

Strategic Analysis of Human Resources in Modernity Culture Development of Moslem Scholar in Islamic Education Institutions

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Abstract: The growing interest of the community to send their children to school in madrasah, such as the slogan "Madrasah is better, better Madrasah" made some madrasahs develop and grow to be modern school. Thus, some strategies need to be analyzed to develop the human resources mainly in this modernity culture. Hence this paper try to analyze the development specially the human resources development to meet the modernity culture. This paper used library research as a part of qualitative research. The results show that because of the growth of modern school, it is finally some institutions which provide the Education Faculty of *Madrasah Ibtida'iyah* study program need to rearrange the curriculum, and to empower their human resources

1 INTRODUCTION

Education in islamic institutions based on the values and character of the nation and culture is, by itself, forms of a democratic and community-based education (Might and Fischer, 1985). So that way, we can understand that the character-based education of this nation is a necessity for the changes and reforms in the world of Islamic college education. In addition, the nation's character education also has a normative as well as a philosophical foundation rooted in the values and character of the nation (Umam, 2018a). As well as the demands of an increasingly democratic and modern era in countries that embrace the democratic system.

The term modernity (Zuldafril, 2016) has now become a real part of reality in contemporary life, a state of life that really exists. It was not just a discourse or form of ideas but it was seen, felt, and experienced by all academics living in the present. Their lifestyle is changed, adjusting to the conditions that can bring modern academic design. The parameters used in this modernity is applied strategy. Applied strategy covers all life phenomena into apple diagram flakes against skill-based in the field of higher education.

Higher education which are lack of readiness in facing modernity need to improve themselves, especially in the field of education in Islamic institutions.(AM STUDI PENDIDIKAN et al.,

2015) Therefore, education in islamic institutions is a means to form human resources (HR) quality. , then education in islamic institutions will inevitably have to be contextualized with the tools of modernity if modernity is a necessity, That is, education in islamic institutions should have an interest to form human resources who are ready to wrestle and fight facing the swift stream of modernity that is continuous and renewal experiencing .

The perfect human idealized as the culmination of national education in the effort to re-actualize the essence of humanity and its manifestations in social systems and structures needs reinforcement.(Umam, 2018b) This is in line with the context of the era where education in islamic institutions until now still believed as an important aspect of the nation's life to be a strategy in raising the degree of Indonesian society through empowerment of human resources (HR) available. Although until now the world of Islamic college education we still need to also be researched dilemmatic issues and not resolved.

Islamic university education has been commonplace that until now still in the confines of many problems that are often discussed in the discussion and media coverage. At least three of the biggest problems are often encountered (Howell et al., 2003) firstly, curriculum that has not shown a clear direction for prospective future, and whether it is good and promising, the curriculum is often not adjusted to the necessity of operation, efficiency,

and effectiveness so that is perceived as a burden for academics, secondly, facilities and facilities, among factual conditions that we can find the damage of Islamic university facilities and infrastructure, and even many of them have not been repaired and there is no access for academics to obtain and enjoy such suggestions and infrastructure, become a teacher, whose welfare is not guaranteed right now, and the quality is still inadequate and has not fulfilled the progress of modernity that continues to grow.

The Muslim community has a vision of hope that will be crucial to the success and advancement of Islamic college education. However, the hope that will come true has not been realized until now. Islamic college education has been embarked on by the education of secular Western colleges that have transformed the formation of high schools in the world. Even if there are phenomena of the rise of Islamic Higher Education, it is only a casuistic character and hearts a whole section, and not yet a tendency to review the majority of the whole, so that the view of Islamic Higher Education has not been able to fascinate and amaze at least until the day of the singer, let alone shift the view Western secular university education includes those adapted by secular institutions in Indonesia.

The enormous hope that might be used to bring about an Islamic higher education is never cut off from the chain that encourages moslem society, scholars and practitioners who really understand that Islamic education has a variety of strategies politically, economically, socially, and culturally although in reality, the Islamic education has not been able to describe the ideal expectation because it has not found the keyword of the expectation. Thus, this paper tries to analyze how islamic education institutions develop their curriculum dan human resources toward the modernity culture development.

2 METHODS

This was library research in which at the first the Researchers collect data through the method of documentation-observation. Then after the data collected, analyzed through content analysis and critical analysis and synchronized with cross-check the results of observation. The researchers analyze the content to see whether it still match with the modernity culture development or not, the researchers takes *KKNI* as a higher education curriculum which still in discussing till now. This content analysis is also used to measure the relevance between the curriculum of *KKNI* and the newest development. Whereas the critical analysis is

used to evaluate and to break down the curriculum of *KKNI* related to human resources whom are graduated from a higher education. In the critical analysis, first of all, the researchers identified the vision and the mission of a study program which open *Madrasah Ibtida'iyah* program, then the researchers analyze the curriculum used in empowering their graduation. After that the researchers compare the result analysis to the market needs, here the madrasahs that growing become a modern madrasah. Synchronizing the result of observation in the *Madrasah Ibtida'iyah* study program with the Madrasah where its graduation will teach in is the last step to know how the strategy applied in islamic institution in planning the curriculum and in empowering their human resources has met the criteria of modernity culture development mainly Madrasah where a moslem scholar will get job appropriate to the his/her certificate.

3 RESULTS AND DISCUSSION

3.1 Knowing Strategic Definition

Strategic is the ideal direction and coverage of the organization for a longer term, adjusting its resources to changing environments, and in particular, with its markets, with its customers and clients to meet stakeholder expectations.(Triton, 2007)

While applied strategy is the act of mobilizing resources in the framework of competition to satisfy customers, beat competitors and achieve organizational objectivity.(Rianantang, 2010) Where organizational objectivity(Anggia et al., 2015) is a business model how to obtain financing and series activities that can't be separated from the analysis of the internal environment and strategy management. So that the process of Islamic university educational institutions in preparing the vision, mission, determining the object, summarize the strategy, implement and execute the strategy can run continuously and can take corrective action in the vision, mission, object and strategy of Islamic education institutions.

There are at least three strategic understandings. Firstly, strategic is a declaration of intent that defines how to achieve goals and takes seriously the allocation of enterprise resources that are important for the long term and matching resources and capabilities with the extraneous environment. Second, strategic is a perspective where critical issues or success factors can be discussed, as well as strategic decisions aimed at making a large and

long-term impact on organizational behavior and success. Third, strategic is basically about goal setting (*strategic objectives*) and allocating or adjusting resources with opportunities (*resource-based strategy*) so as to achieve strategic suitability between strategic objectives and resource base (Amstrong, 2003).

The internal environmental analysis is a part of the strategy management. The management includes: (1) planning, (2) Procurement, (3) Inventory, (4) Storage, (5) Structuring, (6) Usage, (7) Maintenance and, (8) Removal. The supplier need to analyze those eight things to meet the market needs. The market involves the government, society and the competitor in which all of them is a chain in the industry framework (Umam, 2017). Management strategies systematically designed by management to formulate strategies, execute strategies, and develop strategies in order to provide the values needed for everyone to realize the vision of the organization (Sagala, 2007). On top of that, there are four important things: Strategic management is a process that consists of several planned steps in the organization, from the highest leadership to the lowest employees, Introduction to formulate vision and mission, determine strategic goals and choose appropriate strategies to achieve short-term and long-term goals, Introduction to execute the strategy to give the customer the best value, Implementation of the strategy should always be evaluated to assess the results in accordance with the latest plans and developments, Stages of Management Preparation, Strategy Formulation, Developing Strategic Vision and Business Mission, Company Environmental Analysis

3.2 Preparing Curriculum Structure of Parallel Models

Since 1994 there has been a series of travel changes in the curriculum of higher education in Indonesia. Year 1994 through the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 056 / U / 1994 on Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Results, where the curriculum prioritizes the achievement of science and technology mastery, which is referred to as the Content Based Curriculum. In this curriculum model set national compulsory subjects in the study program. Then in 2000, based on the four pillars of UNESCO, learning to know, learning to do, learning to be and learning to live together, Indonesia reconstructed the concept from content-based curriculum to Competency Based Curriculum (CBC) (No, 21AD). CBC curriculum prioritizes the achievement of

competence, as a form of effort to bring education closer to labor market conditions and industry. The CBC consists of core and institutional curricula. (Nasional, 2002) In its implementation, the main competencies are determined by mutual agreement between institutions, professional communities, and graduate users. While the supporting and other competencies set by the college itself.

With the encouragement of the development of the modern era that is currently demanded recognition of the achievement of learning that has been synchronized internationally, and the development of the Indonesian National Qualification Framework (*KKNI*), the curriculum of higher education since 2012 has a slight shift by providing a measure of equal learning achievement. In addition to the reason for the new demands of the new global education paradigm, internally, the quality of education in Indonesia especially higher education has a very high disparity. The new curriculum is still based on the achievement of equal ability to maintain the quality of its graduates. This curriculum is known as the Higher Education Curriculum (KPT or K-DIKTI). (Risat, n.d.)

Curriculum changes are more only at the level of the document, not on its activities or its implementation (learning process, evaluation process, academic atmosphere creation) (Lichtenthaler, 2008). Preparation of curriculum usually done for the evaluation of the old curriculum with SWOT and Tracer Study analysis while the formulation of educational goals formulated by the senate and college leaders. Both are curricula of existing or standard study programs by the curriculum development team of subject-related courses and SKS, curriculum structure, study materials of each study of science. GBPP and RPS are conducted by each lecturer of course lecturer.

The shift in naming the curriculum of higher education from CBC to the naming of KPT or K-DIKTI has several important reasons, including: (Wisnumurti and Si, n.d.) a) The naming of CBC is not fully based on the regulation provision, so it is still possible to continue to develop in the current and future conditions. b) CBC generally does not fully refer to the exact measurement parameters, allowing for different depth or level of achievement even in the same study program at the same level. c) The absence of measurement parameters in the CBS is difficult to assess whether one or more of the higher education courses are higher than others. d) *KKNI* provides measurement parameters of the level of qualification from level 1 lowest to level 9 highest. e) Learning achievements at each level of *KKNI* are outlined in the description of attitudes and values, knowledge, abilities, powers and

responsibilities with concise statements called generic descriptors, which are depth and level according to the study program level. f) KPT as a form of development from CBC using *KKNI* qualification level as a measurement of learning achievement as the material of curriculum compilation of a study program. g) The main difference between the DTL and the CBC is thus on the certainty of the study program because the learning achievement obtained has a definite size.

With the enactment of KPT or K-DIKTI in all Indonesian institutions at the latest by 2016 then Islamic college education is responsible for implementing it, which is formulated in the form of policy and standard of curriculum quality. To facilitate the study program to implement the policy and standard quality of new KPT curriculum then Islamic college education provides Guidance for Curriculum Development and Evaluation.

For every university, regular and planned curriculum evaluation is a demand to implement correction to the role of the college concerned in the dharma of education. The demand for evaluation and / or curriculum change can thus be caused by changing needs or the ongoing curriculum is no longer able to meet the evolving needs. On that basis, the tradition of evaluating and / or changing the curriculum is a form of responsibility for continuous improvement of its duties and obligations to implement the education program. Thus, the stake holders of Islamic university education programs that run always get the actual results and the best benefits of his era.

In essence the purpose of the curriculum is to manifest from the specific objectives of education related to the curriculum concerned. Thus the evaluation of a curriculum can be an activity that can't be separated from the evaluation effort of Islamic university education, which is to make the activities of control, guaranteeing, and stipulating the quality of education on various components of education in every path, ladder, and type of education as a form of accountability of university education Islam. Inside, a curriculum evaluation that includes both internal and external evaluations. The curriculum evaluation internally includes inputs, processes and outputs, and externally the impact on the competitiveness of graduates and their careers.

The setting of courses in the semester stage is often known as the curriculum structure. Theoretically there are two kinds of curriculum structure development approach, that is serial model and parallel model. A serial model approach is an approach that composes a course based on its logic or scientific structure. In this serial approach, the courses are composed of the most basic (based on the logic of science) until the final semester which is

advanced courses (advanced). Each interconnected course is indicated by a prerequisite course. The courses presented in the first semester will be a requirement for the courses on it. The problem that often arises is who should make the relationship between courses between semesters. If students, they do not have the competence to understand the entire framework of the scholarship. If the lecturer, there is no guarantee of the occurrence of such links considering that between the courses with one another in doing by different lecturers and difficult to ensure good communication between the lecturers involved. It is this weakness that causes graduates with this serial structure model to lack integrated competency. The other side of the prerequisite course is often the cause of the late graduation of students because if one of the prerequisite courses fail they have to repeat in the next year. So that Islamic institutions at the level of the program choose a parallel model curriculum structure approach in which some study programs present courses in each semester in accordance with the objectives of its competence. This parallel structure is extreme in the BLOK model in the Islamic college course. (Akademik, 2008) Block model is a parallel curriculum structure that is not based on semester study, but based on competency achievement in each block, so often called MODULAR model, because it consists of several modules / blocks. However, the structure of the parallel curriculum is not only implemented with the Block model, but can also be in the form of semesters by grouping several courses based on similar competencies. So that each semester will lead to the achievement of similar competencies and completed in the semester, without having to be a requirement for the courses in the next semester.

As a series of curriculum compilations undertaken by each study program of Islamic institutions, can be described in the diagram below. In the picture it appears that at the beginning of the curriculum development, the study program should set its educational learning achievement, known as the profile (the role of the student). From this role, achievement of learning in every stage of education can be derived with more accountable and reliable. Meaning, no study program is missed in achieving national education objectives as outlined in the *KKNI*. The provisions of this learning achievement stipulation are stipulated in the competency standard of graduates in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 Year 2015 on National Standards of Higher Education. (Riset, n.d.)

In determining the study materials to be able to meet the achievement of the learning achievement. The provisions of the determination of the materials

of this study shall be determined by the content standards of the Minister of Research, Technology and Higher Education Regulation No. 44 of 2015 on National Standards of Higher Education. (Riset, n.d.)

The development pattern in accordance with the regulations on the National Standards of Higher Education will ensure the realization of an accountable curriculum of *KKNI*, as well as graduates produced in accordance with the qualifications of *KKNI*.

3.3 Creating Facilities and Infrastructure Needs

Educational facilities and infrastructure can basically be grouped into four groups, namely land, buildings, equipment, and school furniture (site, building, equipment, and furniture). In order for these facilities to make a meaningful contribution to the course of the educational process, it should be managed properly (Asmawi, 2010). Facilities and Infrastructure of higher education, especially land, buildings and equipment of higher education should describe the education program or the college curriculum. Because the buildings and equipment of the institutions are held based on the curriculum or educational programs that apply, so that the suitability allows the existing facilities really support the course of the Islamic university education process. Building land management, and college equipment are the joint responsibility of the college academic community. For that purpose, it is necessary to understand some basic principles in managing the facility. According to Hunt Pierce The basic principles of management (Baldwin et al., 2011).

Educational management can also be defined as a series of activities to plan, organize, motivate, control, and develop all efforts in regulating and utilizing human resources, facilities and infrastructure to achieve educational goals. While the function of management education at Islamic institutions, namely: the function of planning, organizing, motivating, and supervision. (Nomor, 2009)

To achieve the quality of Islamic college education that has the strength and even the advantages in various lines, then in Islamic institutions trying to improve the management of various components and made possible all the components that amount to a lot. And because the facilities and infrastructure in Islamic institutions are the basic components that if not exist then no Islamic college must stop Total.

That in Islamic institutions the process in the tips of managing the facilities and infrastructure begins

with planning. This process is done to find out what facilities and infrastructure needed by the college. The next process is procurement, which is a series of activities providing various types of facilities and infrastructure in accordance with what has been planned previously. Then the regulatory process, where in it there is the process of inventory, storage, and maintenance. Followed by the process of use, namely the utilization of educational facilities and infrastructure to support the Islamic university education process. In this process must be considered the principle of effectiveness and efficiency. And the last is the removal, which is eliminating facilities and infrastructure that has expired from the inventory list.

Based on that study program *Madrasah Ibtidaiyah* in Islamic institutions take strategic steps by functioning each of the managerial components of Islamic education by realizing normal growth, fostering, improving, developing and maximizing existing facilities and infrastructure.

3.4 Building Graduate Profile with Difference Capability Should Have Graduated

Teacher Education *Madrasah Ibtidaiyah* is one of the majors in the Faculty of Tarbiyah and Teacher Training in Islamic Higher Education throughout Indonesia, both State and Private institutions. The Study Program of *Madrasah Ibtidaiyah* Teachers is prepared to educate prospective teachers at elementary level (MI / Elementsry School). Being a teacher is to be a person who always can always provide positive energy for the people around him, especially for learners, not separated from it the teacher must also be a person who loves life and life, mature emotionally and have a good moral capacity and understand the value of the creation of man.

The general objective of the *Madrasah Ibtidaiyah* Teachers Education Study Program is to produce skilled and proficient graduates who are meet the market needs.

The phenomenon of *Madrasah Ibtidaiyah* is unattractive and not the primary choice for the society to send their children to school, because MI is considered not qualified. (AJI, n.d.) Whereas Teachers *Madrasah Ibtidaiyah* is a classroom teacher who is required to teach all the materials in the class, the material to-Elementsry School and the Islamic boarding school. However, nowadays many good *Madrasah Ibtidaiyah* have become the favorites of society. Because already many madrassas are developing and as modern model madrasah. As proof and example there is an ideal Madrasah, complete facilities, good quality

educators and many achievements achieved. So, for PGMI graduates the prospects for their work will be widespread, as the growing interest of the community to send their children to school in the madrasah, such as the slogan "Madrasah is better, better Madrasah".

Now the requirement to become *Madrasah Ibtidaiyah* Teachers must be certified by *S-1 PGMI*. As in UU. No. Law No. 14 of 2005 on teachers and lecturers, whose contents are all teachers required are graduates of strata 1.(No, 14AD) And finally now many are interested to study in *PGMI* study program, although many who study in *PGMI* study program do not close the job opportunities of *PGMI* graduates, as well as retired teachers who will open the opportunity to be able to occupy these positions as *MI* Teachers. And certainly, many challenges and rivals to be able to get the position, because so many who pass every year, even so it will make its own spirit and become a struggle.

To earn a bachelor's Degree *PGMI* students must fight for 4 years. Lecture at *PGMI* is not difficult but it is also not easy, because the lecture in *PGMI* study program is different from other study program lectures, i.e. all subjects in school are studied while studying at *PGMI*. The lecture in *PGMI* study program is very enjoyable besides getting general knowledge we also get the science of religion, which later become the capital for us as a teacher in teaching to the students.

An *MI* teacher must master the teacher's pedagogical skills in the learning process as well as the mastery of knowledge needed and related to various subjects related to subjects in *MI* and Elementsry School, ie Indonesian, Mathematics, Natural Sciences, Social Science and Citizenship Education, the subjects become the responsibility of classroom teachers in the learning process. while for other subjects such as Sport and Leisure, Art and Culture Craft, Islamic Religious Education which includes *SKI, Fiqh, Akidah Akhlak, Al Quran Hadist* and Arabic language becomes the responsibility of the task of a subject teacher.

The graduate profile is the answer to the question of this study program will produce graduates like what and what role can be done by graduates by society (*outcomes*). Example of a bachelor's profile Teacher Education *Madrasah Ibtida'iyah* is a professional *MI* teacher in the field of learning, researchers and academics, to become a tutor in his scholarship. To play a role in the graduate profile requires a number of abilities that must be possessed by the graduate, ie the researcher profile which is the distinguishing capability that must be possessed is the mastery of the research method and has real problem sensitivity, the teacher profile, the ability of a lecturer and the expert in the learning field, able to

plan the program and be able to execute and control. While the current condition of type and quality of higher education in Indonesia is experiencing: 1. Unclear discrimination between types of academy-vocational-profession education, 2. There is a dispersitas of graduate quality for the same level of education 3. Inequality of learning achievement (*learning outcomes*) for the same study program.

PGMI Study Program organized by Islamic College education gives several maturities for a Muslim scholar to have characteristics and profile as a classroom teacher in accordance with scientific capabilities possessed at the level of education passed. The implementation of the *PGMI* Study Program promises great hope for some *Madrasah Ibtidaiyah* with minimal teachers with qualifications and competence as a classroom teacher. Therefore, as a relatively new study program, *PGMI* at Islamic College education is directed to the achievement of competency targets as stipulated in Permendikbud. 16 years 2007, as "classroom teacher".

Along with the pattern of changes that occur due to changing patterns of graduate requirements and curriculum changes based on *KKNI* and Implementation of the curriculum 2013, the Islamic University's *Madrasah Ibtidaiyah* (*PGMI*) Teacher Education Study Program (*PGMI*) makes its alumni as: 1) classroom teachers or so-called main competencies; 2) researcher or author of basic education textbook, and 3) basic education consultant. Classroom Teachers (*GK*) are referred to as key capabilities that can be shown by *PGMI* graduates. Pedagogical and professional skills related to five subjects (read: Indonesian, *IPS*, Civics, Science and Mathematics *MI / Elementsry School*) characterize as *GK*. Other capabilities that are still "breathing" with *GK* include being a researcher / author of books in basic education, even a basic education consultant. The scientific content required for the three profiles is not different, equally must be equipped with scholarship of five subject *MI / Elementsry School*, science education, Islamic subjects as the founder of Islamic institutions as well as the establishment and fostering a positive attitude when becoming a teacher, researcher / writer, as well as a basic education consultant who is pious, kaffah and reliable as well as individual Muslim scholars

4 CONCLUSIONS

Islamic institutions at the level of the study program chose the parallel model curriculum structure approach in which some study programs present the courses in each semester in accordance with the

objectives. Due to the pattern of development in accordance with the rules of this Higher Education Standard, will ensure the realization of an accountable curriculum of *KKNI*, and that results in accordance with the qualifications of *KKNI*.

Processes and means of care and infrastructure begins with planning. This process is done to find out what facilities and infrastructure needed by the college. The next process is procurement, ie activities that provide various types of facilities and infrastructure in accordance with what has been made before. Then the regulatory process, where in it there is the process of inventory, storage, and maintenance. Followed by the process of use, namely the utilization of educational facilities and infrastructure to support the Islamic university education process.

Because nowadays many madrassahs are developing as modern model madrasah. As proof and examples there are already ideal Madrasahs, which have complete facilities, excellent quality of educators and many achievements. So for PGMI graduates the prospect of getting job will be widespread, as the growing interest of the community to send their children to school in madrasah, such as the slogan "Madrasah is better, better Madrasah".

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