

Revitalization of Manajemen Peningkatan Mutu Berbasis Madrasah (MPMBM) in Realizing Merdeka Belajar in Madrasah

Yose Rizal

UIN Sumatera Utara Medan
email: yrizal1950@gmail.com

ABSTRACT

This paper examines the role of Manajemen Peningkatan Mutu Berbasis Madrasah in realizing Merdeka Belajar in the Madrasah environment. This study uses qualitative methods with data collection techniques through interviews. This is a field research conducted at Madrasah Aliyah Swasta Pondok Pesantren Modern Darul Hikmah Taman Pendidikan Islam Medan. This study found that Manajemen Peningkatan Mutu Berbasis Madrasah or MPMBM had a significant impact on madrasah principals in managing the BOS budget. Thus, the head of madrasah is able to make madrasa programs in realizing Merdeka Belajar at MAS PPMDH TPI Medan. There are three madrasa programs launched by the head of the Madrasah MAS PPMDH TPI Medan in allocating the 2020 BOS budget, which are Santri Membaca, Santri Digital, and Santri Siap Kuliah. The purpose of this research is to assist the ministry of education and culture in realizing Merdeka Belajar by using the BOS budget in the Madrasah.

Keywords: MPMBM, BOS, madrasa, merdeka belajar

A. INTRODUCTION

In early 2020, Nadiem Makarim, as Minister of Education and Culture, launched six episodes of the Merdeka Belajar policy, as an effort to transform education in Indonesia. The first episode contains four main themes, including abolishing the Ujian Sekolah Berstandar Nasional (USBN), replacing the Ujian Nasional (UN), simplifying the Rencana Pelaksanaan Pembelajaran (RPP), and the last one concerning the regulation of Penerimaan Peserta Didik Baru (PPDB). The second episode focuses on the Kampus Merdeka within the scope of the

university. The third episode is about changing the Bantuan Operasional Sekolah (BOS) funding mechanism. The fourth episode is about the POP program or the Program Organisasi Penggerak. In the fifth episode, Nadiem Makarim launched the Guru Penggerak program. And the sixth episode is about the transformation of government funds for higher education (Direktorat Sekolah Dasar 2021).

Madrasahs are formal educational institutions that are characterized by Islam, although in practice madrasahs refer to the goals of national education, as mandated by UU No. 20 Tahun 2003 tentang Sistem

Pendidikan Nasional, which are: developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (*Undang-Undang No. 20 Tahun 2003*). In an effort to achieve these national education goals, Madrasahs are required to be able to empower and utilize all facilities optimally, both regarding human resources and material resources.

In this study, the authors focus on the third episode of the Merdeka Belajar's program, the Bantuan Operasional Sekolah (BOS) fund mechanism. This study will discuss the Manajemen Peningkatan Mutu Berbasis Madrasah system or commonly abbreviated as MPMBM in realizing Merdeka Belajar in Madrasahs. According to the authors, MPMBM is a madrasa management system that is carried out independently by schools, so that it can facilitate school principals and other stakeholders in the decision-making process to meet the quality needs of madrasahs within the framework of national

education policies and to realize Merdeka Belajar in the madrasa environment.

To avoid overlapping research, the authors conducted a literature review of previous studies that were similar to the current research. The previous research is as follows: first, research conducted by Muhammad Asrori Ma'sum on Analisis Aktualisasi Manajemen Peningkatan Mutu Berbasis Madrasah (Ma'sum 2017). Second, research with the theme Upaya Guru dan Kepala Madrasah Dalam Meningkatkan Daya Saing Madrasah (Umayah 2015). Third, Erjati Abas who conducted research on Pengaruh Implementasi Manajemen Berbasis Madrasah Terhadap Kedisiplinan Guru di MIN Kota Bandar Lampung (Abas 2019). Fourth, research on Manajemen Peningkatan Mutu Madrasah by Anan Nisoh (Nisoh 2019). Fifth, research conducted by Amini with the theme Pillars of Madrasah Quality Management in the New Normal Era (Amini 2021). Sixth, research on Peningkatan Mutu Madrasah by Buna'i (Buna'i 2006).

In this paper, the author asserts that MPMBM is an effective management system for various madrasah in Indonesia in managing BOS funds with the aim of improving the quality of national education

and realizing Merdeka Belajar in the madrasa environment.

B. LITERATURE REVIEW

1. Madrasa Developments in Indonesia

After Indonesia's independence, the government, based on the advice of the Badan Pekerja Komite Nasional Indonesia Pusat (BP KNIP), formed The Ministry of Religion based on Government Decree Number 1/SD/1946, dated January 3, 1946. The establishment of the Ministry of Religion is intended to accommodate religious issues which include religion and religious education (Karel A. Steenbrink 1986).

To foster and promote Madrasahs, the Ministry of Religion at that time took the first step by providing assistance to Madrasahs to meet the needs of facilities and infrastructure that could support education as well as operational costs. This is stated in the Minister of Religion Regulation Number 1/1946 on December 19, 1946. The regulation also explains that madrasahs must teach general knowledge at least 1/3 of the number of lesson hours held. The general knowledge included in the decision includes; Indonesian, read and write Latin letters, and count. Apart from that, there are also extras for advanced

levels such as 'history, earth science, plant health and nature.

Over time, the above provisions were refined in 1952 through the Minister of Religion Regulation No. 7/1952. This regulation stipulates and explains the levels within the madrasa which have the following levels; 1) Low Madrasah, with a learning period of 6 years, 2) First Level Advanced Madrasah, with a duration of 3 years of education, 3) Upper Level Advanced Madrasah with a duration of 3 years of education (Alfinnas 2018).

Then in 1975 the Minister of Religion, the Minister of Education and Culture, and the Minister of Home Affairs issued Joint Decrees (SKB) No. 6/1975 and No. 037/U1975 concerning Improving the Quality of Education in Madrasahs. This Ministerial Decree 3 was born due to a previous decision, namely Presidential Decree No. 34/1972, dated April 18, 1972, which explains the functional responsibilities of Education and Training, which partly confirms that all forms of educational institutions in Indonesia are under the responsibility of Ministry of Education and Culture which includes religious education institutions (Masykur 2018).

With the cooperation of the three ministries and the birth of the three

ministerial decree, which discusses the importance of quality education in Madrasahs. Through the SKB, a decision was made and among these decisions were:

- a. Madrasah includes three levels: Madrasah Ibtidaiyah and equivalent to Elementary School, Madrasah Tsanawiyah and equivalent to Junior High School, and Madrasah Aliyah and level with Senior High School.
- b. Madrasah certificates have the same value as public schools of the same level; Madrasah graduates can continue on to higher-level public schools, and Madrasah students can transfer to higher-level public schools.
- c. Madrasah management is carried out by the Minister of Religion; The development of religious subjects in madrasahs is carried out by the Minister of Religion; The development and quality control of general subjects at madrasahs is carried out by the Minister of Education and Culture together with the Minister of Religion and the Minister of Home Affairs (Masykur 2018).
- d. In response to the decision in the Decree of 3 Ministers, the Minister

of Religion in 1976 issued a decision on the implementation of the Madrasah Curriculum. Based on this curriculum, subjects in madrasahs contain 30% religious education (covering; Qur'an-Hadith, Aqidah-Akhlak, Fiqh, Islamic History and Culture, and Arabic) and 70% general education (as found in public schools with little subtraction).

2. Definition, Characteristics, and Objectives of MPMBM

a. Definition of MPMBM

Manajemen Peningkatan Mutu Berbasis Madrasah (MPMBM) can be interpreted as coordinating and harmonizing resources carried out independently by madrasahs by involving all interest groups related to madrasahs (stakeholders) directly in the decision-making process to meet madrasah quality needs within the framework of national education policies (Depdiknas 2001).

In more detail, MPMBM can be interpreted as a management model that gives greater autonomy to madrasahs and encourage participatory decision-making that directly involves all madrasah citizens (teachers, students,

madrasah principals, employees, parents, and the community) to improve the quality of madrasahs based on national education policies (Depdiknas 2001).

Thus MPMBM is the organization and harmonization of resources that is carried out autonomously or independently by madrasahs through a number of management inputs to achieve madrasah goals within the framework of national education, by involving all interest groups directly involved in the decision-making process.

b. Characteristics of MPMBM

The characteristics of MPMBM refer to the characteristics of an effective madrasah (effective school). MPMBM is a framework for the pattern of education management, while effective madrasahs are its contents. Therefore, the inclusiveness of MPMBM is an element of an effective madrasah, which is then categorized into inputs, processes, and outputs.

Elements that must be input for education with the MPMBM pattern with the following criteria: (a) Have clear policies, objectives,

quality targets, (b) Resources are available and ready, (c) Staff are competent and highly dedicated, (d) Have high achievement expectations, (e) Focus on customers (students), and (f) Management input.

The MPMBM process in an effective madrasah is characterized by a number of characteristics such as: (a) a highly effective teaching and learning process, (b) strong madrasah leadership, (c) a safe and orderly madrasah environment, (d) effective management of education personnel, (e) Madrasahs have a quality culture, (f) Madrasahs have a compact, intelligent, and dynamic teamwork, (g) Madrasahs have authority (independence), (h) High participation from madrasah residents and the community, (i) Madrasahs have openness (transparency) management, (j) Madrasahs have the will to change (psychologically and physically), (k) Madrasahs carry out continuous evaluation and improvement, (l) Madrasahs are responsive and anticipatory to needs, (m) Good communication, and (n) Madrasahs have accountability.

Madrasas must have the expected output. The output of the madrasa is the achievement of the madrasa produced by learning and management in the madrasa. Generally, output can be classified into two, namely output in the form of academic achievement such as: NUN/NEM, youth scientific work competition, subject competition, critical thinking; and outputs in the form of non-academic (non-academic achievement) such as: high curiosity, self-esteem, honesty, good cooperation, compassion, high solidarity, tolerance, discipline, crafts, arts, sports, and scouting.

c. Purpose of MPMBM

MPMBM aims to become independent or empower madrasas through granting authority (autonomy) to madrasas and encouraging madrasas to make participatory decision-making. In more detail, MPMBM aims to:

1) Improving the quality of education through the independence and initiative of madrasas in managing and empowering available resources;

2) Increase the awareness of madrasa residents and the community in the implementation of education through joint decision making;

3) Increase the responsibility of madrasas to parents, the community, and the government regarding the quality of their madrasas; and

4) Increase healthy competition between madrasas regarding the quality of education to be achieved (Depdiknas 2001).

3. Third Episode of Merdeka Belajar: Mechanism Changes in Bantuan Operasional Sekolah (BOS)

At the beginning of February 2020, Nadiem Makarim, as Minister of Education and Culture, launched the third episode of Merdeka Belajar which contained changes to the Bantuan Operasional Sekolah (BOS) mechanism. The policy on Merdeka Belajar in the third episode has four main points, including, the distribution of BOS funds directly to school accounts, the use of BOS is more flexible for schools, the value of BOS units is increased, and BOS reporting is tightened to make it more transparent and accountable (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2020).

The third episode of the Merdeka Belajar policy has significant differences with the distribution mechanism of BOS funds in 2019, while the differences are as follows:

2019 BOS Mechanism	2020 BOS Mechanism
Distribution of BOS funds from the Ministry of Finance through the Provincial Rekening Kas Umum Daerah (RKUD)	Distribution of BOS funds from the Ministry of Finance directly to school accounts
Distribution stages four times per year	Distribution stages three times per year
The determination of the SK for the recipient school is carried out by the provincial government with various administrative requirements	The SK of recipient schools is determined by the Ministry of Education and Culture with data verification by the provincial and district/city governments
Deadline for data	Deadline for data

collection twice a year (January 31 and October 31)	collection once a year (August 31)
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C. RESULT

1. Profile of MAS PPMDH TPI Medan

Madrasah Aliyah Swasta Pondok Pesantren Modern Darul Hikmah Taman Pendidikan Islam (MAS PPMDH TPI) was established in 1986 on Jalan Pelajar no 44 Medan. This madrasa is under the auspices of the Taman Pendidikan Islam foundation which was founded by KH. Rivai Abdul Manaf Nasution in 1950.

MAS PPMDH is a pesantren-based madrasa, so all students are required to live in Islamic boarding schools during the study period. Therefore, apart from having classrooms, MAS PPMDH also has a dormitory for students to live in during their study period.

The building capacity is relatively small, causing the number of students of MAS PPMDH to be less when compared to several pesantren in Medan. In the 2020-2021 school year, the number of MAS PPMDH students was only 128 students. However, the small number of students is not a problem for MAS PPMDH to compete with Islamic boarding schools with a large number of students.

Since 2012 until now, MAS PPMDH students have successfully graduated from

various universities in Indonesia through the Program Beasiswa Santri Berprestasi (PBSB). In 2021 there were two MAS PPMDH students who successfully passed the PBSB selection; Faiqoh Nadhiroh Ulya El Salem in the Department of Medicine and Medical Education at the Syarif Hidayatullah State Islamic University and Muhammad Ispan Pohan in the Law study program at the State Islamic University of North Sumatra (Interview with Rubianto, 2021).

2. The Role of MPMBM on the Performance of Madrasah Heads in Managing BOS Funds at MAS PPMDH TPI Medan

Manajemen Peningkatan Mutu Berbasis Madrasah or abbreviated as MPMBM is a set of knowledge, understanding and application of school management which is owned by the Madrasah Principal through his experience and education to carry out management functions, namely planning, organizing, directing, coordinating, supervising in the form of carrying out his duties in managing a madrasa is suspected of contributing to the performance of the principal as an educator, manager, administrator, supervisor, leader, innovator and motivator (Depdiknas 2001).

The Head of Madrasah in carrying out their duties and responsibilities is always

required to work professionally. Professional abilities can be implemented when the Madrasah Head masters a set of basic knowledge in managing and developing madrasahs independently, namely the knowledge of Manajemen Peningkatan Mutu Berbasis Madrasah (MPMBM) which contains activity signs in the form of planning, organizing, directing, coordinating and supervising, where the These fields are interconnected and in direct contact when the Head of the Madrasah carries out his duties and functions at the Madrasa.

Through MPMBM the Madrasah Head will be able to optimally empower all available resources, so that the vision and mission of the madrasa will be clear and can be achieved properly. Thus, MPMBM will assist the Madrasah Head in carrying out his managerial and leadership duties.

In addition, MPMBM also makes it easier for madrasa heads to make strategic decisions for the development of the madrasa climate, because through this MPMBM system, madrasah heads can take various actions in a positive direction without having to wait for the structural institution above them, namely the Departemen Agama (Office of the Departemen Agama Tk. II, Regional Offices and Central Level). Especially in

madrasa activities that are field in nature, where these activities require high mobility. With the authority on the head of the madrasa through MPMBM the head of the madrasa can anticipate activities as early as possible (Interview with Indra Sahputra 2021).

Based on the results of an interview with Ustads Indra as the head of the Madrasah MAS PPMDH TPI Medan, MPMBM can improve the performance of the madrasa head, because the head of the madrasa has full authority in making decisions. So that with this authority it can make it easier for madrasa heads to make madrasa programs through BOS funds in order to realize Merdeka Belajar in the madrasa environment.

3. Madrasah Program in Realizing Merdeka Belajar at MAS PPMDH TPI Medan

The Ministry of Education and Culture or Kemendikbud reforms the education system by launching the Merdeka Belajar program. The main objective of Merdeka Belajar is to explore the greatest potential of school teachers and students and to improve the quality of independent learning (Kemendikbud 2020).

In realizing the goal of independent learning in the school environment, the Ministry of Education and Culture issued the third episode of the independent

learning policy, namely changes to the School Operational Assistance (BOS) mechanism for the 2020 fiscal year. The BOS mechanism is regulated in the regulation of the Minister of Education and Culture of the Republic of Indonesia Nomor 8 Tahun 2020 tentang Petunjuk Teknis Bantuan Operasional Sekolah Reguler (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2020).

Heads of madrasahs get various conveniences in preparing programs for madrasa development, because in the MPMBM system the head of madrasahs has full authority in making decisions, in addition to the BOS mechanism launched by the Ministry of Education and Culture, the government accelerates the distribution of BOS funds and is sent directly to school accounts without having to go through the provincial Rekening Kas Umum Daerah (RKUD).

However, this does not mean that school principals are arbitrary in managing BOS funds without having to pay attention to the technical instructions for the use of BOS funds which have been regulated in Permendikbud Nomor 8 tahun 2020, and with the BOS funds, madrasah heads are required to be able to realize Merdeka Belajar in the madrasa .

In Permendikbud Number 8 of 2020 chapter four concerning the components of the use of BOS funds, there are twelve components of the use of BOS funds to create independent learning in the madrasa environment, including: (a) Admission of new students or (PPDB), (b) library development, (c) learning and extracurricular activities, (d) assessment or evaluation of learning activities, (e) administration of school activities, (f) professional development of teachers and education staff, (g) subscription of power and services, (h) maintenance of school facilities and infrastructure, (i) provision of learning multi-media tools, (j) organizing special job fairs, industrial work practices or domestic field work practices, job monitoring, teacher apprenticeships, and first-party professional certification bodies, (k) organizing skills competency test activities, certification of competency skills and competency test of international standard English skills and other foreign languages for the final class of SMK or SM ALB, (i) payment of honorarium (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2020).

Based on the results of an interview with the head of the MA PPMDH TPI Medan madrasa, in realizing Merdeka

Belajar through the BOS budget in the MA PPMDH environment, in the 2020 BOS budget Ustads Indra as the head of the madrasa launched three madrasa programs, namely Santri Membaca, Santri Digital, and Santri Siap Kuliah (Interview with Indra Sahputra 2021).

a. Santri Membaca Program

The main purpose of Merdeka Belajar is to explore students' greatest potential. To achieve this goal, the tradition of reading needs to be emphasized to every student, because by reading the students' insight will be broad. With the breadth of insight will help students to think analytically. So that with the emergence of analytical thinking in students, the potential that exists in students will be seen.

In order to foster the spirit of reading in students, Ustadz Indra as the head of the madrasa utilizes BOS budget funds to carry out library development by increasing the number of books in the PPMDH MAS library (Interview with Indra Sahputra 2021).

Furthermore, Ustads Indra said, in addition to being useful for exploring the potential of students, the student reading program can

also help Ustads and Ustadz MAS PPMDH in adding references to teaching materials, with new references, the material presented by Ustads and Ustadz to students will be new as well (Interview with Indra Sahputra 2021).

The Santri Membaca program is required for all PPMDH MAS students. The face-to-face curriculum at MAS PPMDH is carried out from 07.30 am in the morning to 4.30 pm WIB. Due to the tight face-to-face time in the classroom, the implementation of the santri reading program is only carried out in the afternoon and evening so as not to disturb the teaching-learning process in the classroom and special pesantren programs.

At least the time that students have to visit the library, Ustazah Firda as the head of the MAS PPMDH library took the initiative to make a policy of borrowing library books to be brought to the dormitory. Thus, the time for students to read can be longer and more flexible, so that the reading tradition can take place in the PPMDH MAS environment.

Furthermore, Ustazah Firda explained, students can borrow library books with a time limit of one week, in order to educate students to have a sense of responsibility, Ustazah Firda gives fines to students who are late in returning books of five hundred rupiah per day and replace books if the borrowed books experience problems. damage and loss (Interview with Ustazah Firda 2021).

b. Santri Digital Program

Every era has its own characteristics, now we are entering the modern era where all lines of life are digital-based. In order to continue to exist and not be drowned by the times, we are required to immediately adapt to that era. As in today's digital era, digital knowledge and mastery must be owned by every human being who lives today.

As a concrete step to support digital knowledge in santri, by utilizing the BOS budget, Ustads Indra as the head of the madrasa has launched a digital santri program. Ustads Indra said that besides aiming to produce madrasa graduates who are able to

compete in modern life, this program also aims to break down the stigma of society who thinks that students are "untechnical" or technologically stuttering individuals (Interview with Indra Sahputra 2021).

Ustads Indra further explained, this Santri Digital program is a step taken by MAS PPMDH TPI Medan in order to succeed the program of the ministry of education and culture in realizing Merdeka Belajar in the madrasa environment by adding computer units at MAS PPMDH (Interview with Indra Sahputra 2021).

This santri digital program is led by Ustads Yasir who works as a computer teacher as well as the head of the computer laboratory at MAS PPMDH. According to Ustads Yasir, the addition of a computer unit is very helpful for him in teaching students, because the discipline of informatics engineering and the like cannot be understood only in theory without having to practice directly (Interview with Ustads Yasir 2021). According to information from Ustads Yasir during an interview,

this digital santri program is run in two ways. First, when scheduling computer subjects, Ustads Yasir used this time to teach by bringing students directly to the computer laboratory, so that the understanding gained by students was deeper. Second, Ustads Yasir as the head of the laboratory makes computer extracurriculars which are held in the afternoon after the learning schedule is finished, so that there is a special time for students who want to explore computer science and the like (Interview with Ustads Yasir 2021).

c. Santri Siap Kuliah Program

The santri siap kuliah program is a special extracurricular program. Because the participants of this program are devoted to class XII students. According to Ustads Indra, this program was created because of the high interest of students to continue their studies in higher education. Thus, it is an obligation for madrasas to facilitate students in achieving their desire to continue their studies in higher education (Interview with Indra Sahputra 2021).

This program starts from the beginning of class XII learning, so that students have a long time to participate in the program. To implement this program, the principal does not use outside teachers or teachers, but empowers ustadz and ustazah who teach at MAS PPMDH on the grounds that there is an emotional closeness between students and ustadz/ustazah, thus facilitating the teaching and learning process.

Furthermore, Ustadz Indra said that apart from being useful for students, this college-ready student program also had an impact on the welfare of the ustadz/ustazah, because by getting additional teaching, the honorarium earned also increased. This policy for additional fees is issued by the head of the madrasa in accordance with the components of the use of BOS funds in the Permendikbud nomor 8 tahun 2020 (Interview with Indra Sahputra 2021).

Based on the data submitted by Ustadz Rubianto as the administrative head of MAS PPMDH, this program can be said to be successful, because since 2012 until now, MAS PPMDH students have

successfully graduated from various universities in Indonesia through the Program Beasiswa Santri Berprestasi (PBSB). In 2021 there were two MAS PPMDH students who successfully passed the PBSB selection; Faiqoh Nadhiroh Ulya El Salem in the Department of Medicine and Medical Education at the Syarif Hidayatullah State Islamic University and Muhammad Ispan Pohan in the Law study program at the State Islamic University of North Sumatra (Interview with Rubianto 2021).

D. CONCLUSION

Based on the research results obtained by the author. The author finds that Manajemen Peningkatan Mutu Berbasis Madrasah or MPMBM provides a significant role for madrasah principals in managing BOS budget funds, so that with BOS funds, madrasah principals are able to make madrasa programs in realizing Merdeka Belajar at MAS PPMDH TPI Medan. The author also found three madrasa programs launched by the head of the MAS PPMDH TPI Medan madrasa in the 2020 BOS budget, these are Santri Membaca, Santri Digital, and Santri Siap Kuliah. The purpose of the three programs is to assist the Ministry of Education and Culture in realizing Merdeka Belajar

through the BOS budget within the MA PPMDH TPI Medan.

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