

MANAGEMENT OF MADRASAH PRINCIPALS IN IMPROVING THE QUALITY OF TEACHERS IN THE FIELD OF ISLAMIC RELIGIOUS EDUCATION AT MADRASAH IBTIDAIYAH MUHAMMADIYAH BUNTU BARANA ENREKANG DISTRICT

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Abstract

This study aims to analyze the role of madrasah head management in improving the quality of Islamic Religious Education (PAI) teachers at Madrasah Ibtidaiyah Muhammadiyah Buntu Barana, Enrekang Regency. The primary focus of the research is to identify the management strategies implemented by the madrasah head, measure the impact of such management on teacher performance, and discover the supporting and inhibiting factors in the management implementation. The research employs a qualitative descriptive method with data collection techniques including observation, interviews, and documentation. Research participants consist of the madrasah head, PAI teachers, and administrative staff directly involved in the management and development of teacher competencies. The research findings indicate that the madrasah head plays a strategic role in enhancing PAI teacher competencies through various professional development programs, such as internal and external training, as well as regular evaluations of teacher performance. The management strategies applied involve a transformational leadership approach, where the madrasah head not only provides direction and supervision but also serves as an inspiration for teachers to continue learning and improving the quality of education. The main supporting factor in the implementation of this management is the commitment of the madrasah head and the collaborative spirit among teachers. However, challenges such as limited facilities and financial resources still pose significant obstacles. In conclusion, effective management by the madrasah head has a significant impact on improving the quality of PAI teachers. To strengthen these outcomes, ongoing efforts are needed in teacher capacity development, enhancing external collaboration, and optimizing available resources.

Keywords: Madrasah management, teacher quality, Islamic education

Abstrak

Penelitian ini bertujuan untuk menganalisis peran manajemen kepala madrasah dalam meningkatkan kualitas guru Pendidikan Agama Islam (PAI) di Madrasah Ibtidaiyah Muhammadiyah Buntu Barana, Kabupaten Enrekang. Fokus utama penelitian adalah mengidentifikasi strategi manajemen yang diterapkan kepala madrasah, mengukur dampak manajemen tersebut terhadap kinerja guru, serta menemukan faktor pendukung dan penghambat dalam implementasi manajemen. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data berupa observasi,

wawancara, dan dokumentasi. Partisipan penelitian terdiri dari kepala madrasah, guru PAI, serta staf administrasi yang terlibat langsung dalam proses pengelolaan dan pengembangan kompetensi guru. Hasil penelitian menunjukkan bahwa kepala madrasah memiliki peran strategis dalam meningkatkan kompetensi guru PAI melalui berbagai program pengembangan profesional, seperti pelatihan internal dan eksternal, serta evaluasi rutin kinerja guru. Strategi manajemen yang diterapkan melibatkan pendekatan kepemimpinan transformasional, di mana kepala madrasah tidak hanya memberikan arahan dan supervisi, tetapi juga menjadi sumber inspirasi bagi para guru untuk terus belajar dan meningkatkan kualitas pembelajaran. Faktor pendukung utama dalam implementasi manajemen ini adalah komitmen kepala madrasah dan semangat kolaborasi dari para guru. Namun, kendala seperti keterbatasan fasilitas dan sumber daya finansial masih menjadi tantangan yang signifikan. Kesimpulannya, manajemen kepala madrasah yang efektif sangat berpengaruh terhadap peningkatan kualitas guru PAI. Untuk memperkuat hasil ini, diperlukan upaya berkelanjutan dalam pengembangan kapasitas guru, peningkatan kerja sama eksternal, dan optimalisasi sumber daya yang ada.

Kata Kunci: manajemen madrasah, kualitas guru, pendidikan agama Islam

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping the character, morals, and spirituality of students at various levels of education, including in Madrasah Ibtidaiyah. The head of the madrasah is responsible for ensuring that the learning process runs effectively and achieves educational goals. At Madrasah Ibtidaiyah Muhammadiyah Buntu Barana, Enrekang Regency, the quality of teachers in the Islamic Religious Education subject is a key factor in determining the success of education. Competent teachers can deliver effective teaching and instill strong religious values in students. Improving teacher quality is a responsibility that must be borne by the head of the madrasah as an educational leader. (Zhafiroh & Zaman, 2020). The head of the madrasah must be able to manage various aspects, including planning, implementation, and evaluation of learning. The management of the madrasah head in enhancing the quality of Islamic Religious Education teachers is critical to the success of religious education. Therefore, this study seeks to explore how the role of the madrasah head in managing Islamic Religious Education teachers can improve the quality of education delivered. (Sappaile dkk., 2024).

This research is based primarily on the theory of educational management. One of the relevant theories is the functional management theory introduced by Henri Fayol. Fayol proposed five management functions: planning, organizing, directing, coordinating, and controlling (Yuhani`ah, 2022). The head of the madrasah must be able to perform these functions in managing human resources, especially Islamic Religious Education teachers, to achieve the goals of religious education. Additionally, leadership theory is also an important foundation for this research. The transformational leadership model introduced by Bass and Avolio emphasizes the importance of a leader inspiring, motivating, and encouraging the development of the individuals they lead. In this context, the madrasah

head is expected to motivate teachers to improve their quality through training, competency development, and innovation in the teaching process (Umar & Hendra, 2020).

Several studies have been conducted on the role of school or madrasah management in improving teacher quality. For example, Zahriani Jf dkk., (2022) The study highlighted the importance of the school head's role in enhancing teacher performance in junior high schools. Wahyudin emphasized that teacher performance can improve if the school head regularly supervises and motivates teachers. Another study by Shaturaev, (2021) Investigated madrasah management in Madrasah Aliyah and found that heads of madrasahs who implemented a participatory approach and involved teachers in decision-making could create a conducive working environment and improve teacher performance.

Unlike previous research that focused more on management at the secondary school or madrasah aliyah level, this study emphasizes management at the Madrasah Ibtidaiyah level, which presents its unique challenges. Moreover, this study specifically examines the Islamic Religious Education subject, a field that is crucial in shaping students' character. The research is also conducted in Enrekang Regency, which has unique social and cultural characteristics, making this study a new contribution to the literature on educational management, especially in rural areas.

The novelty of this research lies in its focus on Madrasah Ibtidaiyah Muhammadiyah Buntu Barana, an educational institution in a rural area with limited resources. This research provides insight into how the head of the madrasah can maximize the potential of Islamic Religious Education teachers despite the limitations in facilities and external support. Additionally, this study offers practical approaches to managing human resources in religious education at the elementary level, which has been less explored in the literature. The urgency of this research is based on the need for quality religious education at the elementary level, especially in remote areas such as Enrekang Regency. Quality religious education at the elementary level will equip students with a strong moral and spiritual foundation, shaping their character for the future. With the increasing moral and social challenges in the modern era, the need for competent and qualified religious teachers is becoming more pressing. The head of the madrasah plays a strategic role in ensuring that Islamic Religious Education teachers can meet these demands. Therefore, this research is important for providing a deeper understanding of the role of the madrasah head's management in improving teacher quality. The results of this study are expected to contribute to regional education policies and serve as a reference for other madrasahs facing similar challenges.

This research aims to explore and identify the role of the madrasah head in improving the quality of Islamic Religious Education teachers at Madrasah Ibtidaiyah Muhammadiyah Buntu Barana. The study will analyze the various management strategies employed by the madrasah head to develop the competencies of Islamic Religious Education teachers. In doing so, it seeks to understand how these strategies contribute to enhancing teacher

quality and ensuring effective learning processes. Furthermore, the research will measure the impact of the madrasah head's management on teacher performance, focusing on how these practices translate into tangible improvements in the classroom. Additionally, the study will examine the factors that support or hinder the implementation of these management strategies, providing a comprehensive understanding of the challenges and opportunities faced by the madrasah in this context. Finally, based on these findings, the research will offer practical recommendations for the madrasah head and other relevant stakeholders to improve the effectiveness of educational management within the madrasah system, with a particular emphasis on the development of Islamic Religious Education. Through this, the study aims to contribute to the broader efforts of enhancing the quality of religious education at the elementary level.

METHOD

This research employs a qualitative approach with a descriptive method to understand the role of the madrasah head's management in improving the quality of Islamic Religious Education teachers at Madrasah Ibtidaiyah Muhammadiyah Buntu Barana. A qualitative approach is chosen because this study aims to explore phenomena in-depth and understand the perceptions, experiences, and strategies applied by the madrasah head in managing teacher quality improvement. The descriptive method is used to provide a clear and structured depiction of the management process, as well as the supporting and inhibiting factors in its implementation. Data collection is carried out through in-depth interviews with the madrasah head, Islamic Religious Education teachers, and administrative staff involved in human resource management at the madrasah. These interviews aim to gather data on the management strategies employed, the challenges faced, and the impact of these management efforts on the improvement of teacher competencies and performance. In addition to interviews, direct observation of the teaching and managerial activities at the madrasah is conducted to obtain empirical data supporting the interview results. (Purwanza, 2022).

Documentation is also used as an additional data source, reviewing relevant documents such as teacher performance reports, the madrasah head's work plans, and teacher training and development programs that have been implemented. The collected data is then analyzed using thematic analysis, where the data is categorized into key themes according to the research focus, such as the role of the madrasah head, management strategies, and supporting and inhibiting factors. Data validity is ensured through source triangulation, by comparing the results of interviews, observations, and documentation to ensure consistency of information. The findings are expected to provide a comprehensive picture of the effectiveness of the madrasah head's management in enhancing the quality of Islamic Religious Education teachers and offer practical recommendations for the development of educational management in other madrasahs.

RESULT AND DISCUSSION

1. The Role of the Madrasah Head in Improving the Quality of Islamic Religious Education Teachers

From in-depth interviews and observations, it was found that the madrasah head plays a very strategic role in improving the quality of Islamic Religious Education (PAI) teachers at Madrasah Ibtidaiyah Muhammadiyah Buntu Barana. The madrasah head acts as a manager, motivator, and facilitator to enhance the competencies of teachers. In their capacity as a manager, the madrasah head ensures that each teacher has clear tasks and measurable performance targets. The head also encourages teachers to continuously improve their pedagogical and spiritual abilities, especially in delivering subject matter that aligns with the PAI curriculum.

In line with Henri Fayol's functional management theory, the madrasah head actively applies the five functions of management in human resource management. (Langeningtias dkk., 2021). The madrasah head engages in planning by designing training and development programs for teachers. Organizing is evident in the assignment of teachers according to their competencies and in distributing workloads fairly. Leading is carried out through motivating regular meetings while coordinating among teachers and administrative staff is conducted effectively. Controlling is seen in regular evaluations of PAI teacher performance through supervision and classroom observations. (Ulum, 2021).

2. Management Strategies of the Madrasah Head in Developing PAI Teacher Competencies

The strategies applied by the madrasah head in developing PAI teacher competencies are diverse, but one of the most prominent is the continuous training approach. The madrasah head strives to organize regular internal training sessions on topics related to improving pedagogical skills and PAI content delivery. Additionally, the madrasah head provides opportunities for teachers to attend external seminars and training sessions, both those organized by the government and other educational institutions. In Bass and Avolio's transformational leadership theory, the role of the madrasah head as an inspirational leader is evident. (Akhmadi, 2022). The madrasah head motivates PAI teachers to continuously develop and innovate in the learning process by leading by example and actively participating in every educational activity. The head also provides recognition to teachers who demonstrate improved performance, thus fostering a positive and enthusiastic work culture.

3. The Impact of the Madrasah Head's Management on PAI Teacher Performance

From the observations and interviews with teachers, it was evident that the madrasah head's management strategies had a positive impact on the performance of PAI teachers. Teachers reported increased confidence in teaching, especially after participating in various training programs facilitated by the madrasah head. This competency improvement was not only seen in pedagogical aspects but also in the spiritual domain and the teachers' ability to convey Islamic values to students. From Herzberg's motivation theory perspective, PAI teachers' job satisfaction at Buntu Barana can be linked to

hygiene factors and motivators. The madrasah head strives to meet the basic needs (hygiene factors) of teachers, such as a conducive working environment, fair workloads, and good relationships with colleagues. On the other hand, the head also provides motivational factors, such as opportunities for growth, recognition of achievements, and meaningful work that aligns with the teachers' spiritual duties (Darwiyono & Rifai, 2023).

4. Supporting and Inhibiting Factors in the Implementation of the Madrasah Head's Management

This research also identified several supporting and inhibiting factors in the implementation of the madrasah head's management strategies. Key supporting factors include the strong commitment from the madrasah head and the support from teachers who are eager to continuously learn and develop. Additionally, the harmonious relationship between the madrasah head, teachers, and administrative staff serves as a driving factor for the success of management practices.

However, some challenges were also identified. Limited facilities, such as minimal teaching aids and restricted access to information technology, posed significant barriers to enhancing teaching quality. Additionally, budget constraints for organizing external training for teachers also inhibited the competency development program. These challenges align with contingency theory, which posits that the effectiveness of management depends on the situation and available resources. (Prasetyo dkk., 2023).

5. Recommendations to Improve the Effectiveness of Educational Management in Madrasahs

Based on the research findings, several practical recommendations are proposed to improve the effectiveness of madrasah head management in enhancing PAI teacher quality. First, a more structured and sustainable training program is needed, tailored to the specific needs of PAI teachers at the Madrasah Ibtidaiyah level. Second, the madrasah head can strengthen collaboration with external educational institutions and local governments to secure support in the form of professional training and development for teachers. Third, the use of information technology should be expanded, including providing internet access and digital learning tools, to enhance the effectiveness of PAI teaching. Lastly, teacher performance evaluations should be conducted more systematically, involving feedback from students and parents as part of a performance-based assessment approach.

Discussion

The discussion of these findings emphasizes the importance of the madrasah head's role as both a manager and leader within the Islamic educational environment. These findings support Henri Fayol's functional management theory, where the madrasah head effectively carries out the five core management functions. Well-planned teacher development programs, effective organization of task distribution and workloads, and

motivational leadership are key to creating a conducive work environment for enhancing teacher competencies.

Additionally, Bass and Avolio's transformational leadership theory is relevant in this context, where the madrasah head serves as an agent of change, encouraging teachers to continuously grow and innovate. The inspirational leadership shown by the madrasah head not only focuses on results but also on the process of improving teachers' spirituality and personal qualities. (Darwiyono & Rifai, 2023). The findings regarding supporting and inhibiting factors also align with contingency theory, where the effectiveness of management is highly dependent on specific situations and conditions. In a madrasah environment with limited resources, the madrasah head must adapt and find creative solutions to overcome obstacles, such as maximizing internal potential and building external networks.

In contingency theory, management practices must be tailored to the specific context, and no single approach fits all situations. This is particularly true in the madrasah environment, where the available resources may not always be sufficient to meet the desired educational outcomes. The madrasah head, as a key leader, must therefore possess not only strong management and leadership skills but also a high level of adaptability and problem-solving ability to navigate challenges. The limited resources, such as financial constraints, inadequate infrastructure, or insufficient access to modern teaching technologies, require the madrasah head to think innovatively to ensure that quality education is still delivered. (Samudera, 2020).

One way the madrasah head can maximize internal potential is by fostering a culture of continuous professional development among the teachers. Even with limited funding for external training, internal workshops, peer-to-peer learning, and collaborative planning can serve as powerful tools for enhancing teacher competencies. The madrasah head can identify teachers with specific strengths and encourage them to share their knowledge with others, creating a self-sustaining professional learning community. This not only builds the capacity of individual teachers but also enhances the overall teaching quality in the madrasah.

Additionally, the madrasah head can utilize existing resources more effectively by streamlining processes and making optimal use of available materials. For instance, in classrooms where modern technology is lacking, teachers can be encouraged to implement more interactive and student-centered teaching techniques, such as group discussions, debates, and role-playing, which do not require expensive resources but can significantly enhance student engagement and learning outcomes. By focusing on pedagogical strategies that emphasize active learning, the madrasah can maintain high standards of education despite the resource limitations.

Building external networks is another critical strategy for overcoming resource constraints. The madrasah head can proactively seek partnerships with local government agencies, educational institutions, non-governmental organizations (NGOs), and private

sector entities that are willing to support the development of the madrasah. These partnerships can take the form of financial aid, provision of teaching materials, sponsorships for teacher training, or even infrastructure improvements. In addition to financial support, external networks can offer access to valuable expertise, enabling the madrasah to improve its educational practices through collaboration with other institutions that have more advanced resources.

One example of building external networks is forming collaborations with universities or teacher training colleges. These institutions can offer support by providing internship opportunities for their students to teach at the madrasah, thereby reducing the teaching workload and bringing fresh ideas into the school. Additionally, experienced educators or academics from these institutions could be invited to provide training or mentoring for the madrasah's teachers, contributing to their professional growth at minimal cost.

In terms of leadership style, the madrasah head must demonstrate flexibility and adopt a situational leadership approach, which is in line with contingency theory. This means that the madrasah head must adjust their leadership style based on the needs of the staff, the specific challenges being faced, and the changing circumstances of the madrasah. For example, during periods of financial difficulty, the madrasah head may need to take a more hands-on, directive approach to ensure that essential tasks are completed efficiently and that resources are managed with precision. However, in times when the madrasah is stable, a more democratic or participative leadership style may be appropriate, encouraging teachers to contribute to decision-making processes and fostering a sense of ownership and shared responsibility.

The effectiveness of the madrasah head's management in such an environment also depends on the ability to maintain high morale among the staff. When resources are limited, it is easy for teachers to become demotivated, especially if they feel that their efforts are not being adequately supported. The madrasah head must therefore act as a source of motivation and encouragement, acknowledging the efforts of teachers and ensuring that their contributions are recognized. This can be achieved through regular feedback, public recognition of achievements, and creating a supportive work environment where teachers feel valued. Such motivational strategies are essential in maintaining teacher morale and preventing burnout, which is a risk in under-resourced educational settings.

Furthermore, the madrasah head should focus on leveraging community involvement to support educational activities. In many cases, the local community can be a valuable resource, offering both financial and non-financial support. Parents, alumni, and local businesses may be willing to contribute to the development of the madrasah through donations, volunteering, or providing services. By actively engaging with the community, the madrasah head can create a sense of collective responsibility for the success of the madrasah and its students. This community involvement can also reinforce the values of

the madrasah and help ensure that the educational goals are aligned with the needs and expectations of the local society.

Finally, the madrasah head must remain forward-thinking, continuously seeking opportunities for growth and improvement, even in the face of challenges. This requires not only addressing immediate concerns but also planning for the long-term sustainability of the madrasah. Strategic planning, including seeking alternative funding sources, improving the quality of education, and ensuring that the madrasah remains relevant in a changing educational landscape, is crucial. By maintaining a focus on continuous improvement and innovation, the madrasah head can position the institution to thrive, even with limited resources.

Overall, this research provides significant contributions to the literature on Islamic educational management, particularly in the context of madrasah ibtidaiyah in rural areas. This study not only enriches the understanding of how madrasah heads can improve teacher quality but also offers practical insights into the management of madrasahs across Indonesia.

SIMPULAN

Based on the research conducted on *The Role of Madrasah Head's Management in Improving the Quality of Islamic Religious Education Teachers at Madrasah Ibtidaiyah Muhammadiyah Buntu Barana, Enrekang Regency*, several key conclusions can be drawn. First, the role of the madrasah head is central to enhancing the competencies of teachers, particularly in terms of their pedagogical and spiritual abilities. As both a leader and a manager, the madrasah head actively engages in planning, organizing, leading, and evaluating the professional development of teachers, aligning with Henri Fayol's functional management theory. The head's focus on continuous teacher development and the creation of a supportive learning environment has significantly contributed to the improvement of educational quality within the madrasah.

Second, the madrasah head employs diverse management strategies, including internal training sessions, peer learning, and participation in external workshops, which have been effective in boosting teacher performance. The leadership style adopted by the head, which resonates with transformational leadership theory, has successfully motivated teachers to strive for excellence and innovation in the learning process. This approach has had a positive impact not only on teacher competencies but also on the overall student learning experience. Third, the madrasah head faces both supporting and inhibiting factors in implementing these strategies. While the dedication of teachers and the collaborative school environment are key enablers, limited resources and infrastructure remain significant challenges. Nonetheless, by applying contingency theory principles, the madrasah head has demonstrated the ability to adapt management practices to suit the specific conditions of the madrasah. In conclusion, the success of educational management in the madrasah is largely determined by the head's ability to innovate, manage resources wisely, and inspire teachers. Continued focus on professional

development, external collaboration, and community engagement will be essential for sustaining and further improving teacher quality.

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