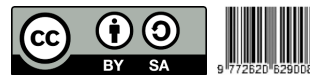


Quality Improvement Management Al-Qu'ran in Ciamis District

Journal of Islamic Studies, Vol. 4 No. 2, 2021, pp: 130-140
<http://journal.islamicateinstitute.co.id/index.php/jois>
DOI: <https://doi.org/10.32506/jois.v4i2.739>



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Received: 2021-08-15 | Accepted: 2021-09-09 | Published: 2021-12-13

Abstract

Islamic boarding schools as educational institutions are able to make important and crucial contributions in the process of transmitting Islamic knowledge, reproduction of scholars, maintenance of knowledge and Islamic traditions, and even the formation and expansion of Muslim santri communities who are able to maintain Islamic culture in the traditional archipelago. The development of Islamic boarding schools from salafiyah (traditional) to khalafiyah (modern) Islamic boarding schools is very rapid to date, it cannot be separated from the existence of a clear education system and well-planned curriculum. Because the curriculum is a very important tool in the success of an education, it is necessary to have planning in its implementation. Without a good and proper curriculum, it will be difficult to achieve all the educational goals and objectives that have been aspired to. For this reason, education quality management needs to be formulated carefully in order to be able to produce quality Islamic boarding school education outputs. The purpose of this study is to describe: planning, organizing, implementing, evaluating, constraining, and alternative solutions in improving the quality of education at Al-Qur'an Islamic Boarding Schools in Ciamis Regency, West Java. The grand theory studied in this research is Management Planning, Organizing, Actuating, and Controlling (POAC) from George R. Terry. The research method used is a descriptive method with a qualitative approach. Data collection techniques using observational studies, interviews, and documentation.

Keywords: *management, quality, education, and Islamic boarding schools*

INTRODUCTION

Improving the quality of pesantren education in the future, it is necessary to change the orientation of the quality benchmarks of graduates through the implementation of religious education policies in the form of quality standardization in pesantren as a form of realizing the achievement of national education goals. One of them is the growth of great flexibility in individual student education programs, namely the establishment of mutually supportive components between formal education

in madrasas or schools and non-formal education in the form of recitation of the yellow book in it. This can be traced, for example, to the thoughts of Joseph M. Juran, quoted from Jerome S. Arcaro, who stated that the focal point of the philosophy of quality management is the organization's belief in individual productivity. Quality can be guaranteed by ensuring that each individual has the necessary fields to carry out his or her job properly. As an illustration of the definition, that quality is a dynamic condition related to products, services, human processes, and the environment that can meet or exceed expectations.

Theoretically, every quality program includes four important components, including: first, there must be a commitment to change, second, there must be a good understanding of where it stands now, and third, it must have a clear vision of the future. Fourth, must have a plan to implement quality. As well as five implementation steps, namely: 1. Focus on the customer, 2. Total involvement, 3. Measurement, 4. Commitment, 5. Continuous improvement.

Educational quality management that must be applied is integrated quality management or Total Quality Management (TQM). TQM was first proposed and developed by Edward Deming. TQM in education is a philosophy of continuous improvement in which educational institutions provide a set of tools or tools to meet or exceed the needs, desires and expectations of current and future customers. TQM is an approach to doing business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes and the environment. (Kambey, 2004: 73)

The TQM approach can only be achieved by taking into account the characteristics, namely: 1) focusing on internal and external customers, 2) having a high obsession with quality, 3) using a scientific approach in decision making and problem solving, 4) having a long-term commitment, 5) requires teamwork, 6) continuously improves processes, 7) provides education and training, 8) provides controlled freedom, 9) has unity of purpose, and 10) the involvement and empowerment of employees (Nurkholis, 2004: 30)

Based on some of the problems stated above, the writer feels interested in conducting in-depth research. For this reason, the author took a study entitled "Management of Quality Improvement of Al-Qur'an Islamic Boarding Schools in Ciamis Regency" the focus of research on improving the quality of education of Cijantung Al-Quran Islamic Boarding Schools and Shaleha Agro-Tourism Islamic Boarding Schools.

METHOD

The research approach uses a qualitative approach in other words qualitative research is not only on the presentation of something that is visible, something that can be numbered, and something that can be held concretely. Therefore, this research was conducted by developing educational (social) theory about management in improving the quality of education at the Cijantung Al-Qur'an Islamic Boarding School and the Shaleha Agrotourism Islamic Boarding School. Then this study uses a qualitative approach that requires several participants, namely people who are interviewed, observed, asked to provide data, opinions, thoughts and perceptions. Participants' meaning includes the feelings, beliefs, ideas, thoughts and activities of the participants.

RESULT AND DISCUSSION

1. Planning to improve the quality of Islamic boarding school education

George R. Terry in his book *Principles of Management* (Sukarna, 2011: 10) suggests planning, namely "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to achieve desired result". Planning is selecting facts and connecting between facts and making and using estimates or assumptions for the future by describing and formulating the activities needed to achieve the desired results".

In general, the education quality improvement program for Al-Quran Islamic Boarding School begins with determining the formulation of the Vision and Mission of the Islamic Boarding School, which is the result of a joint consultation between the Ponpes Leaders and all pesantren stakeholders, regarding common goals that must be realized within a certain period of time, according to the pesantren development plan to become an Islamic boarding school. quality Al-Quran boarding schools, so that they get the full trust of the community. This Quality Improvement Program is compiled in the long term Work Plan, Medium Term Work Plan and the Pesantren Annual Work Plan, which contains various programs and activities that become priority scales in order to improve the quality of Islamic Boarding Schools.

Because it is so important in the formulation of the vision and mission, the Pesantren Leader directly leads the deliberation on the birth of the vision and mission which in its implementation is the result of joint consultation between Caregivers (Elders), Ponpes Leaders with all stakeholders, even from elements of the Foundation.

According to Zahara and Agustina (2018), planning is determined carefully from everything that will be carried out, what resources must be provided to support its implementation (Islamic boarding school programs and human resources), a schedule of activities that includes the target time needed to carry out all processes.

The next stage after determining the vision and mission is to refine the existing pesantren programs by classifying starting from short-term programs, medium-term programs, and long-term programs. So that with the formation of a measurable program, it can easily determine the direction of future pesantren policies.

Apart from short, medium, and long term programs, in determining the improvement of the quality of education it is also determined by qualified human resources. These are clearly interdependent and mutually supportive. How is it possible that a very good program can run optimally if there is no support from adequate human resources. Also, qualified human resources will not work optimally if there is no program that is clear and understood by all.

According to Edward Sallis (1982-1986), in the operation of Total Quality Management in the world of education there are several main things that need to be considered, including: first, continuous improvement, second, determining quality standards (Quality Assurance), third, cultural change (Change of Culture), fourth, organizational change (Upside-down Organization), and fifth, maintaining relationships with customers (keeping close to the customer).

In terms of planning for improving the quality of education in two Islamic boarding schools, looking at Edward Sallis' theory, it can be categorized as fulfilled even though there are still some that have not been fully fulfilled. The fullest ones include continuous improvement (continuous improvement), Quality Assurance (setting quality standards), Change of Culture (change in culture), keeping close to the customer (maintaining relationships with customers). Meanwhile, what is not in accordance with Edward Sallis's formulation is the Upside-down Organization, namely there is a continuous and measurable change in the periodization of management. While in reality the two Islamic Boarding Schools studied did not set a maximum management limit. However, in general, Edward Sallis' version of quality control with his theory of Total Quality Management can be considered to meet good quality standards.

2. Organizing the Quality Improvement of Islamic Boarding Schools

George R. Terry (Sukarna, 2011: 38) also stated about organizing as follows, namely:

"Organizing is the determining, grouping and arranging of the various activities needed necessary for the attainment of the objectives, the assigning of the people to these activities, the providing of suitable physical factors of environment and the indicating of the relative authority delegated to each respective activity "...Organizing is the determination, grouping, and arrangement of various activities needed to achieve goals, assigning people (employees), to these activities, providing suitable physical factors for work purposes and appointing authority relationships, delegated to each person in connection with the implementation of each expected activity.

The results of interviews and observations, that the Cijantung Al-Qur'an Islamic Boarding School and Shaleha Agro-tourism Islamic Boarding School have used George R. Terry's theory of organization, namely the determination, grouping, various activities, employee placement, provision of physical factors as work tools, and there is an delegation of work authority to the entire pesantren community.

In terms of the selection of structural organigrams at the Cijantung Islamic Boarding School and the Shaleha Agro-tourism Islamic Boarding School, it was carried out in a deliberation, open, and democratic manner. It's just that the election technique is completely left to the Pesanten Elders in appointing the candidate for the board. After a new appointment there is agreement from the audience or may refuse and propose others. But the final decision rests with the Elders or Pesantren Caregivers. Although there are still guided elections with the approval of the elders of the pesantren, the elements of deliberation, openness and democracy are still carried out correctly.

One of the pieces from Edward Sallis regarding the organization is that there must be an organizational change (Upside-down Organization) in the form of determining the periodization or limitation of management by using a maximum of serving as an administrator. Perhaps this is what is different between organigrams in formal education, or practical political organizations, or mass organizations which are really contested for their positions with the positions of pesantren administrators which are almost absolutely filled by the families of the pesantren owners. However, although there is almost no hope of being filled by outside the pesantren's family, in terms of quality, it is certain that the regeneration of management in the pesantren can run very well as expected.

Terry (Sukarna, 2011: 46) also suggests the principles of organizing, as follows:

- 1) The objective

- 2) Departmentation or division of labor,
- 3) Assign the personnel or placement of workers,
- 4) Authority and Responsibility or authority and responsibility,
- 5) Delegation of authority or delegation of authority.

3. Implementation of improving the quality of Islamic boarding school education

According to Terry (1998) "Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts." Implementation is the effort of all group members in such a way that they are willing and work hard to achieve goals that are in line with the planning and organizing efforts of the leadership (Sukarna, 2011: 82).

If you look at the definition of implementation according to George R. Terry which is associated with quality improvement, then all members of the Islamic boarding school must have a strong desire to make maximum efforts to achieve goals that are in line with the plans that have been prepared as quality assurance standards.

The results of observations of two Islamic boarding schools in Ciamis Regency, that the implementation in improving the quality of education is very clear and consistent and istiqamah. One of the concrete forms of quality culture at Pondok Pesantren Al-Qur'an Cijantung is the existence of a quality culture grip, namely: calm, orderly, planned and directed, skilled and diligent, and tough and humble, which is based on an honest, competent, creative and innovative. It can be used as a guide for the civitas Islamic boarding school in carrying out their daily activities.

Apart from the above, there are also other quality cultures that are included in practical activities in the form of programs such as tahsin, tahfidz, tamyiz, muhadharah, praying five times in congregation, studying the yellow book, morals, tasawwuf, tools (how to read the yellow book) , and Arabic.

With the existence of Islamic boarding schools programs that are continuously echoed to the entire Islamic boarding school family, it will become a routine habit that is continuously maintained, so that it will become a necessity to carry out these programs.

Likewise, what happened to the students in the end felt comfortable and peaceful in carrying out all the rules without burden and coercion, although indeed there were still those who were still looking for opportunities to violate, but it was only individuals, because the majority had been conditioned to be orderly and comfortable.

4. Management evaluation in improving the quality of Islamic boarding school education

The fourth formula of POAC is controlling, namely controlling, monitoring, and evaluating. Evaluating all activities from planning, organizing, to implementation so that the series of education quality assurance can be well controlled.

Terry (1998) conveyed about evaluation which in simple language is daily supervision and control. "Controlling can be defined as the process of determining what is to be accomplished, that is the standard, what is being accomplished. That is the performance, evaluating the performance, and if

the necessary applying corrective measure so that performance takes place according to plans, that is conformity with the standard." ...Supervision can be formulated as a process of determining what must be achieved, namely standards, what is being carried out, namely implementation, evaluating implementation, and if necessary making improvements, so that implementation is in accordance with the plan, that is, in line with standards (measures) (Sukarna, 2011: 110).

In evaluating the improvement of the quality of education in Islamic boarding schools, it must begin with an evaluation of the suitability of the program with contemporary developments. After having a standard program according to the times, then the program is then used as a standard guide for all pesantren administrators, teachers, students, and guardians of students. If it is appropriate between the program and the learning process, then the quality of education in the environment is guaranteed to be maintained and will continue to improve. But if the reality that exists with the program is not continuous and tends to run separately, and the program is only decoration and cannot apply to all residents of the pesantren, then it is certain that the quality of education in the pesantren will be low.

Evaluation facilities for quality assurance for teachers are certainly different from evaluations for students. Evaluation of teachers and academic activities is carried out by making direct observations of teaching and learning activities and other activities through classroom observations, teacher supervision, holding regular meetings, between the leadership and the entire Asatidz board and staff, evaluating performance regularly and following up on input from teachers, students or parents/community, carry out supervision and assessment of the implementation of learning processes and outcomes carried out by teachers and are asked to report on implementation and learning outcomes.

Meanwhile, the materials for evaluation for the santri (students) market are as follows:

- a. Written evaluation, namely a written test, is carried out by holding a Mid-Semester Assessment (PTS), Final Semester Assessment (PAS), and Year-End Assessment (PAT). Oral tests, usually in the form of reasoning from the Qur'an and hadith or classical book tests.
- b. Practice tests are usually in the form of practice material from the Qur'an Hadith, Fiqh Worship, and Tahfidz
- c. In addition, the students are required to be able to Tahlil, Tajwid (BTQ) and Lagham/Tausyih, Talkin, Tausiah/Tablig and Read the Yellow Book.

The means of evaluation is the existence of a monitoring team and an evaluation institution in the form of a court. No matter how good the existing program is as long as there is no evaluation with a real form of punishment, then the program is only a discourse and will not be able to run and provide benefits for the entire civitas. Likewise, the program only has punishment without any reward as a stimulus, so the program will feel empty, less stabbed and tend to find fault. If both reward and punishment go together, then the program will be able to run well and will try to be obeyed by the entire Islamic boarding school community and all of them will happily maintain the program without any coercion.

Discipline enforcement is the right step in determining the sustainability of the program and will have an impact on improving the quality of education. Indah Puji Hartatik (2014: 186) suggests that

one of the functions of discipline is punishment or law. The following are some of the functions of discipline according to Indah Puji Hartatik:

- a. Organize life together. Discipline functions to regulate life together, in a particular group or society. That way the life that is intertwined between individuals with each other becomes better and smoother.
- b. Build personality. Discipline can also build the personality of an employee. An environment that has high discipline greatly influences a person's personality. An organizational environment that has a calm, orderly and peaceful state plays a very important role in building a good personality.
- c. Train personality. Discipline is a means to train the personality of employees so that they always show good performance. Good and disciplined attitudes, behaviors and patterns of life are formed through a long process. One of the processes to shape the personality is carried out through training, training is carried out between employees, leaders, and all personnel in the organization.
- d. Punishment. Discipline accompanied by the threat of sanctions or punishment is very important, because it can provide a boost of strength to obey and obey it. Without the threat of punishment, the drive for obedience and obedience can be weak, and the motivation to follow the rules is reduced
- e. Creates a conducive environment. The function of discipline is to form a disciplined attitude, behavior and life in the work environment, so as to create an orderly and orderly atmosphere in the implementation of work.

From the results of the evaluation of the connection with improving the quality of education, it turns out that the achievements obtained at the Cijantung Al-Quran Islamic Boarding School have reached the national level, even internationally, the students and alumni have several times won District, Provincial, National and International champions. Likewise, the Shaleha Agrotourism Islamic boarding school has made several achievements that can be proud of himself, his family, and the boarding school itself, so that his achievements from his tahfidz have led some of its alumni to get scholarships to enter national and foreign universities.

5. Obstacles in improving the quality of Islamic boarding school education

Edward Sallis (1984) in Total Quality Management in Education states that the conditions that cause the low quality of education can come from various sources, namely poor curriculum design, incompatibility of building management, non-conducive work environment, incompatibility of systems and procedures (management), insufficient teaching hours, lack of resources, and non-selective staffing.

From Sallis's explanation, one of the causes of the low quality of education is poor curriculum design. This was acknowledged by the leader of the Shaleha Agro-tourism Islamic Boarding School who said during the interview that there had been no consistent implementation of the curriculum planning schedule made by the foundation or the pesantren council. This becomes an obstacle in planning, because it will change the planning time as well as the implementation time of the planning results. In addition to the consequence that the curriculum development team has not yet formed a quality assurance team that is formed professionally in the internal boarding school, which will obviously greatly affect the quality of education in the pesantren.

Kurikulum akan sangat ditentukan oleh referensi buku yang dimiliki oleh para guru serta pengembang kurikulum. Karena isi dari kurikulum itu sendiri merupakan gambaran dari pegangan buku yang dimiliki, maka keberadaan buku sangatlah mustahak untuk dipenuhi oleh pemegang kebijakan yakni pihak yayasan yang menaungi pesantren.

This means that if the curriculum wants to be always up to date and always strives to meet current needs, then the book must also be up to date and up-to-date at all times. If an existing book has expired in publication, there is a possibility that the contents of the book have expired. So it is very important to always update the book every time there is a new issue related to learning.

That is the phenomenon that exists in Islamic boarding schools, namely that there are still obstacles regarding the procurement of books that are in accordance with current developments. The existing books (classic books) still use very old printed books and with very old authors, so that many of the discussions are not relevant anymore at this time.

However, even though the book (the book) is very old and the author is unknown, the Islamic boarding school community really enjoys studying the contents of the book. Even the teachers (asatidz) always provide explanations with contemporary topics so that although the yellow book has been written for a very long time, there are still many compatibility with the present.

An external obstacle related to improving the quality of education is the unequal honorarium given by the government for the welfare of teachers who teach in Islamic boarding schools. The meaning is not evenly distributed, because there are already a small number of pesantren teachers who already have an educator certificate who are also teachers in formal schools in that environment. However, the educator certificate has not been felt by most educators in the pesantren environment because of various obstacles, one of which is not yet S1 status and or only focuses on guiding in pesantren without being directly involved in formal education.

6. Solutions to improve the quality of Islamic boarding school education

The solution in improving the quality of education in the two Islamic Boarding Schools that are being studied is to answer the obstacles that have been presented in the previous section, namely having to provide answers to the obstacles to improving the quality of education at the Cijantung Al-Qur'an Islamic Boarding School and the Shaleha Ciamis Agro-Tourism Islamic Boarding School as well as other findings. Obstacles and findings at the Al-Qur'an Islamic Boarding School as a result of the research, namely: 1) There is no regular evaluation of the vision and mission of the pesantren, 2) There is no special handbook that contains the pesantren work program and job description of the pesantren administrator, 3) Not yet the existence of a book handle for Islamic boarding schools teachers and students prepared by foundations or Islamic boarding schools by taking into account current and contemporary developments, 4) The government's attention to honorariums for all educators in the pesantren environment has not been evenly distributed, 5) There is still a lack of technical innovation in teaching for Islamic boarding school teachers.

Meanwhile, according to Syafaruddin, efforts to provide solutions in improving the quality of education are necessary to do the following things, namely:

1. Menyamakan komitmen mutu oleh kepala sekolah, para guru dan pihak stakeholders, including: vision, mission, goals and objectives.

2. Strive for school quality improvement programs (curriculum/teaching, student development, teacher development, finance, advice and infrastructure, as well as collaboration with school stakeholders, covering the long and short term.
3. Improving school administration services
4. Effective principal leadership
5. There are graduate quality standards
6. Good and wide cooperation network
7. Good school organization arrangement (work procedures)
8. Creating a conducive school climate and culture

Syafaruddin's theory about solutions in improving the quality of education is so detailed that it begins with the establishment of a clear vision and mission and has a concrete quality target. After that, the curriculum is in accordance with the times and is desired by the layers of society. Continued coaching for structural such as Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Sarpras, Deputy Head of Public Relations, Treasurer, Student Council Trustees, Religious Trustees, Extracurricular Supervisors. Create short-term and long-term programs. Easy, friendly, and effective administrative services. Evaluation of graduation standards by paying attention to Output and Outcome. Expanded network of cooperation with various institutions, especially those related to education. And create a conducive and comfortable climate and cultural atmosphere.

From the explanation of the solution to improve the quality of education and the results of interviews, observations, and documentation in the field, the solutions for the Cijantung Al-Qur'an Islamic Boarding School and the Shaleha Agro-tourism Islamic Boarding School are: 1) Re-deliberate the vision and mission that is adapted to the times, 2) Conducting curriculum guidance for all educators, 3) Providing varied and updated books/books, 4) Conducting guidance or workshops on improving the quality of education for all educators in Islamic boarding schools, 5) Holding collaborations between Islamic boarding schools to share experiences in educating and improving pesantren managerial technicalities.

CONCLUSION

The results of the study show that: 1) Planning for improving the quality of education by establishing a vision and mission and establishing programs, 2) Organizing for improving the quality of education by socializing the organizational structure of management, technical recruitment of candidates for management, and job descriptions of administrators, 3) Implementation of improving the quality of education: a) socializing the program, b) embracing all pesantren residents in complying with the program, c) holding teacher workshops, 4) Evaluation of improving the quality of education: a) controlling the suitability of the program with reality, b) monitoring the activities of the educational process with supervision, self-evaluation, and socialization of discipline, c) the achievement of students becoming MTQ champions to the international level and some getting PT scholarships to continue their studies at home and abroad, 5) The existing obstacles are that there are still many classic books that are not up to date, technical guidance is still lectures and bandungan, and awarding

government honoraria are still not evenly distributed, 5) Alternative solutions are: discussing the vision and mission, teacher workshops, providing books/books, and cooperation between pesantren

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