

The Principal's Role in Improving the Quality of Islamic Religious Education in Junior High Schools/MTs

Indah Lestari^{1*}, Ragil Arwani², Supriyatmoko³,

¹³ STIT Bustanul 'Ulum Lampung Tengah, Indonesia

² STAI Hidayat Thullab Kediri, Indonesia

*email: indahlestari88@mail.com, ragilarwani@staihitkediri.ac.id,

Abstrak

Penelitian ini bertujuan untuk menganalisis peran kepala sekolah dalam upaya meningkatkan kualitas pendidikan Agama Islam di SMP PGRI 2 Selagai Lingga. Menggunakan pendekatan kualitatif dengan metode studi kasus, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepala sekolah berperan signifikan sebagai pendidik, pengawas, dan manajer melalui program-program seperti pembacaan Juz Amma, sholat dhuha, dan kultum yang bertujuan memperbaiki akhlak siswa. Selain itu, kepala sekolah juga melibatkan dewan guru dalam supervisi dan peningkatan keterampilan pedagogik, termasuk penggunaan teknologi dalam pembelajaran. Implikasi penelitian ini menekankan pentingnya peran kepala sekolah dalam menciptakan lingkungan pendidikan yang kondusif dan terintegrasi dengan prinsip-prinsip Islam.

Kata kunci : Kepala Sekolah; Pendidikan Agama Islam; Kualitas Pendidikan; Supervisi; Pengembangan Moral.

Abstract

This study aims to analyze the role of the school principal in efforts to improve the quality of Islamic religious education at SMP PGRI 2 Selagai Lingga. Using a qualitative approach with a case study method, data were collected through interviews, observations, and documentation. The findings reveal that the principal plays a significant role as an educator, supervisor, and manager through programs such as Quranic reading sessions, dhuha prayer, and religious sermons designed to improve student morality. Additionally, the principal involves the teaching council in supervision and skill enhancement, including the use of technology in learning. The implications of this study emphasize the importance of the principal's role in creating a conducive and integrated educational environment based on Islamic principles.

Keywords: Principal; Islamic Education; Education Quality; Supervision; Moral Development.

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INTRODUCTION

Education serves as a means to enlighten the nation, as mandated by Law No. 20 of 2003 of the Republic of Indonesia. This law states that the goal of national education is to shape the character and civilization of a dignified nation, thereby creating an intelligent society. Education also aims to prepare students to become individuals who have faith and devotion to God Almighty, possess good morals, uphold democratic values, take responsibility, and are healthy, intelligent, competent, creative, and independent¹. A school can be understood as an educational institution, while others may view it as an organization that serves the community. Regardless of whether a school operates as a non-profit institution, its responsibility to improve the quality of teaching and student learning outcomes remains unchanged. On the contrary, schools are expected to uphold high-quality standards, given their crucial role in developing Indonesia's human resources and contributing to the creation of an educated nation. To ensure the quality of the learning process, quality control mechanisms must be in place to monitor every aspect of the process and its supporting factors. However, quality control approaches in the education sector differ significantly from those used in business, which focuses on producing physical products².

According to Zuhaeriah et al³, teachers play a crucial role in determining the success of education, as they are directly involved in classroom learning. This role requires concrete and well-targeted efforts to meet students' needs. The efforts made by Islamic Education teachers include providing guidance, advice, supervision, motivation, rewards, varied teaching methods, and a personal approach. Supporting factors include good collaboration between schools, parents, and the community, as well as adequate facilities and a conducive learning environment. Meanwhile, the

¹ Nurresa Fi Sabil and Fery Diantoro, "Sistem Pendidikan Nasional Di Pondok Pesantren," *Al-Ishlah Jurnal Pendidikan Islam* 19, no. 2 (2021): 209–30.

² Siska Difita Sari Prayitno, Dedi Andrianto, Siti Rohmaniah, Wakib Kurniawan, "PENGUKURAN DIMENSI SPIRITUALITAS PENDIDIKAN ISLAM PADA GURU MULTIDISIPLIN DI KABUPATEN LAMPUNG TENGAH," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 4 (2024): 14236–46, <https://doi.org/https://doi.org/10.31004/jrpp.v7i4.35507>.

³ Zuhaeriah Zuhaeriah, M Ali, and Yusra Yusra, *The Role of Islamic Education Teachers Competency in Improving the Quality of Education*, vol. 2, 2020, <https://doi.org/10.24239/ijcied.vol2.iss1.15>.

challenges faced include limited learning media, such as computers and LCD projectors, and a lack of parental support. Solutions to overcome these obstacles include increasing the availability of computers and LCD projectors and enhancing coordination with parents.

In line with Abdul Wahid Zaini and M. Aqil Fahmi Sanjani⁴, consistent and supportive leadership significantly contributes to improving teachers' performance, particularly through professional development, classroom observations, and performance evaluations. This study emphasizes the importance of structured leadership strategies in creating an educational environment that fosters teacher development and student success. The study's implications suggest that school leaders should implement more systematic and regular evaluations to maintain and enhance teacher performance.

According to Asep Muljawan et al⁵, the following points can be highlighted: (1) The concept of quality management in education has been adopted and effectively implemented in the three schools through the leadership of the school principals. This is demonstrated by their attention to key components, including input, process, output, and outcome. In the input phase, schools focus on the quality of incoming resources. In the process phase, they apply Deming's PDCA cycle and Juran's Pareto principle. Regarding output and outcome, they adhere to Crosby's zero-defect principle. This entire process is framed within the spirit of Islam, the Quran, and Hadith. (2) The schools recognize and implement various factors essential for establishing high-quality institutions, including leadership, involvement of all school components, efforts to enhance teacher professionalism and welfare, integration of the 2013 curriculum (8 SNP) with the unique curriculum of Integrated Islamic Secondary Schools, optimization of infrastructure, including information technology, funding, and partnerships. (3) The impact of quality management in these three schools strengthens two main aspects: improving

⁴ Abdul Wahid Zaini and M A F Sanjani, "Improving Islamic Religious Education Teachers' Performance Through Effective School Leadership," *AFKARINA: Jurnal Pendidikan Agama Islam*, 2023, <https://doi.org/10.33650/afkarina.v8i1.5331>.

⁵ Asep Muljawan, Suhendar Sulaeman, and S Bahri, "Education Quality Management Model at Integrated Islamic High Schools in Banten Province," *Asian Social Work Journal*, 2023, <https://doi.org/10.47405/aswj.v8i2.249>.

graduate quality and reinforcing institutional and human resource development. Based on the substantive findings, the formal discovery of this study is a leadership-based educational quality management model that incorporates systems thinking.

This study addresses the existing gap in research on the role of school principals in improving the quality of Islamic Religious Education, considering that many previous studies have not thoroughly analyzed the contribution of school leadership in this context. Additionally, this research links the concept of education quality management with prominent quality management principles such as PDCA, Pareto, and zero defect, which have not been extensively explored in the context of Islamic Religious Education. The study also highlights the importance of collaboration between school principals, teachers, parents, and the community in enhancing education quality, with the principal acting as a facilitator who integrates all stakeholders. Through this innovative approach, the research offers an education quality management model based on systems thinking, which holistically integrates all educational components (input, process, output, and outcome). Furthermore, this study explores the integration of the 2013 curriculum with the unique curriculum of Integrated Islamic Secondary Schools, providing new insights into the relevance and contextualization of Islamic Religious Education learning. By identifying research gaps and presenting its novelty, this study is expected to make a significant contribution to the development of Islamic Religious Education quality at SMP PGRI 2 Selagai Lingga.

The success of a school fundamentally depends on the role of the principal. The effectiveness of a principal can be observed through students' behavior, which should reflect Islamic teachings both in speech and action. Additionally, a principal's success is evident in the academic achievements of students within the institution they lead. In carrying out the vision, mission, and educational objectives, the principal serves as the driving force that determines the institution's progress. Therefore, a principal must possess extensive experience in various aspects of their responsibilities⁶.

⁶ Syukri, "Peran Kepala Sekolah Dalam Meningkatkan Kualitas Guru Pendidikan Agama Islam Di Smp Al- Ikhlas Pekanbaru, Kreatifitas: Jurnal Ilmiah Pendidikan Islam, Volume 9 No. 2. ISSN. : 2460-9870," *Jurnal Ilmiah Pendidikan Islam* 9, no. 2 (2020): 150–61.

Researchers face several challenges, such as difficulties in obtaining valid data on school principals' policies regarding Islamic Education (PAI) and variations in policy implementation across schools. Social and cultural factors within the school environment also influence the shared understanding of PAI values. Limited resources, both physical and human, further complicate the implementation of policies aimed at improving the quality of PAI. Additionally, the subjective nature of PAI quality assessment, along with time and logistical constraints, poses additional obstacles. Differences in perspectives between school principals and PAI teachers regarding the principal's role in enhancing educational quality can also add complexity to the research.

As the leader of the institution, the principal is responsible for ensuring the smooth operation of the school and providing quality education to students. This role includes overseeing administrative services, recruiting qualified teachers and staff, and ensuring they have continuous professional development opportunities⁷. In a thesis written by Junaidi on the role of the principal in improving the competence of Islamic Education (PAI) teachers at SMP Al Amin, Mumbulsari, Jember, during the 2020-2021 academic year, the research findings indicate that the principal encourages student participation in Islamic extracurricular activities and enhances students' awareness and involvement in religious practices beyond the classroom. The study at SMP Al Amin also reveals that the principal plays a crucial role in determining the extent of PAI teachers' competence. All teachers, especially those teaching PAI, are given opportunities to engage in professional development programs facilitated by the principal. The key difference between this research and previous studies lies in the subject and location of the study. This research aims to identify the efforts made by the principal in enhancing the Islamic education program.

⁷ Fetia Nurul Hidayat and Rugaiyah, "Peran Kepemimpinan Kepala Sekolah Terhadap Mutu Pendidikan," *Cetta: Jurnal Ilmu Pendidikan* 6, no. 1 (2023): 1-15, <https://doi.org/10.37329/cetta.v6i1.2142>.

METHODS

This study employs a qualitative approach with a focus on case study analysis. Referring to Lofland, as interpreted by Lexy J. Moleong, qualitative research primarily gathers information through verbal and non-verbal interactions, while documents and other sources serve as supporting data. In this research phase, data is collected using three methods: interviews, observations, and documentation. The data is then analyzed through three steps: data condensation, presenting observational findings, and drawing conclusions by verifying data accuracy⁸. This research was conducted at SMP PGRI 2 Selagai Lingga. This study is a practical research project that focuses on specific issues related to the context, history, and current conditions of the subject under investigation, as well as its relationship with the surrounding environment. As a field study, it forms an integral part of the research approach. A qualitative method is employed to provide a clearer understanding. In his book *Metodologi Penelitian Kualitatif*, Lexy J. Moleong cites the views of Bogdan and Taylor, who define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behavior⁹.

RESULTS AND DISCUSSION

Research reveals that the principal's efforts to enhance Islamic religious education at SMP PGRI 2 Selagai Lingga have yielded positive results, based on the data obtained. The principal plays a crucial role in prioritizing Islamic education by initiating various programs aimed at improving students' morals and character. Every morning before lessons begin, the principal requires teachers to guide students in reciting Juz Amma during the first lesson hour. Additionally, the Dhuha prayer program is conducted every Tuesday, and students take turns delivering short Islamic sermons (kultum) on various religious themes. As an educator, the

⁸ Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook, Analytical Biochemistry*, vol. 11, 2018, <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/>.

⁹ N Novebri, "The Principal Leadership in Islam: Its Traits and Role Model in Shaping Character of School Members," *The Role of Islamic Spirituality in the Management and Leadership Process*, 2021, <https://doi.org/10.4018/978-1-7998-6892-7.ch010>.

principal also serves as a role model in shaping students' language development and behavior.

The enhancement of the Islamic education learning process and outcomes can also be achieved through supervision, which serves as a valuable input. Supervision is carried out both individually and in groups. Individual supervision includes routine classroom visits, personal meetings, and performance evaluations, where the principal works with one teacher at a time. Due to time constraints, individual supervision is planned and conducted periodically. In group supervision, the principal oversees more than one teacher, including in collaborative projects, to ensure effective teacher performance. Through this supervision, teachers can develop their skills, including the use of learning media and technology, as well as the implementation of methods that can improve student participation¹⁰. Creating a conducive learning environment and achieving effective teaching are crucial. With adequate facilities and equipment, educators need to apply various teaching strategies that encourage student engagement and active participation during their learning. All parties, both teachers and students, are expected to adhere to school regulations. Students are still given points and sanctions for rule violations, as understanding of rules is subjective and influenced by individual personalities.

Definition of Role

According to Soerjono Soekanto, an individual performs their role when they carry out the rights and responsibilities associated with the position they hold, where that position is a dynamic part of their status. A person's position also determines the rights and obligations they must fulfill¹¹. A person's function is when they perform the rights and duties related to their role. A role is defined as a set of responsibilities that arise when holding a certain position. From executives, middle managers, to lower-level employees, everyone has similar tasks, but the way they carry out their duties is influenced by their individual personalities. Essentially, a

¹⁰ Aep Saepul Anwar, "Pengembangan Sikap Profesionalisme Guru Melalui Kinerja Guru Pada Satuan Pendidikan Mts Negeri 1 Serang," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 2, no. 1 (2020): 147–73, <https://doi.org/10.36671/andragogi.v2i1.79>.

¹¹ Novebri Novebri and Hanifah Oktarina, "The Principal Leadership in Islam," *Advances in Logistics, Operations, and Management Science*, 2021, <https://doi.org/10.4018/978-1-7998-6892-7.ch010>.

role is a series of responsibilities borne by an individual according to their social position¹². Veithzal states that an individual's role encompasses a set of expectations and rules defined by their job¹³. A position demands certain behaviors that shape a person's duties, as expressed by Miftha Thoha. Thus, a role can be understood as a collection of responsibilities that arise from holding a particular position. Due to the social nature of humans, most individuals desire to live within a community¹⁴. Within a community, members interact with each other in group life, where their ability to connect with one another heavily relies on reciprocal relationships. From this interconnectedness, a function will emerge.

Definition of Principal

According to Jajat Munajat, the English terms "head" and "school" are combined to create this principle. The head of a group or institution refers to the leader or other high-ranking official¹⁵. On the other hand, a school is a building that functions as a place for education and the enrollment of students. The basic understanding of this is that the headmaster is a member of the teaching staff who is responsible for overseeing the learning process in the classroom and the relationship between students and teachers. From an Islamic perspective, the role of the headmaster is understood as that of a responsible figure, or Ulil Amri. Since the headmaster is the highest-ranking official in the school, they are responsible for managing various situations that arise¹⁶.

¹² Lita Mewengkang, Jantje Mandey, and Joorie Marhaen Ruru, "PERANAN KEPEMIMPINAN PEREMPUAN DALAM JABATAN PUBLIK (STUDI PADA KANTOR SEKRETARIAT DAERAH KABUPATEN MINAHASA SELATAN) Lita Mewengkang Jantje Mandey Joorie Marhaen Ruru," *Administrasi Publik* 02, no. 01 (2016): 1–7.

¹³ Dauwole Estepanus, Kaawoan Johannis, and Sendow Yurnie, "PERANAN BADAN PERMUSYAWARATAN DESA DALAM PERENCANAAN PEMBANGUNAN (Suatu Studi Di Desa Tolabit Kecamatan Kao Kabupaten Halmahera Utara)," *Jurnal Eksekutif* 2, no. 2 (2017): 1–11.

¹⁴ W A Damongilala and M Mamentu, "Peran Tokoh Masyarakat Dalam Pemilihan Hukum Tua Di Desa Torout Kecamatan Tompasso Baru Kabupaten Minahasa Selatan," *Jurnal Eksekutif* 3 (2022): 1–10.

¹⁵ Wakib Kurniawan et al., "Analisis Kompetensi Guru Pendidikan Islam Dalam Pengembangan Kurikulum Merdeka Menuju Local Genius 6.0 Ideas Internet Of Things (IoT)," *An-Nawa: Jurnal Studi Islam* 6, no. 1 (2024): 103–18, <https://doi.org/https://doi.org/10.37758/annawa.v6i1.964>.

¹⁶ Wulansari Yustina and Ida Zahra Adibah, "Impresi Sholat Dhuha Terhadap Kecerdasan Spiritual Siswa Kelas VI Sekolah Dasar Negeri Butuh 2 Tahun Pelajaran 2019/2020," *Jurnal Inspirasi* 5, no. 1 (2021): 123–49.

Definition of Quality

The popular scientific dictionary refers to the views of Pius A. Pratanto and M. Dahlan, who state that quality is the result of the total strengths and weaknesses of an object (including aspects of intelligence). The process of educating is defined as the effort to teach someone¹⁷. By establishing a strong foundation in Islamic education in schools and madrasas, we can ensure that our students graduate as Muslims with broad perspectives, having internalized Islamic teachings, and developed a worldview based on Islamic principles¹⁸. Therefore, it can be concluded that the potential and achievements of students in non-formal, informal contexts, as well as in society and in the implementation of semester exams and final school exams, serve as indicators that reflect the understanding and competence of teachers in the learning process, which ultimately influences the quality of education¹⁹.

Definition of Islamic Religious Education

At-Tarbiyah Al-Islamiah, or Islamic Religious Education, as explained by Zakiah Dradjat, is an effort to guide and educate students in a way that allows them to understand and apply Islamic teachings as a guide in life²⁰. The goal of Islamic religious education is to instill faith, knowledge, and obedience in students towards Islamic teachings through systematic methods of teaching and training. Abdul Majid and Dian Andayani state that in the context of Competency-Based Islamic Religious Education, the aim is to instill respect for Islamic teachings and encourage students to appreciate the beliefs and practices of other religions as an effort to achieve harmony and peaceful coexistence among nations through interfaith understanding

¹⁷ E Rahmi, "Principal Strategy In Improving The Quality Of Islamic Education Institution In Integrated Islamic Elementary School Cahaya Hati Kota Bukittinggi," *Ability: Journal of Education and Social ...* 2, no. 1 (2021): 44–55.

¹⁸ Muhammad Rifa'i Subhi Abdul Kosim, "Abdul Kosim & Muhamad Rifa'i Subhi," *Madaniyah* 1 (2016): 124–42.

¹⁹ Muhammad Agus Nurohman, Wakib Kurniawan, and Dedi Andrianto, "Inovasi Dalam Pendidikan Islam Untuk Mengembangkan Kurikulum Nasional Menuju Konsep Local Genius 6 . 0 Internet of Things (IoT)," *Crossroad Research Journal* 1, no. 4 (2024): 99–117, <https://doi.org/https://doi.org/10.61402/crj.v1i4.178>.

²⁰ Lili Hidayati, "Kurikulum 2013 Dan Arah Baru Pendidikan Agama Islam," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 19, no. 1 (1970): 60–86, <https://doi.org/10.24090/insania.v19i1.464>.

and cooperation²¹. Specifically, the duty to respect the beliefs of other religions becomes an important part of Islamic religious education, which aims to help society understand and internalize Islamic teachings. Education based on Islamic principles, known as Islamic religious education, according to Ahmad Supardi as quoted by Ahmad Tafsir et al., aims to shape Muslims into individuals who have faith in Allah SWT, love and care for their families and communities, and regard their homeland as a blessing from Allah SWT²². Therefore, the goal of Islamic religious education is to educate devout Muslims, who, in turn, should emphasize the development of good moral character²³.

CONCLUSIONS

Based on the results of the research and discussion regarding the role of the principal in improving the quality of Islamic education at SMP PGRI 2 in Selagai Lingga District, Central Lampung, it is evident from the indicators of the principal as an educator, supervisor, and manager. This is reflected through programs designed to shape students' behavior in accordance with Islamic teachings, such as the implementation of dhuha prayers, kultum (short religious lectures), recitation of Juz Amma, and boarding programs focused on the study of books related to ethics. The principal actively collaborates with the teaching staff to exchange ideas about teaching methods, ensuring that students continue to learn about the Islamic faith they adhere to and behave according to its teachings. Furthermore, the principal gives the teaching staff the freedom to educate students and regularly conducts supervision of the learning process every morning, including extracurricular activities such as boarding, which focuses on the study of books on ethics and morals.

²¹ Nurohman, Kurniawan, and Andrianto, "Inovasi Dalam Pendidikan Islam Untuk Mengembangkan Kurikulum Nasional Menuju Konsep Local Genius 6 . 0 Internet of Things (IoT)."

²² Tsaniyatus Sa'diyah, "Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami," *KASTA : Jurnal Ilmu Sosial, Agama, Budaya Dan Terapan* 2, no. 3 (2022): 148–59, <https://doi.org/10.58218/kasta.v2i3.408>.

²³ Jurnal Pendidikan and Islam Vol, "Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam Vol. 4, No 1, Juni 2019" 4, no. 1 (2019): 178–97.

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