

The Effect of Infrastructure Management and Work Environment on the Effectiveness of Teachers' Work in Madrasah Ibtidaiyah

Asep Saepul Milak*¹, Ammar Zainuddin²

^{1,2} Universitas Pesantren Kb. Abdul Chalim Mojokerto, Indonesia
e-mail: milakasepsaepul@gmail.com

Submitted: 15-09-2023

Revised : 18-11-2023

Accepted: 21-12-2023

ABSTRACT. The investigation employs a quantitative strategy utilizing a survey research methodology. The research is carried out at Private Islamic Elementary Schools in the KKMI Cluster of Pancatengah Sub-District, Tasikmalaya Regency. A Simple Random Sampling technique is applied, involving a sample size of 92 teachers. Questionnaires are used for data collection, and data analysis is conducted using SPSS version 24 for Windows. The research outcomes are outlined as follows: (1) There is a noteworthy positive impact of facility management on teachers' work effectiveness at Private Islamic Elementary Schools in the KKMI Cluster of Pancatengah Sub-District, Tasikmalaya Regency, substantiated by the computed t-value surpassing the tabulated t-value ($6.626 > 1.987$) with a coefficient of determination of 0.553, indicating a 55.3% influence. (2) There is a significant positive effect of the work environment on teachers' work effectiveness at Private Islamic Elementary Schools in the KKMI Cluster of Pancatengah Sub-District, Tasikmalaya Regency, validated by the calculated t-value exceeding the tabulated t-value ($5.351 > 1.987$) with a coefficient of determination of 0.494, signifying a 49.4% impact. (3) There is a substantial positive combined impact of facility and infrastructure management and the work environment on teachers' work effectiveness at Private Islamic Elementary Schools in the KKMI Cluster of Pancatengah Sub-District, Tasikmalaya Regency, confirmed by the computed F-value surpassing the tabulated F-value ($86.960 > 3.10$) with a coefficient of determination of 0.661, indicating a 66.1% effect. In summary, both facility and infrastructure management and the work environment positively and significantly influence teachers' work effectiveness at Private Islamic Elementary Schools in the KKMI Cluster of Pancatengah Sub-District, Tasikmalaya Regency, both individually and collectively. This study suggests that all stakeholders should actively manage and maintain facilities and infrastructure while preserving the school's work environment to enhance teacher effectiveness consistently.

Keywords: *Facility and Infrastructure Management, Work Environment, Teacher's Work Effectiveness*

INTRODUCTION

The effectiveness of a teacher's performance in an educational institution is one of the determinants in the success or failure of the educational institution. This is because the effectiveness of a teacher's performance will have a major effect on the effectiveness of the work of educational institutions in this case the school where the teacher teaches and spills all his abilities in educating his students (Alwi & Mumtahana, 2023; Dian et al., 2022; Rahayu et al., 2023).

The effectiveness of a teacher's performance in an educational institution is one of the determinants in the success or failure of the educational institution. This is because the effectiveness of a teacher's performance will have a major effect on the effectiveness of the work of educational institutions in this case the school where the teacher teaches and spills all his abilities in educating his students (Balaji et al., 2021; Pratiwi & Warlizasusi, 2023).

Apart from that, Sumaryadi stated that an organization can be said to be effective if the organization can fully achieve the goals that have been determined. Effectiveness is generally viewed as the level of achievement of operative and operational goals (Karim et al., 2021; Kartiko et al., 2023). Thus effectiveness is the level of achievement of organizational goals or objectives as set. Effectiveness is how well the work is done, and the extent to which a person produces output as expected. It can be understood that a job is said to have been carried out well if it is following what is written in the plan and can be called effective if it is done on time and energy that has been calculated (Azis et al., 2022; Tajudin & Aprilianto, 2020).

In the process of managing infrastructure, the school, especially the principal, must certainly be responsible for its management and development. Both maintaining infrastructure facilities that have been fulfilled and continuing to develop and add infrastructure facilities that do not exist or have not been fulfilled. In the principle of managing facilities and infrastructure, it should provide convenience and benefit to educational actors, in this case teachers are teachers. The school must certainly provide opportunities for teachers to use the infrastructure as widely as possible (Ayyubi et al., 2024; Fauzi & Masrupah, 2024). This infrastructure is certainly the main supporting factor for the effectiveness of the performance of a teacher. Teachers with good infrastructure facilities will certainly show better and more effective work compared to teachers who are not equipped with good infrastructure (Bakri et al., 2021).

In addition to the important role of infrastructure management factors, other major factors can affect the effectiveness of teacher work or work environment factors. The work environment is the entire tool and material faced in the environment where a person works, his work methods, and work arrangements both as individuals and as a group. The work environment is a collection of conditions under which work activities are carried out (Siagian, 1982)

In its implementation, there are several problems faced by teachers related to how to manage classes and teaching and learning processes properly and effectively at Private Madrasah Ibtidaiyah se KKMI Pancatengah District. The cause of the lack of effective performance carried out by a teacher is that teachers feel that with the infrastructure available in schools today they are difficult to be able to fulfill the learning process properly (Hasan, 2021; Hasan & Aziz, 2023). This makes the teaching and learning process time require a lot of time allocation and as a result, the teaching and learning process carried out is very difficult to be able to fulfill the learning plan that has previously been compiled by the teacher in the RPP. Researchers see that there is a large role of existing facilities in schools and the environment or work system used that causes the lack of effectiveness of teacher work in these schools.

The researcher chose the study at Madrasah Ibtidaiyah Swasta (MIS) Se KKMI, Pancatengah District, Tasikmalaya Regency because researchers saw that the human resources in these schools were very good. In addition, the natural resources available both owned by the school and those in the environment around the school are very possible to be utilized in the learning process so that more effective learning can be created.

Based on this background description, the researcher is interested in conducting further research in these schools with the title "The Effect of Infrastructure Management and Work Environment on the Effectiveness of Teacher Work at Madrasah Ibtidaiyah Swasta Se KKMI Pancatengah District, Tasikmalaya Regency".

METHOD

This research was conducted with a quantitative approach. i.e. "research that focuses on presenting data in the form of numbers or quantitative figures (scoring) using statistics". (Ahmad Tanzeh: 2006) it is known that the pattern or paradigm of relationships between research variables is essentially a research plan that contains pictures of procedures in answering research

problem questions. Furthermore, Stelltiz divided the research design into exploratory, descriptive and causal designs. (Punaji: 2010) In this study researchers used a causal design. where the study intended is to analyze the influence between the variables of Infrastructure Management (X1) Work Environment (X2) on Guaru Work Effectiveness (Y).

The population in this study is all educators in Madrasah Ibtidaiyah Swasta Se KKMI, Pancatengah District, Tasikmalaya Regency totaling 92 people. . The sample is representative of a population that will be used as a data source. The sample can be interpreted as a portion of the population that represents the characteristics to be excavated. (Sugiyono: 2010)

The author uses data collection techniques in the form of: Indirect communication (Sugiyono: 2014), observation techniques (Priansa: 2005), measurement techniques (Priansa: 2005), interview techniques (Kamadhi: 2013). As for data collection tools, namely in the form of questionnaires, observation sheets, documentary study sheets, interview guides. The validation and reliability tests in this study used validation tests. The validity test is used to determine the feasibility of items in the list of questions in defining variables. And for reliability tests is to find out the extent to which the measurement results remain consistent, if two or more measurements are made of the same symptoms using the same measuring device. The technique used in reliability tests is the Cronbach Alpha technique. The classical assumption test is so that the results of regression analysis can meet the best, linear criteria and so that the independent variable as an estimator of the dependent variable is unusual. This classical assumption test consists of an autocorrelation test, a multicollinearity test, and a normality test.

RESULT AND DISCUSSION

The Effect of Infrastructure Management on the Work Effectiveness of Madrasah Ibtidaiyah Se KKMI Teachers, Pancatengah District, Tasikmalaya Regency

Data research instruments are used to obtain data on the variables studied, namely the management of infrastructure (X1), work environment (X2) and teacher work effectiveness using questionnaire instruments.

Once the necessary data has been obtained, it is collected for later analysis and interpretation. Before conducting data analysis, it is necessary to test the validity and reliability of the questionnaires that have been distributed.

Validity indicates the extent to which a measuring device is able to measure what will be measured. The validity test is performed by calculating the correlation of each statement through the total score with the Pearson Correlation Formula.

The validity test is to compare r count with r table, which is the critique number of the correlation table on degrees of freedom ($dk = n-2$) with a significant level $\alpha = 5\%$. Test criteria :

If r counts $>$ r table, then the statement is valid.

If r counts $<$ r table, then the statement is invalid.

Item Validity Test Results of Infrastructure Management Variables (X1)

No Item	Tingkat Validitas	r tabel	Keterangan
------------	----------------------	---------	------------

X ₁ -1	0.528	0.205	Valid
X ₁ -2	0.530	0.205	Valid
X ₁ -3	0.726	0.205	Valid
X ₁ -4	0.802	0.205	Valid
X ₁ -5	0.638	0.205	Valid
X ₁ -6	0.501	0.205	Valid
X ₁ -7	0.723	0.205	Valid
X ₁ -8	0.573	0.205	Valid
X ₁ -9	0.651	0.205	Valid
X ₁ -10	0.576	0.205	Valid
X ₁ -11	0.672	0.205	Valid
X ₁ -12	0.250	0.205	Valid

Sumber: Hasil Output SPSS

The data above, the variable of infrastructure management is above 0.205 then all items are valid. For this reason, the questionnaire used is feasible to be processed as research data. To simplify the calculation, the validity test will use the SPSS 24 for Windows program. From the results of research instruments on 92 respondents, it is known that the research instruments are valid.

Work Environment Variable Item Validity Test Results (X2)

No Item	Tingkat Validitas	r tabel	Keterangan
X ₂ -1	0.613	0.205	Valid
X ₂ -2	0.571	0.205	Valid
X ₂ -3	0.579	0.205	Valid
X ₂ -4	0.526	0.205	Valid
X ₂ -5	0.446	0.205	Valid
X ₂ -6	0.386	0.205	Valid
X ₂ -7	0.378	0.205	Valid
X ₂ -8	0.565	0.205	Valid
X ₂ -9	0.576	0.205	Valid
X ₂ -10	0.643	0.205	Valid

Sumber: Hasil Output SPSS

The above data, the work environment variable is above 0.205 then all items are valid. For this reason, the questionnaire used is feasible to be processed as research data

Test Results of Item Validity Variable Teacher Work Effectiveness (Y)

No Item	Tingkat Validitas	r tabel	Keterangan
Y-1	0.690	0.205	Valid
Y-2	0.834	0.205	Valid
Y-3	0.762	0.205	Valid
Y-4	0.799	0.205	Valid
Y-5	0.665	0.205	Valid
Y-6	0.678	0.205	Valid
Y-7	0.658	0.205	Valid
Y-8	0.673	0.205	Valid
Y-9	0.463	0.205	Valid
Y-10	0.641	0.205	Valid
Y-11	0.604	0.205	Valid
Y-12	0.529	0.205	Valid

Sumber: Hasil Output SPSS

The data above, the variable Teacher Work Effectiveness is above 0.205 then all items are valid. For this reason, the questionnaire used is feasible to be processed as research data.

Based on table 4.43 to table 4.45, information is obtained regarding the level of validity, that all items are declared valid and suitable for use for research. The complete test results can be seen in the appendix recapitulation of the level of validity of the research instrument statement items presented in the following table:

Recapitulation of Test Results of Instrument Statement Item

No	Kuisisioner Variabel	Valid		Tidak Valid		Total	
		Jml	%	Jml	%	Jml	%

Pengelolaan Sarana Prasarana (X ₁)	12	100%	0	0%	12	100%
Lingkungan Kerja (X ₂)	10	100%	0	0%	10	100%
Efektivitas Kerja Guru (Y)	12	100%	0	0%	12	100%

Based on the data above, it turns out that all statement items are selected items and can be used as a data collection tool (questionnaire).

The reliability testing of measuring instruments to be used in this study is the Cronbach Alpha correlation approach. This statistic is useful to find out whether the measurements made are reliable. If the value of the Cronbach Alpha is close to 1, then the measurement used is reliable or the respondent's answer will tend to be the same even though it is given to different people.

This process is carried out with the help of a computer SPSS application program, if the results of measuring instrument reliability testing are known alpha values for all variables greater than 0.5 then the instrument can be used for measurement in the context of collecting data for further research.

After obtaining the reliability coefficient is then compared with r table with a significant level of 5%. If the price r is calculated > r table, then the instrument is declared reliable.

The realities for each variable's questionnaire are presented in the table below:

Reliability Test Results

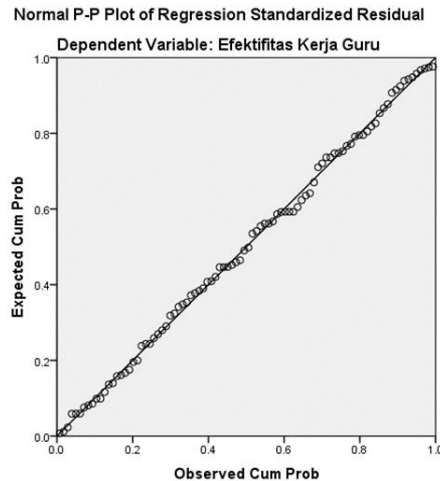
Variabel	Reliabilitas	r tabel	Kriteria
Pengelolaan Sarana Prasarana (X ₁)	0,826	0.205	Reliabilitas
Lingkungan Kerja (X ₂)	0,712	0.205	Reliabilitas
Efektivitas Kerja Guru (Y)	0,880	0.205	Reliabilitas

Sumber: Hasil Output SPSS

From the data above, the variable of Infrastructure Management (X₁), is 0.826 with high reliability criteria, the Work Environment variable (X₂) is 0.712 with high reliability criteria and the variable of Teacher Work Effectiveness (Y) is 0.880 with high reliability criteria.

The Normality Test aims to test whether in a regression model, confounding or residual variables have a normal distribution. Good data that are worth using in research are those that have a normal distribution.

Normality Test Results



Based on the figure above, it can be seen that the points spread around the diagonal line and follow the direction of the diagonal line, so the regression model meets the assumption of normality and is feasible to use.

This test aims to test whether the regression model found a correlation between independent variables. A good regression model should not have correlations between independent variables. Multicollinearity testing is carried out by looking at the magnitude of tolerance value and variance inflation (VIF). To see the results of the multicollinearity test, it can be seen.

Multicollinearity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13.911	3.119		4.460	.000		
	Pengelolaan Sarana Prasaran	.381	.058	.504	6.626	.000	.656	1.524
	Lingkungan Kerja	.475	.089	.407	5.351	.000	.656	1.524

a. Dependent Variable: Efektifitas Kerja Guru

From the calculation results of table 4.48 multicollinearity test shows that all independent variable values have a tolerance value of more than 0.10, meaning there is no correlation between independent variables. The calculation results also show that all independent variables have a VIF of less than 10 (<10). So it can be concluded that there are no symptoms of multicollinearity in the regression model used.

This test is used to determine the magnitude of the influence of each independent variable partially on the dependent variable. If the significance value is more than 0.05 ($\text{sig} < 0.05$), it can be concluded that the independent variable partially has a significant effect on the dependent variable.

Test Results t

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13.911	3.119		4.460	.000		
	Pengelolaan Sarana Prasaran	.381	.058	.504	6.626	.000	.656	1.524
	Lingkungan Kerja	.475	.089	.407	5.351	.000	.656	1.524

a. Dependent Variable: Efektifitas Kerja Guru

Using the SPSS program each of the following independent variables is generated:

The Effect of Infrastructure Management (X1) on Teacher Work Effectiveness (Y)

From the results of the analysis in Table 4.49 it can be seen that the t-count value is 6.626 > t-table is 1.987 with a significance value of $0.000 < \alpha 0.05$. Thus, it can be concluded that there is a significant influence between variable X1 (Management of infrastructure) and Variable Y (Teacher Work Effectiveness). Thus, it can be interpreted that there is a partially significant influence between the Management of Infrastructure Facilities and the Effectiveness of Teacher Work.

The Effect of Teacher Work Environment (X2) on Teacher Work Effectiveness (Y)

From the results of the analysis in Table 4.49, it can be seen that the t-count value is 5.351 > t-table is 1.987 with a significance value of $0.000 > \alpha 0.05$. Thus it can be concluded that H_0 is rejected and H_a is accepted, then the hypothesis is that there is a significant influence between variable X2 (Work Environment) and Variable Y (Teacher Work Effectiveness). Thus, it can be interpreted that there is a partial and significant influence between the Work Environment and the Effectiveness of Teacher Work.

The Effect of Infrastructure Management on the Work Effectiveness of Madrasah Ibtidaiyah Se KKMI Teachers, Pancatengah District, Tasikmalaya Regency.

The outcomes of the data analysis serve as a foundation for addressing the proposed hypothesis, indicating a correlation between infrastructure management and the effectiveness of Madrasah Ibtidaiyah Se KKMI teachers in the Pancatengah District. A comparable investigation on effectiveness was conducted by Ujang Ahmad Syabani in 2018, titled "The Influence of Educational Infrastructure Facilities on the Effectiveness of the Learning Process at the Tarbiyatul Islamiyah Foundation, Pesantren Riyadlul Ulum Wadda'wah Condong Tasikmalaya." In that study, the obtained r count > r table ($2.030 > 1.684$), leading to the conclusion of an impact of infrastructure on learning effectiveness. This study shares similarities with the current one, aiming to explore the influence of resources on effectiveness. The distinction lies in the variable Y, where the former focused on the effectiveness of learning, while the present study concentrates on the effectiveness of teacher work. Additionally, the divergence is evident in the t count > t table, specifically $6.626 > 1.987$, showcasing a significant difference.

This aligns with the perspective of Barnawi and Mohammad Aripin, who emphasize the substantial contribution of school infrastructure to the efficacy of teachers. Teachers endowed with sufficient infrastructure tend to exhibit superior performance compared to their counterparts lacking adequate facilities. Concurrently, Suharsimi Arikunto posits that educational infrastructure encompasses all necessary facilities for the teaching and learning process, whether mobile or immobile. This ensures that educational objectives are achieved seamlessly, consistently, and in an effective and efficient manner. The significance of educational infrastructure cannot be underestimated in the educational process, as, without proper facilities and infrastructure, the educational system would not function optimally. Based on the explanation above, it can be seen that the management of infrastructure facilities can affect the effectiveness of teacher work by 55.3% in Madrasah Ibtidaiyah Se KKMI Pancatengah District, Tasikmalaya Regency.

The Influence of the Work Environment on the Effectiveness of Teachers' Work at Madrasah Ibtidaiyah Se KKMI, Pancatengah District, Tasikmalaya Regency

Based on the results of data analysis, it can be used as a basis to answer the hypothesis proposed, namely the Influence of the Work Environment on the Effectiveness of Teacher Work at Madrasah Ibtidaiyah Se KKMI, Pancatengah District, Tasikmalaya Regency. Research on work effectiveness has also been conducted by Dwi Janur Wulan in 2013 with the title The Influence of Work Environment and Competence on the Work Effectiveness of Employees of the Youth Education and Sports Office of Kuningan Regency obtained $t_{count} > t_{table} 0.743 > 0.427$. So it can be concluded that there is an influence of the work environment on the effectiveness of employee work. This study has a relationship with variables in the author's research. The similarity of the study with this study is to determine whether there is an influence of the work environment on work effectiveness. The difference lies in the t_{count} which is $5,351 > t_{table}$ which is $1,987$.

This is following Nitisemito's opinion in Barnawi and Arifin (2012: 54), the work environment is everything that is around the workers and that can affect them in carrying out the tasks charged, such as cleanliness, lighting, noise, and security. Meanwhile, according to Sedarmayanti (2011: 2), the work environment is the entire tool and material faced by the surrounding environment where a person works, his work methods, and work arrangements both as individuals and as a group. Based on the explanation above, it can be seen that the work environment can affect the effectiveness of teacher work by 49.4% in Madrasah Ibtidaiyah se KKMI Pancatengah District, Tasikmalaya Regency

The Effect of Infrastructure Management and Work Environment on the Effectiveness of Teacher Work at Madrasah Ibtidaiyah se KKMI Pancatengah District, Tasikmalaya Regency

Based on the results of the data analysis, it can be used as a basis to answer the hypothesis proposed, namely the Influence of Infrastructure Management and Work Environment on the Effectiveness of Teacher Work in Madrasah Ibtidaiyah se KKMI Pancatengah District, Tasikmalaya Regency. Research on work effectiveness has also been conducted by Yuda Bimantara in 2014 with the title of the influence of Teacher Empowerment, the Use of Infrastructure and the Work Environment on the Work Effectiveness of Teachers Certifying State Junior High School in Pringsewu District in 2014/2015 obtained the results that there is a significant influence with the F value of the $> F$ table which is $43,858 > 2.70$ so that it can be concluded that there is an influence of teacher empowerment, the use of infrastructure and work environment on the effectiveness of teacher certification work.

This is under Zuliyanti's opinion, that there are factors that can affect work effectiveness, namely organizational characteristics, environmental characteristics, worker characteristics and organizational policies and practices.

According to the results of research at Madrasah Ibtidaiyah se KKMI Pancatengah District, Tasikmalaya Regency, it was found that if these two factors of infrastructure management and work environment were simultaneously studied for their great influence, then the results turned out to have a significant effect with a large percentage of 66.1%. This shows that simultaneously both affect work effectiveness with the calculation that if both increase, the effectiveness of teacher work will increase. However, in addition to the management of infrastructure and work environment, there are around 33.9% of other factors that affect the effectiveness of teacher work.

The management factor of infrastructure advice and the work environment has a considerable influence on the effectiveness of teacher performance at Madrasah Ibtidaiyah se KKMI, Pancatengah District, Tasikmalaya Regency. But that does not mean that other factors do not affect other than the two variables of infrastructure management and work environment. The

effectiveness of teacher work can be influenced by many things other than the two variables that are the material of this study, including salary, the leadership of the head of the foundation/principal, personal or individual factors including elements of knowledge, skills, confidence, motivation, and commitment possessed by each teacher (Rofiq et al., 2019; Suhadi & Zakariyah, 2021; Zakariyah et al., 2022).

CONCLUSION

The effective management of infrastructure facilities positively impacts teacher work, as evidenced by a correlation coefficient value of 0.743. This aligns with the extent of the influence of infrastructure management on teacher work effectiveness, which is calculated at 0.553. This indicates that 55.3% of the variation in the effectiveness of teachers' work can be attributed to the management of infrastructure facilities, while other factors influence the remaining 44.7%. Similarly, the work environment contributes positively to teacher work effectiveness, as indicated by a correlation coefficient of 0.703. This corresponds to the influence of the work environment on teacher work effectiveness, measured at 0.494. In this context, 49.4% of the variability in the effectiveness of teachers' work is associated with the work environment, leaving 50.6% influenced by other factors.

Furthermore, the combined effect of managing infrastructure facilities and the work environment on teacher effectiveness is positive, with a correlation coefficient of 0.813. This mirrors the research findings, showing a joint influence of infrastructure management and the work environment on teacher effectiveness at 0.661. Thus, 66.1% of the variability in teacher work effectiveness is jointly influenced by the management of infrastructure facilities and the work environment, while other factors influence the remaining 33.9%.

REFERENCES

- Alwi, M., & Mumtahana, L. (2023). The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), Article 1. <https://doi.org/10.59373/kharisma.v2i1.18>
- Ayyubi, I. I. A., Hayati, A. F., Muhaemin, A., Noerzanah, F., & Nurfajriyah, D. S. (2024). Analisis Pemahaman Siswa Pada Materi Sejarah Kebudayaan Islam Berdasarkan Asal Sekolah. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 2(1), Article 1.
- Azis, A., Abou-Samra, R., & Aprilianto, A. (2022). Online Assessment of Islamic Religious Education Learning. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), Article 1. <https://doi.org/10.31538/tijie.v3i1.114>
- Bakri, A. R., Nasucha, J. A., & M, D. B. I. (2021). Pengaruh Bermain Peran Terhadap Interaksi Sosial Anak Usia Dini. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), Article 1. <https://doi.org/10.31538/tijie.v2i1.12>
- Balaji, M., Dinesh, S. N., Kumar, P. M., & Ram, K. H. (2021). Balanced Scorecard approach in deducing supply chain performance. *Materials Today: Proceedings*, 47(15), 5217–5222. <https://doi.org/10.1016/j.matpr.2021.05.541>
- Dian, D., Trisna, M. Y., & Huda, N. N. (2022). The Effect of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), Article 1. <https://doi.org/10.33650/al-tanzim.v6i1.3221>

- Fauzi, A., & Masrupah, S. (2024). Pengaruh Model Pembelajaran Kooperatif Tipe Team Games Tournament (TGT) Terhadap Hasil Belajar Siswa. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 2(1), Article 1.
- Hasan, M. S. (2021). Learning Model Service-Learning at Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), Article 3. <https://doi.org/10.31538/nzh.v4i3.1139>
- Hasan, M. S., & Aziz, A. (2023). Kontribusi Pendidikan Islam dalam Pengembangan Sosial Emosional Peserta Didik di MTs Salafiyah Syafiyah Tebuireng Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(2), Article 2. <https://doi.org/10.54437/irsyaduna.v3i2.1124>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), Article 3. <https://doi.org/10.31538/ndh.v6i3.1686>
- Kartiko, A., Wibowo, G. A., Gobel, L. V., Wijayanto, A., & Saputra, N. (2023). Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era. *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), Article 2. <https://doi.org/10.31538/ndh.v8i2.3960>
- Pratiwi, D. P., & Warlizasusi, J. (2023). The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), Article 1. <https://doi.org/10.59373/kharisma.v2i1.16>
- Rahayu, R., Siahaan, A., Syukri, M., & Rofiq, M. H. (2023). The Contribution of Communication Climate and Achievement Motivation to the Performance of Elementary School Teachers. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), Article 2. <https://doi.org/10.31538/munaddhomah.v4i2.234>
- Rofiq, A. C., Mujahidin, A., Choiri, M. M., & Wakhid, A. A. (2019). The Moderation of Islam In The Modern Islamic Boarding School of Gontor. *Analisis: Jurnal Studi Keislaman*, 19(2), Article 2. <https://doi.org/10.24042/ajsk.v19i2.5235>
- Siagian, S. P. (1982). *Organisasi, kepemimpinan dan perilaku administrasi*. Gunung Agung.
- Suhadi, S., & Zakariyah, Z. (2021). Implementasi Budaya Literasi Pada Pembelajaran Al Qur'an Hadits di Madrasah Aliyah. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), Article 2.
- Tajudin, A., & Aprilianto, A. (2020). Strategi Kepala Madrasah..dalam Membangun Budaya Religius Peserta Didik. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), Article 2. <https://doi.org/10.31538/munaddhomah.v1i2.34>
- Zakariyah, Z., Fauziyah, U., & Kholis, M. M. N. (2022). Strengthening the Value of Religious Moderation in Islamic Boarding Schools. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), Article 1. <https://doi.org/10.31538/tijie.v3i1.104>