Turnitin_Proceding_Implement ation Of Integrated Quality Management In The Islamic Education System

by Proceding Implementation Of Integrated Quality Management In

Submission date: 08-Sep-2019 01:58AM (UTC+0700)
Submission ID: 1894554523
File name: Implementation_Of_Integrated_Quality_Management_proceddings.pdf (154.76K)
Word count: 4667
Character count: 26996

Implementation Of Integrated Quality Management In The Islamic Education System

Nurzannah[1]
Nurman Ginting[2]
Hasrian Rudi Setiawan[3]

[1]Faculty of Islamic Religion, University of Muhammadiyah Sumatera Utara (E-mail: nurzannah@umsu.ac.id)
[2]Faculty of Islamic Religion, University of Muhammadiyah Sumatera Utara (E-mail: nurmangintings@umsu.ac.id)
[3]Faculty of Islamic Religion, University of Muhammadiyah Sumatera Utara (E-mail: hasrianrudi@umsu.ac.id)

Abstract: *The purpose of this paper/paper is to present pragmatically the implementation of integrated quality management (MMT), also known as Total Quality Management (TQM) in the Islamic education system. The presentation of this paper is supported by various research-related results and critical analysis of the management system of Islamic Education which is generally implemented in Indonesia. With the hope that Islamic education institutions can better manage education that is implemented, it can provide satisfying services, quality processes, involving all elements of education in total, namely; not only strive for the involvement of managers (principals) and employees (teachers and employees) but involve all elements of the school/madrasah including students and parents and the community, in achieving predetermined educational goals, while still evaluating to see the measurement of success education program implemented. Also to satisfy internal and external customers, and realize quality output.*

Keywords: Implementation, TQM, Islamic Education System.

Introduction

Islamic education in Indonesia is an inseparable part of the National education system. Therefore, the quality of Islamic education plays an important role in supporting the improvement of the quality of education nationally. The quality of education in Indonesia, according to the 2015 PISA report), out of 72 countries sorted by the quality of their education system, Indonesia ranks 62. But 2 years earlier (2013), Indonesia ranked 71. (www.youthcorpsindonesia.org, 11-07-2019).

The data above shows that the ranking of Indonesian education from 71st to 62nd is proof that the quality of Indonesian education is relatively starting to improve. However, this does not mean that Indonesian education does not face many problems. This is the problem, that there are still dozens or maybe even hundreds of problems encountered to improve the quality of education. Both the quality of the process, product and output, as well as management.

If it is related to the condition of global competition 4.0 that has occurred in almost all sectors of life, then Islamic education is far behind the quality expected. Although there are many good quality Islamic educational institutions, the percentage is not proportional to the number of Islamic educational institutions which are so numerous and thrive throughout Indonesia.

For Islamic education to develop better, it is not just survival, but it must be able to produce qualified graduates, with better service compared to its competitors. This can be realized by changing the management of its implementation.

Talking about education management, it is not limited to discussing routine-administrative problems, but it is closely related to the ability and managerial skills, changes

in life behavior of leaders, low participation and comprehensive responsibility of educators and education staff. Tips that are less straight in carrying out basic tasks and functions which are carried out by teachers and education staff, is also an important part of management. Likewise, the demands of the graduates' graduate customers on the professionalism, skills, and experience of graduates who are not in line with the demands of the field, as well as a myriad of other quality learning issues.

All of the problems above greatly affect the quality of the learning process. Improving the quality of the learning process is very dependent on school management and the approach applied by the teacher and all components of the learning process supporting aspects related to the aspects of hardware, software, and brain ware. This is a bad precedent experienced by Islamic educational institutions (madrasas), which causes the public interest to almost faded towards the existence of Islamic education.

Integrated Quality Management or Total Quality Management (TQM) is a management concept that has evolved since more than sixty years ago, as an effort to manage, strive for and improve product development. And when examined a variety of management literature in the past, focusing on institutional control functions, including planning, organizing, recruiting staff, giving direction, assigning, structuring and budgeting. The concept leads to a new paradigm of thinking that emphasizes customer satisfaction, innovation and continuous improvement in service quality.

Seeing the quality problems of Islamic education above, integrated quality management is a management concept that tends to be a trend in the management of education. Is this trend can be adopted and implemented by Islamic education. Therefore, this paper will discuss issues related to:

1. Can integrated quality management be implemented in Islamic education?
2. How to implement it?

B. Literature Review

1. Definition of Integrated Quality Management

The word management means action, art, how to handle, control, direct. Mujiatun (2018) defines management with the process of realizing organizational goals through a series of activities in the form of planning, organizing, people and other organizational resources. Quality means quality, the level of excellence of goods or services. Stephen (2007) defines quality as something that is decided by the customer. Quality is based on the customer's experience of the product or service, which is measured based on customer requirements, expressed or not, realized or felt, worked diligently or is subjective and always represents a target that is always moving in a competitive market. All of that is measured not by experts, marketing or general management. Philip Kolter (1994) in elqorni.wordpress.com (2011) said: "Quality is our best assurance of customer allegiance, our strongest defense against foreign competition and the only path to sustainable growth and earnings." The integrated word means a unity that gives meaning for all elements, and by everyone in the organization.

Umaedi (1999) asserts, in the context of education, the notion of quality refers to the process and results of education. In a quality "educational process" involved various inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), school facilities, administrative support and infrastructure, and other resources as well as creating a conducive atmosphere. Quality in the context of "educational outcomes" refers to the achievements of the school at any given period.

Thus it can be concluded, that integrated quality management is the management of all available resources to carry out activities of companies, institutions or educational institutions

in the form of processes and results carried out by responding to the wishes of customers or users of products or services carried out by all potentials within the institution as a whole.

Edward Sallis (1993) suggested that "Total Quality Management is a philosophy and a methodology which assists institutions to manage their change and set agendas for dealing with the plethora of new external pressures." While Tenner and Detoro (1993) mentioned that Quality management Integrated (Total Quality Management / TQM) can be broken down into three sub-systems, namely: (1) Focus on the customer, (2). Improve the continuous process and (3). Integrated involvement and the three sub-systems are interrelated.

Yamit (2004) states that TQM is "a management system to improve overall quality towards achieving competitive advantage oriented to customer satisfaction by involving all (total) members of the organization". While Pawitra, in Tjiptono (2003) quoted from Ishikawa defines Total Quality Management as a combination of all functions of the company into a holistic philosophy that is built based on the concepts of quality, teamwork, productivity, and customer understanding and satisfaction. TQM in the education world according to Frankin P. Schargel (1994) in Syafarudin (2002) that Total quality management education is a process that involves focusing on meeting and exceeding customer costs unexpectedly, continuous improvement, sharing responsibilities with employees, and reducing scrap and rework.

The opinions above emphasize the understanding that integrated quality management - a philosophy and methodology - that helps various institutions including educational institutions in managing change and arranging their respective agendas to respond to the pressures of external factors, to meet customer satisfaction by making improvements continuous process and results by involving all available resources in an integrated manner.

However, it must be emphasized that MMT is not a set of rules and regulations that must be rigid and must be followed, but a set of procedures and processes to improve performance and improve work quality. MMT is another way of managing the work of many people, by aligning their work in such a way that people he faces his task with enthusiasm and participates in improving the implementation of work, (Margono, 1993).

2. Objectives and Benefits and Integrated Quality Management Functions

The main objective of TQM is to be able to compete and excel in global competition by optimizing the capabilities and resources of the company on an ongoing basis, to improve the quality of goods and services. Quality is the main determining factor for the success of a business, by maintaining quality and managing quality well, then the business will continue to grow. One effort that can be done to maintain the quality of the product is by implementing TQM (Putri, 2019).

It can also be said that the purpose of TQM is to produce high-quality goods or services with an effective and efficient combination of managerial and operational skills so that all parties (workers, companies, and customers) are very satisfied.

The benefits of MMT / TQM according to Nasution (2001) can be grouped into two, which can improve the competitive position and increase output free from damage. Furthermore, Nasution added that Total Quality Management provides guarantees for customers, that the organization has a responsibility for quality and can provide products and services that fit their needs.

While the integrated quality management functions according to Juran in Tampubolon (2001), are: Quality Planning (Quality Planning), (2) Quality Control, and (3) Quality Improvement. These three functions are called the Juran Trilogy.

3. Integrated Quality Management Principles and Models

To achieve the vision and mission and goals of an educational institution, integrated quality management must carry out the following principles:
a. Focus on internal and external customers, the intention is
b. Quality-oriented leadership
c. Approach to work process improvement
d. Improvements through the system approach
e. The motivation for continuous improvement
f. Productive relationships with various parties
g. Total and optimal involvement of existing resources

From the seven principles above, on this occasion the author prioritizes 3 existing principles, arguing that the three principles taken are major principles in Integrated Quality Management.

a. Focus on customers

According to the concept of Integrated Quality Management, Islamic educational institutions must position students as customers or in company terms as the main "stakeholders". Therefore, students' voices must be included in every strategic decision making. A democratic atmosphere will support managers in implementing Integrated Quality Management. A good school is a school that can establish harmonious relationships with its customers and has an obsession with the quality of education. School customers consist of two:

1) Internal customers: teachers, librarians, laboratory assistants, technicians, and administrators.
2) External customers consist of:
   a) Primary customers: students
   b) Secondary customers: parents, government and community.
   c)Tertiary customers: users/recipients of graduates (universities and business world), (http://tujuhkoto.wordpress.com, 2011).

b. Process improvement

The first objective of implementing Integrated Quality Management is continuous improvement. This is a reliable process. That is, with process improvement, the products produced at any time has a fixed quality. If the diversity of quality is minimized and the results are not yet acceptable, the second goal of the process improvement is to redesign the process to produce output that can better meet customer needs, so that customers are satisfied. The concept of continuous improvement is formed based on the sequence of steps of activities related to generating output such as products in the form of goods and services. Continued attention to each step in the work process is very important to reduce the diversity of outputs and improve constraints.

c. Total involvement

Integrated or total involvement according to Tenner and Detoro, is all efforts to optimize all employee capabilities so that organizations gain competitive advantage (1993). In this case, all employees at all levels have the authority to improve their work together, and through a flexible work, structure to solve problems, improve processes, and satisfy customers. The supplier is also a work partner through employee empowerment to benefit the organization. Thus, in essence, the total involvement consists of two main elements, namely: (1) leadership and (2) employee empowerment.

Existing principles, if combined with practical experience have achieved the development of a simple model but it is very effective for implementing integrated quality management. The model consists of the following components:

1) Objective: Continual improvement, meaning that quality is always improved and adjusted to changes regarding the needs and the desires of the customers.
2) Principle: Focus on customers, process improvement and total involvement.
3) Elements: Leadership, education and training, supporting structures, communication, reward and recognition, and measurement, (Tenner & Detoro, 1993).

The seven principles mentioned above build a working system in the form of a continuous development system and customer satisfaction which is a pressure point on the process and works based on a comprehensive system, which aims to prevent errors in the production or service process. Because it requires commitment from all components or people who are in the institution (education).

These processes are then stated in quality policies and objectives. From these objectives an attempt is made to achieve these goals, then plans are made to achieve the stated goals and policies.

These objectives will be illustrated how a process is carried out, by whom, the resources needed and when it will be done. To keep what is planned is running properly, a monitoring and assessment process is needed. Through monitoring and evaluation activities, various data and facts are produced on various problems that occur during the production or service process. To be able to interpret the data and facts that are available and to be able to solve various problems that develop, it is necessary to conduct a management review. From the management review, various corrective actions or development actions are produced.

And so on without stopping, so that the development process will also be carried out continuously, adapted to various developments that occu

This cycle with the MMT process can be described by Deming's cycle known as the PDCA (Plan-Do-Check-Act) (Supriyanto, in Sytsma), (https: //www/.sytsma.com/tqmpap.html (2011).The cycle is as illustrated below:

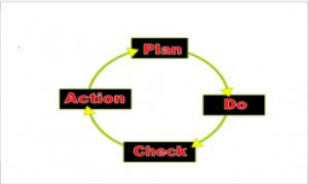


Figure 1: PDCA cycle of Edward Demings

All Islamic education activities must be planned (Plan) in advance. Then do a trial (Do) to avoid fatal mistakes. Data generated from the testing process (Check) is then used as a basis for modifying and developing the design. The result of the modification is used as the basis for the implementation of the management process (Act), and so on the process is repeated, so that there is always a development process based on the results of evaluation and assessment.

The core concept of MMT is about management systems, by basing facts and processes on the PDCA cycle. However, Sytsma (Ibid) divides the concept into two, namely the core concept and supporting concepts.

The core concept contains system concept and system analysis, process variations including common causes and special causes, statistical process control and control charts to identify specific causes, PDCA cycles for continuous development based on in analysis of variations in common causes and tools to identify the root causes of problems and assistance in implementing the new process.

Whereas the Supporting Concept contains the following elements: Emphasis on customers, both internal and external customers, Worker issues which include; Empowerment, Team, Worker Values, and Emphasis on education and training.

4. Islamic Education System

The Islamic education system is part of the national education system, which was built through the desires and desires of Muslims in the early days of independence. This means that the realization of the Islamic education system in Indonesia has the basis of the intentions and sincerity of its founders. Not merely to educate the lives of the nation's generation this, but also for the sake of strengthening Islam in all aspects of the life of the Islamic community itself.

The Islamic education system that has been running as it is, has advantages and disadvantages here and there. As has been explained in the preliminary segment of this paper. One aspect that is considered important is the aspect of management education.

Islamic education is carried out aimed at realizing Indonesian people who are devoted to God Almighty, which in terms of Islamic education figures are termed "Insan Kamil". Insan Kamil cannot be realized only by expecting the educational process to take place as it is. But it must be carried out seriously and managed properly and correctly.

C. Discussion

1. Implementation of Integrated Quality Management in the Islamic Education System (Study of Several Research Results)

In this segment, various written works are presented, both in the form of non-research scientific research and research-based, related to the use of Integrated Quality Management (TQM) in educational institutions. To strengthen the TQM argument conceptually, so that it can be implemented in the realm of Islamic education.

Quite a lot of writings related to the application or use of Integrated Quality Management (TQM) in educational institutions (Islam), which have been done. The following are the results of a review of various journals related to Integrated quality Management (TQM).

First, the work written by Al-Kusyairi (2015), titled "Actualization of Total of Quality Management (TQM) in Improving Teacher Professionalism in Islamic Education Institutions". The conclusions of this work consist of several things, including 1) In actualization, TQM focuses on the process/system of achieving organizational goals oriented to Quality assurance, contract conformance, continuous improvement, and customer-driven. 2) Improvement of teacher professionalism must refer to the three main competencies of teachers; personality, professional and society. This study is the author's interpretation of various TQM concepts, which can be applied in improving teacher professionalism.

Second, the results of research conducted by Rahmah (2018) with the title "Implementation of Total Quality Management (TQM) at Al-Hikmah Elementary School in Surabaya". What's interesting about this study is; To achieve the quality standards set at Al-Hikmah Elementary School, it is carried out through comprehensive services to; 1) management services for teachers and employees are provided through various forms of strengthening professionalism and reward for their performance, giving rise to satisfaction. Teacher and employee satisfaction affects the performance of teachers and employees in serving students. 2) Management services for students are carried out by meeting all the needs of students as customers who must be served and given all their rights, in the form of a macro and micro curriculum. This applies to the TQM principle so that it satisfies the users of the school. 3) Management services for parents, in the form of providing facilities for school relations and closeness with parents in various forms. This directly involves parents to care about the education of their children. 4) Management services to schools as a system are

based on quality strategic planning, quality costs, supervision and evaluation of short-term long-term education. 5) Management services for secondary schools, built through the character and academic quality of their students. 6) Teacher services to students, facilitated through planning, media, learning methods, teaching materials, rewards, punishment, and evaluation of learning as well as remedial.

The results of this study indicate that the implementation of TQM is successful because it is supported by the leadership style of the manager from the top down, there is good communication between stakeholders with educational institutions, rewards, and punishments as needed, and there are measurements of the quality of education carried out continuously both internally and externally.

Third, the work was written by Maryamah (2015): "Total Quality Management (TQM) in the Context of Education". This paper only presents concepts of improving the quality of an educational institution put forward by several experts. It was further concluded that the ultimate goal of TQM in education is improving quality, competitiveness for graduates, with indicators of intellectual competence, skills, and high social competence.

Fourth, a journal is written by Husna (2014), entitled: "Implementation of Integrated Quality Management and Its Impacts at SD Budi Mulya Dua Sedayu Bantul". The study explained that the application of MMT in aspects of 1) school services to students were good enough, 2) HR was good enough, 3) the environment was good enough, 4) the learning process was good, and 5) graduates were good. This has had a positive impact, namely: increasing school performance, students and teachers that have an impact on parents' satisfaction. The negative impact is the increase in all operating costs so that the public interest in elementary school is decreasing. the increasing costs of all operations, so that public interest decreases. Unfortunately, the researchers did not provide a solution to this negative impact.

Fifth, writing on "Implementation of TQM in Islamic Higher Education Institutions" by Ariyani (2017). This work presents various TQM concepts according to experts and also according to Islam. The conclusion that implementing TQM in higher education institutions is by preparation, system development, and system implementation. After analyzing, it seems that this paper does not explain conceptually about the application of TQM in higher education which seems to be the author's commitment stated in the title.

2. Implementation of Integrated Quality Management in the Islamic Education System (A Concept Offer)

What is meant by the implementation of integrated quality management in the Islamic education system is managing (managing) Islamic education by implementing integrated quality management?

The implementation of Integrated Quality Management referred to in this paper is, applying TQM as has been done by educational institutions that have been examined, of course, with the application following the results of the SWOT analysis of customer needs, both internal and external. The results of the SWOT analysis that have been carried out are the basis for implementing Integrated Quality Management which will be applied later.

Applying Integrated Quality Management (MMT or TQM) to Islamic educational institutions must still follow the concepts and philosophies that have become a paradigm developed in Total Quality Management.

Realizing the quality of educational products, all of which are influenced by the extent to which the institution can optimally manage all potentials ranging from educators, education personnel, students, learning processes, educational facilities, finance and including its relationship with the community. Therefore, Islamic educational institutions

must be able to change the new paradigm of education that is oriented to the quality of all the activities in it. All of them aim at achieving quality. All these potentials are managed with integrated quality management.

The concept of integrated quality management is implemented in a way; start all activities with sincere intentions. Although in the TQM concept, sincere intention is not one of the elements, - in the concept of Islam - all activities must begin with intention. Furthermore, all components in the Islamic education system must jointly direct the course of education to achieve quality/quality maximum. Maximum quality to be achieved must be able to satisfy customers (in this case, parents, students and users of graduates), both secondary schools, and institutions where graduates work.

Pragmatically, it can be explained that each person involved in the implementation of Islamic education must work and work in total, according to his position and proportion. If the principal, teachers, and other employees have their proportions and work positions, students and parents as customers externals also have proportional works and work as well. That is, it is not only internal customers who are focused on achieving quality to satisfy their external customers. External customers, in this case, students and parents, help and think about how to achieve the quality of the process and educational outcomes that it does.

For example, an Islamic educational institution has a policy that all people involved in the educational institution must maintain the discipline of attendance and cleanliness. So no one involved in the educational institution does not participate to carry out both policies, including students and parents. also with other policies, all people involved together and integrated carry out the policies made, to realize the desired quality, including satisfying customers.

D. Conclusions

From the description in the literature review and discussion of related journals, it can be concluded that;

Integrated quality management in real terms can be implemented in the management of the Islamic education system.

The way to implement it is by applying the principles of cohesiveness and continuity, from the planning, implementation, and evaluation or measurement. Furthermore, the three components are continuously improved to maintain the quality of the results and the learning process. And last but not least, all programs, regulations, and policies, in an integrated manner must be studied and known and carried out by all human resources or individuals involved in the administration of education, no matter how small or as low as their position and function. Including starting the application with sincere intentions.

References

Ariyani, (June 2017). "Implementation of TQM in Islamic Higher Education Institutions". Rika *An-Nahdhah*. Vol. 11. No. 1

Arthur R, Tenner, Irving J. Detoro. (1993). *Total Quality Management*. Addison-Wesley. Publishing Company. The USA.

Deming, Edward Sallis. (1993). *Total Quality Management in Education*. London: Kogan Page Educational Series.

http://elqorni.wordpress.com/2008/04/24/management-mutu-terpadu-total-qualitymanagement/ *downloaded* on 11-14-2011.

http://tujuhkoto.wordpress.com/2010/06/21/management-program-mutu-pend Pendidikan-islam/ downloaded on 28-10-2011.

https://www.youthcorpsindonesia.org/l/grading-ducation-indonesia-di-dunia 07-11-2019.

Husna, Aini. (March 2014) "Implementation of Integrated Quality Management and Its Impacts at Budi Mulya Dua Sedayu Bantul Elementary School". *Journal of Educational Science Research*. Vol. 7. No. 1.

Kusyairi. (2015). "Actualization of Total of Quality Management (TQM) in Improving Teacher Professionalism in Islamic Education Institutions". *Innovative,* Vol. 1. Number 1.

Maryamah, (June 2013) "Implementation of Total Quality Management (TQM) in Al-Hikmah Elementary School Surabaya". *Ta'dib*. Vol. XVIII, No. 01.

Nasution. M.N. (2001). *Integrated Quality Management (Total Quality Management)*. Jakarta: Ghalia Indonesia.

Putri, Linzzy Pratami, et al. (2019). "Total *Quality Management Training for Micro, Small and Medium Enterprises (UMKM)*". National Seminar on Entrepreneurship, Research, and Community Service Results. Vol 1 No 1.

Rahmah (May 2018). "Implementation of Total Quality Management (TQM) at SD Al-Hikmah Surabaya". *Management: Journal of Islamic Education Management*. Volume 3. No. 1.

Setiawan, Hasrian Rudi. (2019). *Sistem Finansial Pendidikan*. Yogyakarta: Bildung.

Slamet, Margono. (1996). Philosophy of Quality of Performance and Understanding of Integrated Quality Management. *The paper was presented at the Integrated Quality Management Workshop in Higher Education. Bogor Agricultural University*.

Stephan P. Robbins/community Coulter. (2007). *Quality Management*. Issue 8 Jld. I. Jakarta: PT. Index.

Syafaruddin. (2002). *Integrated Quality Management in Education*. Jakarta: PT. Grasindo.

Sytsma, Sid. (2000). *Practicing Continuous Improvement in the Classroom*. (online) (https: //www/.sytsma.com/tqmpap.html).

Tampubolon, Daulat P. (2001). Quality *Higher Education (New Paradigm of Higher Education Management Facing the Challenges of the 21st Century)*. Jakarta: Gramedia Main Library.

Tjiptono, Fandy and Anastasia Diana. (2003). *Total Quality Management*. Revised Edition. Yogyakarta: Andi Offset.

Umaedi. (1999). *School-Based Quality Improvement Management A New Approach In School Management For Quality Improvement*. Jakarta: Director of General Secondary Education Ministry of Education and Culture Directorate General of Primary and Secondary Education Directorate of Secondary General Education.

Yamit, Zulian. (2004). *Product and Service Quality Management*. Yogyakarta: Ekonisia.

Turnitin_Proceding_Implementation Of Integrated Quality Management In The Islamic Education System

ORIGINALITY REPORT

19%	14%	8%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ccourse.arabou.edu.kw Internet Source	1%
2	Submitted to Universitas Mercu Buana Student Paper	1%
3	Submitted to Turiba University Student Paper	1%
4	ayurai.dosen.narotama.ac.id Internet Source	1%
5	M.Syukri Azwar Lubis, Ahmat Nurullah, Eka Selvi Handayani, Wahyu Sofyan. "Integrated Quality Improvement Strategy in International Standard Madrasah", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2022 Publication	1%
6	www.iosrjournals.org Internet Source	1%
7	Aulia Ishak, Nitra Elizabeth Zalukhu. "Bolt Product Quality Control Using Six Sigma DMAIC Method (Case study: PT XYZ	1%

Company)", IOP Conference Series: Materials Science and Engineering, 2020
Publication

8	Submitted to Colorado Technical University Online Student Paper	1 %
9	Submitted to University of Wollongong Student Paper	1 %
10	ojs.unm.ac.id Internet Source	1 %
11	www.coursehero.com Internet Source	1 %
12	repository.nwu.ac.za Internet Source	1 %
13	www.granthaalayahpublication.org Internet Source	1 %
14	Submitted to Universitas Diponegoro Student Paper	1 %
15	www.lib.utexas.edu Internet Source	1 %
16	docshare.tips Internet Source	<1 %
17	Zeplin Jiwa Husada Tarigan, Sautma Ronni Basana, Widjojo Suprapto. "Enterprise Resources Planning Project Manager	<1 %

Competency on Improving Organizational Performance through Process Design and Quality Performance", Proceedings of the 2nd International Conference on E-Education, E-Business and E-Technology - ICEBT 2018, 2018
Publication

18	Muhammad Anggung Manumanoso Prasetyo, Muhammad Ilham. "Leadership in Learning Organization of Islamic Boarding School After Covid-19 Pandemic", Tafkir: Interdisciplinary Journal of Islamic Education, 2022 Publication	<1 %
19	produccioncientificaluz.org Internet Source	<1 %
20	Submitted to American Intercontinental University Online Student Paper	<1 %
21	jurnal.staialhidayahbogor.ac.id Internet Source	<1 %
22	eprints.iain-surakarta.ac.id Internet Source	<1 %
23	Submitted to Universitas Samudra Student Paper	<1 %
24	jurnal.radenfatah.ac.id Internet Source	<1 %
25	journal.uny.ac.id Internet Source	

		<1 %
26	rachmatfatahillah.blogspot.com Internet Source	<1 %
27	doczz.net Internet Source	<1 %
28	jurnaljp3.stkippgrilumajang.ac.id Internet Source	<1 %
29	scopedatabase.com Internet Source	<1 %
30	tijoss.com Internet Source	<1 %
31	tutorsonspot.com Internet Source	<1 %
32	www.testmagzine.biz Internet Source	<1 %
33	Dadang Hartanto, Agussani Agussani, Juhriyansyah Dalle. "Antecedents of Public Trust in Government During the COVID-19 Pandemic in Indonesia: Mediation of Perceived Religious Values", Journal of Ethnic and Cultural Studies, 2021 Publication	<1 %
34	jurnal.stkipbima.ac.id Internet Source	<1 %

35	jurnal.uinsu.ac.id Internet Source	<1 %
36	ojs.umsida.ac.id Internet Source	<1 %
37	researchspace.ukzn.ac.za Internet Source	<1 %
38	sdnsatuba.blogspot.com Internet Source	<1 %
39	www.e-journal.unair.ac.id Internet Source	<1 %
40	www.journalppw.com Internet Source	<1 %
41	International Journal of Educational Management, Volume 11, Issue 2 (2006-09-19) Publication	<1 %
42	www.kompasiana.com Internet Source	<1 %

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		