



## LITERACY ISLAMIC EDUCATION MANAGEMENT ISLAMIC BOARDING SCHOOL

Musa  
STIT Al Falah Rimbo Bujang Tebo

### Abstract

The importance of knowledge and understanding of Islamic education management in Islamic boarding schools, especially for leaders of educational institutions. Leaders should have compiled an annual program related to teachers, of course, namely: Teaching programs such as, among others, the need for teachers in connection with transfers and others, division of teaching tasks, procurement of textbooks, teaching tools and visual aids, procurement and development laboratory, library procurement and development, learning outcomes assessment system, extracurricular activities and others. Student programs such as the terms and procedures for new student admissions, student grouping, class division, guidance and counseling, health services and others. Staffing such as acceptance and placement of teachers, division of duties of teachers and supervisors, welfare of teachers and employees, transfers and promotions and so on.

Finance includes procurement and financial management for various planned activities, both money from the government and foundations. Equipment includes renovation of physical infrastructure and addition of workspaces, study rooms and so on. Many factors must be considered in planning such as economic, social, political and cultural factors, laws and regulations, the development of science and technology and the existence of other Islamic boarding schools. Planning is always related to the future which is always changing rapidly, without planning educational institutions, including Islamic boarding schools, will lose opportunities and cannot answer questions about what will be achieved, how to achieve it. Therefore, planning must be made so that humans can be focused on the goals to be achieved.

**Keywords: Literacy, Islamic Education Management, Islamic Boarding School**

### A. Introduction

Management comes from the Latin origin of the word *manus* which means hand and *agere* which means to do, when these two words are combined into *managere* which means to handle.<sup>[1]</sup> In English, the word management means *management*, meaning management, management or leadership.<sup>[2]</sup> Translated into English, management is *to manage* (verb), *management* (noun) and *manage* (person). Derived from the word *manage*, which means to manage, to manage, to carry out<sup>[3]</sup>. Management is not only a science but also an art in managing an organization to achieve its goals.<sup>[4]</sup> The management has not yet received a final definition.<sup>[5]</sup>

Management according to Maurice R. Hecht is a conscious activity to guide existing human and natural resources to achieve organizational goals.<sup>[6]</sup> George R. Terry and Lislie W. Rue define management as a process or framework that involves guiding or directing a group of people toward organizational goals or real goals.<sup>[7]</sup>



Meanwhile, according to Frederick Taylor and Hendri Fayol management is getting things done through a community of people.<sup>[8]</sup>

Organizational leaders are usually at the same time a manager who manages every effort to achieve organizational goals.<sup>[9]</sup> Therefore, managers who are observant in choosing <sup>[10]</sup> In principle, management is the achievement of organizational goals effectively and efficiently through planning, organizing, leading, and controlling the organization and its resources.<sup>[11]</sup>

According to Stoner, at.al, management is an effort to do *planning, organizing, leading* and *controlling* organizational units according to their goals.<sup>[12]</sup> Dubrin explained that management is an effort to utilize human and non-human beings to achieve the organization's vision by using the management function (POAC).<sup>[13]</sup> This means that management is a business or activity that is carried out intentionally towards achieving goals. Management can only be done with a system of cooperation between personnel of the organization and management of humans and non-humans in synergy if the organization is a pesantren, then the management of the pesantren can be interpreted as an effort or activity to utilize the resources of the cottage to achieve goals with the function of the PAOC.<sup>[14]</sup>

Management uses its main managerial functions such as planning, *organizing, leading and controlling*.<sup>[15]</sup> Islamic boarding schools have adopted industrial management, namely concrete actions that are carried out continuously to produce quality output.<sup>[16]</sup> It can be seen in the table below:

Basic Functions of Management<sup>[17]</sup>

Tokoh	Tokoh Fungsi Manajemen
Henry Fayol	<i>Planning, Organizing, Commanding, Coordinating, Controlling, Reporting</i>
Ernes Dale	<i>Planning, Organizing, Stafing, Directing, Innovating, Representing, Controlling</i>
William H. Newman	<i>Palnning, Organizing, Assembling, Resources, Directing, Controlling</i>
James Stoner	<i>Planning, Organizing, Leading, Controlling</i>
George R. Terry	<i>Planning, Organizing, Actuating, Controlling</i>
Louis A. Allen	<i>Leading, Planning, Organizing, Controlling</i>
Kontz dan O'donnel	<i>Organizing, Staffing, Directing, Planning, Controlling</i>
Oey Liang Lee	<i>Planning, Organizing, Directing, Coordinating, Controlling</i>
Winardi	<i>Planning, Organizing, Actuating, Coordinating, Leading, Communicating, Controlling</i>
Siagian	<i>Organizing, Motivating, Controlling, Budgetting</i>
William Sprigel	<i>Planning, Organizing, Controlling</i>



Based on the picture above, it can be understood that it can be explained that there is an unbroken relationship between one function and another in the 4 management functions. In Islam there are many experts who discuss management, one of them is Ramayulis, in E. Saefullah, mentions that management comes from the word التدبري (regulation).<sup>[18]</sup> This word is a derivation of the word (to arrange). This is reinforced by Allah SWT in the Qur'an: Meaning: He manages affairs from the heavens to the earth, then (affairs) it rises to Him in one day whose level is a thousand years according to your calculations. (Surat As-Sajadah: 5). There is also conveyed in another verse: Meaning: One of the two women said: "Yes, my father, take him as a person who works (for us), because verily the best person you take to work (for us) is the one who works for us. strong and trustworthy." (Surat al-Qashash verse 26)

According to the theory and explanation above, it can be concluded that the management of Islamic boarding schools is an activity that is consciously and intentionally carried out by management to perform functions such as planning, distributing tasks, motivating and controlling the work of existing resources to achieve the goals of the pesantren.

## **B. Discussion**

Achieving these goals, including in forming an attitude of independence, requires adequate management. The management in question includes organizational and educational management which consists of planning, organizing, actuating, and controlling.<sup>[19]</sup>

### **1. Planning**

Planning is intelligent prediction about the future.<sup>[20]</sup> Planning is an attempt to determine future targets based on existing resources.<sup>[21]</sup> Sudjana suggests that planning decision-making regarding future actions of the organization.<sup>[22]</sup> Schaffer defines planning as a decision-making activity for the future that is manifested in the form of programs.<sup>[23]</sup> Planning is an attempt to determine concrete steps in achieving future goals.<sup>[24]</sup> This provision is based on the instructions of Allah SWT: Meaning: And We did not send before you, except men to whom We gave revelation; So ask those who have knowledge if you do not know (Surah An-Nahl: 43).<sup>[25]</sup>

In this verse, based on the interpretation, people who have knowledge here are people who have knowledge of prophets and books. Then the concept of deliberation used in every plan shows a strong indication that the Muslims always make plans for everything that is done. In the operational planning (implementation) stage, Caliph Abu Bakar once did this when he dispatched Islamic troops to fight the apostates. The Caliph gave instructions and advice to Osama bin Zaid.



In Islamic boarding schools themselves, all programs are planned every year, namely activities to determine the future actions of the right Islamic boarding school, through a sequence of choices taking into account the available resources towards quality Islamic boarding schools.<sup>[26]</sup> Quality planning can encourage pesantren resources to work optimally and according to established standards.<sup>[27]</sup>

## 2. Organizing

In the context of *entrepreneurship*, organizing will affect the success of developing the entrepreneurial spirit of students, because with the grouping of programs/activities, the development of the entrepreneurial spirit of students will be more organized. Business fields such as carpentry, plantations, sewing, managing cooperatives, baking cakes and animal husbandry need to be managed properly. Before carrying out the activity program, a pesantren leader or school principal first groups the activities to be carried out in the carpentry training with the grouping, then the carpentry training, sewing plantations will go well. Because, without planning for the grouping of students' independence activity programs, it will not run well.

Leaders of Islamic boarding schools in this section are required to be able to organize and mobilize personnel in their institutions and institutions. Leaders of Islamic boarding schools must be able to create a healthy working atmosphere such as teachers by cultivating and maintaining a willingness to work together in groups to achieve common goals, instilling and cultivating feelings of each member that they belong to the group can be formed through appreciation for their efforts and friendly nature.

Five aspects of the organizational structure that must be in the organization are division of tasks, leaders and subordinates, type of work done, grouping of work sections (functional, regional, project) and management level.<sup>[28]</sup> Teachers need special organization from their leaders, so that they can use the time to carry out their obligations according to their competencies. Islamic boarding schools need to organize gradually in order to produce effective and efficient teacher placements, which can be creative and innovate in advancing Islamic boarding schools.

## 3. Actuating

Mobilization is an effort to carry out planning and organizing in realizing the concrete. Therefore, mobilization is the most important function in management. Especially for pesantren managers, they must be good at playing this mobilization function so that the members of the group they are faced with are willing to work sincerely, dedicatedly and responsibly with the tasks that have been entrusted to them. This seems to imply the nature and importance of the driving function in the overall work process of the organization.



One of the ways to move the teacher is in the form of a command. Command is a tool used by leaders in directing their subordinates. Orders are intended to facilitate the achievement of organizational goals. The form of the command itself is divided into two, namely:

- a. Autocratic techniques are in the form of giving orders without delegation of power, not trusting subordinates that they will be able to carry out the work, very detailed orders and strict supervision of subordinates.
- b. Consultative techniques in the form of efforts to provide information to each other, democratic and based on good team work. Usually good formal meetings are held where there is an exchange of ideas to get things done.
- c. Free techniques give more authority to subordinates to carry out activities, superiors only provide outlines of the implementation of work, people are encouraged to develop and contribute thoughts and actions in achieving organizational goals. The superior delegates full power, the orders are very general in nature, there is no supervision and open communication. With this, it is expected that subordinates are motivated to carry out orders, produce something that is expected and satisfy the parties.<sup>[29]</sup>

Leaders of Islamic boarding schools in this mobilization stage are responsible for providing understanding and directing teachers to carry out the mandate and responsibility to educate, teach, guide, direct, and guide students in order to lead the development of students towards mental-spiritual and physical maturity. - biological.

Another boarding school leader's task as a manager is empowerment. Teacher empowerment includes efforts to involve teachers in all activities that can improve their quality.<sup>[30]</sup> This can be done through upgrading, courses and so on, cadre (for madrasa teachers or substitutes for the Kiyai and grafting (by taking outsiders with sufficient knowledge as Kiyai). The form is as described by Andrew J. DuBrin, the leader. can use delegation to facilitate empowerment in ways such as handing over tasks to the right person and delegating all tasks, and delegating whether it's a pleasurable task or not. Define empowerment boundaries by clearly explaining the boundaries of empowerment to group members.<sup>[31]</sup>

To become a leader for teachers, a leader must prepare several things, namely: first is credibility or being a credible leader, namely being a lifelong learner, second, expanding communication networks, and third, growing confidence to



take risks and create change by accepting ideas -new idea, good service ru and new consequences.<sup>[32]</sup>

Islamic boarding school leaders can work in certain corridors in their management, namely first: Islamic boarding school resources must have flexibility in managing all financial resources according to local needs, second: *accountability*, Islamic boarding schools are required to have accountability both to the community and the government and third: the curriculum. Based on the standard curriculum that has been determined nationally, Islamic boarding schools are responsible for developing the curriculum both from the standard material (*content*) and the delivery process.<sup>[33]</sup> Leaders of Islamic boarding schools need to coordinate with all parties in realizing the development of Islamic boarding schools. Leaders of Islamic boarding schools can take several actions, namely:

- a. Leaders of Islamic boarding schools are able to take advantage of their leadership, not only accuracy in using the skills and competencies of each person, but also in obtaining psychological support for program improvement.
- b. In an improvement effort, the people involved need to be informed about the characteristics of the change. Therefore, a boarding school leader must pay attention to the amount and flow of information, so that two-way communication can be created.
- c. Leaders of Islamic boarding schools are able to use leadership in building responsive communication channels that direct the flow of information downward, parallel, and upward within the organizational environment of the Islamic boarding school, as well as outward in the wider community.
- d. Leaders of Islamic boarding schools need to know the institutional context/renewal issues and utilize their leadership in changing dynamic and organic organizations.
- e. To gain political support for the sake of creating change in the environment of Islamic boarding schools, but government agencies, teacher organizations, parents and community groups must also provide support.<sup>[34]</sup>

Each teacher has special characteristics, which differ from one another. This requires special attention and service from the leaders, so that they can use the time to improve their performance. Differences in education personnel are not only in physical form, but also psychologically, for example motivation. Therefore, to increase the effectiveness of the institution, it is necessary to pay attention to the motivation of the teachers and other factors that influence it.<sup>[35]</sup>



Motivating employees or employees is the main concern of every organizational leader. The reason is that every leader strives to achieve results through other people (organizational members), so that if he does not motivate them to complete a task well, a leader has failed to carry out his duties. The problem is that motivating subordinates is not an easy thing to do because people who have to motivate have personal complexities with unequal behavior due to differences in personality, needs, goals. As the word of Allah SWT, Surah An-Najm verse 39 reads: Meaning: "And that man does not get anything other than what he has worked for" (Surah An-Najm: 39).<sup>[36]</sup>

According to the human resource model, to motivate subordinates is done by providing broad responsibilities and opportunities for them to make decisions in completing their work. Motivating someone's passion for work will increase in quality, if they are given the trust and opportunity to prove their abilities.<sup>[37]</sup> Another term for giving trust and opportunities to prove ability to teachers is called empowerment.

People who sit in leadership positions are really good at carrying out their main tasks and functions to achieve organizational goals effectively, efficiently, and with certain accountability. They must have a high work ethic, have dignity, and be able to empower all existing human resources.<sup>[38]</sup>

The empowerment of Islamic boarding schools can be maximally done with participatory management. Management of Islamic boarding schools outlines the concept of participation at the lowest level, namely Islamic boarding schools with all their communities. The community of Islamic boarding schools is meant to be leaders of Islamic boarding schools, teachers, administrative staff, parents of students, concerned people, and other parties. Participatory management means that the leaders of Islamic boarding schools need an orderly work system to synergize the diversity of people with diverse main tasks and functions so that it leads to one corridor of education and learning at the level of the boarding school complex.<sup>[39]</sup>

This section can be explained as an attempt to move others to work with a vision or a goal. Moving people must be with the right technique so that people want to work with high spirits.

#### **4. Supervision**

Supervision is the process of observing all organizational activities to ensure that all work carried out goes according to a predetermined plan. Supervision is an effort to check and ensure that objectives are achieved in activities in the field.<sup>[40]</sup> Supervision is carried out to ensure the achievement of objectives through a number of organizational activities carried out over a certain period of time.



Supervision is also mentioned in the Qur'an, namely: Meaning: Whereas verily for you there are (angels) who watch over (your work), are noble (with Allah) and record (your works), they know what you do. work on. (Al-Qur'an Al-Infitar:10-12).

Supervision is the last action taken by managers in an organization. Supervision is the process of supervisors doing work to ensure organizational goals are achieved. Supervision is a process of systematic leader activity to compare (ensure and guarantee) that the goals and objectives as well as the organizational tasks that will and have been carried out properly are in accordance with the standards, plans, policies, instructions, and provisions that have been set and determined. applicable, as well as to take necessary corrective actions, in order to use resources effectively and efficiently in achieving a goal.

The form of supervision itself that can be implemented in the world of education is: *first*, production supervision, namely so that production results are in accordance with customer demand/satisfaction in quantity, price, time and service. *Second*, inventory control, namely the availability of materials in the right quantity, price, time so that the production process is not disturbed. *Third*, quality control, namely ensuring that the quality of production, materials and process materials meet predetermined standard sizes. Fourth, cost control, which is to ensure that production/operations are carried out at a minimum cost according to standards.

The objectives and benefits of supervision from Islamic boarding school leaders include: Generating and encouraging the enthusiasm of teachers and other boarding school administrative staff to carry out their duties as well as possible, So that teachers and other administrative staff try to complement their shortcomings, Try together to develop, find and use methods -new methods in the advancement of a good teaching process and Fostering harmonious cooperation between teachers, students and Islamic boarding school employees, for example by holding seminars, *workshops*, *in-service* or *training*.<sup>[41]</sup>

Supervision is an important part of achieving effective management.<sup>[42]</sup> In terms of supervision, there are several elements that need to be known in the supervision process, including: The existence of a process that determines the work that has been and will be done. Is a tool to get other people to work towards the goals to be achieved. Monitor, assess and correct the execution of work. Avoid and correct errors, deviations or misuse. Measuring the level of effectiveness and efficiency of work By implementing this supervisory function, the organization's leadership can obtain feedback that is of great benefit in the context of improvement and adjustment efforts. Supervision is aimed at





planning, implementing, and at the end of the operation. The focus of attention is generally on the weak side for immediate improvement.

## C. Conclusion

Educational institutions need management that can move the institution to the expected goals. Furthermore, intensive coaching is carried out for educators, so that they can live up to their philosophical foundation, which is to become a professional and competent education.<sup>[43]</sup> The leader of the Islamic boarding school performs the function of manager over the implementation of the work of teachers and other employees at the Islamic boarding school. Through this function, the leader of the Islamic boarding school can try to give orders for the work of the head teacher.

Leaders of Islamic boarding schools must have communication skills for the smooth running of educational activities in the boarding schools they lead. Effective leaders need to be effective communicators with the following indicators: Integrating various stakeholder opinions in a joint decision-making process. Be a good listener. Engage in open dialogues with institutional stakeholders. Hold regular meetings with staff to discuss the implementation of daily activities. Disseminate important information to staff in an appropriate manner. Encourage two-way communication, thus providing opportunities for all staff to be open and work together.

Then respond to the demands, objections and complaints of staff, Provide advice and direction to staff on work-related matters. Provide sufficient time to work with parents of students. Provide information to parents about their child's progress. Networking with individuals and groups from other organizations to build partnership relationships in achieving common goals.

## Bibliography

- Husaini Usman, *Management: Educational Theory, Practice, and Research Edition 4* (Jakarta: Bumi Aksara, 2014), 5.
- John M. Echols and Hasan Shadily, *English-Indonesian Dictionary*, (Jakarta: Gramedia, 1995), 372.
- Badrudin, *Fundamentals of Management* (Bandung: Alfabeta, 2017), 1.
- Chusnul Chotimah, *Integrative Public Relations Management* (Tulungagung: STAIN Tulungagung Press, 2013), 67.



- Stephen Robbins and Mary Coulter, *Management*, 8th Edition (New Jersey: Prentice Hall , 2007), 32
- Maurice R. Hecht, *What Happens in Management: Principles and Practices* (USA: Amocom, First Printing, 1980), 1.
- George R. Terry and Lislle W. Rue, *Fundamentals of Management* (Jakarta: PT. Bumi Aksara, 2016), 1
- Brian Dive, *The Accountable Leader: Developing Effective Leadership Through Managerial Accountability* (London: Great Britain by MPG Books Ltd, Bodmin, Cornwall, 2008), 35.
- Tony Bush, *Leadership and Management Development*, (Los Angeles & London; SAGE Pub. 2008), 6.
- Warren Bennis, *on Becoming a Leader*, (Philadelphia; Basic Book inc , 2009), 34.
- Richard L. Daft, *Management: Eight Edition* (United States: Thomson South Western: United States Of America, 2008), 7.
- James AF Stoner, R. Edward Freeman and Daniel Gilbert, JR., *Management*, 6th Edition (Delhi: Dorling Kindersley, 2009), 33.
- Andrew J. DuBrin, *Essential of Management*, 8th Edition, (Mason, Ohio: South-Western Cengage Learning, 2009), 2.
- Amin Haedari, *Panorama of Islamic Boarding Schools in Modern Cakrawala* ( Jakarta: Diva Pustaka, 2004), 53.
- Nanang Fattah, *Foundations of Educational Management* (Bandung: Rosdakarya Youth, 2014), 60.
- Andang, *Principal Management and Leadership* (Yogyakarta: Ar-Ruzz Media, 2014), 23-24.
- E. Saefullah, *Management of Islamic Education* (Bandung, Pustakan Setia, 2012), 1.
- George R. Terry, *Management Principles*, trans. Winardi (Bandung: PT. Alumni, 2006), 5.
- Marno, *Islamic Leadership Management*, (Bandung: Rafika Aditama, 2008), 13.
- Nanang Fattah, *Foundations of Educational Management*, 49.
- Sudjana, *Education Program Management, "For Non-formal Education and Human Resource Development"*, (Bandung: Falah Production, 2004), 57.
- Sondang P. Siagian, *Human Resource Management* (Jakarta: Bumi Aksara, 2008), 45.
- M. Ngali Purwanto, *Education Administration and Supervision*, 107.
- Sukanto Reksohadiprodjo, *Fundamentals of Management* (Yogyakarta: BPFE, 2010), 37.
- Haidar Putra Daulay and Nurgaya Pasa, *Islamic Education in Educating the Nation* (Jakarta: Rineka Cipta, 2012), p. 21.
- James H. Stronge, Holly B. Richard and Nancy Catano, *Qualities of Effective Principals*, Trans. Siti Mahyuni (Alexandria VA, Association for Supervision and Curriculum Development (ASCD) N. Beauregard St. 2008), 174-175,



- Murip Yahya, *Professional Education Personnel*. (Bandung: Pustaka Setia, 2013), 85.
- Andrew J. DuBrin, *The Complete Ideal's Guides: Leadership*. trans. Tri Wibowo BS (Jakarta: Prenada, 2009) 229.
- Sudarwan Danim, *Educational Leadership* (Bandung: Alfabeta, 2012), 188-189.
- B. Suryosubroto, *Education Management in Schools* (Jakarta: Rineka Cipta, 2010), 211-212.
- Wahjosumidjo, *Principal Leadership* (Jakarta: RajaGrafindo Persada, 2010), 344-345.
- Anonymous, *Al-Quran and its translation*, 874.
- Malay SP Hasibuan, *Organization and Motivation* (Jakarta: Bumi Aksara, 2010), 101.
- Sudarwan Danim, *Staff and Organizational Performance* (Bandung: Pustaka Setia, 2008), 20.
- Sudarwan Danim, *Vision New School Management* (Jakarta: Bumi Aksara, 2015) 74.
- Mukhtar and Iskandar. *New Orientation for Education Supervision* (Jakarta: Reference. 2013), 41.
- Rusman, *Curriculum Management*, (Jakarta: Raja grafindo Persada, 2009), 126.

- 
- [1]Husaini Usman, *Management: Theory, Practice, and Educational Research Edition 4* (Jakarta: Bumi Aksara, 2014), 5.
- [2]John M. Echols and Hasan Shadily, *English-Indonesian Dictionary*, (Jakarta: Gramedia, 1995), 372.
- [3]Badrudin, *Fundamentals of Management* (Bandung: Alfabeta, 2017), 1.
- [4]Chusnul Chotimah , *Integrative Public Relations Management* (Tulungagung: STAIN Tulungagung Press, 2013), 67.
- [5]Stephen Robbins and Mary Coulter, *Management*, 8 th Edition (New Jersey: Prentice Hall, 2007), 32
- [6]Maurice R. Hecht, *What Happens in Management: Principles and Practices* (USA: Amocom, First Printing, 1980), 1.
- [7]George R. Terry and Lislie W. Rue, *Fundamentals of Management* (Jakarta: PT. Bumi Aksara, 2016), 1
- [8]Brian Dive, *The Accountable Leader: Developing Effective Leadership Through Managerial Accountability* (London: Great Britain by MPG Books Ltd, Bodmin, Cornwall, 2008), 35.
- [9]Tony Bush, *Leadership and Management Development*, (Los Angeles & London; SAGE Pub. 2008), 6.
- [10]Warren Bennis, *on Becoming a Leader*, (Philadelphia; Basic Book inc., 2009), 34.
- [11]Richard L. Daft, *Management: Eight Edition* (Ameri USA: Thomson South Western: United States Of America, 2008), 7.



- [12]James AF Stoner, R. Edward Freeman and Daniel Gilbert, JR., *Management*, 6th Edition (Delhi: Dorling Kindersley, 2009), 33.
- [13]Andrew J. DuBrin, *Essential of Management*, 8th Edition, (Mason, Ohio: South-Western Cengage Learning, 2009), 2.
- [14]Amin Heidari, *Panorama Pesantren in Modern Cakrawala* (Jakarta: Diva Pustaka, 2004) , 53.
- [15]Nanang Fattah, *Foundations of Educational Management* (Bandung: Youth Rosdakarya, 2014), 60.
- [16]A. Halim, *Pesantren Management*, 89.
- [17]Andang, *Principal Management and Leadership* (Yogyakarta: Ar- Ruzz Media, 2014), 23-24.
- [18]E. Saefullah, *Management of Islamic Education* (Bandung, Pustakan Setia, 2012), 1.
- [19]George R. Terry, *Management Principles*, trans. Winardi (Bandung: PT. Alumni, 2006), 5.
- [20]Marno, *Islamic Leadership Management*, (Bandung: Rafika Aditama, 2008), 13.
- [21]Nanang Fattah, *The Foundation for Educational Management*, 49.
- [22]Sudjana , *Management of Education Programs, "For Non-formal Education and Human Resource Development"*, (Bandung: Falah Production, 2004), 57.
- [23]Sudjana, *Management of Educational Programs*, 58.
- [24]Nanang Fattah, *Foundations of Educational Management*, 49.
- [25]Anonymous, *The Qur'an and its translation*, 408.
- [26] Rohiat, *School Management*, 40-41.
- [27]Sondang P. Siagian, *Human Resource Management* (Jakarta: Bumi Aksara, 2008), 45.
- [28]Sukanto Reksohadiprodjo, *Fundamentals of Management* (Yogyakarta: BPFE, 2010), 37.
- [29]Sukanto Reksohadiprodjo, *Basic -Management Fundamentals*, 49-50.
- [30]Murip Yahya, *Professional Education Personnel*. (Bandung: Pustaka Setia, 2013), 85.
- [31]Andrew J. DuBrin, *The Complete Ideal's Guides: Leadership*. trans. Tri Wibowo BS (Jakarta: Prenada, 2009) 229.
- [32]Sudarwan Danim, *Educational Leadership* (Bandung: Alfabeta, 2012), 188-189.
- [33]B. Suryosubroto, *Education Management in Schools* (Jakarta: Rineka Cipta, 2010), 211-212.
- [34]Wahjosumidjo, *Principal Leadership* (Jakarta: RajaGrafindo Persada, 2010), 344-345.
- [35]E. Mulyasa, *Becoming a Professional School Principal*, 143.
- [36]Anonymous, *Al-Quran and its Translation*, 874.
- [37]Malay SP Hasibuan, *Organization and Motivation* (Jakarta: Bumi Aksara, 2010), 101.
- [ 38]Sudarwan Danim, *Staff and Organizational Performance* (Bandung: Pustaka Setia. 2008), 20.



[39]Sudarwan Danim, *A New Vision of School Management* (Jakarta: Bumi Aksara, 2015) 74.

[40]Sukanto Reksohadiprojo. *Management Fundamentals*, 63.

[41]Mukhtar and Iskandar. *New Orientation for Education Supervision* (Jakarta: Reference. 2013), 41.

[42]Rusman, *Curriculum Management*, (Jakarta: Raja grafindo Persada, 2009), 126.

[43] Haidar Putra Daulay and Nurgaya Pasa, *Islamic Education in Educating the Nation* ( Jakarta: Rineka Cipta, 2012), p. 21.