suggestion

Based on the results of the research on the quality management of madrasahs in MTs 1 Lampung Tengah in improving institutional competitiveness in the digital era, it can be concluded that: a) Effective implementation of quality management, such as improving the competence of teaching staff through ICT training, implementing an integrated information management system, and strict assessment standards, has proven effective in improving the quality of education in the madrasah. b) The quality management practices have had a positive impact, as seen in the improvement of student achievement and parental satisfaction with the education services provided. Madrasahs have also become more responsive to technological changes and the demands of a dynamic education market. c) The focus on digital skills development and technological adaptation has played a crucial role in improving the competitiveness of educational institutions. By continuously developing quality management and supporting technological infrastructure, madrasahs can remain relevant and competitive in the digital era. Thus, it can be concluded that through the implementation of quality management oriented towards improving the quality of education, integrating technology and adapting to changing times, MTs 1 Lampung Tengah is able to improve its competitiveness in the digital era. These steps provide a strong foundation for the madrasah to continue to develop, innovate and maintain its position as a competitive and relevant educational institution in facing future challenges.

References

- Abidin, Z., & Ratnawati, R. (2024). Manajemen Mutu Pendidikan Pondok Pesantren Nurul Huda Pragaan Sumenep Di Era 5.0. *Journal Of Administration and Educational Management (ALIGNMENT)*, 7(1), 96-105. <https://doi.org/10.31539/alignment.v7i1.9507>
- Adrianto, D. (2021). Strategi Peningkatan Mutu Pendidikan Madrasah (Uji Pengaruh Spiritualitas Islam di Tempat Kerja Terhadap Kepuasan Kebutuhan Psikologis Dasar dan Motivasi Determinasi Diri Guru serta Implikasinya Pada Capaian Mutu Pendidikan Madrasah Di Kabupaten Lampung T. *Disertasi*, 1-295.
- Andrianto, D. (2018). Manajemen Evaluasi Pendidikan Agama Islam (Kajian Ontologi, Epistemologi, dan Aksiologi). *Dewantara : Jurnal Ilmiah Kajian Pendidikan*, 5(1), 118-134. <https://ejournal.iqrometro.co.id/index.php/pendidikan/article/view/manajemen-evaluasi-pendidikan-agama-islam-%28-kajian-ontologi%2C-epistemologi%2C-dan-aksiologi-%29>
- Andrianto, D., Suryanto, T., Syafril, S., & Dermawan, O. (n.d.). The Effect of Islamic Spirituality in the Workplace on the Achievement of Education Quality for Madrasah Teachers Through Basic Psychological Needs Satisfaction and Autonomous Motivation. *Turkish Journal of Physiotherapy and Rehabilitation*, 32, 3.
- Behmer, F. J., & Jochem, R. (2020). Organizational planning for quality management in the digital age. *Business Process Management Journal*, 26(3), 679-693. <https://doi.org/10.1108/BPMJ-12-2018-0365>
- Cox, G. W., Fiva, J. H., & Smith, D. M. (2020). Measuring the Competitiveness of Elections. *Political Analysis*, 28(2), 168-185. <https://doi.org/DOI:10.1017/pan.2019.28>
- Jazuli, M. R., Idris, M. M., & Yaguma, P. (2022). The importance of institutional quality: Reviewing the relevance of Indonesia's Omnibus Law on national competitiveness.

- Humanities and Social Sciences Communications*, 9(1), 334. <https://doi.org/10.1057/s41599-022-01343-w>
- Khalilah, K. (2023). Readiness and Challenges of Indonesian Health Higher Education Independent Accreditation Institutions. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(2), 451-462. <https://doi.org/10.33650/al-tanzim.v7i2.5013>
- Kurniawan, W., Nawawi, M. L., Andrianto, D., & Rohmaniah, S. (2023). Pembelajaran Contextual Teaching And Learning (Ctl) Dalam Mewujudkan Merdeka Belajar Di Mi Lirboyo. *JPGMI (Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Multazam)*, 9(1), 17-26. <https://doi.org/10.54892/jpgmi.v9i1.177>
- Liu, C. H., & Smith, P. S. (2023). School quality as a catalyst for bidding wars and new housing development. *Real Estate Economics*, 51(4), 785-818. <https://doi.org/10.1111/1540-6229.12426>
- Mateos-Ronco, A., & Hernández Mezquida, J. M. (2018). Developing a performance management model for the implementation of TQM practices in public education centres. *Total Quality Management & Business Excellence*, 29(5-6), 546-579. <https://doi.org/10.1080/14783363.2016.1216309>
- Matthew B. Miles, A. Michael Huberman, J. S. (2018). Qualitative data analysis: a methods sourcebook. In *Analytical Biochemistry* (Vol. 11, Issue 1). <http://link.springer.com/10.1007/978-3-319-59379-1%0Ahttp://dx.doi.org/10.1016/B978-0-12-420070-8.00002-7%0Ahttp://dx.doi.org/10.1016/j.ab.2015.03.024%0Ahttps://doi.org/10.1080/07352689.2018.1441103%0Ahttp://www.chile.bmw-motorrad.cl/sync/showroom/lam/es/>
- Miftahur Rohman. (2022). Manajemen Strategi Implementasi Nilai-nilai Pendidikan Multikultural di Madrasah Aliyah dan Sekolah Menengah Atas Lampung Tengah. *Disertasi: Universitas Islam Negeri Raden Intan Lampung*, 170. <http://repository.radenintan.ac.id/id/eprint/20916>
- Na'Im, Z., Yulistiyono, A., Arifudin, O., Irwanto, I., Latifah, E., Indra, I., Lestari, A. S., Arifin, F., Nirmalasari, D., & Ahmad, S. (2021). *Manajemen Pendidikan Islam*.
- Nawawi, M. L. (2017). Manajemen Pengembangan Madrasah Unggul Berbasis Pesantren di Madrasah Aliyah Unggul Darul Ulum STEP-2 IDB Jombang. *Tesis: UIN Maulana Malik Ibrahim*, 265. <http://etheses.uin-malang.ac.id/id/eprint/10815>
- Nawawi, M. L. (2021). Strategi Kepala Madrasah dalam Membangun Budaya Kompetitif di Madrasah. *Jurnal Ilmu Agama Islam*, 2(2), 47-57. <http://journal.uml.ac.id/TL>
- Nawawi, M. L., Kurniawan, W., & Jamil, M. A. (2023). Implementasi Kurikulum Merdeka dalam Pembelajaran Pendidikan Agama Islam (PAI) di Lembaga Pendidikan Era Society 5.0 (Studi Kasus pada Sekolah Menengah Atas (SMA) Bustanul 'Ulum Anak Tuha). *Jurnal Tarbiyah Islamiyah*, 8, 899-910. <https://doi.org/https://doi.org/10.48094/raudhah.v7i2.488>
- Rahma, R., Gresinta, E., Suhendra, S., & Risdiana, A. (2024). Implementasi Implementasi Sistem Manajemen Mutu ISO 21001: 2018 sebagai Strategi Pendidikan di Era Digital. *Journal of Industrial Engineering & Management Research*, 5(3), 16-22.

- <https://doi.org/https://doi.org/10.7777/jiemar>
- Ruswandi, A., Firdaus, M. A., & Ruswandi, R. (2023). Readiness of Islamic Religious Education Teachers for Digital Learning Post Pandemic Covid 19. *International Journal of EthnoSciences and Education Research*, 3(3), 77–84. <https://doi.org/10.46336/ijeer.v3i3.465>
- Sakarina, S., Pratiwi, R., Surahman, S., Cakranegara, P. A., & Arifin, A. (2022). Strategic Management of Islamic Education: Revealing The Challenges of Professionalism. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(3), 778–788. <https://doi.org/10.33650/al-tanzim.v6i3.3626>
- Smith, J. D., & Hasan, M. (2020). Quantitative approaches for the evaluation of implementation research studies. *Psychiatry Research*, 283(March 2019), 112521. <https://doi.org/10.1016/j.psychres.2019.112521>
- Sudrajat, D., Dikananda, A. R., Rahaningsih, N., Cakranegara, P. A., & Putra, P. (2022). Creating Digital Literature through Transformational Leadership; Challenges and Solutions. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(4), 1138–1148. <https://doi.org/10.33650/al-tanzim.v6i4.3982>
- Sun, H., Sun, W., Geng, Y., Yang, X., & Edziah, B. K. (2019). How does natural resource dependence affect public education spending? *Environmental Science and Pollution Research*, 26(4), 3666–3674. <https://doi.org/10.1007/s11356-018-3853-6>
- Suratman, S. (2024). Government Internal Control Systems in Higher Education : Exploration of Management Principles , SWOT Models , and Solutions for Effective Management. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 08(01), 31–41. <https://doi.org/https://doi.org/10.33650/al-tanzim.v8i1.6712>
- Syafitri, R. (2023). Model Manajemen Pendidikan dalam Meningkatkan Kualitas dan Daya Saing Lulusan yang Berkarakter Religius di Era Disrupsi (Studi kasus pada MAN 1 Kabupaten Rokan Hilir). *Journal of Education Research*, 4(4), 1744–1752. <https://doi.org/https://doi.org/10.37985/jer.v4i4.554>
- WIDJANARKO, P. B. (2022). Penerapan Pembelajaran Dan Penilaian Berorientasi Higher Order Thinking Skill (Hots) Dalam Pelajaran Fisika Dengan Pokok Bahasan Besaran Dan Satuan Di Sma Charitas Jakarta. *SCIENCE : Jurnal Inovasi Pendidikan Matematika Dan IPA*, 2(3), 405–414. <https://doi.org/10.51878/science.v2i3.1590>
- Yana, H. H., Andrianto, D., Nawawi, M. L., & Sudrajat, W. (2024). Moderated Coexistence: Exploring Religious Tensions Through. *RAUDHAH Proud To Be Professionals Jurnal Tarbiyah Islamiyah*, 9(April), 68–82. <https://doi.org/https://doi.org/10.48094/raudhah.v9i1.605>

