

# Leadership Management of the Head of Madrasah Diniyah Takmiliyah Awaliyah to Improve Teachers' Work Ethic

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## Keywords:

Leadership,  
Management of  
Madrasah,  
Work Ethic.

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## Abstract

This research employed a qualitative methodology, specifically a case study design focusing on a single case. Data gathering involved participant observation, in-depth interviews, and document analysis. The study participants were administrators of Madrasahs, namely the Head of Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin, teachers, and students. The collected data was validated using a triangulation strategy. Data analysis involves gathering data, reducing it, displaying it, and then drawing conclusions. The findings of this thesis research are as follows: (1) The leadership management of the Madrasah Principal (Umi Minasih) in shaping the quality of Madrasah education is both democratic and charismatic, (2) The strategy of the Madrasah Principal in enhancing the quality of Madrasah education includes: a). Increasing the teacher's work ethic, b). Improving Student Quality, (3) Implications of the Madrasah Principal's Leadership in Shaping the Quality of Madrasah Education by: a). Communicating with Teachers, b). Creating a comfortable and full of togetherness atmosphere and improving the teacher's work ethic.

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## Kata kunci:

Manajemen  
Kepemimpinan  
Kepala Madrasah,  
Etos Kerja Guru

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## Abstrak

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus tunggal. Teknik pengumpulan data yang digunakan meliputi observasi partisipatif, wawancara mendalam, dan dokumentasi. Informan dalam penelitian ini adalah pengurus Madrasah yaitu Kepala Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin, guru dan Murid. Data yang telah terkumpul diperiksa keabsahannya dengan menggunakan strategi Triangulasi. Analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian tesis ini adalah sebagai berikut: (1) Manajemen Kepemimpinan Kepala Madrasah (Umi Minasih) Membentuk Kualitas Pendidikan Madrasah adalah demokratis dan kharismatik, (2) Strategi Kepemimpinan Kepala Madrasah dalam Membentuk Kualitas Pendidikan Madrasah dengan: a). Peningkatan etos Kerja Guru, b). Peningkatan Kualitas Murid, (3) Implikasi Kepemimpinan Kepala Madrasah dalam Membentuk Kualitas Pendidikan Madrasah dengan cara: a). Berkomunikasi dengan Para Guru, b). Menciptakan Suasana yang Nyaman dan Penuh Kebersamaan Serta meningkatkan Etos Kerja Guru.

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## Article history:

Received: 15-02-2024

Revised 13-05-2024

Accepted 06-07-2024

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## INTRODUCTION

The head of the madrasah is essential for the proper organization of the educational institution. According to the Ministry of National Education's 2006 guidelines on the Role of Madrasah Heads, the head assumes various roles, such as manager, leader, educator, administrator, innovator, motivator, and supervisor. As a result, the head of the madrasah has the authority to make decisions and establish policies for managing the educational process (J. J. Hasibuan, 1993; M. S. P. Hasibuan, 1989).

The head of the Madrasah plays a pivotal role in shaping school policies, which are essential for fulfilling the goals of the Madrasah and education overall (Wahyuni, 2018). Effective leadership by a Madrasah head encompasses several roles: managing infrastructure and curriculum expertise, serving as an inspirational leader, being a resource manager who is attentive to human resources, excelling as an organizational expert, acting as a cultural leader, and advocating for teachers (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Hanafi et al., 2021).

Usman emphasized that a madrasah head's leadership should include ENGINEERING capabilities, which stand for Skills, Work Ethic, Courage, Negotiation, Business Intuition, and Entrepreneurship. These abilities are described as: 1) Skilled, 2) Work ethic, 3) Courage, 4) Negotiation, 5) Business intuition, and 6) Entrepreneurship (Komarodin & Rofiq, 2023; Yanto, 2021). Therefore, a madrasah head needs to possess these engineering skills to effectively support and enhance their work performance. One of the ENGINEERING skills identified by Usman (2006) is the ability to improve teachers' work ethic.

Anaroga defines work ethic as a nation's or people's attitude and view towards work, recognizing it as a noble activity that requires motivation and encouragement (Anoraga, 2001). The head of a madrasah's role concerning teachers' work ethic involves understanding the conditions of teachers and staff (Pepilina & Maryati, 2022; Syukri et al., 2019). To achieve this, the head of the madrasah must ensure that the working conditions for teachers are well-organized. Besides managing madrasah activities, the head must also work on enhancing the quality and morale of teachers, staff, and employees.

The development of a positive work spirit, harmonious collaboration, interest in educational advancement, a pleasant work environment, and professional quality among teachers is greatly influenced by the leadership quality of the head of the madrasah. Wahjosumidjo (2020) identifies five key roles for a madrasah head: formal official, manager, leader, educator, and staff member. Machali (2016) expands this to seven roles: educator, manager, administrator, supervisor, leader, innovator, and motivator. A madrasah head must effectively apply and embody these roles in their leadership.

Law number 14 of 2005 outlines four essential competencies that teachers must possess, which are crucial for developing a strong work ethic. These competencies are: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4)

professional competence. Luth (2001) emphasizes the importance of selecting a job and fostering an Islamic work ethic for all workers. An educator or teacher with a strong work ethic will work diligently, exhibit high motivation, and maintain strong credibility (Murniati, 2022; Trinova et al., 2020). On the other hand, a teacher with a weak work ethic will be prone to laziness and lack enthusiasm in their duties. Various internal and external factors can influence this, including the leadership of the madrasah head.

The quality of education depends heavily on the preparedness of human resources involved in the educational process, with teachers playing a crucial role in shaping educational outcomes. They occupy a strategic position, underscoring the importance of focusing efforts on enhancing both the quantity and quality of teachers to improve education significantly. In today's educational context, educators are expected to demonstrate wisdom and responsibility, directly influencing educational advancements and actively contributing to national development through educational institutions. Teachers are indispensable human resources holding pivotal roles in education, actively participating in discussions concerning educational issues, particularly those pertinent to formal schooling. As professionals, educators are tasked with planning and executing learning processes, assessing learning outcomes, providing guidance and training, and engaging in research and community service, particularly within higher education settings.

This is undeniable because formal education institutions are the world of teachers' lives. Most of the time teachers are at school, the rest are at home and in the community.<sup>3</sup> Teachers are the spearhead of education, because a teacher directly influences, fosters and develops students. As the spearhead of education, teachers are required to have the basic abilities needed as educators, supervisors, and teachers, and these abilities are reflected in teacher competence. The quality of the educational process depends on the creativity and innovation of teachers. Gunawan stated that teachers are planners, implementers as well as evaluators of learning in the classroom, so students are subjects who are directly involved in the process of achieving educational goals.<sup>4</sup> Therefore, the government always makes improvements and improvements in terms of quality and quantity, such as the curriculum which is a guideline for teachers in teaching. In addition to the efforts that have been and are being carried out by the government for curriculum reform, teachers should be included to develop and improve their knowledge in carrying out their duties as educators, so that they can improve the quality of education as much as possible. In this case, Sardiman said, "Teachers individually or jointly try to develop and improve the quality of their profession."

## RESEARCH METHODS

This study utilizes a qualitative methodology that emphasizes thoughtful consideration of positivism as a guiding principle for investigating natural phenomena. Qualitative research centers on subjective evaluations of attitudes, opinions, and behaviors, shaped by the researcher's insights and interpretations (Slamet: 2022). Specifically, this research employs a case study approach conducted in real-world

settings, including community environments, educational institutions (both formal and informal), and governmental bodies. This approach enables researchers to observe phenomena in their natural context firsthand.

This research is conducted at Madrasah Diniyah Takwaliyah Awaliyah Miftahul Mutaalimin, situated in Padaherang Village, Sindangwangi District, Majalengka Regency. The madrasah is conveniently located near both a highway and the central area of Majalengka Regency, which facilitates easy access for researchers.

The study employs Observation, Documentation, and Interviews (triangulation) as its data collection techniques (Sugiono: 2013). Data analysis follows four stages according to Miles and Huberman's framework: 1) Data collection, 2) Data reduction, 3) Data display, and 4) Verification and conclusion extraction (Husni Abadi: 2020). Triangulation is used to ensure the validity of the data by cross-verifying findings from the main informant with those from other sources (Moleong: 2012).

## RESEARCH RESULTS AND DISCUSSION

### Result

#### **The Principal's Leadership Style in Improving the Work Ethic of Madrasah Diniyah Takmiliah Awaliyah Teachers**

The leadership style of the Madrasah Head reflects their approach in guiding, motivating, leading, and influencing others to effectively manage and achieve success at Madrasah Diniyah Takmiliah Awaliyah. Each leader tends to exhibit a unique leadership style, which is evident in their conduct.

A Madrasah is an Islamic educational institution where there is interaction among the Head of the Madrasah as the leader, the ustadz/ustadzah as teachers, and the students. The leadership position at Madrasah Diniyah Takmiliah Awaliyah Miftahul Mutaalimin is held by an Ustadzah who supervises several ustadz/ustadzah as teachers. This insight was derived from an interview with an Ustadz at Madrasah Diniyah Takmiliah Awaliyah Miftahul Mutaalimin, who stated "*Umi Minasih at Madrasah Diniyah Takmiliah Awaliyah Miftahul Mutaalimin is a leader who is a role model for all of us and is even a very responsible leader*".

Umi, or Ustadzah Minasih, is a leader who provides direction, guidance, regulation, and influence to those under her leadership. This includes ustadz/ustadzah (teachers) and students, who regularly receive instructions, guidance, organization, and advice based on Islamic principles. According to Randi, a student at Madrasah Diniyah Takmiliah Awaliyah Miftahul Mutaalimin, "*Umi Minasih is a figure who is highly respected and respected by teachers and students because she is very firm, disciplined and wise in her actions and authoritative*".

Therefore, Umi Minasih is a highly influential leader in the madrasah and the local community. As a result, all teachers and students look up to her as a role model. Her authority and wisdom ensure that every instruction and task she assigns is respected and carried out by the teachers and students. Additionally, each teacher and student performs their duties with enthusiasm and dedication.

Ustadz Engkos Koswara describes Umi Minasih's leadership at Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin as wise and exemplary. Her decision-making skills are highly regarded. For instance, when male students violated the rule against graffiti, she did not immediately expel them. Instead, she organized a discussion with the homeroom teacher to determine a suitable punishment. Ustadz Engkos Koswara highlighted her prudent leadership in an interview, representing the madrasah's formal education. *"As a leader in an organization or institution, it is very necessary to pay attention to the nature and way of making decisions or policies, in this case Umi is more inclined to a democratic attitude, namely giving broad authority to subordinates (ustadz\ustadzah). Every problem or policy that he wants to implement, he always includes his subordinates and never makes decisions according to his wishes"*.

Umi never made decisions alone; she always consulted with the teachers at Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin. Umi shared her knowledge directly with the students, and her teachers actively participated in all daily activities and practices at the madrasah. Consequently, all activities created and planned are influenced by Umi, as outlined in the madrasah's regulations and its vision and mission. Ustadzah Rina Nuryani, one of the teachers at the madrasah, emphasized that "Umi consistently leads the memorization sessions for students and teachers during every scheduled memorization routine."

Istiqomahan, or steadfastness, is highly emphasized, especially at Madrasah Diniyah Takmiliyah Miftahul Mutaalimin. This tradition continues to be practiced today and serves as a way to train students in discipline across various activities. The goal is for students to graduate as diligent individuals ready to strive for their life goals. "In my opinion, Umi is a humble person, loyal to her students, and very enthusiastic in welcoming guests who visit her."

Umi Minasih is a figure who always prioritizes and cares for her students. She ensures their interests come first and never causes them any trouble. For example: a. She treats all guests equally, regardless of their wealth, and serves them well. b. She does not ask for donations for the madrasah's development and construction. c. She considers all her students as her children.

### **Umi Minasih's Leadership Strategy in Improving Teachers' Work Ethic**

The approach to enhancing the educational quality at Madrasah Diniyah Takmiliyah Miftahul Mutaalimin is a thoughtful method used by Umi Minasih to achieve exceptional, professional educational standards and to fulfill the institution's goals as outlined in its vision and mission. As the Head of the Madrasah, Umi Minasih aims to improve education by focusing on the work ethic of teachers. This includes:

Enhancing Teacher Quality: Producing qualified, professional teachers who are committed to the institution and their profession requires careful effort, as educational quality is largely determined by the quality and dedication of the teachers. The teaching profession is often seen as unattractive in many areas due to a lack of financial incentives and professional recognition. By clearly defining levels of professionalism, the quality of

teachers can be properly maintained. This also involves providing recognition for professionalism at each level. Umi Minasih implements various measures to enhance teacher quality, including: a) Mindset Change/Positive Character Building: Promoting positive character development among teachers.

Therefore, enhancing the quality of teachers requires a shift in their mindset from pessimism about the future of education to a proactive outlook. It's crucial for teachers to adopt a positive perspective on their profession and role, as effective educators will creatively strive to improve themselves and their students' achievements. Teachers serve as pivotal agents for fostering the intellectual growth of the nation's children, instilling respect for laws, cultural norms, and diversity, ultimately contributing to a peaceful society. Given this responsibility, educators, both in public and private sectors, must diligently fulfill their sacred duty to prevent future setbacks and ensure continuous progress.

Teacher Commitment: Umi Minasih fosters a strong sense of dedication among teachers, encouraging them to fulfill their responsibilities as educators with a sense of responsibility and innovative approaches to achieving educational success. Enhancing teacher commitment at Madrasah Diniyah Takmiliyah Miftahul Mutaalimin involves three key approaches: 1) Setting an Example: Utilizing Umi's exemplary behavior as a model for teachers in terms of spiritual values, including manners and worship, directly demonstrated by Umi. 2) Promoting Professional Growth: Umi motivates teachers to continuously enhance their skills through education, training, coaching, and other developmental opportunities. 3) Collaborative Evaluation: Umi actively engages with teachers in assessing student progress at Madrasah Diniyah Takmiliyah Miftahul Mutaalimin. The school's leadership emphasizes the importance of teachers' steadfast commitment to delivering lessons consistently and effectively. This emphasis aims to deepen teachers' knowledge, ensuring that thorough preparation (*mutalaah*) before teaching facilitates clearer instruction and enhances their understanding of the material they convey to students.

In addition to enhancing teacher quality, Umi Minasih, the Head of Madrasah Diniyah Takmiliyah Miftahul Mutaalimin, devised strategies to encourage students to become more engaged in their learning. She consistently motivates them with educational philosophies that inspire enthusiasm for learning, as noted by Ramadhon, a student at the madrasah, during an interview with researchers.

## Discussion

Umi Minasih's role involves employing tactics, intelligence, methods, and strategies to foresee challenges in advancing the educational standards of Madrasah Diniyah Takmiliyah Miftahul Mutaalimin into a high-quality, professional institution. She aims to achieve the predetermined vision and mission of the institution effectively. Umi Minasih's endeavors include: Effective communication between teachers or administrators is crucial for ensuring their tasks are carried out effectively. Good communication positively impacts leaders and teachers, who often rely more on verbal

communication than written communication. Verbal exchanges facilitate quicker problem-solving, allowing any misunderstandings to be promptly clarified by directly asking the caretaker. This is because the caretaker at the pesantren is fully accountable for achieving optimal outcomes for both students and management. Smooth communication enhances operational efficiency, and employing a dialogical system is an effective approach to ensuring seamless communication between superiors and subordinates. (Arianto et al., 2024; Bisri, Muid, & Khamim, 2023). Dialogical communication involves reciprocal, two-way interaction where the communicator also becomes the receiver of the message. This type of communication aims to prevent leaders from interpreting every message or instruction solely through their own perspective. (Fauzi & Kartiko, 2023; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023).

The opportunity to propose individual or group initiatives for tasks, plans, and activities, and to act with full autonomy, is a catalyst for transformation within the Madrasah, impacting both teachers and students. (Karanto, Aprilianto, & Rofiq, 2024; Kurniawan, Nizzam, Fatikh, & Rofiq, 2022; Rofiq & Nadliroh, 2021). The favorable response from subordinates to superiors under Umi Minasih's leadership style not only motivates them to continually enhance the quality of education at the Madrasah but also fosters a work environment where all teachers and administrators feel content and supported. This environment ensures that any challenges encountered are promptly resolved. (Aprilianto, Rofiq, Sirojuddin, Muchtar, & Mumtahana, 2023; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

Umi Minasih strives to foster a comfortable and cooperative work environment as part of her strategy to overcome challenges in improving the quality of education, particularly for students. This effort encompasses addressing both material and non-material welfare needs, such as ensuring adequate infrastructure facilities like prayer rooms, teachers' lounges, libraries, and living spaces for teachers and students. This aspect of creating a conducive atmosphere is a significant priority for Umi Minasih as the leader of Madrasah Diniyah Takmiliyah Miftahul Mutaalimin. (Dian, Faizal, & Hasanah, 2022; Hasan, 2021; Hasanah, 2021). This statement was expressed by Ustadz Engkos Koswara on behalf of Umi Minasih during an interview with a researcher about leadership and management at Madrasah Diniyah Takmiliyah Miftahul Mutaalimin, specifically regarding the enhancement of teachers' work ethics at the madrasah. "*Umi tries her best to create comfort for teachers and students by providing sufficient infrastructure facilities for the comfort of teachers and students*".

Umi Minasih promotes the concept of 4S (smile, greeting, politeness, courtesy) in her interactions with fellow teachers and students. Building a spirit of cooperation within a team is essential for achieving shared visions and goals. At Madrasah Diniyah Takmiliyah Miftahul Mutaalimin, teachers and students apply this principle across various tasks and activities. It is emphasized that positive management, rather than negative, fosters unity among team members. A team's strength diminishes when individuals prioritize personal gain over collective success and fail to align their actions

with the team's objectives. Therefore, Umi Minasih fosters a sense of unity within the team to ensure that agreed-upon goals are achieved effectively and harmoniously.

## CONCLUSION

The leadership style of Umi Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin is democratic, namely giving broad authority to subordinates (*ustadz\ustadzah*). Every decision or policy considered involves the participation of subordinates who do not act based solely on their personal preferences. Umi Minasih, as a leader at Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin, never makes decisions independently; she consistently consults with teachers. Known for her authoritative demeanor and noble ethics, Umi Minasih deeply values both her students and teachers, showing great respect to visitors as well. Such a personality is rare and considered a divine blessing and gift from Allah SWT.

Umi Minasih employs specific efforts, methods, and strategies to enhance the quality of Madrasah Diniyah Takmiliyah Awaliyah Miftahul Mutaalimin. In shaping educational quality, she undertakes several strategic initiatives: 1). Enhancing Human Resources Quality of Asatidz and Management (a) Transforming Mindsets and Cultivating Positive Character. (b) Fostering Teacher Commitment by leveraging leadership influence, motivating continuous professional development, and engaging in simultaneous student education evaluations. 2). Enhancing Student Quality (a) Providing Spiritual Guidance to students. (b) Motivating and encouraging students. (c) Enhancing educational quality for students. (d) Participating in competitions to enrich student experience and achievement.

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