

Leading Class Program Evaluation in Improving the Quality of Education

Aulya Fahma, Mesiono, Yusuf Hadijaya

^{1,2,3}North Sumatra State Islamic University, Indonesia

e-mail: fahmaulya37@gmail.com, mesiono@uinsu.ac.id, yusufhadijaya@uinsu.ac.id,

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ABSTRACT. This article aims to analyze the evaluation of the unique class program's context, input, process, and output in improving the quality of education. The research was conducted at Madrasah Tsanawiyah Muallimin UNIVA Medan. The research uses the CIPP Model, namely Context, Input, Process, and Product. Furthermore, data validity uses the level of trust, switchability, dependability, and confirmability, which refers to Moleong. The results of the research show that the program context, program inputs, program processes are considered good because they are efforts made by Madrasas in improving the quality of education. In addition, based on the program evaluation conducted, the quality of madrasas showed their effectiveness in a reasonably good category. Therefore, research recommends that other madrasahs in Indonesia improve their education quality by implementing a unique class program because it has been proven effective in improving the quality of madrasa education.

Keywords: *Program Evaluation, Featured Class Program, Education Quality*

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INTRODUCTION

Indeed, education is an activity to humanize humans by humans who have been humanized (Astuti, 2019). Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Hidayat, 2012). Education is the main factor in the formation of the human person (Rafid, 2018). The government is severe in dealing with education because, with a sound education system, it is hoped that a quality future generation will emerge and adapt to life in society, nation and state. Changes in the education system law evidence this, curriculum development programs (Sukino, 2017), book procurement programs (Hamdi, 2011), school operational assistance, school-based quality improvement management programs (Adha *et al.*, 2019), and improving the quality of teachers (Pangestika & Alfarisa, 2015). Nevertheless, the facts show that the quality of education has not shown significant changes because there are still madrasas in remote parts of the country far behind.

It is undeniable that education is the strongest fortress in shaping the generation of a great nation. Faj (2012) states that Islamic education is the bulwark of the nation's morality. Various innovations in the world of education are carried out to improve the quality of education in Indonesia. Various programs are also carried out to improve the quality of schools. One form of program is carried out to improve the quality of schools in the unique class program. A superior

class is a class that contains selected students who are determined based on certain conditions (Khusnayain (2015). Many schools in Indonesia, especially schools under the auspices of the Foundation, both nationally and internationally, have started to implement a superior class system in Indonesia. However, it was not easy at the implementation stage, and schools found many obstacles, such as the readiness of students' parents, students, teachers, and school infrastructure.

According to Mulyadi (2009), a class is a class that is attended by several students who excel in three aspects with intelligence above the average who excel in particular. The grouping aims to foster students in developing their intelligence, skills, skills, and potential as optimally as possible so that they have the best knowledge, skills, attitudes, and the spirit of the concept of insight into excellence. The alternative in implementing the insight of excellence is through special class programs. It refers to the Decree of the Minister of Education and Culture Number 0487/U/1992 Article 15 as Bafadal (2006) quoted, namely the application of excellence through acceleration programs, special programs, special class programs, and special programs, which reflect superior education. It is also supported by Islamic education policies and strategies made by the Ministry of Religion in 2015-2019. One of the policy directions taken to improve access and quality of secondary education is to improve the quality of students. The strategies undertaken include facilitating outstanding students and formulating regulations to ensure the quality of madrasa education services.

The application of this unique class program has advantages and disadvantages. One of the advantages of this program is that it makes children more active in improving their performance and creates a class of intelligent children who are role models in the school environment. As for the weakness, this program creates intense competition among students. In addition, intelligent children will become smarter while stupid children will remain stupid because this superior class naturally selects them. So, when a child is placed in the last ranked class, there will be no motivation for the student to compete and be better. Although there should be no discrimination against children's growth and development, this program is widely applied in schools, especially in urban areas. This unique class program will stigmatize parents' thinking that children who attend the school are definitely intelligent, and if they succeed in getting class A or what is commonly called the innovative child class, it will undoubtedly be a matter of pride for parents of students.

Although there were pros and cons at the beginning of this flagship-class program in Indonesia, lately, many schools have implemented it to improve the quality of school education. It is undeniable that this program has an indirect impact on improving the quality of schools, especially in terms of the quality of students. It becomes the focus of the community, attracting their interest and trust in schools to educate their children to be better. Several studies also support this, as explained by Trisandi and Salam (2020), that the principal's strategy in realizing a superior class has a tremendous impact on the development of students' interests and talents, especially in special programs offered by international classes such as science, language and education. foreigners and Tahfidz. The program is an international-class flagship program to compete globally, as evidenced by the achievements that have been achieved at the national and international levels.

This flagship-class program has attracted the attention of researchers, considering that many schools have implemented this program but have not implemented it well. So that the unique class program only becomes the class chosen by intelligent children without thinking about what to design and how to develop it. One madrasa attracted the attention of researchers in this unique class program, namely Madrasah Tsanawiyah Muallimin UNIVA Medan. Implementing the unique class program at the school is one of the madrasa strategies in advancing the quality of education. Moreover, the program's implementation positively impacts madrasahs, as evidenced by an increase in the number of students. Based on these problems, this

research aims to analyze the evaluation of the unique class program's context, input, process, and output in improving the quality of education.

METHOD

The research was conducted at Madrasah Tsanawiyah Muallimin UNIVA Medan. The data analysis technique uses two analytical processes: data analysis before school and data analysis while at school. Before being carried out in schools, data analysis includes a preliminary study as secondary data used to determine the research focus. This study uses the CIPP evaluation model, which consists of Context, Input, Process, Product. This model identifies four types of program evaluation related to 4 types of decisions in program planning.

First, the context presents data on the reasons for setting program goals and priority objectives to implement the unique class program at Madrasah Tsanawiyah Muallimin UNIVA Medan. This evaluation describes the relevant environmental conditions, describes the existing and desired conditions of the madrasah, and identifies unmet needs and untapped opportunities during program implementation.

Second, input aims to help regulate decisions, determine available resources, what alternatives are taken, what plans and strategies are to achieve the needs and how to work procedures are carried out during the implementation of this flagship-class program to achieve them. This sub-model answers the question (1) has the plan made been implemented in the past? (2) Are the assumptions used achievable? (3) What side aspects does the program produce? (4) How did the community react to the program? Moreover, (5) can the program be implemented properly.

Third, processes related to implementers and students during program implementation, communication media used logistics, resources, activity schedules, and potential causes of program failure. Documentation of the procedural activities of the Excellence class program will help for the final analysis of the program results that have been achieved. Determine the extent to which the plan has been implemented? What needs to be revised? Once the questions are answered, the procedure can be monitored, controlled and improved.

Fourth, the product aims to measure and interpret program achievements during program implementation and at the end of the program. This evaluation deals with the main effects, side effects, costs, and benefits of the program. Product evaluation involves establishing criteria, measuring, comparing success measures with absolute or relative standards, and performing rational interpretations of outcomes and effects using data about context, input, and process. The steps taken in the model are: (1) Determining the decision to be taken, (2) setting the type of data needed, (3) collecting data, (4) setting criteria for quality, (5) analyzing and interpreting data based on the criteria. (6) provide information to the person in charge of the program or decision-makers to determine policies. While the validity test includes: credibility, transferability, dependence, and confirmability

RESULT AND DISCUSSION

Evaluation of the context of unique class programs

Evaluation of the context of the unique class program in determining goals is based on efforts to improve the quality of students and develop students' talents and creativity. It is reinforced by the results of interviews conducted with the Head of Madrasah MTs. Muallimin UNIVA, he said that:

"The superior class has been held at MTs for a long time. Muallimin UNIVA. This program started during the leadership of Ustadz Sutrisno as the Head of Madrasah Tsanawiyah Muallimin at that time. The reason at that time was, madrasah saw the talent and creativity of students that must be facilitated, given a place to develop. So,

at that time we conducted tests on students by calling the psychology team to see and measure students' abilities. Well, at that time a superior class was formed from the test results and 20 students with high intelligence abilities were born as expected. Seeing this, the following year the superior class increased to two classes, and continued to increase until this year it reached 6 classes".

In this case, it cannot be separated from what problems are faced by madrasas and what needs have not been met in achieving program goals. So, in this case, based on the results of interviews conducted, the problem faced by madrasas is the large gap between class A and final grade. When in class A, the students in it are very proud of being innovative in IQ and EQ, so that many teachers are proud of that class, different from other classes, especially the last class. The other obstacle is the economic factor of parents. In this case, the madrasa must, of course, facilitate the development of students to achieve the goals of the program being run. Nevertheless, sometimes madrasas have to be constrained in terms of the economy of the parents of students. It is due to the difference in fees between the regular class and the superior class based on the facilities received. Speaking of needs, when viewed from both quality and quantity, the unique class program at Madrasah Tsanawiyah Muallimin has almost fulfilled the expected needs. It is just that there is one need that wants to be realized, namely the characteristics of the superior class itself, both in terms of educators and students. So if, in this case, the superior class of Madrasah Tsanawiyah Muallimin puts forward the language aspect, it is hoped that educators and education staff in it, even in general subjects, can recognize and understand classical books (the yellow book) as the curriculum runs at Madrasah Tsanawiyah Muallimin.

Evaluation of unique class program inputs

Regarding the evaluation of inputs, the researchers found that at Madrasah Tsanawiyah Muallimin, there were two types of classes, namely superior classes and regular classes. At the beginning of this program, there was only 1 class that was prepared. From here, we get the results of 20 people who have outstanding quality. Finally, this program continued to be developed by selecting all classes and levels from class VII to class IX. Student selection is also carried out annually at the beginning of teaching and learning activities. The selection carried out includes Intelligence Test, Interest and Talent Test, and Al-Qur'an Reading Test.

It turns out that there are more and more enthusiasts for the superior class every year. So for this superior class, the approach taken is to select students based on students' learning styles. It is done to eliminate the negative perspective that the final class from the selection results is a residual class or stupid child class. In this case, the superior class itself consists of 13 classes consisting of class VII to class IX. So, in this case, a suitable working procedure is also arranged by making a learning schedule for the superior class that is different from the regular class. For example, the superior class contains more aspects of language such as conversation and Muhadatsah, which is outside of learning English and Arabic. In addition, in the superior class, the burden of memorizing the Qur'an is also more specified. If the regular class is only three Juz, then the superior class is demanded up to 5 juz and so on. As for facilities, so far, madrasas have continued to strive for the best facilities to support and support superior class learning, such as a comfortable classroom atmosphere, IT-based learning, supporting tools such as projectors and as well as the things needed. The hope is that what is planned is achieved as desired.

Evaluation of the unique class program process

Regarding the Process Evaluation of the unique class program carried out at Madrasah Tsanawiyah Muallimin, it was found that the program's performance is said to be good so far. It is evidenced by the increasing interest and trust of parents to enrol their children in superior classes. It is in line with the number of superior classes that continues to grow every year. In addition, so far, Madrasah Tsanawiyah Muallimin UNIVA Medan has also become an example for surrounding schools to implement the same program. As far as the program goes, the

relationship between implementers and students is excellent. The teacher conveys the material according to the teaching load in the syllabus, and the superior class students can receive it well. It is evidenced by the daily test scores and semester tests with good grades. As the implementing leader, the principal also always coordinates the performance of teachers and staff in superior classes. So that what you want can be achieved according to what you want. The communication carried out, in this case, is not only one-way communication but also effective communication that creates good feedback. Both between teachers and students, teachers with parents and vice versa, staff with teachers or students, everything is done well. It also helps parents to monitor and supervise their children at school.

Evaluation of unique class program products

Product (outcome) evaluations allow the project director (or teacher) to decide on a program. Product evaluation is expected to help project leaders or teachers make decisions regarding the program's continuation, ending, or modification. According to Tayibnapi (2000:14), product evaluation is to help make different decisions, recognizing the results that have been achieved and what is done after the program is running. In other words, product evaluation is an assessment carried out in order to see the achievement/success of a program in achieving predetermined goals. At this evaluation stage, an evaluator can determine and provide recommendations to the evaluator whether a program can be continued, developed/modified, or even discontinued.

Based on research conducted at Madrasah Tsanawiyah Muallimin, the results achieved so far as this unique class program is running are not yet fully achieved as expected. Madrasahs hope that graduates in the superior class can be fluent in both Arabic and English. However, it seems that it has not been achieved as desired due to various factors, one of which is time constraints, which is the school's hope in the short term. The effectiveness of the flagship class program at Madrasah Tsanawiyah Muallimin UNIVA so far has gone well and has had an impact on improving the quality of Madrasah. It is evidenced by the significant increase in students each year at Madrasah Tsanawiyah Muallimin UNIVA Medan. Community trust and interest in enrolling their children in Madrasahs are increasing. However, in terms of efficiency, schools need to emphasize good strategies and systems so that what is expected through this superior class can be achieved as expected, not just by adjusting the conditions. So as for this program evaluation research, it is not to look for answers or look for evidence. Instead, the research analyzes the effectiveness and efficiency of the program.

Discussion

Context evaluation helps plan decisions, determine the program's needs, and formulate program objectives (Dahono *et al.*, 2017; Rahman, 2018). The primary purpose of context evaluation is to identify strengths and weaknesses. By knowing these strengths and weaknesses, the evaluator will provide direction for the necessary improvements. Nevertheless, the program's weakness is the class gap because class A is an intelligent class with an extraordinary IQ, while the other class is a class filled with students who are the opposite. It becomes an obstacle for the teacher because when the teacher teaches in an intelligent class, the teacher's mood will be fun, and learning is also delivered very well and as expected in contrast to the final class, where the teacher is tough to convey the material according to the limits of the lesson and as desired. So, in this case, it is necessary to do better class management. Blathford and Russel (2019) said that "class size does not directly impact on attainment, but works through the many ongoing difficult decisions teachers have to make about how best to manage and teach pupils in groups. A strategic approach is needed to teaching groups and collaborative learning in groups".

From the above, it can be understood that class size does not directly impact achievement but works through the many difficult decisions that teachers have to make about how best to

manage and teach students in groups. A strategic approach to group teaching and collaborative learning is needed in groups. So, seeing the gaps and the complaints from several teachers, the Madrasah made a strategy where the selection system was no longer based on ranking. Nevertheless, it is done based on the grouping of learning styles. *Learning style* is an approach that explains how individuals learn or the way each person takes to concentrate on the process and master new and challenging information through different perceptions (Ocepek *et al.*, 2013; Ghufron & Risnawita, 2012). Learning styles are essential for students, used to choose the right way of learning in the learning process (Aljaberi, 2015; Mahmoud *et al.*, 2019). So, in this case, students' learning styles are divided into three: Audio, Visual, and Kinesthetic. Madrasah implemented it to make it easier for students to accept learning and develop their respective talents and interests so that there is no longer a gap between class A and class X.

Input evaluation helps regulate decisions, determine available resources, what alternatives are taken, what plans and strategies are to achieve goals, and what work procedures are to achieve them. Questions related to input lead to solving problems that encourage the implementation of the program in question. It is in line with the concept of quality education. Therefore, carry out continuous improvement to improve the quality of Madrasah. It is in line with what Mardan Umar and Ismail (2018) said: Improving education quality is a top priority in all educational institutions. Likewise, Islamic educational institutions are currently becoming educational institutions that have the same quality as other educational institutions and even become high-quality educational institutions. It is because Islamic educational institutions continuously make efforts. One of the efforts is to apply various theories and concepts of quality management so that the quality of education can be maintained and recognized as an educational institution that carries out processes well and produces good outputs.

From this explanation, it can be analyzed that it is necessary to improve and improve so that the quality of education can be improved. Aspects of quality in education can be seen from the learning process, learning and learning outcomes (learning outcomes). If the quality indicators are directed at learning outcomes, graduates' quality, and academic achievement, Islamic educational institutions must display quality with academic evidence that can be accepted and trusted by all parties following established standards. Quality in terms of process implies effectiveness or accuracy and overall efficiency of the factors or elements that play a role in the educational process. The level of graduates' abilities such as aspects of mastery of knowledge, skills, and skills of graduates will depend on the services obtained during the learning process, both process services from qualified teachers, supportive advice and infrastructure services, and an educational environment that encourages the creation of a quality educational climate. Susanto explained that education is said to be of good quality when measuring tools are used, namely quality indicators which can be divided into five types, namely: 1) input quality; 2) process quality; 3) output quality; 4) quality of human resources; 5) quality of facilities (Susanto, 2016).

Process evaluation is used to detect or predict the procedure design or implementation design during the implementation phase, provide information for program decisions, and record or archive procedures that have occurred. Process evaluation includes the collection of assessment data that has been determined and applied in program implementation practices. Process evaluation to find out to what extent the plan has been implemented and what components need to be improved. According to Arikunto (2011), quoted by Istiyani and Utsman (2020) and Setijowati (2020) in his journal, process evaluation refers to what activities are carried out in the program. Meanwhile, program evaluation provides feedback regarding the efficiency of program implementation, including the influence of the system and its implementation. The evaluation of this process will explain the activities of students, educators and education staff, learning strategies, and the participation of parents of students in supporting the program implemented (Istiyani & Utsman, 2020).

Students who are in a superior class also always compete to improve their abilities. It is supported by teachers who are professional in their fields and reliable education personnel in preparing all the needs needed in teaching and learning activities. Of course, in this case, it is indispensable to have a headmaster as a visionary leader who can manage and empower all available resources in the madrasa so that all components work together and the expected goals can be achieved. Following what Rusmawati (2013) said, the principal does not only act as a manager, but the principal must tend to be a learning leader. The principal is also a leader and supervisor (Herawan, 2017; Royhatudin *et al.*, 2020; Juhji, 2020). In other words, principals do not only focus on administrative and system affairs, but principals must empower teachers to improve student learning processes and outcomes. Teachers must find learning methods so that students actively participate in the learning process. Several studies have proven that using the suitable method can improve student learning outcomes (Herawati *et al.*, 2019; Septaningtyas *et al.*, 2020).

Product evaluation is an assessment carried out to see the achievement/success of a program in achieving predetermined goals. At this evaluation stage, an evaluator can determine and provide recommendations to the evaluator whether a program can be continued, developed/modified, or even discontinued. For example, the flagship-class program at Madrasah Tsanawiyah Muallimin has so far shown its effectiveness in improving the quality of madrasas. In other words, this program went well enough to increase the enthusiasm of the surrounding community to send their children to Madrasah Tsanawiyah Muallimin UNIVA Medan. It is in line with what Susanto (2016) said that education is said to be of good quality when measuring tools are used, namely quality indicators which can be divided into five types, namely: 1) input quality; 2) process quality; 3) output quality; 4) quality of human resources; 5) quality of facilities.

However, in this case, many things still need to be done to make it even better. Improvements, in this case, do not mean that the flagship-class program at Madrasah Tsanawiyah Muallimin is not good, but rather to complement and improve so that later the program runs more effectively and efficiently is more quality output from Madrasah Muallimin UNIVA Medan. In the implementation of short-term and medium-term planning carried out by madrasas, a good strategy is needed so that the long-term plans of madrasas can be adequately realized. Quality education can be realized if schools implement strategic management correctly. It is in line with what Dermawan (2020) said: "In the current context, through strategic management, the highest leadership in an organization, especially an educational organization, must be able to formulate and determine the right organizational strategy so that the organization can not only maintain its existence, but is also strong in adapting and innovating needed so that the organization is increasingly successful and can increase productivity and effectiveness".

From the explanation above, it can be understood that the principal must be able to formulate and determine the right strategy to maintain its existence so that the quality of the school remains quality and getting better. Furthermore, by paying attention to the phenomenon of competition and the increasing development between schools, schools must implement several superior strategies in responding to competitors. The superior class in Madrasah Tsanawiyah Muallimin UNIVA Medan if it is designed better and has a vital characteristic, of course, this will become a school icon to be able to expand the quality of its education further and make it one of the leading schools in the city of Medan, North Sumatra.

CONCLUSION

The evaluation of the context of the unique class program in improving the quality of education at the Madrasah Tsanawiyah Muallimin UNIVA Medan went well, marked by the increasing interest of the community to include their children in Madrasah. The evaluation of inputs to the flagship-class program has been carried out well. The school continues to strive for

improvement and improvement in order to create a conducive and fun learning atmosphere. The evaluation of the unique class program process has been carried out well, although there are slight changes to the plan in the selection system that is not based on ranking so that the results obtained are not the same as the initial plan. The evaluation of the superior class program outputs has shown its effectiveness in improving the quality of madrasahs. In this case, of course, there are still many things that need to be done to make it even better.

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