

The Principal's Policy in Improving the Quality of Learning Based on Tahfidz Al-Qur'an at SDI Bustanu Usyuqil Qur'an (BUQ) Lesmana Ajibarang Banyumas

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Abstract

This study aims to analyze the policies implemented by the Principal of SDI Bustanu Usyuqil Qur'an (BUQ) Lesmana Ajibarang Banyumas in improving the quality of learning based on Tahfidz Al-Qur'an. The method used in this study is a descriptive qualitative approach, focusing on identifying the influence of policies on curriculum development, human resource management, and evaluation systems, which contribute to improving learning outcomes of Tahfidz Al-Qur'an. Data were obtained through interviews with principals, teachers, staff, and students, as well as observation of learning and extracurricular activities and analysis of school documents and official reports. The results were thematically analyzed to identify key themes related to the principal's policy, leadership, and the quality of Tahfidz learning. The research findings show that the policy implemented by the principal focuses on developing a curriculum that suits students' needs and structured Tahfidz learning. The implementation of this policy involves applying the Qiraati method for Tahfidz learning, as well as strict supervision of the program implementation. In addition, periodic evaluations are conducted to ensure the quality of learning and identify areas for improvement. Supervision by the principal and teachers, as well as regular evaluation of learning outcomes, have proven effective in supporting the success of the tahfidz program at SDI BUQ. Overall, SDI BUQ's principal's policy, which is based on needs analysis, structured management, and continuous evaluation, can improve the quality of learning and students' mastery of memorizing the Qur'an. This research makes an essential contribution to the understanding of education policy implementation in Islamic elementary schools, especially in learning Tahfidz Al-Qur'an, and can be a reference for other Islamic schools in designing similar policies.

Keywords: Policy; Principal; Tahfidz Learning.

Introduction

Education is a fundamental aspect in the development of a nation, which plays a crucial role in educating the life of the nation and state. Along with the growing demands of the global community, the quality of education is a top priority in realizing competent, ethical, and spiritually deep human resources. Education is not only measured in terms of academics, but also the quality of character and values instilled in students, including in the context of Qur'an memorization-based education. In Indonesia, where the majority of the population is Muslim, Qur'anic memorization-based education is an integral part of character building for the younger generation who are expected to understand and practice the teachings of the Qur'an in their daily lives.

In improving the quality of education, educational policies implemented by school principals have a very strategic role. According to Eduardo Araral,¹ education policy is a series of steps or actions taken by policy makers to achieve certain goals in the education system. In this context, principals' policies are not only limited to the management of school administration, but also to aspects of learning and human resource development, including educators and learners. Principals, as leaders, are expected to create an environment that supports effective and efficient teaching and learning processes, so as to achieve the desired educational goals.²

Principal leadership in the management of Qur'an tahfidz-based education has its own challenges, considering the spiritual and academic aspects that must be integrated harmoniously. As a leader in an educational institution, the principal must have a clear and strong vision, as well as the ability to motivate and direct all staff and students to achieve the educational goals that have been set.³ For example, principals must be able to implement policies that not only support the achievement of academic goals, but also integrate religious values in every learning process.

Policies implemented by school principals must pay attention to various aspects, ranging from curriculum development, the use of existing resources, to continuous evaluation of the achievement of educational goals. Agustini Buchari asserts that to create effective learning, well-structured planning and assessment are required, as well as

¹ Eduardo Araral et al., *Routledge Handbook of Public Policy* (Routledge London, 2015).

² Muflikha Muflikha and Budi Haryanto, "Strategi Manajemen Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kualitas Kinerja Pendidik Dan Tenaga Kependidikan," *Palapa* 7, no. 2 (2019): 309–23.

³ Binti Nasukah, Sulistyorini Sulistyorini, and Endah Winarti, "Peran Komunikasi Efektif Pemimpin Dalam Meningkatkan Kinerja Institusi," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2020): 81–93.

continuous evaluation to ensure learning objectives are optimally achieved.⁴ This is in line with Junaidi's view that education must be seen as a system that involves various components, including teachers, students, curriculum, and learning environment, all of which must run synergistically to achieve the desired results.⁵

The integration of tahfidz education in education has become a concern of researchers, such as those conducted by Bilqisti Dewi,⁶ Erna Wati,⁷ Nurul Arifin,⁸ Raudatul Kholilah⁹ and Lady Nanda,¹⁰ which focuses on the role of the madrasah head in developing a culture of reading the Qur'an and the tahfidz program. The studies examined the managerial aspects and coordination of the program without linking it to school policy more broadly. This study focuses on the role of the principal's policy at SDI Bustanu Usyuqil Qur'an (BUQ) in designing and implementing the Qur'an tahfidz learning system that involves all school components, including curriculum, human resources, and evaluation. The difference of this study lies in the integration of the principal's policy that includes administrative, but also pedagogical and evaluative aspects, which directly affect the effectiveness of tahfidz learning. This research is expected to make a new contribution by exploring the relationship between the principal's policy and the quality of tahfidz-based education, as well as enriching the understanding of education management and leadership in the context of Islamic schools.

This research seeks to fill the void of research related to the principal's policy in Qur'an tahfidz-based education, as well as provide a deeper understanding of the factors that influence the quality of learning in Islamic educational institutions, especially in the context of SDI Bustanu Usyuqil Qur'an (BUQ) Lesmana Ajibarang Banyumas.

⁴ Agustini Buchari, "Peran Guru Dalam Pengelolaan Pembelajaran," *Jurnal Ilmiah Iqra'* 12, no. 2 (2018): 106–24.

⁵ Junaidi Junaidi, "Peran Media Pembelajaran Dalam Proses Belajar Mengajar," *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan* 3, no. 1 (2019): 45–56.

⁶ Bilqisti Dewi, "Peran Kepala Madrasah Dalam Meningkatkan Program Unggulan Madrasah," *Jurnal Isema: Islamic Educational Management* 3, no. 1 (2018).

⁷ Erna Wati, "Peran Kepemimpinan Kepala Madrasah Dalam Mengembangkan Budaya Membaca Al-Qur'an Di Madrasah Tsanawiyah Negeri 1 Palembang," *Conciencia* 17, no. 1 (2017): 40–52.

⁸ Nurul Arifin et al., "Peran Kepemimpinan Kepala Madrasah Dalam Mengembangkan Budaya Membaca Al-Quran," *Didaktika: Jurnal Kependidikan* 13, no. 4 Nopember SE-Articles (November 20, 2024): 4863–78, <https://doi.org/10.58230/27454312.1087>.

⁹ Raudatul Kholilah Irfa, "Peran Kepemimpinan Kepala Madrasah Dalam Mengembangkan Budaya Membaca Al-Qur'an Di MTS Miftahul Ulum Kelumbayan Barat" (UIN RADEN INTAN LAMPUNG, 2022).

¹⁰ Lady Nanda and Ibnu Rozali, "Peran Kepala Madrasah Dalam Pengembangan Program Tahfidzh Di MIN 1 Kota Palembang," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 7, no. 2 (2018): 191–98.

Research Methods

To examine the policies implemented by the principal of SDI Bustanu Usyuqil Qur'an (BUQ) Lesmana Ajibarang Banyumas in improving the quality of learning based on Tahfidz Al-Qur'an, this study used a descriptive qualitative approach.¹¹ The main focus of this study was to identify how the principal's policies influence various aspects of the educational environment, including curriculum development, human resource management, and evaluation systems, which in turn contribute to improving learning outcomes of Tahfidz Al-Qur'an among students. To obtain comprehensive data, this study combined several data collection methods, namely interviews, observation and document analysis. Interviews were conducted with school principals, teachers, staff and students involved in the Tahfidz program, to explore their views on the policies implemented as well as the challenges and successes faced in the implementation process.¹²

Observations were made in classrooms and extracurricular activities to learn how the policy is translated into daily practice and student engagement in the Tahfidz program. In addition, document analysis was conducted on existing school records, official reports and program evaluations to gain a deeper understanding of the structures and policies that support Tahfidz learning, including curriculum design, lesson plans and learning outcomes assessment. The data collected was then analyzed using a thematic approach, to identify key themes related to the principal's policies, leadership, and the quality of Tahfidz learning.¹³ The results of the study are presented descriptively to provide a clear picture of the factors that play a role in the success and challenges in implementing policies to improve the quality of learning based on Tahfidz Al-Qur'an at SDI Bustanu Usyuqil Qur'an.

Implementation of Islamic Religious Education Policy at SDI Bustanu Usyuqil Qur'an

To improve the quality of learning at Bustanu Usyuqil Qur'an Islamic Elementary School (SDI), the principal implements various policies aimed at creating a smart and noble generation through the teaching of Islam, especially in learning tahfidz al-Qur'an.

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2017).

¹² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2018).

¹³ H Punaji Setyosari, *Metode Penelitian Pendidikan & Pengembangan* (Prenada Media, 2016).

This policy is implemented through several crucial aspects in the learning process, namely curriculum development, organizational structure management, and the application of various learning methods that suit the needs of students.

The principal's policy at SDI BUQ acts as the main reference in the formulation and implementation of educational programs. According to James Anderson,¹⁴ public policy in the context of education can be analyzed through several stages, starting from problem formulation, policy determination, policy implementation, to policy impact assessment. In this context, the principal has succeeded in formulating a clear policy regarding learning tahfidz al-Qur'an, which includes determining learning problems, formulating policies, and implementing policies through structured and sustainable strategies.

The principal's policy includes an in-depth analysis of students' needs and potential, as well as setting steps to overcome the challenges. This is in line with the findings of Siti Hawa Lubis,¹⁵ which states that education policies should be based on evidence of performance analysis and relevant information that supports learning objectives. Policy implementation based on a structured approach and regular evaluation ensures that the policies implemented can have a positive impact on the quality of learning at SDI BUQ.

1. Learning Process

Learning tahfidz al-Qur'an at SDI BUQ is carried out with a systematic and sustainable approach. As explained by Siti Yumnah,¹⁶ an effective learning process involves a series of structured activities, starting from planning, implementation, to evaluation. This process is supported by a clear learning model, such as the Qiraati method,¹⁷ which is applied for tahfidz learning.

The application of the Qiraati method refers to the system developed in Kudus by KH. Arwani, which includes the use of books or books consisting of six volumes, as well as a gradual learning system based on student abilities.¹⁸ This is in line with

¹⁴ Charles S Bullock, James E Anderson, and David W Brady, *Public Policy in the Eighties* (Monterey, Calif.: Brooks/Cole Publishing Company, 1985).

¹⁵ Siti Hawa Lubis, "The Implementation of Local Government Policies in Improving the Quality of Islamic Education in Mandailing Natal District," *Britain International of Humanities and Social Sciences (BioHS) Journal* 3, no. 3 (2021): 413–21.

¹⁶ Siti Yumnah, "Strategi Dan Pendekatan Pengelolaan Kelas Dalam Pembelajaran," *PANCAWAHANA: Jurnal Studi Islam* 13, no. 1 (2018): 18–26.

¹⁷ Fajar Maulana and M Pd I Sudadi, "Analisi Implementasi Metode Qiraati Untuk Meningkatkan Kualitas Bacaan Al-Qur'an Di TPQ Baitul Abidin Desa Kemangguan" (Institut Agama Islam Nahdlatul Ulama (IAINU Kebumen), 2023).

¹⁸ Khamimatus Safitri, Siti Nurhalizah, and Hisyam Nur, "Penerapan Metode Qiro'ati Dalam Pembelajaran Membaca Al-Qur'an Di Pondok Pesantren Raudlatul Mu'tadi'in Cisambeng Palasah Majalengka: The

research by Abdul Muthalib,¹⁹ which emphasizes the importance of using structured methods in learning the Qur'an to improve the quality of student memorization. Through the application of this method, it is hoped that students can master memorizing juz 30 well, as well as understand the meaning and tajweed of the Qur'an in depth.

2. Educators and Learners

The role of educators in learning tahfidz al-Qur'an is very important, especially in maintaining the quality of memorization and teaching al-Qur'an in accordance with the correct rules. According to Shaykh Usman in Norazmi Anas,²⁰ learning the Qur'an must be carried out with a talaqqi approach (face to face with the teacher) which ensures that each reading is in accordance with a valid sanad. The existence of SDI BUQ ustadz who are competent in teaching the Qur'an is one of the key factors in the success of tahfidz learning.

Teachers at SDI BUQ have been trained in the appropriate method and are committed to helping students master the reading and memorization of the Qur'an. Nevertheless, the challenge faced is the need to improve teacher competence, especially in understanding the Qiraati method applied at school. This is in line with the findings of Halimatussa'diyah Lubis,²¹ who suggested that developing teacher competence in teaching al-Qur'an can increase the effectiveness of the learning process.

3. Surveillance

Supervision of the tahfidz learning process is very important to ensure that policy implementation goes well and learning objectives are achieved. Supervision carried out by the principal at SDI BUQ includes various steps, ranging from monitoring teacher and student attendance, supervising the implementation of learning, to making reports on the results of learning activities. This is in line with the concept of

Implementation of Qiro'ati Method in Learning to Read the Al-Qur'an at the Raudlatul Muhtadi'in Islamic Boarding School Cisambeng Palasah Majalengka," *EduMasa: Journal of Islamic Education* 1, no. 2 (2023): 60–70.

¹⁹ Abdul Muthalib, Melati Chamariah, and Niza Fadila, "Penerapan Strategi Direct Instruction Dalam Mengatasi Kesulitan Belajar Membaca Al-Qur'an," *Hikmah* 20, no. 1 (2023): 81–91.

²⁰ Norazmi Anas et al., "Tahfiz-Based Model on Akhlaq of Adolescents (TMAA): Views from Selected Tahfiz Associations in Malaysia," *International Journal of Academic Research in Progressive Education and Development* 11, no. 3 (2022): 798–806.

²¹ Halimatussa'diyah Lubis, "Urgensi Kompetensi Guru Dalam Pembelajaran Alquran Di Raudhatul Athfal Kota Medan," *Intiqad: Jurnal Agama Dan Pendidikan Islam* 12, no. 1 (2020): 60–68.

educational supervision proposed by Kurniawan,²² which states that supervision is a systematic effort to ensure the quality of education through continuous supervision and evaluation.

4. Evaluation

Evaluation of learning outcomes is an integral part of the education system to assess the effectiveness of learning that has been done. At SDI BUQ, evaluation is carried out periodically through mid-semester exams, end-of-semester exams, as well as special evaluations for learning tahfidz al-Qur'an, which includes a juz 30 memorization test. The results of this evaluation are used as a basis for assessing student progress and determining the necessary corrective measures.

In accordance with the opinion of Hary Murcahyanto,²³ Evaluation that is carried out regularly can provide a clear picture of learning progress, as well as being an effective measuring tool to improve the quality of learning in the future. The evaluation also plays an important role in providing feedback to educators and students about the achievement of learning objectives.

This study describes the principal policy of SDI Bustanu Usyuqil Qur'an (BUQ) Lesmana Ajibarang Banyumas in improving the quality of learning tahfidz Al-Qur'an through various aspects involving organizational structure, managerial policies, learning process, educators, supervision, and evaluation. A clear organizational structure, with the person in charge, chairman, treasurer, and principal, shows the importance of a structured division of tasks in running the tahfidz program. This is in line with research conducted by Mulyasa (2016), which emphasizes the importance of leadership in educational organizations as the key to successful policy implementation. The policy implemented by the principal, which focuses on problem determination, policy formulation, and policy implementation and evaluation, reflects the public policy model described by Bullock, Anderson, and Brady,²⁴ in the formulation stage to policy impact assessment. This policy is oriented towards improving the learning of Quran memorization, with an approach that prioritizes the involvement of all school elements to achieve it.

²² Ficky Adi Kurniawan, "Implementasi Kegiatan Supervisi Untuk Meningkatkan Profesionalitas Guru BK Di Sekolah," *Jurnal Guru Panrita* 1, no. 1 (2024).

²³ Hary Murcahyanto and Mohzana Mohzana, "Evaluation of Character Education Program Based on School Culture," *IJE: Interdisciplinary Journal of Education* 1, no. 1 (2023): 38–52.

²⁴ Bullock, Anderson, and Brady, *Public Policy in the Eighties*.

In terms of the learning process, the findings show that SDI BUQ applies the Qiraati learning model to improve students' mastery of memorizing the Qur'an. This learning refers to the theory of constructivism put forward by Bakhrudin All Habsy²⁵ which states that effective learning occurs when students are actively involved in the learning process. In addition, supervision carried out by principals and teachers at SDI BUQ using the supervision method directly contributes to the achievement of tahfidz learning objectives. In line with the supervision theory proposed by Muhammad Hakim Azizi,²⁶ This supervision serves to ensure that the quality of teaching is maintained and any obstacles in the learning process can be overcome effectively. Periodic evaluations affecting learning outcomes, either through tahfidz exams or semester exams, provide an overview of student progress and the effectiveness of the policies implemented. This finding enriches the literature on the importance of continuous evaluation in character-based education, as also described by Torang Siregar,²⁷ in the concept of outcome-based learning.

The principal's policy in implementing periodic evaluation at SDI BUQ makes an important contribution to improving the quality of tahfidz learning and becomes a model for other Islamic schools in developing similar programs. Knowledge development This research contributes to developing an understanding of the implementation of educational policies at the Islamic elementary school level, especially in learning tahfidz al-Qur'an. This research shows that the principal's policy based on needs analysis and continuous evaluation can improve the quality of learning and mastery of memorizing the Qur'an by students. The use of structured learning methods, such as the Qiraati method, has also proven effective in supporting the tahfidz learning process at SDI BUQ. Thus, the results of this study can be a reference for other Islamic schools in developing a curriculum that is more effective and in accordance with the needs of students. Meanwhile, in the context of educational theory, this finding is in line with the views of experts who emphasize the

²⁵ Bakhrudin All Habsy et al., "Integrasi Teori Perkembangan Kognitif Jeanpiaget Dan Perkembangan Bahasa Vygotsky Dalam Pembelajaran: Pemahaman Dan Penerapan Di Sekolah," *TSAQOFAH* 4, no. 2 (2024): 735–50.

²⁶ Muhammad Hakim Azizi, Syamsul Bakri, and Siti Choiriyah, "Implementation of Total Quality Management in the Ministry of Religion-Based Education," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2023): 125–36.

²⁷ Torang Siregar et al., "Educational Innovation for a Brighter Future in the World," n.d.

importance of evidence-based policies, structured learning processes, and continuous monitoring and evaluation in achieving educational goals.

Conclusion

This study examines the implementation of Islamic religion-based education policies at Bustanu Usyuqil Qur'an (BUQ) Islamic Elementary School (SDI) in improving the learning of tahfidz al-Qur'an. The policies implemented by the school principal, which include curriculum development, organizational structure management, and the application of various learning methods, have proven effective in creating a smart and noble generation. The process of implementing this policy is done through a structured approach that involves various important aspects in the education system.

The application of the Qiraati method in learning Quran memorization at SDI BUQ, which refers to the system developed in Kudus, shows success in improving the quality of student memorization. Structured and sustainable learning, supported by the role of competent and committed educators, contributes greatly to students' mastery of memorizing the Qur'an. This success is also influenced by the systematic supervision and periodic evaluation implemented by the school principal, which allows for accurate assessment of student progress as well as follow-up for improvement of the learning process.

Regular evaluations, both through tahfidz exams and mid- and end-of-semester exams, provide a clear picture of student progress. The results of such evaluations form the basis for further assessment of the effectiveness of the policy and for determining the necessary corrective measures. The findings also reinforce the importance of continuous evaluation in improving the quality of character-based education, as advocated in the education literature.

Overall, the principal's policy based on student needs analysis and continuous evaluation can improve the quality of learning and mastery of memorizing the Qur'an. The use of structured learning methods, such as the Qiraati method, proved effective in supporting the memorization learning process. The results of this study make an important contribution to curriculum development in Islamic schools and serve as a reference for other educational institutions in improving the quality of Islamic religion-based learning. As a theoretical implication, the findings reinforce the views of experts

who emphasize the importance of evidence-based policies, structured learning processes, and continuous monitoring and evaluation in achieving quality education goals.

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