

# The Student Management Based on Participants in Improving Quality of Tahfidz Program with Supply Chain Practices

Ahmad Tanzeh<sup>#1</sup>, Sofingatun<sup>#2</sup>, Achmad Patoni<sup>#3</sup>, Mukhamad Sukur<sup>#4</sup>, Abd. Aziz<sup>#5</sup>

<sup>#1,2,3,4,5</sup>Post Graduate Program of State Islamic Institute of Tulungagung, Indonesia

<sup>1</sup>tanzehahmad@gmail.com

<sup>2</sup>sofie9lachun@gmail.com

<sup>3</sup>patoni\_achmad@yahoo.co.id

<sup>4</sup>m.sukur1983@gmail.com

<sup>5</sup>aziz\_suci72@yahoo.co.id

**Abstract-** Many global supply chains are unequipped to cope with the world we are entering. For that reason, supply chain managers need to shift their attention from cutting costs to enabling new processes, and make corporations more connected and agile to create value across the enterprise. Student management is very important in improving the quality of education programs in Islamic boarding schools, especially in memorizing Alquran (tahfidz) programs. Tahfidz program provides learning for the students to be disciplined, independent, and good attitude. Islamic boarding schools are one of the educational institutions that conduct non-formal education in the field of Islamic materials. In transferring the knowledge from the teacher to students, Islamic boarding schools have two programs, namely the madrasah diniyah program for learning books. Secondly, the Alquran education program (TPQ) for learning the correct and fluent in the reading of the Alquran. Moreover, today there are a lot of Islamic boarding schools that run memorization programs of the Qur'an (Tahfidzul Quran). In order to succeed in the tahfidzul Quran program in Islamic boarding schools, resources that are needed to carry out management activities such as supply chain management. In this case, to support the implementation of the Tahfidzul Qur'an program based on its purpose, a management activity is needed. The management in question is how the institution plans, implements, and conducts evaluation activities. One management that can support the achievement of the objectives of the institution here is the management of students.

**Keywords;** *Supply Chain Management, Tahfidzul Quran, Boarding school*

## 1. Introduction

Growth of business world today has created tighter market competition, because the existing industrial markets has globalized and have penetrated the

international boundaries. Management is an important thing that must be considered by every educational institution inclusive the management of supply chain. This is in order to create a quality education among the wider community. Quality education will prepare humans to live up to and meet the development of science and technology today[1].

Education can be pursued through several channels, namely: informal education, formal education, and non-formal education and supply chain practices help the student in learning the education through these channels. At present, non-formal education is used as an alternative for people who cannot get a formal education. Non-formal education offers a variety of programs that are equivalent to formal education, citizens learning non-formal education are not determined by age restrictions, so that all ages can have non-formal education. Indonesia has various types of non-formal education, namely illiteracy education, feminine education, early childhood education, continuing education by courses, discussion and workshop, and Islamic boarding schools[2].

Islamic boarding schools are one of the educational institutions that conduct non-formal education in the field of the Islamic religion. In transferring the knowledge from the teacher to students, Islamic boarding schools have two programs, namely the *madrasah diniyah* program for learning books and the Al-Qur'an Education program for learning the correct and fluent reading of the Quran. Even today there are a lot of Islamic boarding schools that run memorization programs of the Qur'an (*Tahfidzul Qur'an*).

Schools of various educational criteria are the main place where the base of students are developed with certain procedures, while the quality of education have a broader area which can be enhanced by the proper management system. In the era of different countries, various religions have been performing functions of giving education to the young students, where the Islamic concepts have also

developed various ideas for constructing the ability of students in the area of education. The mechanism of transferring knowledge have the capability of accepting new students in the Islamic education, it is the only education which has caught with no tests, an initial stage is constructed to every student for creating the capability of learning through various ways. In fact the supply chain management in the organization are facilitated the students in attaining effective education. In the Islamic era, some Madrisa and some institutions of specified Quran education have been developed by the Islamic countries where the development of capabilities are not only focused but memorization has also been considered viable source for the student construction[3].

In order to succeed in the *tahfidzul* Quran program in Islamic boarding schools, resources to carry out management activities are needed. In this case to support the implementation of the program to memorize the Qur'an (*Tahfidzul Qur'an*) so that it fits the purpose of *Tahfidzul Qur'an*. Management is how the institution plans, implements, and conducts evaluation activities. One management that can support the achievement of the objectives of the institution here is the management of students.

The uniqueness of the location of the study in both Islamic boarding schools is to have a modern-oriented *pesantren* base, it can be said that because the students in this boarding school besides *tahfidz Qur'an* are independent, disciplined, and have noble qualities, students also take education in formal schools. Which is both the ability to memorize and academic competence also demanded in this boarding school.

Independence, discipline, achievers, and such noble attitudes become interesting and feasible to be investigated further and raise some fundamental problems including how the management of students is implemented in managing students in the scope of Islamic boarding schools, namely in the *Tahfidz* program. For this reason, the author was intrigued to examine this with the title "Management of Islamic Boarding School-Based Students in improving the quality of the *Tahfidz* program

## 2. Review of the Literature

Management of students can be interpreted as an effort to regulate students starting from students entering school until they graduate from school. In the opinion of Knezevich as quoted by Putu, interpreting student management or pupil personnel administration as a service that focuses on the regulation, supervision and service of students in the classroom and outside the classroom such as introduction, registration, individual services such as the overall development of abilities, interest needs to can mature at school[4].

In addition, the management of students is defined as the

entire process of deliberately planned activities and coaching continuous of students (in the relevant educational institutions) in order to be able to follow the teaching and learning process effectively and efficiently, in order to achieve predetermined educational goals. As for the general purpose of students' management is to regulate the activities of students so that these activities support the learning process in school. Furthermore, so that the teaching and learning process in schools can run smoothly, orderly and regularly so that it can contribute to the achievement of school goals and overall education goals.

The management function of students, in general, is as a vehicle for students to develop themselves as optimally as possible, both with regard to individualist aspects, social aspects, aspirations, needs, and aspects of the potential of other students.

While the management functions of students, in particular, are as follows:

- a. The function relating to the development of the individuality of students is so that they can develop their individual potential without much inhibition, the innate potential includes general ability (intelligence), special abilities and others.
- b. The function relating to the development of social functions of students is so that students can hold socialization with their peers, with parents, families, with the social environment of the school and the community environment. This function is related to the nature of students as social beings.
- c. The function relating to the distribution of aspirations and expectations of students is so that the students are channelled their hobbies, interests, and interests because it can support the development of students as a whole.
- d. Functions relating to meeting the needs and welfare of students, this is very important because it is likely that he will also think about peer welfare.

Types of Management Activities Students designate activities outside the classroom and in the classroom[5]. According to Gunawan, the management activities of students are carried out since the students are accepted at school until they graduate /leave school. Management activities of students in schools include:

- a. Activities outside the classroom include 1). Acceptance of new students based on the test scores. 2). Recording new students in the master book and mapper book. 3). the distribution of uniforms school and their equipment, lab uniforms, scout uniforms, and the rules of use. 4). Distribution of student council member cards

along with school rules that must be obeyed (including sanctions against violations). 5). Development of students and fostering the welfare of students.

- b. Activities in the classroom include 1). Class management (creating and maintaining optimal conditions for the occurrence of PBM). 2). Positive teaching and learning interactions. 3). Teacher's attention to the dynamics of the study

group, for the smooth running of the CBSA. 4). Giving remedial teaching, for those who are slow to learn or who need. 5) Continuous presence implementation. 6). Attention to the implementation of class rules. 7). Implementation of lesson schedules in an orderly manner. 8). Formation of class administrators and class organization. 9). providing other learning tools/media. 10). Provision of other learning support tools/materials.

It can be concluded that the management of students in all activities must be prepared by the institution's personnel in arranging students to receive student acceptance until students leave the institution[6].

The concept of boarding school-based student management is an effort carried out by parties or boarders in caring for students while they are in boarding schools. The management of students often found in the scope of boarding schools is the acceptance of new students, fostering students, and evaluation of students[7].

Talking about quality, according to Sallis, cannot be separated from the three important figures about quality, According to Deming, the quality problem lies in management problems. He taught the importance of a precise and systematic approach and a statistical basis for solving quality problems. Therefore, Deming defines quality as conformity to market or consumer needs. A quality company is a company that controls the needs of

the nation's market because its production results are in accordance with the needs of consumers, thus giving satisfaction to consumers. If consumers feel satisfied, they will be loyal to buying the company's products in the form of goods and services.

In relation to improving the quality of education, as in Al-Alaq: 1-4 which means: *"Read by (mentioning) the name of your Lord Who created. He has created man from a blood clot. Read, and your Lord is the Most Gracious. The one who teaches (human) with the intercession of kalam.*

Islam also motivates its followers to always improve the scientific quality and knowledge with serious and maximum effort. In improving science, humans are

required to strive earnestly by reading, studying, studying, researching, and discovering. From here, the quality of processes in Islam becomes very important, although the quality of inputs and results is also important. For that, the process requires a very serious and maximum effort that must be done by someone in improving the quality of education.

The quality of education is not only determined by the school as a teaching institution but also according to what becomes the views and expectations of the people who tend and always develop along with the progress of the times[8].

Quality indicators are events that occur in an educational institution or school that comes from supply chain practices and can provide good quality education and can be used to evaluate the quality and can be quantified and summarized for the purpose of making comparisons. These indicators can show as far as where an education system can reach the main target of education. These indicators include a). The effectiveness of the learning process is not just a transfer of knowledge, but more emphasis on internalizing the development of cognitive, affective psychomotor aspects and independence. b). Strong headmaster leadership c). Effective management of education staff d). The school has a quality culture e). The school has a compact teamwork f). The school has independence g). School and community participation h). The school has transparency i). Schools have a willingness to change j). Schools evaluate continuous improvement k). Schools have accountability l). School output is an emphasis on graduates who are independent[9].

To measure the quality improvement of an institution's program, it will be largely determined achievement in carrying out indicators that have been determined by educational institutions with the help of supply chain. If all the indicators that have been determined by the institution can all be well implemented and have achieved their own satisfaction value for the institution, the improvement in the quality of education will be fulfilled.

*Tahfidz* originates means memorizing from the basic words from Arabic *hafidza-yahfadzu-hifdzan*, which is the opposite of forgetting, which is always remembering and forgetting a little[10]. According to Abdul Aziz Abdul Ra'uf the definition of memorization is "the process of repeating something, both with reading or hearing". Any job if often repeated, must be memorized. There are several methods for memorizing the Koran carried out by memorizers, namely: The method of *Wahdah*, which is memorizing one by one on verses that are to be memorized. To achieve initial memorization, each verse is read ten times or twenty times or more, so as to form a shadow pattern. The method of *Kitabah*,

*kitabah* means writing. This method is another alternative to the first method. In this method, the author first writes verses that will be memorized on a piece of paper provided. Then the verse is read until right and smooth, then memorized[11]. The method of *Sima'i's*, *Sima'i* means to hear. This method is listening to something to memorize. This method is very effective for memorizers who have extra memory, especially for those who are blind or under-age children who cannot read the Qur'an[12]. This method can listen to the teacher or from the cassette. The combined method, this method is a combination of *wahdah* and *kitabah* methods. It's just that here it is more functional as a trial of the verses that have been memorized. The practice is that after memorizing then the memorized verse is written, so memorization will be easy to remember. The method of *Jama'*, this method is done collectively, which is memorized verses, read collectively or read together, or with the instructor. First, the instructor reads the verse then students mimic together[13].

Management of programs has been considered the viable tool for the development of Islamic students, where many studies have enumerated many significant factors that are prevailing in the education of students. Education not only includes religious one but also is inclusive of many other technical education, while in this study the management of certain Tahfidz programs are considered the most attracting educational system[14]. The students are allowed to enter at their initial stage, while the guidance of each student is based on the teachers with no restrictions, the ultimate knowledge of Quran not only helps to build the sophisticated character of Muslim students but also built factory of teacher knowledge. Books are distributed with no costs, while the supply chain management has been found responsive in such distribution in many studies. In the evaluation of learning programs many schools have been nominated whether also considered as the boarding schools which help students to memorize their learnings[15].

The method or method is very important in achieving successful memorization because the success or failure of a goal is determined by methods that are an integral part of the learning system. Furthermore, Peter R. Senn argues, "method" is a procedure or way of knowing something, which has systematic steps[16].

In principle, the method is used as a guideline in memorizing the Qur'an, either one of them, or used all as an alternative or interlude from doing a job that seems monotonous, so that it will eliminate boredom in the process of memorizing the Qur'an[17].

### 3. Research Methods

This study used a qualitative approach, with a multisite design. The multi-site study was chosen in

conducting this research because multi-site studies are one form of qualitative research to develop theories that are drawn from several similar research backgrounds so that theories can be produced that can be transferred to broader and more general situations. According to Bodgan and Biklen who stated that "*multisite study is a qualitative research approach that wedesign to gain an in-depth knowledge of an organizational phenomenon that has only been researched: strategic scanning*". Methods of data collection are techniques or ways that can be used by researchers to collect data[18]. Data collection techniques are the most strategic steps in research because the main objective of the research is to obtain data. In qualitative research, data collection is carried out on natural conditions, primary data sources, and more data collection techniques on participant observation, in-depth interviews, and documentation[19].

Checking validity data in research often emphasized only on validity and reliability tests. In qualitative research, findings or data can be declared valid if there is no difference between the researcher's report and what actually happened to the object under study. To determine the validity of the data inspection techniques are needed. Implementation of examination techniques is based on a number of criteria particular, namely: Trust or credibility, transferability, reliance or dependability, certainty or conformability[20].

For the data collection, this study adopted the questionnaire method while for the data analysis, this adopted the PLS-SEM. The acceptance of new students (ANS) has 20 items, guidance for students (GS) has 15 items, evaluation of learning (EL) has 10 items, supply chain management (SCM) has 6 items and quality of Tahfidz program (QTP) has 10 items. These variables are highlighted in Figure 1.

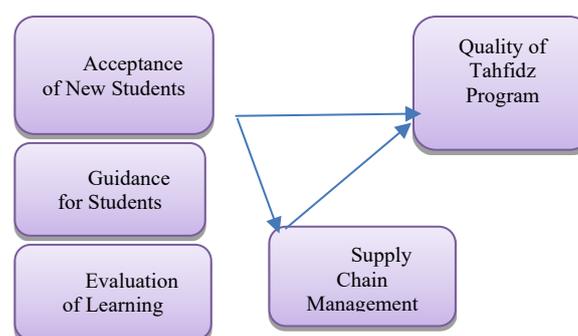


Figure 1: Theoretical Framework

### 4. Findings

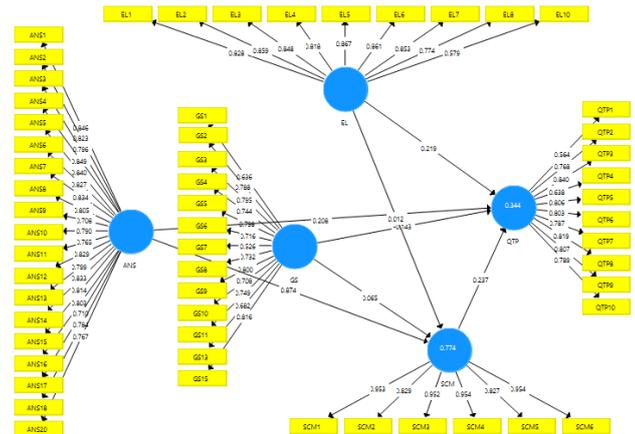
The output show that high linkage among the items and valid the convergent validity because loading and AVE are higher than 0.50 and CR and Alpha are larger than 0.70 and these states are shown in Table 1.

**Table 1: Convergent Validity**

Items	Loadings	Alpha	CR	AVE
QTP1	0.565	0.921	0.935	0.587
QTP10	0.788			
QTP2	0.769			
QTP3	0.841			
QTP4	0.639			
QTP5	0.807			
QTP6	0.805			
QTP7	0.788			
QTP8	0.817			
QTP9	0.808			
ANS1	0.847	0.967	0.974	0.645
ANS10	0.791			
ANS11	0.764			
ANS12	0.828			
ANS13	0.798			
ANS14	0.835			
ANS15	0.815			
ANS16	0.805			
ANS17	0.712			
ANS18	0.785			
ANS2	0.825			
ANS20	0.765			
ANS3	0.795			
ANS4	0.848			
ANS5	0.842			
ANS6	0.824			
ANS7	0.833			
ANS8	0.803			
ANS9	0.707			
GS1	0.635	0.933	0.937	0.538
GS10	0.703			
GS11	0.748			
GS13	0.681			
GS15	0.817			
GS2	0.789			
GS3	0.796			
GS4	0.745			
GS5	0.797			
GS6	0.717			
GS7	0.527			
GS8	0.733			
GS9	0.801			
SCM1	0.954	0.957	0.967	0.835
SCM2	0.828			
SCM3	0.951			
SCM4	0.953			
SCM5	0.826			
SCM6	0.955			
EL1	0.829	0.934	0.945	0.665
EL10	0.578			
EL2	0.858			
EL3	0.849			
EL4	0.819			
EL5	0.868			
EL6	0.862			
EL7	0.854			
EL8	0.775			

**Table 2: Heterotrait Monotrait Ratio**

	QTP	ANS	GS	SCM	EL
QTP					
ANS	0.538				
GS	0.154	0.081			
SCM	0.528	0.901	0.062		
EL	0.451	0.478	0.111	0.426	



**Figure 2: Measurement Model Assessment**

The regression analysis show that ANS and EL have positive association with the QTP and accept H1 and H3. Moreover, SCM has positive mediation among the links of ANS and QTP, GS and QTP and EL and QTP. These figures are mentioned in Table 3.

**Table 3: Path Analysis**

	Beta	S.D.	t-values	p-values
ANS -> QTP	0.209	0.106	1.992	0.026
GS -> QTP	-0.144	0.066	2.188	0.017
EL -> QTP	0.218	0.072	3.106	0.002
ANS -> SCM -> QTP	0.208	0.084	2.482	0.008
GS-> SCM-> QTP	0.036	0.008	3.888	0.003
EL -> SCM -> QTP	0.044	0.007	5.376	0.001

The output show that no high linkage among the constructs and valid the discriminant validity because ratio of Heterotrait Monotrait are not larger than 0.90 and these states are shown in Table 2.

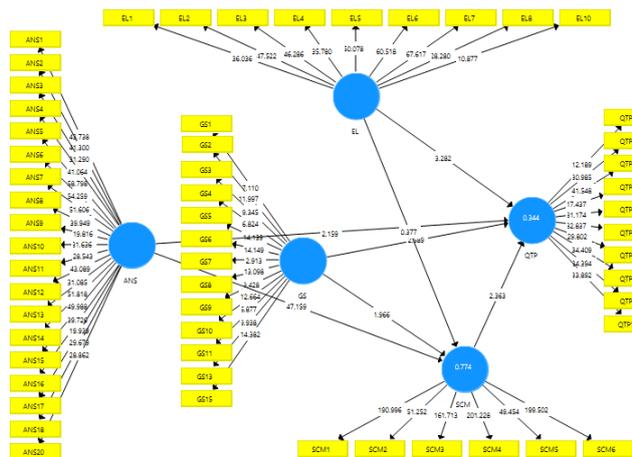


Figure 3: Structural Model Assessment

## 5. Results and Discussion

From the exposure to Site 1 and Site 2 of the research findings above, an analysis can be made to determine the propositions of cross-site research findings. The propositions of the two sites in *PPTQ As-SalafiWalisongo* and *PP BustanulMutaallimat Al Blitari* are:

Acceptance of Students in *PPTQ As-SalafiWalisongo* and *PP BustanulMutaallimat Al Blitari* have similarities that are both carefully planned before entering new teachings, which involves the new student admissions committee in arranging all forms of preparation relating to the determination of the students acceptance system, the criteria even to the technical implementation. The activity of receiving new students is held as a form of institutional preparation in determining prospective students to be managed and regulated by the policies of the institution to prepare the recruitment of prospective students of *Tahfidz* who are truly ready to carry out the boarding school education in its entirety. However, there are differences between the committee management elements in *PPTQ As-SalafiWalisongoBlitar* and *PP BustanulMutaallimat Al Blitari*, namely the committee elements in *PPTQ As-SalafiWalisongo* indeed come from the *pesantren* component themselves or are managed by boarding schools so that the acceptance policy is entirely from *pesantren* carers. While the committee elements in the *BustanulMutaallimat Al Blitari PP* are managed by formal institutions that are under the auspices of the same foundation so that policies related to PSB are adjusted according to the education service policy. In addition, from the admissions system of its students in *PPTQ As-SalafiWalisongo*, it uses a test selection system for the island of Java and promotion for prospective students from outside Java. Whereas in *PP BustanulMutaallimat* uses the admission system with test selection only. With the implementation of selection that is so structured and programmed it will greatly help the institution to be more selective in choosing prospective students who really

have the intention to study so that it will be easier for *pesantren* to run and develop the programs they offer.

Guidance of Students in *PPTQ As-SalafiWalisongo WonodadiBlitar* and *PP BustanulMutaallimat Al BlitariDawuhan* have similarities in terms of implementation, namely in the form of habituation activities in everyday life. This habituation activity is applied as a form of routine activity that is applied in Islamic boarding schools to practice good habits for students. With good habituations will be familiar with the activities carried out when mingling with the outside environment of the boarding school. But there are differences from the types of guidance given to students and practices of supply chain also helps the students in attaining their goals. The types of students training given at *PPTQ As-SalafiWalisongo* are academic coaching, self-development guidance, spiritual formation, fostering students' discipline. Whereas the types of students training in *PP BustanulMutaallimat Al Blitari* are self-development coaching, students discipline development and spiritual formation. The training activities of the *Tahfidz* students here are given as a form of fiber effort by the institution's efforts to develop academic development activities carried out as a form of control in guiding students to achieve good academic achievement both in formal and non-formal fields. The supply chain practices and self-development guidance is carried out in order to prepare students who have skills and can aspire to all their talents through the institution's extracurricular activities. Spiritual coaching is carried out as a form of implementation and habituation of Islamic teachings so as to train students to be ethical and have good character in accordance with the guidance of religion. Legalism is the habit of praying in congregation 5 times, fasting Monday Thursday, reading Surah *Yasin* and others. The development of students' discipline is used to control that they have an orderly habit towards the rules in the *pesantren*.

Based on the findings above, it is in accordance with the opinion of Gunawan who said the student management activities carried out since the students were accepted at school until graduation / leaving school. It is related to the management of student acceptance according to Imron, that the initial activity carried out by the manager of education regarding the acceptance of new students is the establishment of a new student admissions committee. This committee was formed with the intention that as soon as possible carry out their work as fast as possible, namely taking concrete steps regarding the acceptance of new students[21,22].

Related to the formation of the student, it is believed that students are the main target in school education, so they must be prepared with academic, non-academic

aspects as well as attitudes or mental spiritual. It is expected that the students have a balance of supplies between science education, skills, and behavioural education, character, and mental spiritually, in the school there is a need for guidance for students, namely through activities that have been prepared in schools for students.

The schools and institutions have been caught the effective supply chain and other management systems for the developing of student characters, while the quality itself is responsive to the attitude of students and teachers both as enumerated by many authors. Various researchers have also mentioned some significance of the study relevance that provides ultimate support by the government department and the general public which are very much attractive to the Islamic education to the students. Some sort of Madrisa and Islamic places have also enabled the quality programs in their specified institutions.

As for the evaluation of learning conducted by the two institutions in accordance with the opinion Sudjana, the evaluation of out-of-school education programs can be implemented using two types of evaluations, namely: (a) Internal evaluation is if the evaluation is intended to improve the program that has been or is being carried out and to plan the future program evaluation, internal evaluator. (b) External Evaluation is if the evaluation is intended to determine the value, meaningfulness or usefulness of the program, then the evaluation of the program will be better if done by evaluators from outside.

## 5.1 Conclusion

Supply-chain management, techniques with the aim of coordinating all parts of SC from supplying raw materials to delivering and/or resumption of products, tries to minimize total costs with respect to existing conflicts among the chain partners. Based on the facts of the study, exposure to data and research findings can be summarized as follows:

Followed by meeting activities in determining the provisions related to accepting new students, the promotion system and supply chain practices is deemed necessary when the institution is still in the early stages of program implementation, especially for targeted local targets and the selection system is needed in order to improve the quality of the program.

The new upcoming students are freely accepted by the institutions without placing any tests to check the capability of students, while the only religion is caught with such effectiveness and generosity. In fact various sort of assistance is also provided to such students with ultimate support of behavioural attitudes that not only includes the teaching era but also includes the supply chain of free books to the students which also enables the learning attitudes of students. Such schools have been found very much effective to the students not only

in building capabilities but also to enable the memorization of such students.

The forms of evaluation of students are carried out weekly, monthly, semester and end of the year. The criteria in the assessment used with the target deposit, as well as the follow-up for the students who did not pass the evaluation were carried out remedial because in this boarding school the mastery learning system was used. The assessment techniques used by instructional teachers actually differ, some use tests and others use practices tailored to the learning they teach. Broadly speaking, the method of assessing students is done in two forms, namely the form of tests and non-tests. This form of test is usually realized by a written test. This test is used primarily to obtain qualitative data. Whereas the non-test form is used to assess the appearance and effective learning aspects of students.

Evaluation activities in non-formal education are different from formal education, formal education is assessed is the work of students while in non-formal education is an evaluation of programs that have been or have been implemented. This is in accordance with Sudjana's opinion that the evaluation of out-of-school education programs can be carried out using two types of evaluations, namely: 1). Internal evaluation is if the evaluation is intended to improve the program that has been or is being carried out and to plan future programs, then program evaluation should be carried out by an internal evaluator (internal evaluator). 2). External Evaluation External evaluation is if the evaluation is intended to determine the value, meaningfulness, or usefulness of the program, then program evaluation will be better if carried out by evaluators who come from outside.

In measuring whether a program is going according to plan or not, it is necessary to carry out an evaluation. As the purpose of the evaluation are: 1). to find out the

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