

## STRATEGY FOR THE DEVELOPMENT OF SUPERIOR MADRASAH BY BUILDING TEACHER'S COMMITMENT TO THE ORGANIZATION

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DOI: <https://doi.org/10.52627/ijeam.v4i1.152>

*Article History:*

Received: May 2022

Accepted: August 2022

Published: August 2022

*Keywords:*

Development, Excellent Madrasah, Commitment

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**Abstract :**

*This study aims to determine the form of a superior madrasah development strategy by creating teacher commitment in madrasah. The approach used in this research is a qualitative case study type approach. The informants of this study were the head of the madrasa, the deputy head of the madrasa, teachers and employees of the Miftahul Islam Elementary School. While the data collection methods used are interviews, observation and documentation. The study results show that: first, Madrasah Ibtidaiyah Miftahul Islam involves a strategy for developing madrasahs by building teacher commitment; second, the head of the madrasa has a plan for developing superior madrasahs by making teacher commitment through; Leader Is Exemplary, Reward and Punishment and Continuous improvement.*

**Abstrak:**

*Penelitian ini bertujuan untuk mengetahui bentuk strategi pengembangan madrasah unggulan dengan menciptakan komitmen guru di Madrasah. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif jenis studi kasus. Informan penelitian ini adalah kepala madrasah, wakil kepala madrasah, guru dan karyawan SD Miftahul Islam. Sedangkan metode pengumpulan data yang digunakan adalah wawancara, observasi dan dokumentasi. Hasil kajian menunjukkan bahwa: pertama, Madrasah Ibtidaiyah Miftahul Islam melakukan strategi pengembangan madrasah dengan membangun komitmen guru; kedua, kepala madrasah memiliki rencana pengembangan madrasah unggulan dengan membuat komitmen guru melalui; Leader Is Teladan, Reward and Punishment dan Continuous improvement.*

## INTRODUCTION

Along with the development of the times, the need for adequate education is increasing. This is intended so that the nation's next generation will have qualified provisions to compete at the national and international levels (Haidar, 2020). The excellent quality of human resources has a significant influence on the progress of a country. Therefore the government is trying its best to improve the quality of education in Indonesia. The government improves the quality of schools in general and covers all aspects of education and all channels of education, both formal, non-formal and informal (Mamuja, 2022).

In developing knowledge, education is needed to provide inspirational Madrasah changes to individuals (Yuwono et al., 2020). Education changes a child's life to be better, independent and responsible (Zamroni et al., 2021)(Fitriyah, 2019). The quality or not of a person's life in the future is determined by early education as primary education (Watini, 2019). Education is a process of understanding that aims to free them from the crisis of ignorance.

Madrasas as educational institutions that have long developed in Indonesia and have succeeded in fostering and developing the lives of the Indonesian people and also participate in instilling a sense of nationality in the souls of the Indonesian people (Kosim et al., 2022) Recently, many schools or madrasas have offered superior quality school branding by offering various programs from which education customers can choose. Superior Madrasas can answer the challenges of the times to educate the nation's next generation towards success in the world and the hereafter.

Madrasas are superior, where good morals support the mastery of science and technology, so education is essential in guiding our lives. The importance of superior madrasas in guiding life, as stated by several previous researchers, namely Sherina, (2022), said that madrasas are synonymous with effective schools. Low input quality will be maximally produced according to students' potential so that the resulting output will have superior quality. Furthermore, Nawawi, (2022) Madrasas are superior as educational institutions prioritizing religion by developing national-level madrasas capable of science and technology with the support of akhlakul karimah.

Also emphasized by Kosim et al., (2022), superior madrasas are madrasas with unique programs that were born from a national desire to have madrasas capable of achieving at the world level in mastering science and technology supported by akhlakul karimah. Then Ria & Mukhibat, (2021) said that superior madrasas could provide the best educational services so that they can be used as inspiration for other madrasas and can attract the interest of prospective students. Superior madrasas are madrasas that can provide expectations according to consumer desires both in terms of service and the output to be obtained; madrasas must be able to answer complex challenges of the times by being able to realize the personality of students with the character of akhlakul Karima, science and mastery of technology.

Madrasas are educational institutions that seek to impart knowledge and create the character of akhlakul karimah. Madrasas have a vital role in educating the nation's children. Therefore, now many unique madrasah institutions have

been established that offer various educational programs and services that are not only of good quality in science and technology but are superior and can captivate the hearts of consumers.

However, ironically, the phenomenon in the field is that it is not uncommon for madrasas to be judged to be of lower quality than other educational institutions, especially public schools which do not smell like madrasas, although some madrasas are more advanced than public schools, some of these little successes fail to eliminate the negative stigma that has been attached to society (Dipraja, 2019). For this reason, education under the auspices of madrasas must rise together to remove the stigma that has been circulating. Likewise, the facts that occurred at Madrasah Ibtidaiyah Miftahul Islam, some of the facts revealed that there was a decrease in consumer confidence in the quality of what was in the madrasa. It can be seen that when there is a commotion or miss communication between students, the parents tend to blame the teacher without first tracing the facts that happened to the students, not only that but the decline in trust can also be seen in the reduction of students every year so that madrasas only have a few students.

This series of things encouraged Madrasah Ibtidaiyah Miftahul Islam to innovate and develop institutions to overcome existing problems through the Superior Madrasah Development Strategy by Building Teacher Commitment in the Organization, which the madrasah leader initiated; through this program, it is hoped that it will be able to provide the best implications for the progress of madrasas, not grandiose desire to be achieved is to increase consumer confidence in madrasas again so that madrasas can be guerrillas in developing students' knowledge.

The commitment of teachers and all components in an organization, if managed properly, can realize the program's implementation with the full path. This is based on previous research by Harimurti, (2019) Commitment is seen as a value orientation towards the Organization, which shows individuals think highly of and prioritize their work and Organization. Individuals will give all the effort they have in order to help the Organization achieve its goals.

Husnah et al., (2021) said teachers who have a high commitment are professional in teaching in class and uphold their competencies. Teachers who are committed to their professional duties will try to improve their abilities. Furthermore Turmudi, (2022), organizational commitment is the relative strength of individuals' identification (trust, involvement, and compliance) towards an organization.

The descriptions of these researchers explain the importance of high commitment in forming a superior organization and producing a better generation. Referring to this description, the researcher is interested in reviewing the superior madrasah development strategy in collaboration with teacher commitment. With high commitment, teachers can provide the best service, as shown by caring, responsibility, and loyalty in an organizational institution.

## RESEARCH METHODS

The research approach in this study uses a qualitative approach with the type of case study research with a single case study design (single case study). A *single case study* is a study that focuses on one case or one phenomenon. In a single case study, the aim or focus of the research is generally directed towards the context or the core of the problem. The reason for using this case study is because case study research allows researchers to collect detailed information that includes the dimensions of a particular case or several small cases in a wide range. Thus, the researcher chose a qualitative research design with a case study strategy as the most appropriate research method.

This research was conducted at the Madrasah Ibtidaiyah Miftahul Islam institution in the Probolinggo area, namely Karanganyar Village, Paiton District, Probolinggo Regency. Researchers collect data through several stages, such as; observation and observing directly at the research site. Interview interviewing several informants in the research area. Observation, making visits to research sites. Documentation study, analyzing documents related to research. Researchers got an overview and research results from interviews conducted with several informants; this can be seen in the following table:

Table 1. Sources of research informants

NO	ELEMENTS	TOTAL	INFORMANT
1	Leader	1	IF1
2	Deputy Leader	1	IF2
3	Teacher	2	IF3, IF4
4	Staff/Employees	1	IF5

From the table, it can be explained that the sources of informants were carried out in madrasas by gathering information through the head of the madrasa, deputy head, teachers and staff/employees at the MI Ibtidaiyah Miftahul Islam school. All data collected is made into a taxonomy and reduced as needed. Several research data are then analyzed in stages, which begin with the presentation of all existing data, then continue with the data reduction stage concerning the research theme used, and end with drawing research conclusions as new findings in the study.

## FINDINGS AND DISCUSSION

The results of this study indicate that the superior madrasa development strategy is carried out by building teacher commitment; the dominant teacher commitment in madrasah is affective commitment, followed by normative commitment, then continuous commitment. Research shows that; the strategy for developing superior madrasas by building teacher commitment at Madrasah Ibtidaiyah Miftahul Islam is carried out with the following strategy;

### Leader is Exemplary

Exemplary should be interpreted broadly, namely respecting the words, attitudes and behaviour attached to someone (Umam, 2019). According to the Big

Indonesian Dictionary, the meaning of exemplary comes from the word "exemplary", which means something that can be imitated or emulated (Karso, 2020). Meanwhile, according to Nurvita et al., (2020), exemplary means instilling morals, manners, and good habits that should be taught and accustomed to by giving real examples.

A leader must be able to inspire his subordinates in an organization. Leaders must be able to have an extraordinary influence on their subordinates so that in this way, the leader can be made an example by subordinates. Exemplary leaders can be interpreted by setting good examples in all aspects (Sulasmianti, 2020). An exemplary leader can set an excellent example in all areas, such as discipline, attitude, etc., and it should be easy how a leader who sets an example to be followed.

As stated by IF1, we as leaders must be able to motivate all components in the madrasa to work hard by the directions that have been set. We also make observations, implement and evaluate to find the right strategy for motivating our colleagues in this madrasah. Protege.

Based on the observations made, the form of exemplary leadership that is carried out in strengthening teacher commitment to creating superior madrasas is carried out by:

### **Establish Cooperation**

Establishing cooperation is carried out for the development and development of human resources with the principles of mutual need, mutual strengthening and mutual benefit (Mawardi et al., 2023). Collaborating with all components of the school to strengthen commitment between leaders and subordinates (Astuti & Aziz, 2019).

The principal is a leader and becomes one of the factors that encourage schools to realize the school vision, mission and goals and objectives through programs that are implemented in a planned and gradual manner (Jahidin & Torro, 2020). Because of that, the leader's example can be used as a reference for employees or subordinates so that they are influenced to work wholeheartedly in achieving predetermined goals. For this purpose, the principal must establish good cooperation with subordinates to influence and mobilize existing resources to strengthen subordinates' commitment to being even more enthusiastic about improving the quality of the madrasah.

Based on the interview with IF3, it was explained that the form of cooperation carried out by the head of the madrasa was by dividing tasks according to the competencies possessed by the teacher; the division of tasks had been contained in the procedural tasks in the curriculum and was accompanied by their respective duties and functions. So that teachers and staff are more focused on the tasks already burdened, even though the head of the madrasa also provides solutions for teachers and staff who find it challenging to carry out their duties by guiding and including training as needed.

IF4 also emphasized that we as teachers are given the trust to innovate in implementing special programs; the flagship program in this madrasa is the Tahfidzul Qur'an program, we as teachers also always coordinate with teachers,



fellow teachers and stars in acting primarily in implementing the program. Superior in madrasas and decided through joint deliberations.

Cooperation is carried out by providing mutual support to both parties, which in nature will also benefit both parties to facilitate the success of a goal. Collaboration that is carried out well will strengthen the school component's commitment to continue reinforcing the original goal, namely the development of superior madrasas.

### **Discipline**

Principals must have adequate management and leadership skills to take the initiative and initiative to improve the quality of education in schools (Rozi et al., 2022). Discipline is an attitude that needs to be taken by the principal in setting an excellent example to his subordinates. A school principal who is disciplined in all matters will also refer to his associates to carry out the educational bureaucracy with discipline.

As expressed by IF2 in providing an exemplary example, the principal of the Ibtidaiyah Mifatul Islam madrasah is always disciplined in working on madrasa programs, respects the hard work of subordinates by appreciating all forms of results from associates and assesses if there is a mistake as exemplary educator kindly guides assistants who have commitment wavered, became a motivator, the principal always provided motivation to education staff in carrying out various tasks and functions to realize superior madrasas as the ideals of madrasas.

Mr IF4 also emphasized that, as subordinates, we are very reluctant towards the principal of the madrasah because the manners shown to us make us feel gloomy to imitate what he has done, as subordinates feel ashamed if the commitments have been agreed upon are then violated. After all, the example of a leader has an impact which is very positive on the progress of the madrasa; this can be seen in the progress of the school, which is starting to be balanced. The trust of students' parents begins to increase, as seen when welcoming the arrival of students; the parents of students are very enthusiastic about the welcoming service programmed by the madrasa.

The discipline applied by the head of the madrasa can provide awareness for teachers and staff to act in a disciplined manner according to the initial commitment; with the field, the excellence of the madrasa begins to emerge and appear in public.

### **Democratic**

Democratic is a way of thinking, behaving, and acting that values the rights and obligations of himself and others. An example of a democratic attitude is respecting differences and respecting existing decisions. Mutual respect and mutual respect for the opinions of all parties while seeing the program objectives continue to run according to the specified corridor, and decide on the program through joint deliberations.

IF1 is stressful even though our position is as heads, but we don't necessarily arbitrarily order fellow teachers and staff; we consider all the

components in one madrasa as our own family, so we are closer and don't feel awkward expressing things to improve quality and institutional quality.

Then it was conveyed by IF5 that madrasa principals have a democratic attitude, namely being open, sportsmanlike, peaceful, not forcing opinions, being responsible, and not violating the rights of others. The most visible thing is the attitude of the madrasa head by respecting differences, conveying views in the right way, and respecting the decisions of deliberations on the madrasa components; with the democratic attitude shown by the madrasa head, we are also increasingly committed to developing institutional excellence by continuing to improve so that our goals hope to achieve.

Get used to deliberation when faced with a problem. Learn to respect other people's opinions, even if it's not your heart's desire. Speak politely when expressing views so as not to offend others. Accepting the results of deliberations gracefully and effortlessly, forgiving and apologizing, is a plus point for the democratic attitude shown by the head of the madrasa for the primary goal of developing madrasah excellence.

### **Transparent**

A transparent attitude is needed in an organization to foster the trust of all parties in the organization; an evident attitude will also protect against things that are not desirable. Confidence will grow and stay alive with the transparent implementation shown by the leader, so the subordinates will indirectly imitate the pattern the leader applies.

As disclosed by IF5, the role of the principal, in general, carries out planning, organizing, controlling, and evaluating well. In every school program planning, the madrasa principal involves the school, teachers and employees, and the school committee. This is done to maintain the trust of all parties. The transparent attitude shown by the principal strengthens our faith in the principal. It reinforces our commitment as subordinates to develop the institution's excellence by reflecting on the example shown by the principal.

### **Reward and Punishment**

The last strategy in increasing the commitment of school components to developing madrasah excellence is carried out by holding rewards. Some of the functions of the existence of prizes are as motivators for employees, educators and students for the quality of human resources in madrasas. Therefore, it is like the rewards given to help in the form of appreciation at MI Mifatul Islam for the best staff, exemplary teachers, and student stars, and the punishment given is in the form of warning letter one, warning letter two, and finally, warning letter three and if at warning letter three it is still If there is no change then the next step is dismissal. With the appreciation carried out by the application of rewards and punishments, it can increase the intensity of human resource performance in madrasas.

Information obtained from IF1 Teachers and staff who are innovative, inspirational and disciplined while remaining steadfast in the commitments that have been agreed upon deserves a reward from the institution because these teachers and staff have tried their best to develop madrasah excellence. Tips are

giving gifts to teachers and staff to motivate the performance of existing resources to be even better (Imania & Bariah, 2019).

Holding rewards in an educational institution is nothing but to increase the motivation of teachers and staff or students to be even more active in working and studying so that giving gifts or awards can help improve the quality of performance. Even though most of the school components can run the madrasa program well, some features need guidance and even reprimands to continue carrying out their duties according to the existing agreement, which is like this, it is necessary to give punishment to give a warning, so it doesn't infect the other components.

The madrasa head has a strategy for building teacher commitment in the organization, including applying discipline, establishing good cooperation with all elements of the madrasa, and being democratic and transparent. Providing role models for teachers through behaviour, not words and implementing a reward and punishment system. The impact of the madrasa principal's strategy in building commitment in the organization to teacher performance is increasing teacher discipline, increasing teacher attendance, increasing teacher achievement in competitions, improving teacher morale so that work is completed on time and neatly arranged and most importantly, increasing student achievement in the tahfidzul Qur'an program which is the flagship of this madrasa.

### **Continuous Improvement**

To maximize the program's success, it is necessary to make improvements in each successive step (Saleha et al., 2022). In developing superior madrasas that involve the commitment of the pioneers in the madrasa, it is essential to carry out continuous ImprovementImprovement so that ongoing obligations are maintained. This Continuous ImprovementImprovement becomes a stage of ImprovementImprovement in making decisions that use a set of measurement results and refers to the goals that have been set.

Based on interviews sourced from IF1, he said that continuous ImprovementImprovement is carried out at the end of each year by seeing how much influence the commitment has on developing the excellence of the tahfidzul Qur'an, which is already underway; if a problem is found, we re-evaluate it by involving all components of the madrasa to find solutions together.

In line with IF5, which said our role as administrative staff is to try as much as possible to complete the madrasa administration with predetermined deadlines, if there is a delay, we coordinate regarding the obstacles encountered so that the head of the madrasa can evaluate to fix the problems that occur as well as employees and teachers If we encounter problems, we will disclose them transparently to the leadership, both directly and in front of the meeting forum.

Continuous Improvement that has been determined is used to evaluate the running program about the extent of the program's success and what actions and efforts need to be made in further improvements. The strategy for developing superior madrasas by building teacher commitment in the madrasa organization can have a significant impact seen in the increase in students from year to year with interest in the particular programs offered.



## CONCLUSION

An effort is needed to develop existing programs for printing a superior generation. The development of flagship programs will be more easily achieved if there is institutional component commitment; a firm commitment is closer to achieving a desired goal. As the leading actor in managing the madrasa, the head of the madrasa must have an accurate strategy to maintain the commitment of the madrasa component so that the institution's program continues according to predetermined corridors.

The strategy carried out by the head of the madrasah mi Miftahul Islam in developing superior madrasahs involves the commitment of the madrasah components firstly by exemplary leaders, secondly giving rewards and punishments and thirdly, continuous improvement is very appropriate. Implementing this strategy is very supportive in maintaining teacher commitment so that they can develop superior madrasahs in the community.

Public trust is increasing, as can be seen in the number of students from year to year, which is growing with the particular program offered by the tahfidzul Qur'an and the commitment of teachers who are increasingly unified in providing full service to students and parents. However, the success of the existing programs in madrasahs can only be generalized to some institutions because the conditions of one institution differ depending on cultural and environmental characteristics. Because of this, the researcher hopes there will be further researchers who can study and analyze the same case but with different and more complex parts.

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