

The Principal's Strategy in Facing The National Assessment in Junior High School

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ABSTRACT. This study aims to determine the Principal's Strategy in dealing with the National Assessment at Amantul Ummah Junior High School Surabaya, namely: the Principal's Strategy in planning the National Assessment, the Principal's Strategy in implementing the National Assessment, and the Principal's Strategy in evaluating the National Assessment. This research uses a qualitative type and uses a case study approach. Data collection techniques were carried out by means of observation, interviews, and documentation. The presence of researchers in the field is absolutely necessary because the researcher is the main instrument and at the same time acts as the sole data collector. The data sources in this study came from the leaders of Islamic boarding schools, who are in charge of facilities and infrastructure, teaching staff, and advisors to Islamic boarding schools. The data analysis techniques used by researchers were based on Miles and Huberman's theory, namely: data collection, data reduction, data presentation (data display), and verification and conclusion. The validity of the data using the triangulation method. The results of this study indicate that: First, the planning is carried out by the principal by preparing all the needs of the students in facing the National Assessment. Second, the implementation of the National Assessment contains 3 instruments, namely the Minimum Competency Assessment (AKM) including literacy and numeracy tests, Character Surveys, and Learning Environment Surveys. Third, the evaluation is carried out by the principal by looking at the obstacles that occur in the implementation of the National Assessment, namely providing additional hours and deepening the material.

Keywords: *Principal Strategy, National Assessment, Junior High School.*

INTRODUCTION

The evaluation system in Indonesia has been regulated in Law Number 20 of 2003 concerning the National Education System Chapter XVI articles 57 to 59 concerning evaluation (Ministry of Education and Culture, 2013) states that. (Novita: 2021) "In the framework of national education quality control, an evaluation is carried out as a form of accountability of education providers to interested parties. Evaluations are carried out by independent institutions periodically, thoroughly, transparently, and systematically to assess the achievement of national standards of education."

Currently, to carry out learning evaluation, a program called the National Assessment is applied. This is a new innovation applied in learning evaluation, replacing the National Examination which was the previous learning evaluation program. In Permendikbudristek number 17 of 2021, it is explained in article 14, namely, the provisions regarding national examinations as stipulated in the Regulation of the Minister of Education and Culture Number 43 of 2019 concerning the Implementation of Examinations Held by National Education and Examination Units (State Gazette of the Republic of Indonesia of 2019 Number 1590), are revoked and declared invalid.

(Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, No. 17 2021, concerning National Assessment, 2021)

To carry out the National Assessment at the primary and secondary education levels, of course, the role of a leader in an educational institution is needed. In this case, the leader in question is a principal. The headmaster is the sole leader in the school who has the responsibility to teach and influence all parties involved in educational activities in the school to cooperate in achieving the goals of the school. (Mulyasa: 2012) In addition, the role of the principal in an educational institution is certainly expected to be able to provide the right strategies in order to carry out the vision, mission, and programs of an educational institution.

Strategy is the long-term direction of the organization in an effort to achieve organizational interests and anticipate environmental changes, anticipate facing the market, and meet stakeholder expectations. Strategy is a pattern or planning that is integrated with organizational goals, policies, and actions as a whole. Strategy is the discipline for producing fundamental decisions and actions that shape and guide what an organization should do and why it should take action. (Fridiyanto: 2020) From a series of these understandings, it can be said that strategies are needed in implementing programs in an organization or institution. In addition, the role of a leader is also needed to ensure that the people involved are indeed carrying out the strategy well. Therefore, the researcher decided to research, observe and raise the title of the study "Principal's Strategy In Facing The National Assessment At The Flagship Junior High School Amanatul Ummah Surabaya"

METHOD

This research uses a qualitative type of research. This type of qualitative research is a type of research that does not use statistical rules and quantification. (Shalim: 2012) The approach to be used in this research is the case study approach. (Nursapiah: 2020) This research was conducted at SMP Amanatul Ummah, located in the Amanatul Ummah Islamic Boarding School Complex, Jl. Tirta Wening NO. 14, Kembangbelor, Pacet, Mojokerto, East Java, Indonesia.

Data collection techniques in this study are Observation, Documentation and Interview (triangulation). (Sugiono: 2013) To analyze data can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction (data reduction), 3) Data Presentation (Data Display), and 4) Verification and Conclusion Attraction. (Husni Abadi: 2020) Triangulation is a technique of checking the validity of data that makes use of something else. (Moleong: 2012) This technique is carried out by research by comparing and checking findings through primary informants with other informants.

RESULT AND DISCUSSION

Principals' Strategies in Planning for National Assessments

In the data collection process, researchers found data related to the Principal's Strategy in planning to face the National Assessment, in the news circulating that the assessment was applied as a substitute for the National Examination, but the purpose of the National Assessment was actually to see the quality of schools. Meanwhile, the implementation starts with the education office selecting 50-55 children based on student data in the database. Once selected, students (i) will conduct a Minimum Competency Assessment (AKM) test including literacy and numeracy tests, Character Survey, and Learning Environment Survey. This statement was obtained by researchers based on the results of interviews with school principals. We can see the data as follows.

"The National Assessment according to the news circulating is applied as a substitute for the National Examination, but the purpose of the National Assessment is actually to see the quality of schools. For the implementation process, starting from the education office selects 50-55 children based on student data in the database. After being selected, children will take tests in the form of

AKM including literacy and numeracy tests, then Character Surveys, and Learning Environment Surveys".

Researchers also obtained data in the form of interviews with one of the education staff in charge of the school curriculum that there is no need for special preparations to be made, because the education office only wants to see the real condition of a school. However, schools still take preparatory steps for all students so that later they are ready to face the test given by the central government, because the education office will randomly select students who will take the test. We can see the data as follows:

"In the context of preparation, the Minister of Education and Culture actually said that there is no need for special preparations to be made in schools because they only want to see the real conditions of a school. However, we in schools still take preparatory steps for all students so that later they are ready to face the test given by the central government, because later they (the education office) randomly select students who will take the test."

In order to prepare for the National Assessment, researchers found data based on interviews with school principals that there were 3 servers that would later be used for the implementation of the National Assessment, then prepared laptops that had been synchronized with student data (i), prepared material deepening related to literacy and numeracy and character surveys, students (i) who took part in this national assessment were collected into 1 special class which was a class for preparation implementation of the National Assessment, providing additional hours to be more focused on deepening literacy and numeracy related to Indonesian language and mathematics lessons, In addition, for student character surveys (i) will be given more focused on PKN lessons. Because the character survey is to assess the character of students personally such as cleanliness, courtesy in speaking, ethics, ethics, religious tolerance and so on. Not only that, the school also provides simulations to students (i) related to how to fill in and answer questions in the National Assessment activities.

Principals' Strategies in Implementing National Assessments

In the data collection process, researchers found data related to the Principal's Strategy in carrying out the National Assessment, while what was found by the researcher included the implementation of the Minimum Competency Assessment (AKM) which included literacy and numeracy tests, Character Surveys and Learning Environment Surveys. The details are as follows

Minimum Competency Assessment (AKM)

Minimum Competency Assessment (AKM) is a test contained in the National Assessment (AN) instrument, where this test involves literacy and numeracy tests. AKM is an assessment of fundamental competencies needed by all students to be able to develop self-capacity and participate positively in school and society. The competencies assessed include logical-systematic thinking skills, the ability to reason using concepts and knowledge that have been learned, and the skills to sort and process information. This was conveyed by the principal based on the results of the researcher interview as follows:

"AKM is an assessment of fundamental competencies needed by all students to be able to develop their capacity and participate positively in schools and communities. The competencies assessed include logical-systematic thinking skills, the ability to reason using concepts and knowledge that have been learned, and the skills to sort and process information."

The above statement was affirmed by the curriculum representative that AKM is an assessment needed by all students(i) in order to be able to develop self-capacity and participate positively in society. This is based on the results of the researcher's interview with the vice principal for curriculum as follows: "AKM is an assessment needed by all students to be able to develop their capacity and participate positively in society."

In the implementation of this AKM, researchers also obtained data that students (i) who took part in the National Assessment first carried out apples before entering the room, where each room consisted of 15 students (i) each got 1 laptop incorporated in 1 server whose test was semi-online or not fully online. This statement is based on the results of the researcher's interview with the principal. The results of the interview are as follows: *"In the morning, we put the children first, then they enter the room where 15 children each get 1 laptop for the test, and per 15 children are members of 1 server, the test is semi-online, not full online."*

The principal also added that the first day was for the Literacy and Character Survey and on the second day for Numeracy test and Learning Environment Survey. This statement is based on the results of the researcher's interview with the principal. The interview results are as follows: *"The first day for Literacy and Character Survey, the second day for Numeracy test and Learning Environment Survey."*

Based on the presentation of the researchers' data above obtained through data sources from interviews with several informants/sources, researchers can conclude about the implementation of the National Assessment in this case the Minimum Competence Assessment (AKM) test. AKM is an assessment of fundamental competencies needed by all students to be able to develop self-capacity and participate positively in school and society. namely literacy and numerization. This literacy measures students' ability (i) to understand, use, evaluate, and reflect on various types of texts to solve problems and develop students' capacity(i) as citizens who can contribute productively to society. Numeracy measures the ability to think using concepts, procedures, facts, and mathematical tools to solve relevant everyday problems.

Character Survey

Character Survey is a test contained in the National Assessment (AN) where this character survey attempts to determine the condition of the character of students (i) in school related to whether the principle of Pancasila is really felt in interactions at school. The Character Survey also strives for the minimum competencies of basic competencies needed by students to be able to learn whatever the material. This statement was obtained by researchers from an interview with one of the teachers at SMP Ammanatul Ummah Surabaya as follows:

"The Character Survey is an effort to determine the condition of the character ecosystem of students in schools related to whether the principle of Pancasila is really felt by students in interactions at school, this is the minimum competency of basic competencies needed by students to be able to learn whatever the material."

The above statement is in line with the vice principal in the field of curriculum that this character survey will be a guide for schools. Character surveys are expected to be a benchmark to be able to provide feedback for schools in making changes, this can also be a condition of mutual relationships between students and teachers or at school as a place for students to learn. This can be known based on the results of the researcher's interview with the vice principal in charge of the curriculum, this statement can be seen as follows:

"This character survey will be a guide for schools. The character survey is expected to be a benchmark to be able to provide feedback for schools in making changes, this can also be material for ecosystem conditions (mutual relationships) in schools as a place for students to learn."

The above explanation was also emphasized by the Principal related to the Character Survey, where the character survey was carried out not in the form of a test that must be done by the students. The students answered a number of personal questions, related to students' opinions on topics such as gotong royong, Bhinneka Tunggal Ika. But related to the essence and behavior of these topics. The survey will be designed a measuring instrument that is difficult for students to outsmart so that the results of the survey can depict a true portrait of the character of students in school, within a certain time.

Looking at some of the information above, researchers understand that character surveys are also important to be applied in education considering today's challenges where student character (i) is very impactful. Therefore, there needs to be an effort made by the school in fortifying this. Seeing this problem, the party from SMP Ammanatul Ummah Surabaya, namely the teaching staff, expressed several important points that the character survey is designed to measure student achievement from social-emotional learning outcomes in the form of character pillars to print the Pancasila Student Profile. The character of Pancasila students to be achieved in the implementation of the character survey is to implement the principles of Pancasila that can be felt and practiced by school residents. From this behavior, it will be known whether the level of tolerance has run well at school, so that children's happiness at school is well established and runs well and can be minimized bullying behavior that occurs in students at school.

Based on the explanation above related to the character survey, researchers can find out that this character survey is an effort to determine the condition of the character of students (i) in school related to whether the principle of Pancasila is really felt in school interactions. Seeing this, the school did several things related to the character of students (i) in order to have a personality in accordance with the principles of Pancasila, where the character of Pancasila in question is Faith and fear of God Almighty and noble character, global celebrity, independence, critical reasoning, creativity, mutual assistance or mutual assistance.

Learning Environment Survey

The Learning Character Survey is a test contained in the National Assessment (AN) where this character survey is to determine the quality of the teaching and learning process and the atmosphere that supports learning in schools and this survey is carried out in order to measure the learning climate and climate of education units. This statement was obtained by the researcher based on the results of an interview with the vice principal in charge of curriculum, while the results of the interview can be seen as follows:

"The learning environment survey is to determine the quality of the teaching and learning process and the atmosphere that supports learning in schools. This survey was conducted in order to measure the learning climate and the climate of education units."

Looking at the presentation of the data above, researchers also received information from school principals related to the learning environment survey that the Learning Environment Survey must be filled out by all Heads of Education Units and Teachers registered in the Dapodik and Emis data collection systems as respondents, to fill it out, respondents need to access and login at the link that has been prepared. The filling time will be active according to the schedule for the implementation of the National Assessment at each level of education. If the respondent is assigned to more than one education unit, be sure to fill out a learning environment survey for each place of assignment. This statement was obtained by researchers based on the results of interviews with school principals as follows:

"The Head of the Education Unit and Teachers who are registered in the Dapodik and Emis data collection system as respondents, to fill in the respondents need to access and login at the link that has been prepared. The filling time will be active according to the schedule for the implementation of the National Assessment at each level of education. If the respondent is assigned to more than one education unit, be sure to fill out a learning environment survey for each place of assignment."

In addition to the presentation of the researcher data above, the vice principal also added that the Learning Environment Survey targeted 2 parties including schools and teachers where the School Policy assessment was related to school environmental safety, the quality of school work programs / curriculum and the teacher supervision system. Teacher Competency Assessment, related to classroom management, cognitive learning and affective mentoring.

Based on the presentation of the above data obtained by researchers from interviews with several resource persons who became informants, researchers can know that the learning environment survey is a test contained in the National Assessment (AN) where this learning environment survey is to determine the quality of the teaching and learning process and the atmosphere that supports learning in schools and this survey is carried out in order to measure the learning climate and climate of education units. And for its implementation in accordance with the circular that has been given, namely through the link that has been given by the organizer (Fatimah et al., 2022; Hasanah & Maarif, 2021; Mappaenre et al., 2022).

The principal's strategy in evaluating the National Assessment

In the data collection process, researchers found data related to the Principal's Strategy in evaluating the National Assessment, that the evaluation activity on an activity that had been completed. Evaluation activities also involve people under the leadership of the principal, in this case school functionaries and all teachers. Regarding the evaluation carried out by the principal, researchers found information that there are no certain standards that must be achieved by students. However, the school initiated to measure students' ability as measured by the results of semester exams (PTS and PAS) because it applied AKM model questions, such as multiple choice, complex multiple choice, short filling, true / false (statement), matchmaking, and also essays. From there, we can measure how far the children's understanding is in answering the AKM model questions. This statement was obtained by the researcher based on the results of an interview with the vice principal in charge of curriculum, as for the results of the interview as follows:

"There is no certain standard that students have to achieve. However, the school initiated to measure students' ability as measured by the results of semester exams (PTS and PAS) because it applied AKM model questions, such as multiple choice, complex multiple choice, short filling, true / false (statement), matchmaking, and also essays. From there, we can measure how far the children's understanding is in answering the AKM model questions."

The vice-principal also added that there is no specific target set by the school, as the central government says there is no specific standard that students must achieve. He also emphasized that this National Assessment activity aims to map and assess the quality of schools, not assess the academic ability of students personally (Hakim & Herlina, 2018; Hakim & Yama, 2020).

In addition to the explanation above, researchers also obtained data in the form of information that the obstacles that students (i) have in the field of literacy, because they are not used to reading readings that can improve their literacy, and also they are not used to doing literacy-shaped questions. Therefore, the evaluation carried out by the school is that students (i) must be given a deeper deepening related to literacy, which emphasizes more reading books in order to increase vocabulary and increase the insight of students (i). This is done because the students(i) at the time of carrying out the test encounter a lot of vocabulary that has never been known before, so it is difficult to understand it. This statement is in accordance with a statement from one of the teaching staff at SMP Ammanatul Ummah Surabaya obtained by researchers from the results of interviews. The results of the interview are as follows:

"In the field of literacy, these children may not be used to reading readings that can improve their literacy, and also they are not used to doing literacy problems. Yes, therefore the evaluation is that they must be given a deeper deepening related to literacy, so we must emphasize them to read more literacy books in order to increase their vocabulary, increase their insight. Because they encounter a lot of vocabulary that they have never known before, so it is difficult to understand them. Then it becomes an evaluation."

The above statement is also in line with the statement from the vice principal in charge of the curriculum that this National Assessment is a new thing, everything we here need to adapt first. Such teaching staff must begin to apply questions to students(i) that are similar to the National Assessment questions. But the problem is a little difficulty finding references to the questions, there are some found from several book publishers but not too similar to the questions tested at the time

of the test. Instead, the students(i) stated that the questions in the National Assessment were simpler than what they had done during preparation at school (Abusin et al., 2021; Inco & Rofiq, 2022).

Based on the presentation of the researchers' data above sourced from the results of the researcher's interview, researchers can find out about the Principal's strategy in evaluating the National Assessment, namely that there is no certain standard, both assessment standards and graduation standards for National Assessment participants that must be achieved by students. However, the school initiated to measure students' ability as measured by the results of semester exams (PTS and PAS) because it applied questions with models such as the National Assessment questions. Researchers also know that the evaluation carried out by schools is that students (i) must be given a deeper deepening related to literacy, which emphasizes more reading books in order to increase vocabulary and increase students' insight (i).

Discussion

Principals' Strategies in Planning National Assessments

The principal's strategy is very influential in developing the academic potential of students. With mature planning from the Principal, it will have a positive impact on students. This was found by researchers at the location of research related to the principal's strategy in planning to face the National Assessment at SMP Amanatul Ummah Surabaya where the principal planned several things to deal with the National Assessment including, first for schools to prepare at least 3 servers that will later be used for the implementation of the National Assessment, prepare laptops that have been synchronized with student data (i), prepare material deepening related to literacy and numeracy and character survey, prepare 1 special class which is a class to prepare for the implementation of the National Assessment. The second preparation is to provide additional hours to be more focused on deepening literacy and numeracy related to Indonesian language and mathematics lessons, in addition to student character surveys (i) will be given a deeper focus on PKN lessons. Planning is very important to be carried out in accordance with Husaini's statement which means the plan includes, setting organizational goals, determining the strategy used in making policies and standards needed to achieve targets.

Principals' Strategies in Implementing National Assessments

Education stakeholders have a special role to implement education programs and education management governance, including the education office, principals, school committees, and teachers. It was also found by researchers at the research location where the Principal's strategy in carrying out this National Assessment, please note that the National Assessment has a Minimum Competency Assessment (AKM) test which includes literacy and numeracy tests, Character Surveys and Learning Environment Surveys. In its implementation, the first AKM (Literacy and Numerization) Literacy test measures students' ability (i) to understand, use, evaluate, and reflect on various types of texts to solve problems and develop students' capacity (i) as citizens who can contribute productively in society (Aprilianto et al., 2021; Sirojuddin, Ashlahuddin, et al., 2022; Tajudin & Aprilianto, 2020). Numeracy measures the ability to think using concepts, procedures, facts, and mathematical tools to solve relevant everyday problems. Second, suvey character by teaching students' personalities in accordance with the principles of pancasila, where the character of pancasila in question is Faith and fear of God Almighty and noble character., global celebrity, independence, critical reasoning, creativity, mutual assistance or mutual help (Arifin et al., 2022; Sirojuddin, Amirullah, et al., 2022). Third, a learning environment survey where the aim is to determine the quality of the teaching and learning process and the atmosphere that supports learning in schools and this survey is carried out in order to measure the learning climate and climate of the education unit so that the strategy applied is to make students feel comfortable and peaceful in the learning process by utilizing the facilities owned by the school. In terms of the principal's strategy in implementing the National Assessment, it is very influential for students in accordance with

Dhiyana Nur Auliya Sari's statement that the principal, teachers as internal implementers play a role in implementing the program according to school principles (Azkiyah et al., 2020; Karim et al., 2022).

Principals' Strategies in Evaluating National Assessments

Evaluation activities refer to a process for determining the value of something being evaluated. Regarding the principal's strategy in evaluating the National Assessment, researchers also found in the field (research location). Where the findings of the researcher refer to those carried out by the Principal, the evaluation carried out by the school is that students (i) must be given a deeper deepening related to literacy, which emphasizes more reading books in order to increase vocabulary and increase the insight of students (i). Given the evaluation of the activities carried out, it is very important that there is a real change if the activities are carried out again. As stated by Mohammad Mustafid Hamdi evaluation is a process and evaluation is related to giving value or meaning. In this case, the principal is the role that will lead evaluation activities in an activity that has been completed. Evaluation activities also involve people under the leadership of the principal, in this case, school functionaries and all teachers (Hasan, 2021; Hasan & Aziz, 2023).

CONCLUSION

The principal's strategy in planning to face the National Assessment at SMP Amanatul Ummah Surabaya is to plan several things to deal with the National Assessment including, first for schools to prepare at least 3 servers that will later be used for the implementation of the National Assessment, prepare laptops that have been synchronized with student data (i), prepare material deepening related to literacy and numeracy and character surveys, prepare 1 special class which is a class to prepare for the implementation of the National Assessment. The second preparation is to provide additional hours to be more focused on deepening literacy and numeracy related to Indonesian language and mathematics lessons, in addition to student character surveys (i) will be given a deeper focus on PKN lessons.

The Principal's strategy in implementing the National Assessment where the National Assessment contains the AKM (Literacy and Numerization) test. Survey character by teaching students' personalities in accordance with the principles of Pancasila, and survey the learning environment where the aim is to determine the quality of the teaching and learning process and the atmosphere that supports learning at school.

The principal's strategy in evaluating the National Assessment is that the evaluation carried out by the school is that students (i) must be given a deeper deepening related to literacy, which emphasizes more reading books in order to increase vocabulary and increase the insight of students

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