



## Synergy of Islamic Education Management and Administration in Increasing the Effectiveness of Kitab Kuning Learning Program at Pondok Pesantren Darussalim Bati-Bati

Nur Sobah<sup>1</sup>, Jamil<sup>2</sup>

<sup>1</sup>Pascasarjana Universitas Islam Negeri Antasari, Banjarmasin, Indonesia

<sup>2</sup>Pascasarjana Universitas Islam Syekh Yusuf, Tangerang, Indonesia

Corresponding email : [sobahnur325@gmail.com](mailto:sobahnur325@gmail.com)

Receive: 27/09/2025

Accepted: 29/09/2025

Published: 01/10/2025

### Abstrak

Penelitian ini bertujuan untuk menganalisis sinergi antara manajemen dan administrasi pendidikan Islam dalam meningkatkan efektivitas pembelajaran kitab kuning di Pondok Pesantren Darussalim Bati-Bati. Penelitian ini berangkat dari kebutuhan yang semakin meningkat bagi pesantren untuk menyeimbangkan tradisi keilmuan Islam klasik dengan sistem manajerial modern agar mampu merespons tantangan pendidikan kontemporer secara efektif. Dengan menggunakan desain studi kasus kualitatif, penelitian ini melibatkan empat kelompok informan, yaitu pimpinan pesantren, staf administrasi, guru kitab kuning, dan santri, yang dipilih melalui purposive sampling. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dan dokumentasi, serta dianalisis menggunakan model interaktif Miles dan Huberman. Temuan menunjukkan bahwa sinergi antara manajemen dan administrasi terbangun melalui komunikasi intensif, evaluasi rutin, dan koordinasi terjadwal, sehingga menghasilkan struktur kerja kelembagaan yang kooperatif dan responsif. Unit administrasi berperan penting dalam penyediaan fasilitas pembelajaran, pengaturan jadwal, penyiapan dokumentasi akademik, serta menjembatani kebijakan manajerial dengan implementasi pembelajaran, sehingga pembelajaran kitab kuning berjalan lebih tertib, efisien, dan terarah. Tantangan diidentifikasi pada keterbatasan sumber daya manusia dan teknologi administrasi; namun, upaya penguatan kapasitas melalui pelatihan serta perbaikan sistem pengarsipan berkontribusi positif terhadap kualitas tata kelola. Penelitian ini merekomendasikan penguatan pelatihan manajerial, digitalisasi bertahap proses administrasi, dan penguatan koordinasi lintas unit sebagai langkah strategis pengembangan pesantren. Penelitian ini berkontribusi dalam memperkaya literatur mengenai integrasi manajemen dan administrasi pendidikan Islam.

**Kata kunci:** Manajemen Pendidikan Islam, Administrasi Pendidikan, Sinergi, Kitab Kuning, Efektivitas Pembelajaran, Pondok Pesantren

### Abstract

*This study aims to analyze the synergy between management and Islamic educational administration in improving the effectiveness of kitab kuning instruction at Pondok Pesantren Darussalim Bati-Bati. The research is grounded in the growing need for pesantren to balance classical Islamic scholarly traditions with modern managerial systems in order to respond effectively to contemporary educational challenges. Employing a qualitative case study design, the study involved four groups of informants: pesantren leaders, administrative staff, kitab kuning teachers, and students, selected through purposive sampling. Data were collected through in-depth interviews, participant observation, and documentation, and were analyzed using the interactive model of Miles and Huberman. The findings indicate that synergy between management and administration is established through intensive communication, routine evaluation, and scheduled coordination, resulting in a cooperative and responsive institutional work structure. The administrative unit plays a crucial role in providing learning facilities, arranging schedules, preparing academic documentation, and bridging managerial policies with instructional implementation, thereby ensuring that kitab kuning learning runs in a more orderly, efficient, and directed manner. Challenges were identified in limited human resources and administrative technology, however capacity-building efforts through training and*

*improved archiving systems positively contributed to governance quality. The study recommends strengthening managerial training, gradual digitalization of administrative processes, and reinforcing cross-unit coordination as strategic steps for pesantren development. This research contributes to enriching the literature on the integration of management and Islamic educational administration.*

**Keywords:** *Islamic Education Management, Education Administration, Synergy, Kitab Kuning, Learning Effectiveness, Islamic Boarding Schools*

## Introduction

In recent decades, Islamic boarding schools (pondok pesantren) in Indonesia have experienced rapid and dynamic development in terms of educational systems, institutional management, and educational administration. This transformation has been driven not only by the demands of modernization and technological advancement, but also by society's need for Islamic educational institutions that can respond to contemporary challenges without abandoning their traditional values. As Islamic educational institutions with deep roots in the nation's history and culture, pesantren are now expected to strengthen their institutional governance through the implementation of more systematic, professional, and accountable educational management and administration. Enhancing capacity in educational administration is crucial because it serves as the primary foundation for supporting managerial processes, ranging from program planning and curriculum management to the evaluation of learning outcomes. Accordingly, pesantren function not only as centers for the transmission of religious knowledge, but also increasingly develop into modern institutions that integrate spiritual values with principles of educational efficiency and productivity. This phenomenon constitutes a critical issue because the success of pesantren in maintaining the relevance of Islamic education is largely determined by the ability of their management and administration to adapt to the dynamics of the times.

Pondok pesantren itself is a classical Islamic educational institution that plays a central role in shaping the character, morality, and religious competence of Muslim generations in Indonesia. Within the pesantren tradition, the study of kitab kuning—classical Islamic texts written in Arabic or Malay—remains a primary pillar in the process of tafaqquh fi al-dīn (deepening religious knowledge) (Dhofier, 1994). Through the study of kitab kuning, pesantren preserve a profound Islamic intellectual tradition, cultivate disciplined critical thinking, and instill strong moral and spiritual values. However, amid globalization,

digitalization, and increasingly intense educational competition, pesantren face challenges in adapting in order to remain relevant and effective (Tiya, 2025). The transformation of educational management and administration has thus become an urgent necessity to maintain a balance between preserving classical scholarly traditions and applying modern managerial principles. At this point, there is a clear urgency to investigate how pesantren managerial and administrative processes can support the effectiveness of kitab kuning instruction, given the limited research that directly links these two aspects.

In this context, Islamic educational management and educational administration play vital roles in ensuring the sustainability and effectiveness of learning systems in pesantren. Islamic educational management encompasses the processes of planning, organizing, mobilizing, and controlling educational institutions so that educational objectives are achieved efficiently and in a directed manner (Al Rosid dan Safira, 2021; Asifudin, 2016). Meanwhile, educational administration functions as a supporting instrument that manages systems of documentation, record-keeping, evaluation, and reporting to ensure that managerial processes operate systematically and transparently (Muhksin dan Baidi, 2023). Both are complementary: management serves as the strategic driver, whereas administration provides operational support that ensures each educational policy and activity can be implemented effectively. According to Muhksin dan Baidi (2023), pesantren with strong management and administrative governance generally demonstrate higher learning quality, financial transparency, and institutional accountability. Nevertheless, prior studies have tended to separate their focus between management and administration, such that research explicitly examining their synergy—particularly in the context of kitab kuning instruction—remains scarce. This condition constitutes an important research gap that warrants attention.

More specifically, in the context of kitab kuning instruction, the effectiveness of the teaching-learning process is influenced not only by teacher expertise (kyai/ustadz), traditional instructional methods such as sorogan, bandongan, and halaqah, or the availability of facilities and infrastructure, but also by the extent to which institutional management and administration actively support the entire sequence of learning activities. A lack of integration between the two often results in suboptimal learning processes. Muchtar (2022), for example, found that in several pesantren, learning management systems encompassing planning, implementation, and evaluation had not operated effectively, thereby affecting students' learning outcomes, which remained less than optimal. This finding underscores the importance of synergy between educational management and administration in supporting the effectiveness of kitab kuning instruction. Therefore, the present study seeks to address this gap by offering a focused analysis of the direct relationship between these two aspects within the real context of pesantren.

Pondok Pesantren Darussalim Bati-Bati is one institution that remains committed to preserving the tradition of kitab kuning instruction while seeking to adapt to the demands of improving educational quality. In this context, synergy between Islamic educational management and administration becomes a key factor in ensuring that the kitab kuning learning program operates more effectively, efficiently, and purposefully. Such synergy is expected to foster harmonious coordination among strategies, structures, procedures, and the human resources involved, so that kitab kuning instruction not only proceeds sustainably but also produces outstanding students, both in terms of understanding classical texts, critical thinking skills, and the application of Islamic values in social life. The research questions to be addressed are how the synergy between management and administration is established, to what extent such synergy affects the effectiveness of kitab kuning instruction, and what factors support or hinder this process.

Accordingly, this study aims to examine in depth how synergy between Islamic educational management and administration is implemented to enhance the effectiveness of the

kitab kuning learning program at Pondok Pesantren Darussalim Bati-Bati. The findings are expected to provide an empirical portrayal of educational governance practices in pesantren and to offer strategic recommendations for institutional managers and Islamic education policymakers. Thus, this study not only contributes to the development of scholarship on Islamic educational management and administration, but also provides practical implications for improving the quality of kitab kuning instruction as an intellectual and spiritual heritage of the Indonesian nation. The contribution of this study lies in its novelty, namely an integrative analysis of management and administration within the context of kitab kuning instruction, an area that has not been widely explored in previous studies.

### **Method**

This study employed a qualitative approach with a case study design, as it focused on an in-depth examination of synergistic practices between Islamic educational management and administration within the context of Pondok Pesantren Darussalim Bati-Bati. This approach enabled the researcher to understand the phenomenon holistically through the experiences, perspectives, and practices of educational actors (Creswell dan Poth, 2017). The study was conducted over a two-week period, concurrent with intensive field observations to ensure a deep contextual understanding. The researcher's presence at the research site was positioned as an observer-participant, allowing direct observation of coordination processes, inter-unit interactions, and administrative dynamics.

The research was conducted at Pondok Pesantren Darussalim Bati-Bati, Tanah Laut Regency, South Kalimantan, with participants consisting of the kyai or pesantren leader, administrative staff, kitab kuning teachers, and santri. Participants were selected through purposive sampling based on their roles and direct involvement in the implementation of management and learning administration (Sugiyono, 2013). The study population comprised all educational components within the pesantren; however, the sample was concentrated on these four core informant groups because they were considered most relevant to the research objectives.

Research data were collected through two primary techniques: in-depth interviews and participatory observation. Interviews were used to elicit information on policies, strategies, and forms of synergy between management and administration in supporting kitab kuning learning, whereas observation was conducted to directly examine learning activities, administrative processes, and coordination patterns within the pesantren environment. The research instruments included a semi-structured interview guide, observation notes, and other supporting documentation.

Data analysis was conducted interactively using the Miles and Huberman model, which includes data collection, data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). Analysis was carried out simultaneously with the data collection process to ensure depth of interpretation. Data trustworthiness was maintained through source and technique triangulation, namely by comparing data from leaders, administrative staff, teachers, and santri with observational findings, and member checking was conducted to ensure the reliability and congruence of the meanings of the research findings (Lincoln dan Guba, 1985). This study also attended to research ethics by obtaining permission from the pesantren, maintaining the confidentiality of informant identities, and ensuring voluntary participation without disadvantaging any party.

## **Result and Discussion**

### **Result**

#### **Synergy of Management and Administration within the Pesantren Leadership Structure**

The findings indicate that the working relationship between the pesantren leadership and the administrative unit at Pondok Pesantren Darussalim Bati-Bati was well coordinated. Based on interviews with the pesantren leader, communication was conducted daily through group chats and private messages on the WhatsApp application. This was reflected in the leader's statement that "communication is carried out every day through the WhatsApp application, both private messages and chat groups." In addition to daily communication, routine evaluations were conducted twice a week to monitor the implementation of activities and address shortcomings. The leader noted that "the working relationship is good; we conduct evaluations twice a week to identify weaknesses and strengths."

This synergy was also supported by monthly meetings and weekly reports as scheduled coordination mechanisms. These findings illustrate that the leadership structure at Pondok Pesantren Darussalim Bati-Bati applies supervisory mechanisms that are communicative and participatory in nature. The close relationship between the leadership and the administrative unit reflects an institutional commitment to upholding pesantren governance that is open, responsive, and oriented toward continuous improvement.

#### **The Role of Administration in Supporting the Effectiveness of Kitab Kuning Learning**

The pesantren administration occupies a strategic position in ensuring that kitab kuning learning proceeds effectively. The administrative unit is responsible for preparing all instructional needs, such as attendance records, class schedules, grade data, kitab-kitab, and other supporting equipment. This aligns with the administrative staff's statement: "we prepare attendance for teachers and students, class schedules, grade data, the kitab-kitab, and other equipment such as a microphone to facilitate teachers' activities so that teachers can focus on teaching."

Beyond providing facilities, the administrative unit functions as a liaison between leadership policies and classroom implementation. Administration ensures that information related to schedules and activities is conveyed effectively to teachers and santri. Its role as a coordination hub enables teaching and learning activities to proceed in an orderly manner and according to established procedures. This was also supported by the administrative staff's statement that the administrative system helps learning to "run more orderly and efficiently."

The high level of orderliness in kitab kuning learning was influenced by the continuity of work between teachers and the administrative unit. Teachers received instructional provisions in a timely manner, allowing them to focus more fully on content delivery without being hindered by technical issues.

#### **Barriers to Synergy and Efforts to Strengthen Pesantren Management**

Although the synergy between management and administration functioned well, the study identified several barriers affecting work effectiveness. The primary constraints stemmed from limited human resources who had not fully

mastered modern management and the application of administrative technology. Administrative staff stated that most archives were still managed manually due to limited equipment, as reflected in the statement: “we still archive documents manually, because the PC or laptop does not support [it].”

These technological limitations slowed documentation and reporting processes. This condition also constrained administrative work in providing data quickly and accurately. To address these barriers, the pesantren implemented internal training, clearer task distribution, and improved manual archiving through document classification codes to enhance orderliness.

In addition to administrative barriers, several constraints were also experienced by kitab kuning teachers, such as sudden activity information and limited teaching time. Nevertheless, administrative support in providing teaching equipment helped reduce these constraints.

The pesantren’s efforts to strengthen human resource capacity, improve archiving processes, and provide internal training indicate a gradual attempt to enhance management quality in line with the demands of modern educational development.

### **The Impact of Synergy on the Effectiveness of Kitab Kuning Learning**

Synergy between management and administration had a significant impact on the effectiveness of kitab kuning learning. Teachers reported that effective coordination resulted in more orderly schedules, adequate facilities, and faster preparation of learning reports. One teacher stated that after coordination improved, “lesson schedules became more orderly, equipment was available on time, and learning reports were compiled more quickly.”

From the santri perspective, a well-organized administrative system helped create learning activities that were more orderly and easier to follow. Santri reported that kitab kuning learning proceeded regularly and schedules were announced clearly, enabling them to prepare before attending classes. This was reflected in the santri statement: “the schedule is always announced clearly so we can prepare more easily before studying.”

Orderly scheduling, readiness of facilities, and smooth inter-unit coordination exerted a positive influence on the quality of the learning process. Teachers became more focused on content, while santri became more disciplined and prepared to learn. These impacts indicate that the effectiveness of kitab kuning learning is shaped not only by teachers’ instructional methods, but also by structured management systems and well-organized administrative governance.

### **Discussion**

The findings regarding the synergy between management and administration at Pondok Pesantren Darussalim Bati-Bati suggest that governance in Islamic educational institutions within pesantren depends not only on leadership quality, but also on the quality of inter-unit coordination and the capacity of administration to support program implementation. Field data demonstrating intensive communication between the pesantren leader and the administrative unit—both through scheduled meetings and daily communication via WhatsApp—indicate that coordination patterns within the pesantren have been dynamic. These findings confirm Robbins & Coulter’s (2018) view that communication is a core component of managerial effectiveness, and that organizations function well when there is a smooth flow of information, openness in policy delivery, and rapid responses to operational problems.

The pesantren leader’s statement that evaluations are conducted twice weekly to identify weaknesses and strengths indicates the application of continuous improvement mechanisms as described in quality management theory. The presence of routine evaluations within the pesantren’s management structure also reflects modern supervisory practices that are collaborative rather than merely instructive. In the context of Islamic education, such evaluative patterns align with the concept of *tadbir tarbawi* proposed by Langgulang (2003), which emphasizes the need for integrated and directed institutional management so that each process remains aligned with broader educational objectives. Thus, the coordinative relationship between leadership and administration not only strengthens work effectiveness but also reinforces Islamic leadership values that position deliberation

(musyawarah) and openness as foundational principles of governance.

The observed synergy among administration, kitab kuning teachers, and pesantren leadership further demonstrates that administration plays a strategic role in supporting the optimal implementation of kitab kuning learning. Interview data show that administrative staff actively prepared attendance records, class schedules, grade data, kitab-kitab, and learning equipment such as microphones. The administrative staff's statement that the administrative system strongly supports the smooth implementation of the kitab kuning program aligns with Nanang's (2016) view that educational administration functions as a managerial support system ensuring that educational activities proceed according to plan. These field findings emphasize that administration in pesantren is not merely a technical unit responsible for documents and schedules; rather, it serves as a coordination center that bridges managerial policies with technical classroom practices.

The presence of administration capable of connecting all educational elements within the pesantren resonates with the concept of Total Quality Management (TQM) introduced by Sallis (2002), which argues that quality improvement can only be achieved when all institutional components actively participate in quality control and development processes. This was clearly evident at Pondok Pesantren Darussalim Bati-Bati, where administration served as a primary driver in ensuring that kitab kuning learning was orderly, facilities were available on time, and teaching and learning activities proceeded efficiently. Field findings showing well-arranged lesson schedules, available equipment, and systematic documentation indicate that the pesantren has implemented key elements of TQM, namely a focus on customers—here, teachers and santri—and a commitment to continuous improvement.

However, this study also identified barriers to the implementation of synergy between management and administration. The main constraints were limited human resources and insufficient supporting technological devices. As described by administrative staff, archiving processes remained manual and computer devices were inadequate, indicating a significant digital gap. This is relevant to Siagian's (2008) theory of management capacity development,

which emphasizes that organizational effectiveness depends heavily on the quality of human resources and the availability of adequate technology. In the pesantren context, technological limitations not only hinder administrative processes but may also impede decision-making because information is not digitally documented and cannot be accessed quickly.

The limited understanding of modern management among human resources identified in this study also indicates the need to strengthen institutional capacity through sustained training programs. This aligns with Wahjosumidjo's (1999) notion of participatory educational leadership, which stresses the importance of empowering organizational members so they can adapt to changing demands. The pesantren's efforts to provide internal training and clarify task distribution constitute appropriate steps in addressing this issue. Clear task allocation also reflects the implementation of the division of work principle as developed by Fayol (2013), whereby organizational members are assigned responsibilities according to their competencies to achieve work effectiveness.

In addition to improving human resource quality and technology, the pesantren also enhanced its manual archiving system through more orderly and systematic organization. Although manual archiving is considered slower than digital archiving, the effort to organize documents using structured classification codes demonstrates that the pesantren recognizes the importance of document orderliness in supporting managerial processes. This is consistent with Terry's (1977) view that management is a process consisting of planning, organizing, actuating, and controlling. By improving the archiving system, the pesantren has strengthened organizing functions to support effective controlling.

Field findings indicating increased discipline among teachers and santri as an outcome of the synergy between management and administration highlight the importance of institutional governance in shaping the learning environment. Teachers' statements that lesson schedules became more orderly and learning equipment was available on time confirm that effective administration can help teachers maximize their pedagogical competence. According to learning management theory,

teaching quality is determined not only by teachers' ability to deliver content, but also by the availability of facilities, clarity of schedules, and the orderliness of classroom organization. Accordingly, the synergy between management and administration has made a significant contribution to creating a conducive learning environment.

Another impact of this synergy was improved discipline among santri. Santri statements that learning activities were orderly and schedules were clearly announced indicate that the administrative system plays a substantial role in shaping a structured learning culture. From the perspective of Islamic education, orderliness constitutes an important element in character formation and discipline. This aligns with the pesantren's educational mission, which emphasizes not only intellectual development but also moral cultivation and discipline. Thus, administrative contributions to schedule orderliness and classroom management have had a positive impact on the internalization of disciplinary values among santri.

When linked to Langgulang's (2003) theory, the synergy between management and administration in the pesantren constitutes a concrete manifestation of *tadbir tarbawi*, namely Islamic educational governance that emphasizes balance between spiritual and administrative dimensions. Langgulang argues that the success of Islamic education is determined not only by instructional quality but also by an institution's capacity to manage educational structures and processes professionally. In the context of Pondok Pesantren Darussalim Bati-Bati, this balance is evident in the preservation of religious values through kitab kuning learning alongside the development of modern administrative systems to support learning effectiveness.

The close relationship among teachers, administration, and pesantren leadership also shows that the pesantren has implemented principles of collaboration and harmonious cross-unit coordination. This is relevant to the concept of distributed leadership, which posits that the success of educational organizations depends not solely on a single leader but on the strength of coordination across all institutional components. Under this model, each party contributes to achieving educational goals. In this pesantren, coordination through monthly

meetings and weekly reports, together with intensive communication via WhatsApp, provides evidence that distributed leadership has been implemented effectively.

The findings further illustrate that the pesantren administration functions as a stabilizing center for the institution. Administration ensures that all educational components—teachers, santri, and leaders—operate within a coordinated workflow. Orderly scheduling, adequate facilities, and well-structured reporting systems are key factors enabling the kitab kuning learning process to proceed productively. This collaboration not only supports the continuity of learning activities but also fosters an environment conducive to the development of religious values, discipline, and the pesantren's academic culture.

Overall, the results of this study demonstrate that the synergy established between management and administration is not merely a formal work structure, but rather a social mechanism that shapes the organizational culture of the pesantren. This culture ultimately influences the effectiveness of kitab kuning learning and contributes to shaping santri character. These findings offer a theoretical contribution by suggesting that well-managed pesantren are not only capable of preserving Islamic scholarly traditions but can also develop modern managerial systems that align with religious values. In other words, Pesantren Darussalim Bati-Bati demonstrates how Islamic education can develop through the integration of traditional values and structured modern management systems.

## **Conclusion**

This study concludes that the synergy between management and administration at Pondok Pesantren Darussalim Bati-Bati plays an important role in enhancing the effectiveness of kitab kuning instruction through coordination, the adequacy of facilities, and the regularity of scheduling. This study is limited to a single research site and a qualitative approach; therefore, the findings cannot be generalized. Future studies are recommended to conduct comparative investigations across multiple pesantren and to employ quantitative methods. If managerial improvements continue, the pesantren has the potential to serve as a model for integrating tradition with modern

management. This study also offers the reflection that sound governance constitutes a

key determinant of success in Islamic education.

## References

- Al Rosid, Moh. H., & Safira, I. (2021). MANAJEMEN PENDIDIKAN ISLAM PADA SMA BERBASIS PESANTREN. *Jurnal Tarbiyatuna*, 2 no. 1.
- Asifudin, A. J. (2016). Manajemen Pendidikan untuk Pondok Pesantren. *Manageria: Jurnal Manajemen Pendidikan Islam*, 1 no. 2. <https://doi.org/10.14421/manageria.2016.12-10>
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4 ed.). SAGE Publications.
- Dhofier, Z. (1994). *Tradisi pesantren: Studi tentang pandangan hidup Kiai*. Jakarta: LP3ES.
- Fayol, H. (2013). *General and Industrial Management* (berilustrasi, cetak ulang). Amerika Serikat: Martino Publishing.
- Langgulang, H. (2003). *Asas-Asas Pendidikan Islam*. Jakarta: Pustaka Al Husna Baru.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry* (berilustrasi, cetak ulang). SAGE.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Edition 3). Los Angeles London New Delhi Singapore Washington DC: Sage.
- Muchtar, S. D. W. (2022). *Manajemen Pembelajaran Di Pondok Pesantren Sumber Pendidikan Mental Agama Allah Turi Lamongan*. 1(4).
- Muhksin, A., & Baidi. (2023). Manajemen Administrasi dan Keuangan: Memanajemen Lembaga Madrasah dan Pesantren. *Al-Kainah: Jurnal Studi Islam*, 2 no. 2. <https://doi.org/10.69698/jis.v2i2.479>
- Nanang, F. (2016). *Landasan manajemen pendidikan*. Bandung: Remaja Rosdakarya.
- Robbins, S. P., & Coulter, M. (2018). *Management, 14th Edition (Global Edition)*. Harlow : Pearson Education.
- Sallis, E. (2002). *Total Quality Management in Education* (Third Edition). London: Kogan Page.
- Siagian, S. P. (2008). *Filsafat Administrasi: Edisi Revisi*. Jakarta: Sinar Grafika.
- Sugiyono. (2013). *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R & D*. Bandung: Alfabeta.
- Terry, G. R. (1977). *Principles of Management Irwin series in management*. Homewood, Il: R. D. Irwin.
- Tiya, D. (2025). Manajemen Kurikulum Pembelajaran Islam di Pesantren Menghadapi Era Modern. *AKSI: Jurnal Manajemen Pendidikan Islam*, 3(3).
- Wahjosumidjo. (1999). *Kepemimpinan kepala sekolah: Tinjauan teoritik dan permasalahannya*. Depok: Rajagrafindo Persada (Rajawali Pers).