



## SWOT Analysis In Islamic Education of MTs Baitul Hikmah Jember East Java

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### ABSTRACT

The problem of education is not new in the world of education in Indonesia. The same thing is also faced by the Islamic educational institution MTs Baitul Hikmah Jember, East Java. This concern cannot be separated from the historical roots of Islamic education institutions that gave birth to madrasas and schools. In line with the demands of the times, Islamic educational institutions are growing. The problems that arise are sourced from internal and external factors. Internal factors, for example, are related to curriculum, educators, education participants and others, while external factors are social factors (community), government and related parties. In measuring the level of success, strengths and weaknesses in strategic management, SWOT analysis is an alternative used in analyzing educational management at MTs Baitul Hikmah Jember, East Java. This study used qualitative research methods with data collection techniques documentation, observation and interviews. The results of the research prove that the Islamic educational institution MTs Baitul Hikmah Jember, East Java, as a public organization has implemented a SWOT analysis effort to consider the possibilities that will be faced in the organization. The concept of strategic management has been applied to streamline existing resources to achieve educational goals based on the application of SWOT analysis.

### ARTICLE INFO

*Article history:*

Received

11 January 2023

Revised

25 January 2023

Accepted

26 January 2023

**Key Word**

*SWOT Analysis, Islamic, Education*

**How to cite**

<https://pusdikra-publishing.com/index.php/jetl>

**Doi**

[10.51178/jetl.v5i1.1081](https://doi.org/10.51178/jetl.v5i1.1081)



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## INTRODUCTION

The educational program implementing agencies, and educational institutions have an important need for implementing the provisions of the curriculum under the planned program. Agreed programs and objectives in educational institutions fact, of course, cannot be separated from problems and

other problems that must be resolved by an educational institution, including Islamic educational institutions (Fadhli, 2020).

(Septiadi, 2019) Every leader in educational institutions does not want the institution he leads is not of good quality caused of internal problems management or management. Phenomena that occur in institutional education, are not a new problem worldwide and even in Indonesia itself. The problems facing world education in Indonesia, specifically Islamic educational institutions are not free from the historical roots of Islamic educational institutions which gave rise to madrasas and schools following the demands of the times, institutions Islamic education is growing fast. Problems frequently appear in many things, either in the form of a factor internal or external. internal problems, for example, related to curriculum, educators, students and so on, while external problems are social (community) problems, disturbing the government and parties that intervene in educational institutions. Islamic educational institutions must of course be responsive and aware of the institutional problems (Aisyi & Zulkarnain, 2020; Fahriana & Huda, 2019) This is where managers of educational institutions need to understand the theory of strengths, theories of weaknesses, theories of opportunities and theories of threats (SWOT) so that they can provide brilliant solutions and can bring educational institutions to positions that are very influential in shaping the nation's and the world's generations. Then deep Thing, a problem at the moment inclined raises new problems and challenges that have a broad impact on the task of managing education (Tinanoff et al., 2019). Educational institutions must make continuous quality improvements based on suggestions, criticisms, processes, outputs, and more. Base not only on quality improvement on physical but also on the increase in ResourcesManfor the management or implementation of Islamic educational institutions (Myalkina, 2019).

This study includes studies that have new value (novelty) because it discusses the urgency of SWOT in the world of education, especially Islamic educational institutions. This is based on relevant studies that have been explored before, including studies Rusydi Ananda related to Islamic educational institutions with the study title Influence Of Learning Strategy And Independence Learning On The Learning Outcomes of Islamic Education, research results show the learning outcomes of Islamic Religious Education students with high learning student independence is higher than the learning outcomes of students with low learning independence and there is an interaction between learning strategies and learning independence (Ananda & Hayati, 2022). In addition, there is also a study Elvi Rahmi related to educational excellence with the title Marketing Strategies Education Oriented

Market, Customers And Competitive Advantages (Imam Junaris, Elvi Rahmi, Moh. Zaini, 2021).

Based on the problems above, it needs a study related to weaknesses Opportunities and Threats (SWOT) in MTs Baitul Hikmah Jember, East Java to provide information regarding the management of an educational institution including Islamic education. So that this study becomes a patron for managers to look back or forward in terms of improving the institutions they manage.

## RESEARCH METHODE

This study uses qualitative research methods, in which the researcher is the key instrument. This panel also uses a descriptive method because this study aims to describe or expose the condition of the object under study as it is, under the circumstances when the research was conducted (Sugiyono, 2013). The reason for using this method is because the qualitative descriptive method aims to describe the actual situation or condition, especially about the theme of this research, namely SWOT analysis of needs in MTs Baitul Hikmah Jember, East Java.

Data collection techniques were used documentation method by examining books or other documents. The process of data analysis is carried out continuously, together with data collection and then continued after data collection is complete. In conducting data analysis, the researcher refers to three stages, namely: data reduction, data display and conclusion (Lexy Moleong, 2014).

## RESULT AND DISCUSSION

### Internal Environment Analysis

Analysis internal environment in the form of understanding and identification of the internal condition organization, the organization itself, operational costs, organizational effectiveness, human resources, facilities and infrastructure and available funds. Supervision and planning are done by grouping things into strengths or weaknesses, opportunities and organizational challenges (threads) to achieve goals and objectives. The internal environment is spiritual power in an institution's education to ensure the continuity of the ongoing educational process, therefore good management is needed (Abbas, 2020).

*Student analysis*, Students are members of society who try to develop their potential through learning that is available at certain levels and types of education. Oemar Hamalik quoted from Ari Hidayat defines students are compounds in the education system then processed in the educational process,

so that they become quality human beings, the first stage of student management by analyzing student needs, student recruitment, student selection, orientation, student placement, coaching and student development, recording and reporting, graduation and alumni. In management related to student education, if seen from In terms of the stages of the study period at school/madrasah, it can be divided into three stages, namely, acceptance of new students, the learning process and preparation for further studies or work. In other terms, the three stages can be called stages of netting, processing and distribution. All of these stages require maximum management to get the best results.

*Education workforce analysis*, Law No. 20 of 2003 concerning the National Education System states that what is meant by education is an educated staff who are qualified as teachers, lecturers, counselors, study assistants, widyaswara, tutors, instructors, facilitators, and other designations according to their specialty and participate in organizing education. Meanwhile, the educational staff is members of the community who are devoted to and appointed to support the implementation of education. The teacher's very important role can be great potential in promoting or improving the quality of Islamic education, or vice versa can also destroy it. When teachers are truly professional and can manage education well, of course, they are more enthusiastic in carrying out their duties and even want to innovate students for the success of student learning.

*Analysis of school physical facilities*, Educational facilities are everything that includes equipment and supplies that are directly used in the educational process at schools such as buildings, rooms, tables, chairs, teaching aids, textbooks and others. While the infrastructure of all components that indirectly support the course of the learning process in educational institutions such as roads to schools, school yards, infrastructure, school management and others.

*Curriculum analysis*, educational materials and teaching and learning processes; So far, the curriculum has been considered as a determinant of the success of education, including Islamic education. Therefore, the attention of teachers, lecturers, school/madrasah principals, head chancellors, and education practitioners is concentrated on the curriculum. Though the curriculum is not the main determinant. In the case of education in Indonesia for example. The biggest problem facing this nation is not a curriculum problem, although that does not mean that the curriculum does not cause problems, but the problem of awareness is big. Namely lack of awareness for achievement, awareness for success, awareness for increasing human resources, awareness for eliminating stupidity, and awareness for doing the best. Islamic

education curriculum features, among others, highlight religious and moral goals as goals, content, methods, tools and techniques; have a wide range of concerns and comprehensive content; have a balance between curriculum content in terms of science and arts, knowledge, experiences and diverse teaching activities; relying on visual arts, educational activities, physical, military training, knowledge of technical vocational training and foreign languages for individuals and those who have the will, talent and desire; curriculum linkages with the willingness, interests, abilities, needs, and individual differences between them. These characteristics illustrate the existence of various demands that must exist in the Islamic education curriculum. These demands continue to evolve according to the challenges of the times that are being faced. The challenges of Islamic education today are certainly very different from the classical era. The challenges of today's contemporaries are certainly more complex. The educational curriculum must be designed as well as possible to produce a satisfactory output.

*School administrative and financial analysis;* So far, there is an impression that finance is everything in advancing an educational institution. Without sufficient financial support, managers of educational institutions seem unable to do much to advance the educational institutions they lead. Because they think all advances must always be capitalized with money. Efforts to advance Tampa's educational compensation with monetary support are doomed to stall halfway. There are at least two things that cause great attention to finance, namely, First, the main determinant of the sustainability and progress of educational institutions. This fact has the consequence that education reform or development programs can fail and fall apart if not supported by adequate funds. Second, it is usually difficult to raise large sums of money, especially for newly established private educational institutions. Sources of funding in an educational institution can be broadly grouped into three sources, first the government, either central, regional, or both which are general and specific and intended for education; both contributions from parents or students; three communities, both binding and non-binding.

#### **External Environment Analysis**

Analysis of the external environment in the form of observing and identifying environmental conditions outside the organization consisting of the economic, technological, social, cultural, political, ecological and security environment. This surveillance will produce indications of *opportunity* and organizational challenges in realizing organizational goals and objectives.

*Analysis of the social environment of society;* Islamic educational institutions need to respect the community or the relationship between Islamic educational

institutions and the community. We must realize that society has a very important role in the existence, sustainability and even progress of Islamic educational institutions. At least one of the determining parameters for the fate of Islamic educational institutions in society. If there is an advanced Islamic educational institution, it is almost certain that one of the factors for its success is the maximum involvement of the community. And vice versa, if there is an Islamic educational institution that cares, one of the reasons could be that the community supports it. This societal attitude may be the result of other things with Islamic educational institutions, both internal and external. The community has a dual position in Islamic educational institutions, namely as an object and as a subject, both of which have functional significance for the establishment of Islamic educational institutions. When Islamic educational institutions promote the acceptance of students and new students, society becomes an object of absolute necessity. Meanwhile, the response to the promotion places them as subjects who have full authority to accept or reject it. In addition, school-community relations aim, among other things, to improve the quality of learning and children's growth; strengthen goals and improve the quality of life and livelihoods of the people; encourage the community to establish a relationship with the school.

*Analysis of the role of government and educational foundations;* In dealing with government policies that are considered to be not in favor of the development of educational institutions, managers must be able to have the soul to enlarge and bear what happens later to these policies (Prasetyo, 2011). In general, the discrepancy between policies on what is on paper and what is on the ground is caused by the absence of supporting policies. For example, the application of policies in implementing national education standards in the field of learning processes as stated in Permendiknas No. 22, 23 and 24 of 2006, which mandates that schools or madrasas carry out a planned learning process as evidenced by the presence of teachers who make syllabus and lesson plans. This policy is a step forward taken by the government in an effective learning effort. However, initially, this policy was also successful in a row because when receiving the policy (Prasetyo, 2011). Opportunity is a favorable external environmental condition that even becomes a formulation in educational institutions. that's the environment for example; (1) important trends that occur among students. (2) identification of education services that have not received attention. (3) changes in competitive conditions. (4) relationship with users or customers and so on. Opportunities for the development of Islamic educational institutions, among others 1) In this era of moral crisis and honesty crisis, more dominant participation is needed in Islamic religious education. 2) In an urban and

modern society that tends to be consumptive and hedonistic, mental guidance is needed, so that religious studies with a Sufistic dimension are mushrooming. This is one of the opportunities for the development of Islamic educational institutions in the future. 3) Historically and in fact, the majority of Indonesia's population is Muslim, even the largest Muslim community in the world. This is a very strategic opportunity for the importance of managing the development of Islamic educational institutions.

Threats are the opposite of opportunities, threats include unfavorable environmental factors for educational institutions. If the threat is not addressed, it will become a barrier or obstacle to progress and the role of the educational institution itself. Examples of such threats are; decreased interest in new students, lack of public trust in educational institutions and others.

Concerning internal and external analysis, there is a need for strategic analysis in Islamic Education Institutions, as follows:

*Strategic analysis*, Linguistic analysis can be interpreted as the breakdown of the subject matter into its various parts and the study of the parts themselves and the relationships between the parts to gain a proper understanding and understanding of the meaning of the whole. In terms of analysis, it can be interpreted as an action in evaluating the desired goals in achieving the expected common goals. Meanwhile, strategy is defined as a careful plan of activities to achieve certain goals (Department of Education and Culture, 2008). Achieving organizational goals requires tools that act as accelerators and dynamists so that goals can be achieved effectively and efficiently. For the sake of happening in Islamic educational institutions which are a group of people who have the goal of educating the life of the nation and state, in line with this it is believed that one of the tools to achieve this is to use the concept of strategic management, so that what the goals of National Education are achieved are as expected, Need adequate professional management and high commitment. Strategy is the main action pattern chosen to realize the organization's vision through its mission. According to David in his book, strategy formulation includes developing a vision and mission, identifying external opportunities and threats, determining internal strengths and weaknesses, setting long-term goals, formulating alternative strategies and selecting strategies to be implemented. The formulation of this strategy is very important to implement because of the limitations faced by an organization such as limited financial resources and capabilities when compared to the desired goals. Therefore, it is necessary to develop strategies that must be carried out to achieve organizational goals with organizational capabilities.

*Strategy implementation;* Strategy implementation is the process by which management puts strategies and policies into action through the development of programs, budgets and procedures that enable a complete cultural change in both the structure and management systems in the organization. Strategy implementation requires the organization to develop a culture that supports the strategy being implemented, creates an effective organizational structure, directs marketing, prepares budgets/costs, develops information systems and coordinates employees. To carry out this strategy, institutions/organizations must set annual goals, change policies, motivate employees and allocate resources appropriately so that what has been made can be implemented. The main goal of strategy implementation is the rationality of goals and resources. Strategy implementation is the act of implementing a strategy that has been compiled into various optimal resource allocations. In other words, in implementing a strategy should use strategy formulation information to assist in the formation of performance goals, allocation and priority of resources.

*Strategy evaluation;* Evaluation is defined as feedback about past work and driving future productivity. Evaluation is an activity that shows an assessment of the success or failure of implementation under the suggestions and objectives set out in the formulation of the strategy. The main focus of strategy evaluation is performance measurement and the creation of effective feedback mechanisms. Performance recognition is an important step to see and understand the achievements or results of the work that is the target of the work.

*Strategic management benefits;* Strategic management has benefits for all organizations/institutions that implement it. As meant by Wahyudi in his book Strategic management of non-profit organizations, the benefits obtained by the organization in implementing strategic management include. Provide a long-term direction that the organization will aim for, namely Helping the organization adapt to the changes that occur, Helping the organization become more effective. Identifying comparative advantage in an increasingly risky environment, and Reducing the effectiveness of the overlap(Wahyudi, 2010). Thus, the benefits obtained by the organization from the implementation of strategic management are to make the organization more dynamic, the control function runs effectively and efficiently eliminating conflicts and realizing excellence, facilitating and agreeing on changes in the development of strategies that are implemented encouraging positive behavior for all parties to participate in developing the organization.



### **SWOT Analysis in Islamic Education**

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. SWOT analysis has become a commonly used tool in educational strategic planning, but remains an effective tool in locating the potential of an institution. SWOT can be divided into two elements. Internal analysis concentrates on the achievements of the institution itself, and environmental analysis.

The strengths and weaknesses test is essentially an internal audit of how effectively an institution is performing in the external context or local environment of the institution in which it operates. SWOT analysis aims to find the important aspects of these things, strengths, weaknesses, opportunities and threats. The purpose of this test is to maximize strengths, minimize weaknesses, reduce threats and build on opportunities.

Strength is a positive internal state that provides benefits. Strengths in school institutions/madrasas can be in the form of special/special abilities, marking human resources, organizational image, qualified leadership and others. Weaknesses are negative internal conditions that can reduce the assessment of school/madrasah weaknesses, which can be in the form of low human resources, products that do not meet the requirements, a weak image, poor leadership, and so on. Opportunities are present or future conditions that are beneficial to schools/madrasas. Opportunity is an external condition that can provide opportunities for institutional progress such as changing laws, decreasing competitors, and increasing the number of new students. Threats are the external conditions of schools/madrasas, present and future which do not conjure up.

Several stages and steps must be taken in carrying out a SWOT analysis, The first step is to identify the most pressing (internal) weaknesses and (external, globalization) threats to be addressed in general in all components of education. The second step is the identification of strengths (internal) and opportunities (external) that are considered suitable to overcome the weaknesses and threats that have been identified in the first step. The third step is to carry out a further SWOT analysis after knowing the strengths, weaknesses, opportunities and threats in the context of the education management system. The fourth step is to formulate recommended strategies to address weaknesses and threats, including troubleshooting, improvement, and further development. The fifth step is to prioritize addressing weaknesses and threats,

With the SWOT analysis, it is hoped that Islamic religious education can take strategic steps. Strategy is how an organization or institution will achieve

its goals, according to the external environmental opportunities and threats it faces, as well as its internal resources and capabilities. After conducting a SWOT analysis, the next step is to take strategic steps

### **Determinants of Success in MTs Baitul Hikmah Jember**

Strength factors in an educational institution are special competencies or other advantages that produce added value or comparative advantage of the educational institution. This can be seen if an educational institution must have skills or skills that can be channeled to students, the best graduates, and other advantages that make it superior to competitors and can satisfy stake owners and customers (students, parents, community and nation).

For example, areas of excellence include strength in financial resources, positive image, a superior position in society, user loyalty and trust from various interested parties. Meanwhile, the advantages of educational institutions in the era of educational autonomy are different; Quantitatively large human resources, only need to improve quality. In addition, enthusiasm for the implementation of Islamic religious education is very high, which is supported by adequate educational infrastructure. Another thing about the advantages of Islamic educational institutions is that the community's need for the transcendental is very high, and it is very likely to be expected from the educational process of Islamic educational institutions. For an educational institution, it is very important to recognize the basic strength of the institution as the first step or milestone toward high-quality based education. Recognizing strengths and continuing to reflect are steps toward progress for Islamic educational institutions.

Everything must have natural weaknesses, but the most important thing is how a policy maker in educational institutions can minimize these weaknesses or even these weaknesses become one side of excellence that other educational institutions do not have. These weaknesses can be in the form of weaknesses in facilities and infrastructure, the quality or ability of educators, weak public trust, and discrepancies between graduate results and the needs of the community or the business and industrial world. For this reason, several weak factors must be immediately addressed by managers of Islamic education, including; (1) weak human resources in Islamic educational institutions. (2) facilities and infrastructure that are still limited to mandatory facilities only. (3) private Islamic education institutions are generally unable to seize opportunities, so just satisfied with the current situation. (4) the output of Islamic educational institutions has not fully compete with the output of other educational institutions and so on. Threats are the opposite of opportunities, threats include unfavorable environmental factors for educational institutions.

If the threat is not addressed, it will become a barrier or obstacle to progress and the role of the educational institution itself. Examples of such threats are; decreased interest in new students, lack of public trust in educational institutions and others.

Improving the quality of educational institutions can be carried out if there is a joint commitment from all parties, both policymakers as well as academics and practitioners to support and encourage development efforts.(Rusydziana et al., 2020). Among the other strengths of the results of the SWOT analysis namely improving the quality of graduates, and developing technology and facilities, higher education reform must incorporate many changes, including effective budget planning, skilled workforce, internationalization, infrastructure improvement and expansion, study curriculum reform, and the latest training(Fahim et al., 2021; Khalid et al., 2020).

## CONCLUSION

Based on the previous discussion, it can be concluded that the simultaneous assessment of the internal and external environment of educational institutions requires education managers to identify various types of opportunities to formulate and implement educational plans. Achieving organizational goals requires tools that act as accelerators and dynamists so that goals can be achieved effectively and efficiently. Likewise in Islamic educational institutions, one way to achieve educational goals is to use the concept of strategic management. Educational institutions as public organizations need professional management and need to analyze and consider the possibilities that will be faced in the organization.

The concept of strategic management is used in education to further streamline existing resources to achieve educational goals by using the SWOT analysis technique. Strength factors in an educational institution are special competencies or advantages that produce added value or comparative advantage of the educational institution. This can be seen if an educational institution must have skills that can be channeled to students, graduates/best quality results, or other advantages that make it superior to competitors and can satisfy stakeholders and graduate users. Strength factors in an educational institution are special competencies or advantages that produce added value or comparative advantage of the educational institution. This can be seen if an educational institution must have skills that can be channeled to students, graduates/best quality results, or other advantages that make it superior to competitors and can satisfy stakeholders and graduate users. Strength factors in an educational institution are special competencies or advantages that produce

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#### ACKNOWLEDGEMENT

Thank you to all my friends who have participated in the success of this research. Also thanks to the leaders of the Bireuen National Islamic University of Indonesia, the Nursing Study Program of the Indonesian Ministry of Health's Poltekkes in Aceh, Sultan Maulana Hasanuddin Banten Islamic University, Kupang Muhammadiyah University, and also the leaders of STKIP Muhammadiyah Manokwari who have supported the research and publication.

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