



# The analysis of PPDB zoning system implementation in improving the quality of education at state high school level of Enrekang Regency

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## ABSTRACT

The PPDB zoning system is one of the methods used by the government in allocating students based on the area or zone where students live. Through this method, it is expected to reduce the inequality of education in schools and improve the overall quality of education. This study aims to analyze the implementation of the new student enrollment zoning system (PPDB) to improve the quality of education at the Enrekang Regency State High School level. The method used in this research is a case study with a qualitative approach. Data sources are taken from observations, interviews, and documentation. The subject of this study is implementing the PPDB Zoning system in Enrekang Regency Public High School. Based on the research conducted, it was found that the implementation of the PPDB Zoning system in Enrekang Regency Public High School has had a positive impact on improving the quality of education. Through this Zoning System, the quality gap between schools can be reduced. Schools that were undeveloped well have equal opportunities in accepting qualified students. In addition, through the Zoning system, equitable distribution of facilities and teacher distribution can also be better distributed throughout the region.

**Keywords:** Zoning system, PPDB, quality of education, public high school, Enrekang Regency

## 1. INTRODUCTION

Education is an essential need for every human being to develop and adapt to the movement era. Education plays a vital role concerning technological advances and the development of people's habits because it serves as a tool to improve human abilities.

The quality of education is a benchmark to build the values of a nation because an outstanding education will produce a group of individuals who have an insightful and knowledgeable mindset and can overcome all obstacles.

Monitoring the educational domain is essential as it is a primary phase in perfecting individuals' skills, enabling them to thrive in intensifying global competition. Therefore, the government needs to improve all aspects of education. Implementation of strategies that overcome every educational obstacle in order to achieve national goals in the field of education. Education barriers in Indonesia currently include education quality, justice, and education management issues.

According to Suyahman, achieving the goals of Education for All (EFA) as wished by all stakeholders is complex and requires a long and methodical process. All constituencies must be united, and public awareness must be the driving force in realizing that goal. The fact that various educational challenges faced by Indonesia influence obstacles to EFA achievement. The country has identified four major educational challenges that require immediate attention and resolution. These challenges are ensuring educational equity, improving the quality of education, improving educational efficiency, and addressing issues of relevance to education.

An academically constructed hypothesis states that the higher the level of education in a community, the more intelligent the society will be, and the more intelligent the society, the higher welfare it will reach (Marjuni, A, 2019).

When looking at Indonesia's current education indicators at the international level, such as the Institute for Management Development (IMD) Report in the IMD World Competitive Yearbook 2022, Indonesia's quality and competitive ability are in 44th position out of 63 countries (IMD, 2022). Then, when referring to one of the other international indicators for the achievement of the quality of Indonesian education at the international level, namely the Program for International Student Assessment (PISA), the 2018 Program for International Student Assessment (PISA) Report organized by The Organisation for Economic Cooperation and Development (OECD) shows that Indonesia's position is in ranked 72 out of 77 countries (OECD, 2019).

The Indonesian government has implemented various strategies to improve the quality of education by adopting the formulated instruction by the Ministry of Education and Culture, which is responsible for education nationally. Implementing the New Student Admission zoning policy (PPDB) effectively improves the quality of education nationally.

Purwanti (2018) argues that the zoning system is a student enrollment system based on the radius and distance close to where they live. The zoning system is part of

school reform efforts to improve the quality of education in Indonesia. The existence of a zoning system can create equity, and outstanding students are not allowed to choose and enroll at their favorite schools because they have to apply to the nearest school where they live and cannot apply to schools that are far away even if the school hold favorite status (Abidin, 2018). In addition, the existence of this zoning system will accelerate the enhancement of educators and staff quality because schools will accept excellent students; therefore, the capacity of teachers must be improved in order to educate the students well (Pangaribu & Nunuk, 2019)

Enrekang Regency is one of the districts in South Sulawesi that has implemented the PPDB zoning system policy at the Senior High School (SMA) level with a total of 12 public high schools. However, based on preliminary observations that researchers found in several public high schools in Enrekang Regency, there were several problems found after the PPDB zoning system was implemented, including 1) Students can no longer compete in academic grades because, in the zoning system, the only admission criteria are the distance from home to school; 2) The existence of a zoning system leads to a decrease in learning discipline and an increase in disciplinary violations.

Based on the explanation in the background above, to find out more related to the implementation of government policies regarding the zoning system for the admission of new students at Enrekang Regency Public High School, further research is needed that focuses on these issues as the object of study in this research.

## **2. METHODS**

The research method used is qualitative. The data that has been collected is analyzed by re-reading the entire text while summarizing and eliminating duplicates. Followed by coding or classification. The results of this coding will bring out common patterns or themes.

Three stages are carried out to analyze the data that has been obtained. First, interpret the text delivered by the participants. Second, rearrange the results of the first level of interpretation and get the themes. And the third is to connect these themes so as to form new theories, ideas and thoughts. Second, rearrange the results of the first level of interpretation and get the themes. And the third is to connect these themes so as to form new theories, ideas and thoughts. Furthermore, it will be known the purpose of implementing the zoning system policy in schools formulated by the government at the Education Office and the resulting impact on the quality of education.

This research design uses qualitative design while the real conditions at the location are taken based on the results of case studies and the presentation is used descriptive-analytical studies. With these considerations, this study seeks to describe

data, facts and circumstances or trends that occur and conduct analysis and predictions about what should be done to achieve something expected in the future.

With this research design, it is expected to capture the complexity of the case. This study was conducted because this case is very unique, important and beneficial to readers and society at large. By understanding this case in depth, it will give importance to the interests of certain communities, organizations or communities. Understanding this unique case will provide useful input for other groups and organizations in addressing emerging problems.

Thus, it is possible to describe the factual conditions in implementing school programs that organize the PPDB system based on the zoning system, they are objective and subjective conditions. Objective conditions, are applicable laws and regulations that are government policies both at the central and regional levels related to the policy of implementing the zoning system.

While subjective conditions are related to how these objective conditions get responses from education stakeholders, they are: Heads of offices and school principals as trustees who carry out educational duties, second, the community as the participants or target groups of school programs that implement the zoning system, and their participation in the implementation of the policy.

In addition, by considering and analyzing these two conditions, which are objective conditions and subjective conditions in the implementation of zoning policies that implement the PPDB system through the zone system, several things can be identified and will lead to the focus of the problem.

The data collection technique is carried out by observation, interview, and documentation collecting data through interviews by asking questions about the research conducted to the interviewee. The questions asked were semi-structured and open-ended to bring out the diversity views and opinions of participants. With semi-structured interviews, researchers try to dig deeper into the lives of informants to find out how they think. With this semi-structured interview method, it is also expected to get more in-depth answers so that they can explore further information. This documentation technique is intended to find data about documents, photos, books, and other writings. From this method, the data obtained are Permendikbud No. 1 of 2021, existing PPDB participant data, committee data, school inventory data, Implementation instructions and technical instructions of zoning system policy.

The data analysis technique used in this study is pure qualitative descriptive analysis intended as research that contains a type of qualitative research. This study

aims to find facts, phenomena, variables, and circumstances so that the circumstances that occur when the research runs properly uncover the reality that occurs.

The data analysis technique used in this study refers to the concept of Milles and Huberman, an interactive model that classifies data analysis into three main steps, they are; Data Reduction, Data Presentation, and Conclusions. Researchers select, simplify, and transform data from the notes taken in the location to classify and compile them more systematically in the Data Reduction stage. Choose things that are important to highlight. Split data, group it, and transform basic data emerging from the notes. At the stage of presenting data, the preparation of data from complex to systematic form so that it can be understood easily. So it helps to understand what is happening and what to do. The types and forms of presentation are matrices, graphs, networks, charts, etc. In this study, the next step is to present the data after data reduction. At the stage of concluding, researchers begin to conclude is the last step taken in analyzing data continuously.

### **3. RESULTS AND DISCUSSION**

The results of interviews conducted by researchers with school leaders and all stakeholders on the PPDB zoning system policy aimed at improving the quality of education in Enrekang Regency Public High School are described as follows: How does the zoning system contribute to reducing disparities in education quality in Enrekang Regency? Before the zoning system, there was a gap in the quality of education between schools in Enrekang Regency. Schools in urban or potential areas of better education tend to offer superior quality education, whereas schools in rural or less developed areas provide low-quality education. Zoning systems can help reduce this inequality because high-potential learners from urban areas can also enroll in schools in previously underserved rural areas. This, in turn, improves the overall quality of education.

How can implementing a zoning system increase opportunities for high-achieving learners? The implementation of the zoning system ensures that schools in areas that were previously left behind have a greater opportunity to accept qualified students. With a more even distribution of learners, rural schools can attract potentially good learners. This has a good impact for the learners themselves, because they have the opportunity to receive a better education, and for the schools that receive it, because they can improve the quality of education with qualified learners.

What efforts have been taken by the authorities to ensure that educational institutions in rural areas have the necessary resources? The zoning policy prioritizes the construction of educational facilities in the rural area. The authorities are committed to

providing sufficient resources to ensure these institutions have adequate facilities, enabling learners in the region to receive an education that meets the same standards as in other regions.

How might introducing a zoning system affect the equitable distribution of teachers across the region? A zoning system can ensure that schools in rural or remote areas will get equal attention regarding teacher placement. Qualified teachers can be distributed evenly so that all schools have access to competent teaching staff. As a result, the zoning system has contributed to improving the quality of education in previously underdeveloped areas.

### **PPDB Zoning System Policy**

The PPDB policy using the zoning system has been implemented since the academic year 2017/2018 by referring to Permendikbud No. 17 of 2017. However, since the promulgation of the PPDB, the zoning system in its implementation still has many weaknesses, so the government is making continuous improvements for better program implementation.

Policies in this context are policies which related to educational issues. Education policy is the entire process and formulation of strategic educational steps described by the education mission to realize the educational goals in society for a certain period (Tilaar, 2018). Education policy is as part of public policy therefore education policy must be in line with public policy. The Encyclopedia states that education policy is concerned with a collection of laws or rules governing the implementation of the education system that includes the objectives of Education (Nugroho, 2018).

Regulations regarding the PPDB zoning system issued by the Ministry of Education and Culture have undergone several changes, namely Permendikbud Number 17 of 2017, Permendikbud Number 14 of 2018, Permendikbud 51 of 2018, Permendikbud Number 20 of 2019, Permendikbud Number 44 of 2019 and then changed to Permendikbud Number 1 of 2021. The changes come from policymakers' efforts to achieve overarching policy goals.

In response to these provisions, the provincial government requires all public schools under the authority of the Ministry of Education and Culture to follow and implement these provisions, such as South Sulawesi Province through the decree of the Head of the South Sulawesi Provincial Education Office number 188.4/1031-Sekret.2/Disdik concerning Technical Guidelines for Admission of New Students in Senior High Schools (SMA), Vocational High Schools (SMK) and State and private Special Schools (SLB) South Sulawesi Province for the 2022/2023 Academic Year. The PPDB

zoning system policy has been implemented simultaneously at the State High School (SMA) level in South Sulawesi.

Education zoning policy is carried out to build equal access and quality education. Zoning itself is a development of reionization; when reionization is a division of areas based on agreement, then zoning emphasizes the division of areas according to their functions and management goals. Its management in the education zoning system aims to accelerate the equitable distribution of education quality in education units in Indonesia (Perdana, 2019).

The main purpose of the PPDB Zoning system is to ensure that learners living in each designated area have equal access to education of equal quality. The implementation of this zoning policy aims to eliminate the gaps in education so that the quality of education can be standardized. The implementation of PPDB in Enrekang Regency Public High School is in line with the objectives of the Ministry of Education and Culture and technical instructions provided by the South Sulawesi Education Office, as evidenced by the opening of registration.

The implementation of the zoning system PPDB policy is carried out in the 2022/2023 academic year, with a quota of zoning system is 50% (fifty) percent, a quota of affirmation is 15% (fifteen) percent, a quota of parent/guardian duties transfer is 3% (three) percent, for teachers and education staff children is 2% (two) percent, an academic achievement quota of 20% (twenty) percent, a non-academic achievement quota is 10% (ten) percent and the quota for boarding school students is adjusted to the capacity of the school (SK et al., 2022).

According to Arwildayanto et al. (2018) that in the context of education, policy implementation is an effort that the formulation of education policy can be implemented in practice because no matter how good the formulation of education policy, if it is not implemented, the benefits will not be felt by the community, on the contrary, no matter how simple the formulation of education policy is, if it has been implemented, it will be more useful whatever the result.

### **Improving the Quality of Education**

A strong effort is needed to improve quality for an educational institution to be efficient and focus on excellence. These efforts must be sustained over a long period and require the application of certain tools and methodologies. Deep dedication to quality from all stakeholders is essential to ensure quality improvement is ongoing. The management of educational institutions can be evaluated and directed towards high-quality standards by utilizing various criteria and benchmarks. The key to achieving this

quality is to blend the aspirations and contributions of all stakeholders to achieve the results needed.

According to the National Ministry of Education, quoted by Mulyasa (2014), quality includes educational inputs, processes, and outputs. The provision of education requires access to educational resources that are essential to the learning process. These resources are an important component of educational standards, including human resources, such as students, teachers, and the vision and mission of the school. To assess the quality of educational resources, it is important to look at students enrolled in schools, especially those who exceed the required criteria in various subjects. In addition, qualified teachers demonstrate outstanding performance and utilize their teaching skills effectively.

One measure of the quality of the educational process is a cohesive approach to teaching and learning activities. The process is measured by the proportion of students who achieve grades according to existing standards. The main actors in this scenario are teachers who use effective teaching methods and understand the steps necessary for the smooth running of the process since the process itself can contribute to improving the quality of education.

The essence of improving educational standards is the excellence procedures. If the student applying is an unqualified student, but the school runs an excellent syllabus with superior mechanisms, outstanding teachers, and superior educational and learning techniques, undoubtedly, all these factors will help improve the quality. Educational excellence will produce students who have broad knowledge and superior academic principles.

The quality of education can be determined by the number of students who complete their studies with excellent grades. The greater the number of students who graduate brilliantly, the more output produced will follow the standards set. These institutions are considered superior in quality because they have succeeded in producing a considerable number of excellent graduates. Therefore, every outstanding learner is an indicator of output.

At the primary and secondary school level, being admitted to a leading educational institution for higher studies is a commendable achievement. This is because not all learners can qualify and continue their education in the most prestigious and desirable schools. Performance metrics can also be achieved by twelfth graders preparing to enroll in public universities. The greater the number of students accepted at well-known universities, the school or educational institution can be said to be a



superior educational institution. Some efforts to improve the quality of education include:

### 1. Improved Input Quality.

Education is something that must be available for the continuity of the educational process. The things that should be available are human and non-human resources, software, and hopes as a guide for the continuity of the educational process. Human resource inputs include heads of educational institutions, teachers, counselors, learners, and employees. At the same time, the input of non-human resources includes, equipment, funds, materials, and others.

Human Resources in education are divided into educators and staff, the most important of which are educators. The task of educators in guiding and educating students to have a Muslim personality brings special consequences for educators, for instance Educators must be role models for students, have deep scientific insight, willing to improve knowledge so that they can meet the minimum standard of requirements for eligibility as an educator, and willing to participate in various scientific activities (Umam, 2018)

Based on a study conducted by Sulfemi (2020) at SMA Negeri 1 Pamijahan Bogor, researchers proved a positive correlation between educational infrastructure and teacher-teaching motivation. This shows that attention to providing adequate facilities and infrastructure is very important because teachers play an important role in the success of the learning process. According to (Yuliani, 2019), facilities are one factor contributing to social inequality in education around the world.

Law of the Republic of Indonesia No. 20 of 2003, chapter 45 contains the importance of educational facilities and infrastructure. Chapter 45 states that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical, intellectual, social, emotional, and student obligations. These educational facilities and infrastructure are also regulated by Government Regulations which state that every educational institution must have facilities that include: furniture, educational equipment, books, and other learning resources, consumables, and equipment needed to support an orderly and continuous learning process. Each institution should have land, classrooms, leadership rooms, teacher rooms, library rooms, laboratory rooms, canteens, sports and places of worship, playgrounds, recreation areas, and other places needed to support an orderly and continuous learning process.

According to Muniarti et al. (2016), providing complete and well-maintained facilities and infrastructure can help motivate students to study hard and achieve good

academic results. Therefore, it can be concluded that good facilities and infrastructure are crucial in ensuring quality education. Following Samtono's statement in Hidayat (2014), increasing teacher competence can also improve the quality of education in a level of schools and national.

## 2. Process Quality Improvement.

An educational process can be said to be high quality if it goes through the process of coordinating, harmonizing, and integrating various inputs of educational institutions, both those incorporated in human resources and non-human resources, which are carried out in a harmonious method so as to create a conducive learning and education situation, able to encourage motivation and interest in learning, and truly able to empower all elements of education in educational institutions (Umam, 2017).

Educational institutions function as educational centers, offering superior educational services through diverse learning approaches, conducting consistent engineering evaluations, and conducting fast and accurate monitoring. It encourages active learner engagement and emphasizes timeliness, task completion, and obligation fulfillment.

According to (Umam, 2018 February), learning is the core of education. Furthermore, if the learning process is conducive and establishes inspiration, motivation, enthusiasm, and learning creations, it will lead to educational success. Buildings may be simple, office space may be narrow, and the position of educational institutions may be in peripheral areas, as long as the learning system is truly conducive to still being able to ensure the continuity of the educational process properly. In addition, it is useless to have the magnificent building, a luxurious office, and located in a big city, if the learning system is stealthy, it must not be able to deliver educational success. Because education requires an intensive process, and there is no instant education. Nurkuntari (2016) suggests that schools that effectively manage their programs, personnel, finances, resources, and environment can provide a superior education. Furthermore, Saputra (2015) noted that a healthy learning process could encourage academic success among learners, improving the overall quality of schools.

Law Number 20 of 2003, chapter 3 concerning the National Education System states that national education functions to develop abilities and build the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop students' potential.

### 3. Improved Output Quality.

Educational institutions in the academic field,

Efforts have been made to achieve desirable outcomes, including enhancing national examination scores and increasing admissions for both State Universities (PTN) and Private Universities (PTS).

They achieved victory in various academic olympiads. Meanwhile, educational institutions have been focused on fostering non-academic qualities such as discipline, honesty, good cooperation, high solidarity, and tolerance, alongside the continual improvement of achievements in sports, arts, and social activities that directly contribute to community development activities (Umam, 2018).

The Quality of Output, in this case, is based on the Graduate Competency Standards listed in PP No. 19 of 2005. Graduate competency standards are used as assessment guidelines in determining students' graduation from academic institutions.

Efforts to improve educational standards focus not only on input and output aspects but must also prioritize process aspects such as decision-making, program management, institutional management, teaching and learning methods, and monitoring and evaluation procedures. Among these processes, teaching and learning procedures are the most important. The problem of low quality of education influences the entire education system, especially the management system, work ethic, quality and quantity of teachers, curriculum, and physical facilities. This problem is cyclical, where the school's position is affected by various factors such as inadequate funds, poor facilities, unattractive education, low quality, lack of enthusiasm, low innovation, and lack of interest, leading to a continuous cycle of problems. Therefore, the success or quality of education cannot be separated from the inputs and processes carried out in schools. Quality outputs are more likely to be produced with good-quality inputs and processes.

The conclusion is that 1) The PPDB zoning system policy at State High School level in Enrekang Regency has been running according to the established rules, 2) The implementation of the PPDB Zoning system at at State High School level in Enrekang Regency has had a positive impact on improving the quality of education. Through this Zoning System, the quality gap between schools can be reduced. Previously underdeveloped schools have equal opportunities to accept quality learners. In addition, through the Zoning system, equitable distribution of facilities and distribution of teachers can also be more evenly distributed throughout the region.

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