AI-Based Education Quality Improvement Planning*(Artificial Intelligences)* In Jakarta

Agus Syukur[*], Ratna Puspita[**]

[*, **]Prodi Bisnis Digital, Fakultas Ekonomi dan Bisnis, Universitas Nusamandiri, Jakarta Timur (13620), Indonesia

[*]agus.gss@nusamandiri.ac.id, [**]ratnapuspita@nusamandiri.ac.id

ABSTRACT

Jakarta is the capital of Indonesia. Its role as the nation's capital necessitates improved and systematic governance across various sectors, as this can serve as a benchmark for other cities, especially in the regions. Among the systems that require improvement is education. Jakarta, the capital of Indonesia, is naturally the first place where the influence of information technology developments and advancements spread from various parts of the world. Therefore, this technological and information development and advancement must be utilized to improve the quality of education in Jakarta. The utilization of information technology requires educational improvement planning to ensure it is targeted, effective, and beneficial. The industrial era is marked by the emergence of big data, Internet of Things (IoT), artificial intelligence(artificial intelligences)and computerization(cloud computing). The role of advanced technology in this era can shift or even eliminate the role of humans in the workplace. Therefore, human resources must be able to adapt to these technological developments. The presence of this advanced technology not only displaces human jobs but can also simplify them. However, this requires careful planning in education to achieve the desired goal of producing graduates with the competencies and skills to operate and utilize artificial intelligence.(artificial intelligence). The plan for improving AI-based education in Jakarta includes: a) Creating good leadership and management; b) Improving the quality and professionalism of educators; c) Designing effective AI-based learning designs.

Keywords: *Planning, Education, Artificial Intelligence*

A. INTRODUCTION

The world is changing very dynamically. In the era of Industry 4.0, scientific and technological advancements are rapid and rapid. Therefore, education is required to produce skilled and competent human resources. (Panggih Priyambodo, 2019, p. 143). Many human jobs are being replaced by machines, which can impact various sectors of life. (Lase, 2019, p. 29).

Human resource development in the Industry 4.0 era should ideally be tailored to the needs of the industrial market. (Tilaar, 2002, p. 64). Education, in this context, must be able to create a curriculum that aligns with current developments and needs, thereby producing creative, competitive, and productive human resources. Qualified human resources capable of competing globally are those whose competencies and skills align with technological developments. (Fitri Nur Mahmudah et al., 2021, p. 44).

The industrial era is marked by the emergence of big data,*Internet of Things*(IoT), artificial intelligence/AI, and

computerization. The role of advanced technology in this era can shift or even eliminate the role of humans in the workplace. Therefore, human resources must be able to adapt to these technological developments. This dynamic is an inevitability of development and progress. Therefore, the nation's generation must prepare themselves with various competencies and skills. (Fitri Nur Mahmudah et al., 2021, p. 46).

Education plays a vital role in enhancing and developing human resources. Through education, human potential can be developed into competencies and skills (Krismiyati, 2017, p. 44).

Bowles and Gintis, in their correspondence theory, stated that there is a correlation between the education received and the jobs students will eventually obtain (Samuel Bowles, 1978, p. 783). Tilaar stated that education in a socio-economic context must be able to foster creative, innovative, and entrepreneurial attitudes (Tilaar, 2002, p. 64).

Education is required to address global challenges in all its dimensions (Panggih Priyambodo, 2019, p. 154). Education is also required to produce students with diverse skills, enabling them to compete with other nations (Panggih Priyambodo, 2019, p. 142). The competencies required in the 4.0 era include four areas: communication, collaboration, critical thinking, and creativity (Panggih Priyambodo, 2019, p. 143).

One indication of quality education is that it can produce graduates who have the abilities and skills required by the labor market so that graduates/outputs from education can contribute to the development of a country (Samuel Bowles, 1978, p. 783).

Tarigan (in Fitri Nur Mahmudah, 202, p. 47) states that developing superior human resources can be done in four ways, as follows: First, improving the quality and standard of education. Second, character building through strengthening the role of religion to create individuals with character and identity. Third, conducting coaching, training, and other training to improve the quality of human resources. And fourth, paying more attention to the community, especially the younger generation, in the development and improvement of human resources.

Human resource development can be achieved through three approaches. First, providing and cultivating self-motivation. Second, fostering and shaping personality. Third, education (Panggih Priyambodo, 2019, p. 154), fostering and shaping personality to develop various skills (Krismiyati, 2017, p. 47).

Because education plays a crucial role in developing superior human resources, education management must be carried out effectively, efficiently, and optimally to produce superior graduates (Abd. Mukhid, 2007, p. 125).

From various views on education in the digital era, the author formulated the research title "AI-Based Education Quality Improvement Planning (*Artificial Intelligences*) in Jakarta".

B. METHOD

This research uses a descriptive-qualitative research method, namely research that attempts to uncover the meaning behind a phenomenon, thus producing a pattern (Farida Nugrahani, 2014, 19). Qualitative research was born and developed as a methodological consequence of the paradigm.*interpretivism*, namely an idealistic and humanistic paradigm in viewing human nature. Humans are seen as creatures who have awareness of the actions they carry out, so that interpretation and meaning are needed for their actions. (Tjipto Subandi, 2006, 10). Lexy J. Moleong in (Sri Wahyuni, 2018) states that qualitative research is research that tries to answer questions such as what, how,

why, where, about a phenomenon or symptom that occurs in the field, then researchers can provide a meaning from the phenomenon or symptom. (Sri Wahyuni and Noveri Aisyaroh, 2018, 309).

Data collection methods in qualitative research generally include documentation, interviews, observation, and literature review (Sugiyono, 2011, 309). In this research, the author employed a literature review method, which involves searching for and collecting written data, including archives, magazines, books, articles, journals, or other documentation relevant to the research topic.

C. RESULT AND DISCUSSION

1. Leadership And Management

Leadership means a person's ability to influence members or their team in carrying out or running activities in an institution, organization or community, so as to achieve the desired goals (Abdul Rahmat and Syaiful Kadir, 2017, p. 26).

The leadership of an educational institution can be a determining factor in its success or failure in carrying out its activities and achieving its educational goals. Therefore, if a leader wants to be successful, he must be a balanced leader.*(balance leadership)(*Sheryl Boris Schater dan Sondra Langer, 2006, hal. 23).A good and balanced leader always maintains a harmonious attitude and creates relationships with his members, treating them as his partners, not as his subordinates (Scott Eacott, 2015, p. 57). A person's ability to lead an organization or institution certainly has a significant influence and contribution in achieving the desired goals (Leny Marlina, 2013, p. 227).

In leadership, there are two types: participatory leadership and free-wheeling leadership. Participatory leadership tends to provide opportunities for its members to contribute to the implementation and running of an activity, and allows members to contribute their ideas, aspirations, and concepts for collective progress, although ultimately, the leader is fully responsible. Meanwhile, free-wheeling leadership gives its members more freedom to formulate problems and carry out organizational activities without oversight from the leader. In this condition, the leader already knows and understands the capabilities of each of its members (Ushansyah, 2016, p. 59).

The following is a simple definition of management, namely a procedure and governance that discusses how a system is formed in an institution or organization, then what are the goals to be achieved, and what are the strategies and methods to achieve these goals (Elvi Rahmi, 2018, p. 220). So, simply, management can be interpreted as systematic ways to carry out an activity or complete work effectively and efficiently, so as to achieve the desired goals (Didin Hafiduddin and Hendi Tanjung, 2003, p. 3).

The following are the differences between leadership and management:

No	Leadership	Management
1	Trying to find a new idea	Performing administrative tasks
2	Realizing and forming Trying to find a new idea something that the organization needs	Maintain and preserve what already exists in the organization
3	Focus on the subject	Focus on systems and structures
4	Build trust	Conduct surveillance
5	Observing comprehensively	Observing in detail
6	Selecting ideas and activities that need to be done	Run existing programs correctly

From the understanding of leadership and management, an institution or institution, in this case education, requires a balance between the two. Educational institutions in Jakarta, which is the capital of Indonesia, where all fields, especially education, are role models for other educational institutions, especially in the regions. Therefore, educational institutions in Jakarta really need leaders who have the ability and skills that are qualified and professional in leading educational institutions, especially in bringing and improving the quality of education in the digital era, which requires unique and interesting innovations as well as creative ideas and speculations of goals and styles of education in the future that are better and more interesting, of course, can answer the challenges of the times and produce graduates/outputs that can be competitive in the digital and industrial era. In addition, good leadership must be accompanied by good management as well, because these two factors go hand in hand, so there is a need for harmony between the two. With harmony between good leadership and management, of course, educational institutions will be effective and efficient in achieving the targets and objectives of education that have been formulated.

2. Improving Educator Performance

The spearhead of education is the teacher. (A. Fath Yasin, 2018, 82). In the educational process, teachers function to educate, teach, foster, and shape the character and personality of students, so they can become a knowledgeable and dignified generation (Aan Komariah and Cepi Trianta, 2006, p. 38).

In the learning process, educators interact directly with students through a predetermined learning system, plan, and objectives. Therefore, educators need support with various elements and components that can guide them in implementing their teaching effectively.

The performance of an educator can be measured through several indicators as follows: a) Work quality. This first indicator relates to how educators can master, manage, develop, and supervise learning program planning and other things that encourage the success of the teaching and learning process; b) Speed or accuracy of work. This relates to the accuracy of educators and teaching staff in completing learning programs according to the school calendar, achieving planned targets, and adapting teaching materials and student characteristics; c) Initiative. This relates to educators' ideas and concepts in using various learning models, utilizing existing equipment, and implementing integrated services so that they are effective and efficient; d) Work ability. This relates to the ability of educators and educational staff to oversee teaching and learning activities so that the class becomes conducive, and resolve things that hinder the teaching and learning process; e) Communication. This relates to communication carried out by educators in solving educational problems, both in the classroom such as providing tutoring services to students who are less able to follow the learning and outside the classroom such as being open to receiving input and suggestions for improvement (H.B. Uno and N. Lamatenggo, 2012, p. 65)

Improving and maintaining educator performance is no easy task. A collaborative effort is required from the government, school principals, and educators and education staff to achieve this. After all, the factors that influence educator performance and professionalism are diverse, ranging from motivation, incentives, education and training, facilities, and even the work climate or environment (Cut Zahri Harun, et al., 2018, p. 195).

In the world of education, there are several core principles of education,

including the principle of learning, the principle of infrastructure, the principle of management, and other principles of education. Among the most important principles of education is the principle of learning, namely the principle in which the teaching and learning process or activities are carried out. Educational institutions are currently preoccupied with various administrative matters, both from the Ministry of Education and from within the educational institution itself, so that core educational activities are often neglected.

In this context, teachers are the spearhead of student success in achieving their learning targets and outcomes. In fact, one of the most fundamental goals of education is to educate the nation's children. Therefore, when graduates possess adequate intelligence, it will undoubtedly serve as a valuable asset for navigating real life. Therefore, teachers must possess four mandatory competencies: pedagogical competency, professional competency, personality competency, and social competency. These four competencies must be continually upgraded and developed to meet the needs and challenges of the times.

Pedagogical competence, meaning a teacher must have skills in science as a reference and literacy that can be transformed and transmitted to students. Professional competence, meaning a teacher truly carries out his duties as a teaching profession that has duties and responsibilities in activities and efforts to educate the nation's children. However, the government must also provide support to the teaching profession, both regarding welfare and its future, so that there is a balance between the duties and responsibilities borne by teachers with the rights that are appropriate and fair received by teachers, so that teachers feel safe and comfortable in carrying out their duties well and professionally. Social competence, meaning a teacher must be able to conduct social interactions, both with students, fellow teachers, parents, or the community where the educational institution is located. This is intended so that teachers together with educational institutions can jointly discuss ideas and concepts for the direction and goals of education that are tailored to the abilities and opportunities available in the area. And finally, is personality competence, of course, teachers must be good role models, both in personality, appearance, and so on. So that students feel comfortable and feel like they have role models and figures who can be emulated in their daily lives.

3. Learning Planning With Addie Infromation Technology-Based Learning Design Modell

In the technological era, education in Indonesia faces various challenges, particularly the advancement of science and technology. Therefore, education in Indonesia is required to produce a generation that is literate and sophisticated in the creation and use of technology, capable of critical thinking, problem-solving, innovation, creativity, and communication and collaboration skills.

In an effort to produce output/graduates who have adequate skills, the role of education, in this case the learning process in educational institutions, must be able to integrate communication and computer science which includes artificial intelligence (*artificial intelligence/AI*Of course, a teacher is required to have an understanding of the development of communication and information technology and be able to develop good learning plans and designs by utilizing AI (Muhammad Nurdin, 2004), p. 4)

On the other hand, technological developments will inevitably infiltrate the educational process (Yohannes Marryono Jamun, 2018, p. 136). To address this rapid technological change, the appropriate strategy is to develop capability-based education that prepares students as lifelong learners, rather than developing schools as

factories producing "ready-to-use" workers (Yudi Latif, 2020, p. 350).

To produce students with skills and knowledge based on communication and information technology, the learning process requires a good learning design based on communication and information technology. In this regard, teachers are required to develop appropriate learning designs that meet the needs of their students (Ali Rahman, 2018, p. 129).

The learning design model means compiling a framework for learning procedures using models that have been put forward by scientists by displaying various work procedures, strategies, methods and learning media, as well as learning objectives that are arranged systematically (Dewi Salma Prawiradilaga, 2007, p. 33).

In this case, the learning design in question is a learning design that emphasizes the learning process which focuses on efforts to use learning theories, strategies and learning media in order to produce quality learning (Abdul Majid, 2011, p. 85).

In the process of preparing this learning design, several things are done, including analyzing and classifying student needs, determining learning objectives, learning strategies, learning methods, learning media, learning implementation steps, and evaluation or assessment of the learning. This assessment is used to measure the extent of student success in the learning process (Nana Suryapermana, 2016, page 3).

In simple terms, communication and information technology can be defined as the use of electronic equipment consisting of software.*(soft ware)*and hardware and all types of activities that include processing, processing, sending, manipulating and transferring information between media (Rusman, 2021, p. 89).

In theory, ICT-based learning must create a learning atmosphere that can involve students to be active (meaning students are actively involved in the learning process), constructive (meaning students can form a new idea with the capital of previous learning experiences), collaborative (meaning students can work together in doing assignments with their friends), enthusiastic (meaning students have enthusiasm in the learning process because it is interesting), dialogic (students are involved in dialogue with both teachers and fellow students), contextual (the themes taught are in accordance with real life/*real world*), reflective (learning material can be reflected on and gives meaning to students), multisensory (meaning that learning can be delivered using various learning styles, whether using audio, visual, or kinesthetic), and critical thinking (Ali Rahman, 2018, hal. 132).

In fact, there are many variations in the learning design model, including the ASSURE model which focuses on the orientation of creating a product, then the Dick and Carey model which is procedurally oriented, the Kemp model, and the ADDIE learning design model which is system oriented, namely a learning model with the aim of producing a learning system with a fairly broad scope.

In this case, the author considers that the most appropriate information technology-based learning design model is the ADDIE model.

In the ADDIE learning design model there are five basic stages that are simple and easy to understand, namely:

a. Analysis *(Analyze)*

In the analysis activity stage, there are two important steps: performance analysis and needs analysis. Performance analysis involves analyzing and clarifying the performance needs for implementing a new program or management required for work activities. Meanwhile, needs analysis involves analyzing and classifying student

needs that can improve and develop student skills and competencies.Dewi Salma Prawira Dilaga, 2007, p. 18). There are two core questions in compiling this stage, namely: are the learning objectives that have been compiled needed by students?, and can these learning objectives be achieved by students? (Wina Sanjaya, 2010, p. 297).

Simply put, the analysis stage involves analyzing and classifying the needs of students to enhance their competencies and skills. In this case, because the need concerns students' ability to use and utilize artificial intelligence (AI), the following AI applications should be explored to support their learning activities. These applications are then classified and incorporated into the learning design to be used.

b. Design *(Design)*

In the learning design activity stage, three core things are carried out, namely classifying student needs, studying learning problems, and finding solutions to the problems. Second, determining learning activities that can provide experience to students after the learning process. Third, determining learning steps or strategies and other alternatives to deal with various types of student abilities in receiving learning materials (Dewi Salma Prawira Dilaga, 2007, p. 19). In this activity, various core questions are asked, including: What abilities and skills can students achieve after learning activities? Second, what are the indications of student success in the learning process? Third, under what conditions can students demonstrate their learning outcomes? Fourth, what teaching materials can be used to support the determined learning program? (Wina Sanjaya, 2010, p. 297).

In simple terms, in design activities, the teacher's next task is to write down what steps need to be taken in carrying out the learning activities that have been determined by analyzing each of the needs.

c. Development *(Develop)*

In the development activity stage, research, modification, and development of teaching materials, learning strategies, and learning media are carried out (Dewi Salma Prawira Dilaga, 2007, p. 19). In compiling this stage, the following questions can be used, namely: What kind of teaching materials must be prepared to achieve learning objectives? Second, what media are needed to support the learning program? (Wina Sanjaya, 2010, p. 298).

At this stage, a teacher, using their existing teaching experience, can undertake development activities to achieve effective and conducive learning outcomes and activities. These development activities can be carried out by teachers through changes to teaching materials, learning media, and more engaging learning strategies.

d. Implementation *(Implement)*

In the implementation or implementation stage of learning, various activities are carried out, including supervision and guidance activities carried out by teachers towards students during the learning process. Next, providing solutions or solving problems faced by students in the learning process. Finally, ensuring students have an understanding of knowledge, skills, and competencies, and attitudes after the learning activity (Dewi Salma Prawira Dilaga, 2007, p. 20). In carrying out these activity stages, two core questions are needed, namely what learning method is most effective in delivering the learning material?, and what learning strategy is most appropriate to ignite students' enthusiasm for learning? (Wina Sanjaya, 2010, p. 298).

The core activity of instructional design is implementation. The teacher's role here is to ensure that the learning design is effectively implemented. Therefore, the

teacher's role in this stage is to guide, supervise, and direct students to focus their attention on the learning activities.

e. Evaluation *(Evaluate)*

In the evaluation or assessment activity stage, learning outcomes are assessed by giving a score to the learning outcomes that have been carried out. The assessment is to assess students' attitudes towards the learning process that has been implemented, measure the increase in students' competencies and skills after the learning activities, and classify the benefits that can be achieved by the school after its success in improving the quality of learning and producing the expected output (Dewi Salma Prawira Dilaga, 2007, p. 21). In carrying out this stage, the following core questions can be used: First, do students like the learning activities? Second, do students get benefits after carrying out the learning activities? Third, to what extent can students apply their attitudes, knowledge, and skills in real life? (Wina Sanjaya, 2010, p. 298).

The final stage is assessment. Assessment is equally important because it serves as a measure of the extent to which students have achieved their learning targets and objectives as formulated in the learning design. If the targets and objectives have been achieved, the learning design and implemented learning activities can be considered successful. However, if the targets and objectives have not been achieved optimally, modifications and development of new learning designs, strategies, and methods can be carried out.

The following is an example of an AI-based learning design using the ADDIE model:

EXAMPLE OF AI-BASED LEARNING DESIGN FRAMEWORK

School/University Name : Nusa Mandiri
Subjects : Consumer Behavior
Class/Semester : V
Meeting : 8
Time Allocation : 3 Hours of Lessons
Competency standards : Understanding digital-based advertising message design
Basic competencies : Presenting digital-based product advertising marketing videos using AI applications in the form of Canva and D-ID Presentation
Learning objectives :
a). Students are able to understand the "tools" in the Canva and D-ID Presentation applications;
b). Students are able to use the Canva and D-ID Presentation tools to create advertising marketing videos;
c). Students are able to create product advertising marketing videos using Canva and D-ID Presentation well

After learning, it is hoped that students will be able to: a). Create a marketing video for a product advertisement using Canva and D-ID Presentation; b). Implementing in business world interactions and transactions.

Expected Characters:

No	Attitude Values	Definition	Value Relationship
1	Independent	Attitude and behavior that does not easily depend on others to complete tasks	-Look for sources in the library to work on assignments independently -Understand the function and use of the "tool" in the Canva and D-ID

			Presentation applications
2	Creative	Attitude and behavior that strives to always create creations that have good value	-Conduct experiments/trials in making good advertising marketing videos -Create marketing videos according to the available tools.
3	Innovative	Attitudes and behavior that seek to find and bring up new and interesting ideas or discoveries	-Conduct an experiment to make a marketing video with new, more interesting ideas and discoveries

ADDIE Model Application

Stages	Teacher Actions
Analysis	-Provide a conducive class -Students can use the Canva and D-ID Presentation applications to create attractive product advertising marketing videos.
Design	-Network structure -Eclectic approach
Development	-Canva and D-ID Presentation applications are provided
Implementation	-Students carry out learning activities by understanding the function of "tools" in the Canva and D-ID Presentation applications. -Students create advertising marketing videos using Canva and D-ID Presentation
Evaluation	Thinking skills, Skills in understanding tools, Skills in using tools, and skills in making interesting marketing videos.

D. CONCLUSION

In implementing information technology-based education, in this case AI*(Artificial Intelligences)*Four factors are needed, namely competent leadership, management, quality of educator performance, and good learning planning design.

Competent leadership can lead educational institutions to achieve their desired learning outcomes and goals. Competent leadership, in addition to being exemplary, also possesses broad insight into the future of education and the formulation of future educational goals that align with the demands of the times. Good leadership can also implement existing management and develop it toward progress.

Furthermore, the quality of educators' work also significantly impacts the success of learning. Information technology-based learning, in this case (AI), cannot be realized by educators who lack the necessary work

quality and competencies. Furthermore, with professional and qualified educators, they can certainly design AI-based learning that aligns with what has been formulated in the lesson plan and can produce students with AI-based skills and competencies, including creativity, innovation, and problem-solving skills.*(problem solving).*The ADDIE design model, which is suitable for AI-based learning, is a learning design model. With the ADDIE design model, AI-based learning will be more measurable in producing the competencies and skills required by graduates.

REFERENCES

Ali Rahman, *Desain Model dan Materi Pembelajaran Berbasis Teknologi Informasi,* (Jurnal Pendidikan al Islah, vol. 16, no. 2, 2018), hal. 132

Abdul Majid*, Perencanaan Pembelajaran*, (Bandung: Remaja Rosdakarya, 2011), hal. 85

Aan Komariah dan Cepi Triatna, *Visionary Leadership* (Jakarta: PT Bumi Aksara, 2006), hal. 38

Abd. Mukhid, *Meningkatkan Kualitas Pendidikan Melalui Sistem Pembelajaran yang Tepat,* (Jurnal Tadris, Vol. 2, No. 1, 2007) hal. 125

Abdul Rahmat dan Syaiful Kadir, *Kepemimpinan Pendidikan dan Budaya Mutu,* (Yogyakarta; Zahir Publishing, 2017), hal. 26

Cut Zahri Harun, dkk, *Peningkatan Tenaga Kependidikan Melalui Implementasi Absensi Sidik Jari,* (Jurnal Magister Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala, Vol. 6, No. 4, 2018, hal. 195

Dewi Salma Prawira Dilaga, *Prinsip Desain Pembelajaran,* (Jakarta: Kencana, 2007), hal. 18

Didin Hafiduddin dan Hendi Tanjung, *Manajemen Syariah dalam Praktik,* (Jakarta: Gema Insani, 2003) hal. 3

Elvi Rahmi, *Leadership-Manajerialship dalam Pendidikan Islam,* (Jurnal Tadris, Vol 13, No. 2, 2018), hal. 220

Fitri Nur Mahmudah dan Eka Cahya Sari Putra, *Tinjauan Pustaka Sistematis Manajemen Pendidikan: Kerangka Konseptual dalam Meningkatkan Kualitas Pendidikan era 4.0,* (Jurnal Akuntabilitas Manajemen Pendidikan, Vol. 9, No. 1, 2021) hal. 44

Farida Nurgrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa,* (Surakarta: TP, 2014

H.B. Uno dan N. Lamatenggo, *Teori Kinerja dan Pengukurannya,* (Jakarta: Bumi Aksara, 2012), hal. 65

Krismiyati, *Pengembangan Sumber Daya Manusia dalam Meningkatkan Kualitas Pendidikan di SD Negeri Inpres Angkasa Biak,* (Jurnal Office, Vol. 3, No. 1, 2017) hal. 44.

Leny Marlina, *Tipe-Tipe Kepemimpinan dalam Manajemen Pendidikan,* (Jurnal TA'DIB, Vol. 18, No. 2, 2013) hal. 227

Lase, *Pendidikan di Era Revolusi Industri 4.0. SUNDERMANN, (Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora dan Kebudayaan,* Vol. 12, No. 2, 2019) hal. 29

Muhammad Nurdin, *Kiat Menjadi Guru Profesional,* (Yogyakarta: Prismasophie, 2004), hal. 4

Nana Suryapermana, *Perencanaan dan Sistem Manajemen Pembelajaran,* (Jurnal Tsarwah/Jurnal Ekonomi dan Bisnis Islam, Vol. 1, No. 2, 2016, hal 30

Panggih Priyambodo, *Inovasi Pembelajaran Berbasis Teori Kecerdasan Majemuk Untuk Pengembangan Peran Sekolah di Era 4.0* (Humanika, Kajian Ilmiah

Mata Kuliah Umum, Volume 19, Nomor. 2, 2019, hal. 143)

Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru,* (Jakarta; Rajawali Press, 2021) hal. 89

Samuel Bowles, *"Capitalist Development and Education Structure",* (Jurnal World Development, Vol 6,: 1978) hal, 783

Sheryl Boris Schater dan Sondra Langer, *Balance Leadership*, (Newyork: Teachers College Press, 2006) hal. 23

Scott Eacott, *Educational Leadership Relationally: A Theory and Methodology for Educational Leadership, Management and Administration*, (North Sydney: Sense Publisher, 2015) hal. 57

Samuel Bowles, *"Capitalist Development and Education Structure",* (Jurnal World Development, Vol 6,: 1978) hal, 783,.

Sri Wahyuni dan Noveri Aisyaroh, *Studi Deskriptif Kualitatif Penyebab Kenakalan Remaja di SMP Islam Nudia Semarang*, (Jurnal Keperawatan Intan Husada, Vol. 6, No. 2, 2018)

Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kualitatif, kuantitatif, dan R&D. (Bandung: Alfabeta, 2011

Tjipto Subandi, *Metode Penelitian Kualitatif*, (Surakarta: Muhammadiyah University Press, 2006)

Tilaar, *Pengembangan Kreatifitas,* (Jakarta: Rineka Cipta, 2002) hal. 64

Ushansyah, *Kepemimpinan Lembaga Pendidikan Islam,* (Ittihad Jurnal Kopertais Wilayah XI Kalimantan, Vol. 14, No. 26, 2016, hal. 59

Wina Sanjaya, Kurikulum dan Pembelajaran; *Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan pendidikan (KTSP),* (Jakarta: Prenada Media Group, 2010), hal. 297

Yohannes Marryono Jamun, *Dampak Teknologi dalam Pendidikan* (Jurnal Pendidikan dan Kebudayaan Missio, Vol. 10, no.1, 2018) hal. 136

Yudi Latif, *Pendidikan yang Berkebudayaan; Histori, Konsepsi dan Aktualisasi Pendidikan Transformatif*, (Jakarta: Gramedia Pustaka Utama, 2020), hal, 350