

## Islamic education evaluation and management

Era Carica Omam Maulana<sup>1\*</sup>  
Heldy Ramadhan Putra P.<sup>2</sup>

<sup>1-2</sup>Department of Islamic Education Management, State Islamic Raden Mas Said, Surakarta, Indonesia

### ABSTRACT

This study aims to determine the extent of the evaluation function, the management of Islamic Education in producing a generation of achievers and the implications for community interest. In general, there are four management functions that are widely known to the public, namely the planning function, the organizing function, the directing function and the controlling function. For the organizing function there is also a staffing function (formulation of staff). This paper discusses the evaluation, control and management of education according to the Qur'an. Islamic Education Management is an educational arrangement that is based on the values of Islamic teachings as stated in the Qur'an, as well as the thoughts of the scholars. The method used is descriptive qualitative. Meanwhile, evaluation is a component of the Islamic education system which must be carried out systematically and planned as a tool to measure success, or targets to be achieved in the management process of Islamic education. Then the need for control in the Islamic education system to follow up on evaluations that have been carried out, from the results of the study it can be concluded that this evaluation and management and control can improve the quality of student outcomes and can increase public interest in MI Muhammadiyah Puluhan Trucuk.

### KEYWORDS

Education management;  
evaluation; Islamic education

Received: 1 November 2022  
Accepted: 10 December 2022  
Published: 30 January 2023

## Introduction

The low quality and results of students and the decline of public interest in Islamic Education Institutions cannot be separated from management in terms of Evaluation in the teaching and learning process which should be an important component and cannot be separated from the whole process. The importance of evaluation does not only have meaning for the student learning process, but also provides feedback on the program as a whole. Therefore, the essence of evaluation is the provision of information for the management of the teaching and learning process to make decisions.

In this study, we found a subject related to the quality of education that is seen directly and can be felt by the presence of an institution that is so prima donna in the community and indeed the tendency of interest can already be seen in the income of new students and the results of graduates who are accepted at favorite junior high schools or MTs. in the Trucuk Klaten area. So we will conduct a case study on the management of learning management and learning evaluation at the MI Muhammadiyah Trucuk Institute so that we hope to provide a new space for managers of Islamic Education Institutions as we researched.

Islamic Education Management is an educational arrangement based on Muslims (Basyit, 2018). In Islamic education management, evaluation is a component of the Islamic education system which must be carried out systematically and planned as a tool to measure success or targets to be achieved in the process of Islamic education management (Rohman, 2020b). An example of management in Islam, namely the implementation of prayer which is the most sacred icon in Islam is a concrete example of management that leads to order. Fasting, hajj and other deeds are monumental management practices. the values of Islamic teachings as in the Qur'an and As Sunnah, as well as in the thoughts of the scholars and in historical practice.

The management theories and concepts used today are actually nothing new from an Islamic perspective. Management existed at least when God created nature and its contents. The elements of management in the creation of nature and other creatures are inseparable from the management of the heavens. Prophet Adam as the caliph leading the universe has carried out the management elements.

A small example of management realization as described by God's creatures in the form of ants. In carrying out his life, ants are among the creatures that are very solid and committed to living their life by using management,

CONTACT Era Carica Omam Maulana  [eracaricaomammaulana@gmail.com](mailto:eracaricaomammaulana@gmail.com)

© 2023 The Author(s). Published with license by Lighthouse Publishing.

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way.

of course, the ant version. The regularity and commitment of ants in their performance is very solid and full of obedience.

Education management and evaluation and control carried out by an Islamic educational institution are very successful factors in bringing the institution to glory from various aspects. Observations that we made at one of the Islamic education institutions in Trucuk Klaten District, namely MI Muhammadiyah Puluhan Trucuk Klaten on October 3, 2022 MI Muhammadiyah Tens Trucuk Klaten which is the only primary school which is in great demand among 14 madrasahs.

The people in the Trucuk sub-district and its surroundings are very enthusiastic about registering their children to be able to go to school at the madrasa. This is evidenced from year to year the competition for seats is very unequal between MI Muhammadiyah Puluhan and the surrounding madrasahs so that this year itself achieved a very fantastic number of first-class students. namely 4 classes with 28 students each, so the total number of students is currently 650 students from grades 1-6 with a total of 30 teachers.

Something interesting that was done by MI Muhammadiyah Puluhan was in terms of education management in the development of madrasa programs and evaluation management from the aspect of the ruhyah approach which was carried out by one of the madrasa heads who were quite senior who was able to analyze what the advantages and disadvantages of madrasahs were with surrounding public elementary schools.

In terms of achievements, it was not only achievements at the regional level that were obtained but also achieved national achievements in the Science Olympiad, Tahfidzul Qur'an, the art of reading the Qur'an, Futsal sports, TS Martial Arts, Badminton so that the Two Big Storefronts were filled with these achievement trophies are the main attraction for parents to register their children at MI Muhammadiyah Tens.

From the things above, a statement can be drawn that success and achievement cannot be separated from the role of education management and continuous evaluation and control so that it is able to meet the current needs of society. So researchers want to know the extent of the education management strategy and control evaluation at MI Muhammadiyah Puluhan Trucuk Klaten Tp 2022/2023 so that they are able to compete and gain achievements in various fields.

The type of research used is descriptive using a qualitative approach. The data that will be collected in this study is data that is in accordance with the research focus, namely on education management strategies as well as the evaluation and control of the madrasah principal and the madrasah curriculum development team in improving the quality of Islamic education at MI Muhammadiyah Puluhan Trucuk Klaten in the 2022/2023 academic year.

## Literature review

Literally, evaluation comes from English; evaluation, which means assessment and assessment. In Arabic, the term *imtahan* is found, which means test, and *khataman*, which means a way of assessing the final result of the activity process (Suharna, 2016). Meanwhile, in terms of terms, there are several opinions, but basically the same, only differing in the editorial. Oemar Hamalik defines evaluation as a process of assessing the progress, growth and development of students for educational purpose (Rohman, 2020b).

While Abuddin Nata stated that evaluation is a process of comparing the existing situation with certain criteria in order to obtain information and use it to make judgments in order to make decisions (Nata, 2016). Then according to Suharsimi Arikunto, evaluation is an activity to collect information about how something is working, which is then used to determine the right alternative in making decisions (Arikunto, 2021). As for Fitrianti, Leni said that evaluation is a planned activity to find out the condition of objects using instruments and the results are compared with benchmarks to draw conclusions (Fitrianti, 2018).

Evaluation of educational management has a very strategic position, because the results of evaluation activities can be used as input for improving educational activities. Islamic teachings also pay great attention to this evaluation. Allah SWT, in various His words in the holy book of the Qur'an, tells us that the work of evaluating human students is an important task in a series of educational processes that have been carried out by every element of the school. Suharsimi Arikunto formulates more specific functions performed by teachers for their students, among others (Arikunto, 2021).

Almost the same opinion was expressed by Hamalik, that the function of evaluation is to help students so that they can change or develop their behavior consciously, and provide assistance to them in how to achieve satisfaction if they do what they should. Besides that, it can also help an educator in considering adequate (adequate) teaching methods as well as helping and considering administration (Rohman, 2020a)

Evaluation is carried out in an integrated manner with learning activities. Evaluation can be carried out both in a formal and informal setting, inside the classroom, outside the classroom, integrated into teaching and learning activities or carried out at a special time. Evaluation is carried out in various ways, such as written tests, assessment of student work through a collection of student work (portfolio), and evaluation of student performance. Noted and accurate. The results of each student achievement evaluation must be systematically and comprehensively recorded and stored, so that they can be used at any time (Suryadi, 2018).

In general, the process of developing the presentation and use of educational evaluation management carried out by madrasa heads and teachers can be described in the following steps (Rusdiana, 2017). The implementation of Islamic education management, in this case evaluation, will not go well without a good organization, namely schools, because the organization itself is defined as a collection of people with a cooperative system to achieve common goals (Syihabuddin, 2019).

The step that must be taken by a madrasa head and teacher in evaluating is to determine what is the target of the evaluation. The evaluation objectives are very important to know in order to facilitate educators in compiling their evaluation tools. In general there are three main objectives of the evaluation, (Mardiah & Syarifudin, 2018). Delegation of necessary authority to individuals to carry out their duties. Organizing is the arrangement of working together financial, physical and human resources in the organization. Organizing is the preparation of a school structure that is in accordance with the goals of the school, the resources it has, and the environment that surrounds it (Usman, 2013).

From the twelve studies we can draw the conclusion that management evaluation is a process of seeking information by providing some assessments or assessments of the processes that have been implemented from a series of programs so as to produce a decision that will provide improvements for the future.

## Methods

The methods explain clearly how the author carried out the research. The method must describe the research design clearly, the replicable research procedures, describe how to summarize, and analyze the data. The approach used in this study is a qualitative approach, and the method used is a descriptive method with field studies (Sugiyono, 2009).

In accordance with this type of research, namely descriptive qualitative, to collect data this research uses observation, interviews, and documentation. The data collection method used to collect research data is by observing ongoing activities. The research was conducted at MI Muhammadiyah Tens Trucuk Klaten. Observations were carried out by interviewing the subject of the interview, namely the head of the madrasah, and several informants from the deputy head of curriculum and student affairs, committees and students related to the implementation of learning and education management and evaluation of controls in each program that has been formulated to achieve increased achievement not only in the academic but also non-academic fields. academic. Data collection techniques use several methods, including observation, interviews, and documentation (Moleong, 2018).

The data analysis technique used uses the steps of analysis carried out in qualitative research according to Miles and Huberman, namely the data collection stage, the data reduction stage, the data presentation stage, and the conclusion drawing stage. To increase the validity of qualitative research data, a process of credibility, transferability, dependability, and confirmability is carried out (Sugiyono, 2018).

## Results

### *Educational Evaluation at MI Muhammadiyah Muhammadiyah Trucuk*

Implementation of learning at MI Muhammadiyah Muhammadiyah Puluhan Trucuk has a portion that is devoted to religious subjects, by reducing subjects that are considered less supportive of the vision and mission of the madrasa, for example SBDp, ICT, English, Javanese, which initially have 2 hours of lessons per week reduced to 1 lesson hour and then adding the portion of the hours for the allocation of religious subjects in accordance with the results of the decision and deliberation of the teacher, committee and student guardians.

In addition, there are supporting activities for the implementation of each subject that has been taught by the teachers, such as the results of the Fiqh subject resulting in Dhuha Prayer activities, Infaq Shodaqoh for the poor, then other programs. The academic guidelines (Curriculum Documents) of MI Muhammadiyah Puluhan Trucuk explain that evaluation as a means of measuring the success and graduation of students at MI Muhammadiyah Puluhan Trucuk refers to the learning and evaluation system at MI Muhammadiyah Puluhan Trucuk. The graduation evaluation for each subject is determined by a minimum value of 75.00, with the following guidelines:

- 1) Assessment of learning outcomes is expressed by A, B, C, D and E, each of which has a value of 4, 3, 2, 1 and 0.
- 2) Assessment of student learning outcomes can be carried out by:
  - a. At the beginning of learning the teacher must notify the system that will be used in the assessment.
  - b. Daily Deuteronomy Assessment System (UH) which is more intended to determine the ability of students in mastering the material every week.
  - c. Mid Semester Assessment System (PTS) which is more intended to obtain an overview of the uptake of student learning outcomes in their classes/groups every half semester.
  - d. End of Semester Assessment (PAS) and End of Year Assessment (PAT) which are more aimed-at obtaining an overview of the uptake of student learning outcomes in the class/group every one semester/at the end of each year which is then attached to the report card.

Assessment method:

The value of the subject is a combination of the Mid-Semester Assessment (PTS) and the Final Semester Assessment (PAS), Final Test of Year-End Assessment (PAT). The final score is the Average Score of the various test scores with rounding: less than 0.05 is rounded down, and 0.05 or more is rounded up. After there is a new final grade, it is poured in the form of a 0-4 scale value and letters and distribution as follows with predicate A (value 81-100), predicate A- (value 79-80), predicate B+ (value 75-76), predicate B (score 70-74), predicate C+ (score 65-69), predicate C (score 56-64), and predicates D and E less than 56 means incomplete.

Not only academic assessments, but non-academic assessments in the form of morals and character are contained in the Student's book and at the same time as a daily check book for MI Muhammadiyah Puluhan Trucuk

MI students so that Dhuha Prayer activities, Almsgiving, Reading the Qur'an, Memorizing Memories and Helping Parents, good morals or good deeds do what the students do that day including the culture of smiling greetings so that this really supports learning activities and implementation activities of the subjects which are monitored by the daily and student practice checkbooks. Which will be evaluated and confirmed by the homeroom teacher every Saturday.

The method for assessing practical exams/practicum is regulated separately. Re-examination/Supplementary Examination

- a. Students who fail a subject exam must take a remedial exam to obtain the minimum score determined by the madrasa.
- b. Codes for repeat subjects are marked (U) in the learning result sheet.
- c. For students who were unable to take part in the repeat activities at that time, a follow-up examination schedule will be given as stated above.

Warnings and Sanctions:

- a. The class leader must submit to the homeroom teacher a list of students, who need to be warned/need to be coached.
- b. The BK teacher is obliged to warn students whose learning achievements do not reach the target.
- c. Students whose scores are below the KKM and below are warned by the homeroom teacher based on the results of the tests that have been carried out. a copy of which is sent to the parent/guardian.
- d. Students who have been warned and up to 1/2 semester cannot increase their grades to the minimum required limit, then the guardian will be given instructions to find a solution such as holding tutoring or activities that can support the teaching and learning process.
- e. Students may be subject to sanctions in the form of warnings, or not allowed to take part in academic activities if they are proven to have violated the applicable rules of conduct and administrative provisions. Penilaian hasil belajar total terdiri dari dua tahap, yakni penilaian PAS dan PAT.

### ***Evaluation from the External side***

The evaluation activities carried out by MI Muhammadiyah Puluhan are not only internal problems but also related to external factors, namely how does the madrasa know how far the madrasa residents and the surrounding environment are to get critical suggestions from both student guardians, committees and society in general, namely by holding Islamic studies related to the importance of educating children in the framework of the Qur'an and As Sunnah. In other sessions, madrasas also promote madrasah development programs in order to develop this educational institution.

Not enough, the role of the Committee is extraordinary by holding da'wah safaris in various regions with the intention of socializing Educational Institutions and looking for sponsors in developing all aspects of the madrasa. Dozens also took part in the kindness program, one achievement that was not only one party involved so that there needs to be extraordinary appreciation for the management of this educational institution.

### ***Achievement***

Achievements that cannot be doubted are that the Institute which has been established since 1958 has been around for almost 64 years. There have been many achievements at the madrasah, sub-district and even national level, namely District Tahfidzul Qur'an, National MTQ, District Arabic Speech, District Badminton, District Science Olympiad, Etc

MI Muhammadiyah's achievements have reached tens of hundreds of trophies and certificates were filled in 3 tall windows on display in the principal's room. at the PPDB event which is held every year, then after superior seeds are found, aim for these students to become Icon candidates for champions at MI Muhammadiyah. apart from guidance from a special private teacher who was specifically requested by the Madrasah to handle and guide MI Muhammadiyah Tens students, the implementation time is in extra hours or tutoring after noon

The management carried out by MI Muhammadiyah Puluhan Trucuk is regulated and arranged:

- a. Vision, Mission and Goals of the Institution to direct targets in accordance with the Vision of the Institution.
- b. Curriculum structure from the Ministry of Religion and developed by the madrasah curriculum development team in accordance with the Qur'an and Sunnah.
- c. There are Madrasah administrators who have been officially appointed and arranged by the Foundation Board according to their respective abilities.
- d. Teacher, employee and student data from year to year
- e. Daily student and madrasa culture habituation activities (Flag Ceremony, Saving Movement, Tasmi' and Tahfidz Al Qur'an, Gymnastics, Duha Prayer, Congregational Dhuhur Prayer, Muhadhoroh, Infaq Movement.)
- f. Daily KBM activities in a week Class I (34 hours), Class II (36 hours), Class III (40 hours), Class IV, V,VI (43 hours).
- g. Teacher's Picket Schedule to Greet Students "GREETINGS" has SOP.
- h. Schedule of Teachers Picket Crossing
- i. Compulsory Extracurriculars (Compulsory: HW for grades IV and V, Muhadhoroh for grades I - VI, Tahfidz for grades I - VI, Drum Band for grades IV - VI, Calistung for grades I, II and III, Iqro'/Al- Qur'an for grades I-VI)

- j. Options (Tapak Suci, Futsal, Calligraphy, Small Da'i, Qiro'ah and Tartil, Robotic, Theater Incidental (Ramadan Islamic Boarding School, Out Bond, Swimming, Study Industry, Market Day, Zakat, Study Tour, Khutbah Wada', Manasik Hajj , Mabit, Tent.
- k. Guardianship (Relations with Classroom Teachers, Pick-up Procedures, Educational Calendar MI Muhammadiyah Tens Tp. 2022 / 2023, Madrasah Fee Payment Mechanisms, Student Savings, Student Licensing, Prize Giving, Student Transfers)
- l. Services (Counseling Services, School Health Business Services, Bthq Services, Cooperative Services and Madrasah Canteens
- m. Madrasa Committee
- n. Madrasa Information System
- o. Student Rules of MI Muhammadiyah Tens Trucuk Klaten
- p. Guidance and Sanctions

### ***Inhibiting factor***

#### *human resource limitations*

Because each person has their own set of strengths and weaknesses, human resource limitations can be both quantitative and qualitative. Even though this is an obstacle to strategic and operational plans for improving teacher performance, it doesn't matter as long as the school principal always provides support and motivation and fellow teachers always work together. One teacher excels in one field but is weak in another. But on the contrary, there are teachers who are superior in other fields but weak in certain fields. The most important thing is that fellow teachers must complement each other.

#### *Task functions that do not work properly*

Even though the principal had assigned desks according to their respective duties and functions, it had again returned to the teachers themselves. There are those who work fast, and there are those who are slow. Researchers gathered from the results of interviews with various teachers that the task function was not going well because of the advanced age factor, the efforts of the teacher who were still not optimal, personal problems, and body condition. If the task that has been given does not go well, it will become an obstacle to improving teacher performance.

## **Discussion**

### ***Educational Evaluation at MI Muhammadiyah Muhammadiyah Tens Trucuk***

Evaluation is a component of the learning system in particular, and the education system in general. That is, evaluation is an activity that cannot be avoided in the learning process (Marzuki & Hakim, 2019). In this case, MI Muhammadiyah Islamic Education Institutions at least carry out learning evaluations by holding daily tests, end of semester assessments, end of year assessments.

The purpose of academic evaluation is to find out how far students have achieved the indicators in learning objectives. As for students who do not complete, a remedial exam or follow-up exam will be held for those who cannot carry out the test on a predetermined schedule. but includes aspects of skills, social attitudes, religion in reporting on student report cards.

#### ***Evaluation from the External side***

Based on the results of the evaluation, information will be obtained about the impact of various programs. Weaknesses in using external evaluators in evaluating a program will have an impact not only in terms of quantity but also the quality of output (Ananda & Rafida, 2017).

The evaluation carried out by MI Muhammadiyah Puluhan Trucuk is carried out periodically, namely once in a semester by distributing questionnaires to madrasa residents, namely the Foundation, MI Muhammadiyah Tens Teacher Staff, all students and Guardians of MI Muhammadiyah students including Committees and the surrounding community. The subject matter of the evaluation includes services, teaching and learning processes, other processes that are in accordance with the 8 SNP indicators.

The evaluation results were discussed in a meeting with all teachers and attended by the Foundation in order to evaluate externally to increase public trust in MI Muhammadiyah Puluhan Trucuk so that it was proven that there was a significant increase in donors and an increase in students from year to year so that a common thread could be drawn that the evaluation given and discussed produce things that can bring goodness and ultimately greater trust.

#### ***Achievement***

In the last 5 years, MI Muhammadiyah Puluhan has been able to collect no less than 30 championship trophies starting from the sub-district, district and even national levels so that the longer MI Muhammadiyah tens are known to the wider community, there are even students who come from various regions to study at MI Muhammadiyah. Tens of Trucuk.

The strategy in hunting for trophies is to target gifted children who have been detected at the start of the PPDB test and then given special assignments to senior teachers who are experts in their fields so that they can assist and

assist students in achieving academic or non-academic achievements according to their talents. Reducing study hours for maples that are considered not to support the vision and mission and goals of the madrasa so that they are allocated to the maples which are superior products of MI Muhammadiyah Puluhan Trucuk.

### **Management carried out by MI Muhammadiyah Tens Trucuk**

The management of Islamic Education Institutions in MI Muhammadiyah Puluhan is carried out by formulating the Madrasah Vision and Mission which is revised and adapted to the times and the needs of the surrounding community, then the organizational structure is also neatly arranged and arranged based on the needs of Islamic Education Organizations under the Muhammadiyah Foundation, the appointment of administrators is carried out by the majlis within the Muhammadiyah so that whoever is elected must be ready to carry out the duties and mandates that have been given.

The duties and functions of each section in the organizational structure are contained in the ADRT and Madrasah Sop so that each section carries out at least what is the main and main function that has been decided by the management. quality with the madrasah curriculum development team so that the output results from implementing the curriculum that has been prepared can get maximum results both in academic and non-academic aspects.

The regulations that have been made will have an impact on the commitment of all madrasa residents so that there is a need for follow-up from the evaluation process at the end of the year so that there is indeed a need for rewards and punishment for madrasa residents who are able to be role models or who have not been able to carry out every rule.

### **Conclusion**

Management of Islamic Education is an educational arrangement that is based on the values of Islamic teachings as stated in the Al-Qur'an and Al-Hadith, as well as in the thoughts of the scholars and in the historical practices of Muslims. In Islamic education management, evaluation is a component of the Islamic education system which must be carried out systematically and planned as a tool to measure success or targets to be achieved in the process of Islamic education management.

Evaluation of educational management has a very strategic position, because the results of evaluation activities can be used as input for improving educational activities. Islamic teachings also pay great attention to this evaluation. Allah, in the Holy Qur'an, informs us that the work of evaluating students is an important task in a series of educational processes that have been carried out by every element of the school.

Educational Institutions at MI Muhammadiyah Puluhan Trucuk This is an institution that can be our inspiration. Together, we must pay attention to management, evaluation to increase public interest in madrasah education and we must arrange it in such a way that a learning process climate will be in line with community expectations.

### **Acknowledgements**

I would like to thank all those who supported this research. the supervising lecturer and all the friends who supported so that this journal could be realized.

### **Funding**

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors."

### **References**

- Ananda, R., & Rafida, T. (2017). *Pengantar evaluasi program pendidikan*. Cv. Pusdikra Mitra Jaya.
- Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.
- Basyit, A. (2018). Implementasi Manajemen Mutu Pendidikan Islam. *Jurnal Kordinat*, 17(1), 187-210.
- Fitrianti, L. (2018). Prinsip kontinuitas dalam evaluasi proses pembelajaran. *Al-Ishlah: Jurnal Pendidikan*, 10(1), 89-102.
- Mardiah, M., & Syarifudin, S. (2018). Model-Model Evaluasi Pendidikan. *MITRA ASH-SHIBYAN: Jurnal Pendidikan Dan Konseling*, 2(1), 38-50.
- Marzuki, I., & Hakim, L. (2019). Evaluasi Pendidikan Islam. *Tadarus Tarbawy: Jurnal Kajian Islam Dan Pendidikan*, 1(1).
- Moleong, L. J. (2018). Metodologi Penelitian Kualitatif Remaja Rosdakarya. *Inter Komunika, Stikom InterStudi*.
- Nata, D. R. H. A. (2016). *Ilmu pendidikan islam*. Prenada Media.
- Rohman, T. (2020a). Konsep Evaluasi Program pendidikan Islam. *Jurnal Literasiologi*, 3(3).
- Rohman, T. (2020b). Konsep Evaluasi Program Pendidikan Islam. *Jurnal Literasiologi*, 3(3), 46-57. <https://doi.org/10.47783/literasiologi.v3i3.103>
- Rusdiana, A. (2017). *Manajemen Evaluasi Pendidikan Program Pendidikan: Konsep, Prinsip dan Aplikasinya di sekolah/Madrasah*. CV Pustaka Setia.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif dan Kualitatif*. CV Alfabeta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. CV Alfabeta.
- Suharna, A. (2016). Evaluasi Pendidikan Perspektif Islam. *Qathrunā*, 3(02), 49-68.
- Suryadi, R. A. (2018). *Ilmu Pendidikan Islam*. Deepublish.
- Syihabuddin, M. A. (2019). Landasan Manajemen Pendidikan Islam. *Cendekia*, 11(1), 39-50.
- Usman, H. (2013). *Manajemen: teori, praktik, dan riset pendidikan*.