

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Management of Tilawatil Qur'an Development Institutions in Jambi Province in Development Qori and Qori'ah

Nurhayati

Student, Department of Education,
State Islamic University of Sulthan Thaha Saifuddin Jambi, Indonesia

Ahmad Syukri Saleh

Lecturer, Department of Education,
State Islamic University Sulthan Thaha Saifuddin Jambi, Indonesia

Kasful Anwar Us

Lecturer, Department of Education,
State Islamic University Sulthan Thaha Saifuddin Jambi, Indonesia

A A Musyaffa

Lecturer, Department of Education,
Sultan Thaha Saifuddin State Islamic University, Jambi, Indonesia

Abstract:

This study aims to examine the management of the Tilawatil Qur'an Development Institute in developing tilawatil Qur'an in Jambi Province. The question in this study is why the management of the Tilawatil Qur'an Development Institute in developing tilawatil Qur'an in Jambi Province no optimal. The results of this study indicate that the management of the LPTQ in fostering Qur'an recitation in Jambi Province has not been optimal where LPTQ has: made Al-Quran recitation programs, even though it is well administered, placing the supervisor in fostering Al-Quran recitation activities in accordance with the abilities and availability of the supervisor. available facilities, infrastructure and costs for these activities with limited LPTQ capabilities, allocating costs for Al-Quran recitation activities, and completing Al-Quran recitation facilities, organizing various Al-Quran recitation activities, leading all Al-Quran recitation activities there, and participate in these activities. The conclusion of this research is that the management of LPTQ in fostering Qur'anic tilawatil in Jambi Province is not yet optimal because there is no commitment to change management for Qurani generation in Jambi Province.

Keywords: LPTQ Management, Qori, Qori'ah

1. Introduction

Human resource management or HRM is a processing activity human resources through job analysis planning activities, workforce planning employment, recruitment and selection, training and development, career planning, assessment work performance to the provision of transparent compensation. To carry the demands of the present task and especially to answer future challenges, Human resource development is an absolute obligation for the company. Experience has shown that by organizing an introduction program, even though it is very comprehensive, it does not guarantee that employees immediately can carry out the task satisfactorily. This means that employees, especially the new employee still needs training in various aspects of the entrusted to them. Employees or employees who have been proficient are sure requires an increase in knowledge, skills and abilities because there are always better way to increase work productivity. If an employee placed on work assignments in a new environment, it is not impossible that there are bad or bad work habits that need to be improved. In a company, human resources is a very important factor, this is because a company certainly has a vision and mission to achieve common goals, but to achieve the goals that have been set requires good management and right

The Qur'an Tilawatil Development Institute is an institution under the auspices of the Ministry of Religion which is engaged in the religious field, to create a Qur'anic Indonesian society so that it can be in tune with the pace of national development and the development of an increasingly rapid society (Anonim, 1992: 25), The Qur'an Tilawatil Development Institute (LPTQ) is a non-formal educational institution. Non-formal education providers include play groups (KB); Child Care Park (TPA); Special institutions; Studio; Training institutes; Study groups; Learning centers; Taklim assembly; and the 'AMAL-MAS' Skills and Training Institute. The Qur'an Tilawatil Development Institute (LPTQ) is a special institution (Mawardi, 2016:3)

Management is a social process that is planned to ensure, participation and involvement of a number of people in achieving certain goals and objectives that have been set effectively. Management contains elements of guidance, direction

and management of a group of people towards the achievement of general goals, You find then in all organization. They work with a wide variety of job titles team leader, department head, project manager, dean, president, administrator, and more. They always work directly with other persons who rely on them for partial support and assistance in their own jobs. The process of management involves planning, organizing, leading, and controlling the use of resources to accomplish performance goals. (John R. Schermerhorn, 2010:17)

2. Research Method

This study uses a qualitative descriptive analytical approach. Data was collected by using observation, interview and documentation techniques. Determination of research subjects using purposive sampling technique, where the sample includes; LPTQ leadership as a policy maker in managing the organization of guidance for Qori and Qoriah as members of LPTQ and members of the Jambi province LPTQ and district LPTQ as zones in this study. Data analysis techniques with data reduction, data presentation and drawing conclusions and verification. Trustworthiness with participation extension techniques, observation accuracy

3. Finding and Discussion

3.1. Human Resource Development Management at Lptq in Jambi Province

Based on data in the field by observation and observation, which explains that the evaluation carried out by the institution has not been maximized together with related parties as a form of responsibility and carrying out superior functions in the context of achieving LPTQ goals towards effective management. This part of the evaluation must be carried out by the LPTQ in order to be able to see the results of the LPTQ Management carried out by the management as a form of problem solving and correct solutions regarding productive LPTQ management.

In improving recitation training activities and developing human resources, the field findings based on the author's observations found that the supervision of the members of this institution was carried out by the government on the LPTQ institution. Another supervision provided by LPTQ is with attention to the potential of members to be developed optimally in fostering members. Supervision of the qori/qori'ah, by paying attention to the development of the implementation of increasing the Al-Quran recitation training activities.

Field findings based on observations and interviews of the authors found that the supervision of qori and qoriah development, supervision carried out by the LPTQ Management was to occasionally look at training/coaching activities. Another supervision provided by LPTQ is with attention to the potential of qori/qori'ah who do not comply with qori/qori'ah discipline. The administrators are tasked with providing supervision to their respective qori/qori'ah, by paying attention to the development of the implementation of LPTQ management towards qori/qori'ah development.

The principle that is used as a guide in this process is that the manager or a leader's main task is how to get the maximum benefit from who and whatever is available and entrusted to them. Interview with one of the LPTQ administrators who said that 'The role of the chairman of the Jambi Province LPTQ in the context of LPTQ is not only to have a structural task of giving responsibility to his staff in developing LPTQ, but functionally he has also participated in the evaluation of the guidance of Al-Quran recitations. To support the evaluation of the Jambi Province LPTQ, the LPTQ supervises the performance of the qori and qoriah coaches.

A review of the preparation of recitation coaching which is seen in its implementation has not been effective and optimal so that it has an impact on these values in the components that exist within the LPTQ institution. In essence, the implementation of LPTQ management is declared successful if it is able to raise the degree of quality of the process and product of Al-Quran recitations. In the management of LPTQ culture that contributes to the quality of Qori and Qoriah, data collection on LPTQ culture as an asset to promote recitations needs serious attention. This means that by taking into account the existing LPTQ culture, LPTQ managers have paved the way towards an effective organization in achieving the set organizational vision. This implementation is also faced with the problem of weak information system arrangements to complement the LPTQ Organization in increasing the cooperation of coaches and qori / Qoriah in preparation for coaching recitations. Evaluation of preparation for recitation of qori/qori'ah recitations is still not effective, because the evaluation system for all components in planning and implementation is not yet appropriate, so there is still no change in the system for preparation of recitation coaching.

3.2. The Concept of Human Resource Development in LPTQ Jambi Province

Based on the results of observations, interviews and the theory put forward (Sondang P Siagian, 1994), there are 6 perspectives or approaches in carrying out the relevance and The importance of HRM in the Jambi Province LPTQ is as follows:

- Political Point of View. This perspective is based on the belief that Human resources are the most important asset owned by a company organizations, from the macro and even international levels to the micro. HR that is educated, skilled, capable, disciplined, diligent, creative, willing to work hard working, loyal to the ideals and goals of the organization, will be very influential positively to the success and progress of the organization.
- Economic Point of View. This point of view departs from the view that human resources are homo economicus, beings who activities / activities economically, producing, and also as a center all success.
- Punishment Point of View. This perspective has the notion that the source of Human resources must be balanced between their obligations and rights in achieve organizational goals. If the treatment of obligations and rights is not balanced, problems will arise including strikes and others etc.

- Socio-cultural point of view. This view departs from two parts of human self, believe in actualization (existence) and worth and dignity. Where in this actualization is an attitude of acknowledgment of existence himself in the community, while the dignity and worth is the recognition of identity himself in society.
- Administration Point of View. This point of view departs from the assumption that in order to achieve a common goal in this organization it is necessary the existence of an administration within the organization.
- Technology Point of View. With the development of the era that followed Due to the rapid development of IT, human resources are required to always improve their abilities, especially in the IT field.

Human Resource Development Management (Qori and Qoriah) at LPTQ Jambi Province. according to the Management Perspective, namely that increasing performance and human resource development (Qori and Qoriah) using perspective or management economics view using six points of view in the view or perspective of management economics. Utility these six points of view for the Jambi Province LPTQ that is:

- Political point of view, namely as a belief that LPTQ managers must have and that within the employee they have management knowledge who play an important role in carrying out their duties and work effectively as much as possible by having such thoughts will make employees can improve their performance.
- The economic point of view is that employees, managers of employees and human resources (Qori and Qoriah) are creatures who are active / active economy, production, and also as the center of all the success that has been implemented within the organization.
- Legal point of view, namely the rules applied by the Jambi Province LPTQ that must be obeyed by employees for performance employees can improve by complying with existing regulations.
- The socio-cultural point of view is to convince employees that he has value and dignity in the company with having such beliefs will make employees more comfortable being in the company environment and making employees find it easier to improve their performance in the organization or company.
- The administrative point of view is to ensure that the administration within the company went well so that it made confidence in employees that the company will have good development in the business world and make employees will be more secure for financial problems.
- The technological point of view is that the employees and human resources of LPTQ (Qori and Qoriah) are together have knowledge of technological advances by having sufficient knowledge will make it easier for employees to improve its performance in order to achieve company goal effective and efficient.

4. Conclusion and Discussion

Jambi Province's LPTQ management in Fostering Qori and Qori'ah has not been optimal, both in the scope of the organization and the output of the work program implemented. This is due to several things, including organizational problems, problems with activities being organized, and problems with funding sources. Coaching, it can be concluded as follows:

The Jambi Province LPTQ Management in Guiding Qori and Qori'ah has not shown maximum results in the Qori/Qori'ah Guidance process, the weakness of the Planning, Organizational Arrangement, Administration System and Control Evaluation system has not gone well, Qori/Qori'ah coaching is not scheduled programmatically, coaching is only a formality, coaching is only carried out shortly before the departure of the National MTQ or STQ.

The problem with the Jambi Province LPTQ management in fostering Qori and Qori'ah is that the administrators who sit in LPTQ are mostly Officials at the Jambi Provincial Institutional Service with the status of Civil Servants (PNS) who are more involved in official services in the bureaucracy, so that attention to LPTQ is not felt. optimally, especially in realizing the agreed work program through the results of the LPTQ Rakerda.

The obstacle in the field of education and training (training) is that the implementation of education and training is carried out in a very short time, very limited trainers, ultimately unable to classify the abilities of participants in each branch/group, so that the experience, knowledge and abilities of participants. tartil groups and children are not able to keep up with the knowledge, experience and abilities of adults.

The efforts of the Jambi Province LPTQ in improving the management of the Jambi Province LPTQ in Fostering Qori and Qori'ah are to seek regular coaching, create a coaching program with a pattern of short-term, medium-term and long-term coaching, Inventory of Qori/Qoriah participants and seek to bring in coaches and Trainers from the Center with National and International levels. based on the experience of the researcher's evaluation of the results of this coaching in the last two years, it has not brought satisfactory results. Because the way things were done last year hasn't changed much with the current year. Thus the results are also not so far from last year. Even recently, precisely in November 2020, the Jambi Province LPTQ at the National MTQ in West Sumatra was in 17th position, it seems that the achievements of Jambi Province have decreased compared to previous years, with this experience the Jambi Province LPTQ must improve itself to be better intensive again in fostering and training Qori/Qoriah

LPTQ as one of the institutions for fostering Al-Quran recitations must also answer the demands and needs of the community to be able to organize education autonomously. To carry out education comprehensively, human resources such as Al-Quran recitation coaches are educational capital and assets if they can be empowered optimally. On the other hand, it becomes a 'burden' of education if its empowerment is not accompanied by adequate quality recitation of recitations. Experience shows that regions or countries that have quality recitation coaches will be able to compete with other regions or countries

In general, the application of the concept of LPTQ culture is actually not much different from the application of the concept of organizational culture. Even if there is a difference, it may only lie in the type of dominant value it develops and

the characteristics of its supporters. The values developed at LPTQ, of course, cannot be separated from the existence of LPTQ itself as an educational organization that has a role and function to try to develop, preserve, and pass on cultural values to its qori/qori'ah.

The Qur'an Tilawatil Development Institute (LPTQ), an organization that fosters Islamic religious education, especially the Al-Quran, has a national goal of realizing the appreciation and practice of the Qur'an in the community. To realize these national goals, the steps that must be taken are as follows:

First, education and training in order to improve the quality of qori/qori'ah for all branches and groups of musabaqah, it is necessary to make new breakthroughs such as implementing integrated training management that can touch all aspects of activities; implementation time is quite long and routine, as well as continuous to the desired target; exercises are used to solve problems for each participant as well as to improve quality; the objectives of education and training must be clearly programmed; create a personal learning agenda, as well as a group that builds on past insights, experiences and lessons; provide skills and understanding to participants that enable proficiency, as well as have mental skills with a number of practical and active learning methods, in addition to the experience that participants already have. Second, in the implementation of education and training, it is very necessary to involve a set of learning methods such as: lecture methods, demonstrations, question and answer, assignments, experiments, simulations, or traditional methods that are deemed suitable and support learning methods that are relevant to the situation and conditions of the training. In implementing work programs, especially in the field of education and training, LPTQ management really needs to evaluate to find out that education and training programs are very useful and carried out smoothly without obstacles. so that the goal is achieved; that the education and training program is very useful, but its implementation is not smooth, so that the achievement of goals is not high; that the education and training program needs to be modified, because based on the data and experience the results have been unsatisfactory, in this case the objectives and tools need to be changed; and that the education and training program cannot be continued or in other words replaced, because it is based on the existing data that it is less useful and faces obstacles in its implementation. So it needs to be replaced with training methods that are relevant and suitable for musabaqah participants

Third, the LPTQ Management in carrying out their duties in their respective fields is obliged to carry out and maintain continuous coordination, integration and synchronization relationships within their respective environments within an organization as well as with agencies/agencies, government institutions in Jambi Province. Furthermore, the existence of management that is more involved in activities and bureaucracy, needs to be aware of the importance of the management's task to increase understanding and appreciation of the contents of the Al-Quran in personal, family, community life, especially the development of the younger generation which is expected to reflect human beings who are faithful and pious at the same time. have high morality and integrity, both as servants of God and as citizens of the community

The implementation of education and training is always a global presentation of material for all groups in the Qur'an recitation and hifzil branches must be carried out in detail and separately for each group, such as; tartil, separated from the children. The adolescent group is separated from the adult group, and the adult group is separated from the blind group. This is done so that the material presented to each group is more focused and focused. Considering that each group in the recitation branch has similarities, but there are more differences in terms of age, experience, knowledge and physical and mental abilities in the implementation of training and musabaqah

Furthermore, the placement of training participants in order to improve quality, the location of the training participants is directed to one place. So in terms of this placement need to pay attention to these three conditions in order to focus more attention on learning more focused on one learning material.

5. References

- i. Anonim. Al-Quran dan Terjemahnya. Jakarta: Departemen Agama RI. 2009.
- ii. _____. Pedoman Lembaga Pengembangan Tilawatil Qur'an, Jakarta: Lembaga Pengembangan Tilawatil Qur'an Tingkat Nasional, 1992.
- iii. _____. Pedoman Pelatihan Tilawatil Quran, Depag RI: Ditjen Bimas Islam Urusan Haji, 1996.
- iv. _____. Pedoman Lembaga Pengembangan Tilawatil Qur'an, Jakarta: Depag, 1997.
- v. _____. Pedoman Lembaga Pengembangan Tilawatil Qur'an, Jakarta: Lembaga Pengembangan Tilawatil Qur'an Tingkat Nasional, 1989.
- vi. _____. Pedoman Musabaqah Al-Quran, Jakarta: Kementerian Agama RI, 2015.
- vii. _____. Buku Panduan Rapat Kerja Daerah Lembaga Pengembangan Tilawatil Qur'an (LPTQ) Provinsi Jambi. Jambi: LPTQ Provinsi Jambi, 2017.
- viii. _____. Undang-Undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Sinar Grafika, 2019.
- A. Pertiwi, Manajemen Pendidikan dan Pelatihan Tilawah Al-Quran bagi Calon Peserta Didik Musabaqoh Tilawatil Qur'an, Jurnal Tadbir Muwahhid ISSN 2579-4876 e-ISSN 2579-3470 Volume 2 Nomor 1, April 2018.
- ix. Abdul Azis Wahab, Anatomi Organisasi dan Kepemimpinan Pendidikan, Bandung: UPI dan Alfabeta, 2011.
- x. Abuddin Nata. Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia. Jakarta: Kencana, 2012.
- xi. Ahsin Wijaya Al-Hafiz. Bimbingan Praktis Menghafal Al-Quran. Jakarta: Amzah. 2012.
- xii. Akhmad Sudrajat, Budaya Organisasi di Sekolah, <http://akhmadsudrajat.wordpress.com>, 30 Mei 2012
- xiii. Ali Muhammad Taufiq, Praktik Manajemen Berbasis Al-Quran. Jakarta: Gema Insani Press, 2004.
- xiv. Andreas Schleicher, Ed., Preparing Teachers and Developing School Leaders for The 21st Century – Lessons From Around The World (New York: OECD Publishing, 2012).

- xv. Andrew J. DuBrin, *The Complete Ideal's Guides to Leadership*, Terj. Tri Wibowo BS, Jakarta: Prenada, 2010.
- xvi. Anwar Hafid, dkk, *Konsep Dasar Ilmu Pendidikan*. Bandung: Alfabeta, 2013.
- xvii. Anonim, *Panduan Pelaksanaan Pendidikan Karakter*. Jakarta: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan Nasional, 2011.
- xviii. Arman Man Arfa, *Pola Manajemen LPTQ Provinsi Maluku*. Jurnal Fikratuna Volume 8 Nomor 1, 2016.
- xix. B. Suryosubroto. *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta. 2010.
- xx. Anwar Hafid, dkk, *Konsep Dasar Ilmu Pendidikan*. Bandung: Alfabeta, 2013.
- xxi. Budi Suhardiman, *Studi Pengembangan Kepala Sekolah*, Jakarta: Rineka Cipta, 2012), hal. 111.
- xxii. Burhan Bungin (Editor). *Analisis Data Penelitian Kualitatif: Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi*. Jakarta: RajaGrafindo Persada. 2012.
- xxiii. Chanchal Goel, et. al. *Basic In Eucation* (New Delhi: National Council of Educational Research and Training. 2014.
- xxiv. Dadang Suhardan, dkk., *Manajemen Pendidikan*, Bandung: Alfabeta, 2020.
- xxv. Daryanto, *Administrasi dan Manajemen Sekolah*. Jakarta Pustaka Setia, 2013.
- xxvi. Delfi Indra, *Pelaksanaan Manajemen Program Gerakan Masyarakat Magrib Mengaji di Provinsi Sumatera Barat*. Jurnal al-Fikrah, Vol. II, No. 2, Juli-Desember 2014.
- xxvii. Denzin, Norman K. dan Yvonna S. Lincoln. *Handbook of Qualitatif Research*. Penerjemah: Daryatno, dkk. Yogyakarta: Pustaka Pelajar. 2011.
- xxviii. Didin Hafidhuddin dan Hendri Tanjung, *Pengantar Manajemen Syariah dalam Praktik*, Jakarta: RajaGrafindo Persada, 2019.
- xxix. Disampaikan oleh Drs. H. Mubarak, M.Si dalam Musyawarah Nasional (MUNAS) XIV LPTQ pada tanggal 11 -13 November 2012 di Mataram, Nusa Tenggara Barat.
- xxx. Mulyasa, *Manajemen Berbasis Sekolah*. Bandung: Remaja Rosdakarya, 2003.
- xxxi. _____, *Menjadi Kepala Sekolah Profesional*, Bandung: Remaja Rosdakarya, 2018.
- xxxii. Edward Sallis, *Total Quality Management in Education*, Terj. Ahmad Ali Riyadi dan Fahrurrozi, Jogjakarta, IRCSoD, 2006.
- xxxiii. Eka Prihatin, *Teori Administrasi Pendidikan*. Bandung: Alfabeta, 2011.
- xxxiv. Endah Sulistyowati, *Implementasi Kurikulum Pendidikan Karakter Yogyakarta*: Citra Aji Parama, 2012.
- xxxv. Engkoswara dan Aan Komariah, *Administrasi Pendidikan*. Bandung: Alfabeta, 2015.
- xxxvi. Gary A. Yukl, *Kepemimpinan dalam Organisasi*. Edisi ke 5. Jakarta: Indeks, 2005.
- xxxvii. George R. Terry, *Prinsip-Prinsip Manajemen*, Jakarta: Bumi Aksara: 2006.
- xxxviii. Hadari Nawawi, *Manajemen Strategik*. Yogyakarta: Gadjah Mada University Press, 2003.
- xxxix. Hasyim Muzadi, *Bunga Rampai Mutiara Al-Quran dalam Membina Qori-Oori'ah*, Jakarta: Jam'iyatul Qurra' wal Huffazh, 2006.
- xl. <http://www.ditjenbimasislam.co.id/lptq-info/> (6 April 2010, 11.15 WIB)
- xli. Husaini Usman, *Manajemen; Teori, Praktek dan Riset Pendidikan*, Jakarta: Bumi Aksara, 2012.
- xlii. Jabnoun, Naceur. *Islam and Management*. Riyadh: International Islamic Publishing House (IIPH). 2008.
- xliii. James A.F. Stoner, *Manajemen*, (Jakarta: Intermedia, 2018.
- xliv. Jasmani dan Syaiful Mustofa, *Supervisi Pendidikan*. Jogjakarta: Ar-Ruzz Media, 2013.
- xlv. John R. Schermerhorn, *Introduction to Management: International Student Version, Tenth Edition*, USA: John Wiley & Sons, 2010.
- xlvi. John. M Konopaske Ivancevich, dkk, *Perilaku dan Manajemen Organisasi*. Jakarta: Erlangga, 2008.
- xlvi. John W. Santrock, *Psikologi Pendidikan*, Terj. Diana Angelica. Jakarta: Salemba Humanika, 2011.
- xlvi. Kasful Anwar US & Kompri, *Kebijakan Pendidikan Islam di Indonesia*. Jambi: Pusaka, 2017.
- xlvi. Kasful Anwar US, *Kepemimpinan Pesantren: Menawarkan Model Kepemimpinan Kolektif dan Responsif*, Jambi: Sulthan Thaha Press, 2011.
- l. Keputusan Gubernur RI Nomor 571/Kep.GUB.KESRAMAS-2.2/2017 tentang Penunjukkan Pengurus LPTQ Provinsi Jambi Periode 2017-2022
- li. Kompri, *Manajemen Pendidikan: Jilid I*, Bandung: Alfabeta, 2015.
- lii. Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya. 2014.
- liii. Lias Hasibuan, *Melejit Mutu Pendidikan: Refleksi, Relevansi dan Rekonstruksi Kurikulum*, Jambi: Sapa Project, 2004.
- liv. M. Arifin, *Kapita Selekta Pendidikan Islam*. Jakarta: Bumi Aksara, 2014.
- lv. M. Ashim Yahya. *5 Jam Lancar Membaca dan Menulis Al-Quran*. Jakarta: QultumMedia. 2008.
- lvi. M. Burhan Bungin. *Metodologi Penelitian Sosial dan Ekonomi*. Jakarta: Kencana. 2013.
- lvii. M. Daryanto, *Administrasi dan Manajemen Sekolah*. Jakarta: Rineka Cipta, 2013.
- lviii. M. Hasbullah, *Kebijakan Pendidikan*. Jakarta: Rajawali Pers, 2015.
- lix. M. Ngalm Purwanto, *Administrasi Supervisi Pendidikan*, Bandung: Remaja Rosdakarya, 2012.
- lx. M. Quraish Shihab, *Membumikan Al Qur'an*, Jakarta: Kalam Ilahi, 1999.
- lxi. Maisah, *Manajemen Pendidikan*, Ciputat: Gaung Persada Press, 2013.
- lxii. Malayu S.P Hasibuan, *Organisasi dan Motivasi*, Jakarta: Bumi Aksara, 2010.
- lxiii. Mar'at, *Kepemimpinan Lembaga Pendidikan Islam*, Jakarta: Rineka Cipta, 2004.
- lxiv. Marno, *Islam dan by Management and Leadership*, Jakarta: Lintas Pustaka, 2007.
- lxv. Martinis Yamin dan Maisah *Manajemen Pembelajaran Kelas*, Jakarta: Gaung Persada Press, 2009.
- lxvi. _____ dan Maisah. *Orientasi Baru Ilmu Pendidikan*. Jakarta: Referensi. 2012.

- lxvii. Mawardi, Manajemen Lembaga dan Organisasi Pendidikan. Bandung: Mujahid Press, 2016.
- lxviii. Miles, Matthew B. dan A. Michael Huberman. Analisis Data Kualitatif. Terj. Tjetjep Rohedi Rohidi. Jakarta: UI Press. 2014.
- lix. Moh. Haitami Salim & Syamsul Kurniawan, Studi Pendidikan Islam Yogyakarta: Ar-Ruzz Media, 2012.
- lxx. Moh. Hikam Rofiqi, Antiq Aturan Tilawatil Qur'an. Kediri: Pembina Seni Baca Al-Quran Ponpes Lirboyo, 2011.
- lxxi. Morgan, Visionary Leadership in Organization, New York: USA Press, 1996.
- lxxii. Muhaemin. Manajemen Pendidikan. Jakarta: Kencana Prenada Media Group. 2
- lxxiii. Mujamil Qomar, Strategi Pendidikan Islam. Jakarta: Erlangga, 2013.
- lxxiv. Mukhtar, Manajemen Berbasis Sekolah, Jakarta: Fifamas, 2003.
- lxxv. Nanang Fattah, Landasan Manajemen Pendidikan, Bandung: Remaja Rosdakarya, 2019.
- lxxvi. Nota Dinas tentang Laporan Hasil Musyawarah Daerah LPTQ Provinsi Jambi Tahun 2017.
- lxxvii. Nurholish Madjid, Islam Doktrin dan Peradaban, Jakarta: Yayasan Paramadina, 1992.
- lxxviii. Nusa Putra dan Hendarman. Metodologi Penelitian Kebijakan. Bandung: Remaja Rosdakarya. 2012.
- lxxix. Oktavia Pramono. Leadership ½ Malaikat Solusi jitu Atasi Krisis Kepemimpinan. Yogyakarta: Sura Media Utama. 2013.
- lxxx. Qardhawi, Yusuf al, Berinteraksi dengan Al-Quran, Jakarta: Al-Kautsar, 2021.
- lxxxi. Sa'dulloh, 9 Cara Praktis Menghafal Al-Quran. Jakarta: Gema Insani, 2012.
- lxxxii. Said Agil Husin Al-Munawar, Aktualisasi Nilai-Nilai Al-Quran dalam Sistem Pendidikan Islam. Jakarta: Ciputat Press, 2009.
- lxxxiii. Santrock, John W., Psikologi Pendidikan, Terj. Diana Angelica. Jakarta: Salemba Humanika, 2011.
- lxxxiv. Schermerhorn, John R., Introduction to Management: International Student Version, Tenth Edition. USA: John Wiley & Sons, 2010.
- lxxxv. Silma Mausuli, Efektivitas Dakwah Lembaga Pengembangan Tilawatil Qur'an (LPTQ) Provinsi DKI Jakarta Melalui Program Musabaqah Tilawatil Qur'an (MTQ) Tahun 2009. Jakarta: UIN Syarif Hidayatullah, 2010.
- lxxxvi. Sondang P. Siagian, Fungsi-Fungsi Manajerial, Jakarta: Bina Aksara, 2005.
- lxxxvii. Sriyatun, Manajemen Kepala Sekolah dalam Pembinaan Ekstrakurikuler Seni Baca Al-Quran dengan Metode Qira'ati di SD Negeri 2 Barenglor Klaten Tahun 2017/2018. Tesis Pascasarjana Institut Agama Islam Negeri Surakarta, 2018.
- lxxxviii. Sudarwan Danim, Motivasi Kepemimpinan & Efektivitas Kelompok, Jakarta: Rineka Cipta, 2005.
- lxxxix. _____, Visi Baru Manajemen Sekolah: Dari Unit Birokrasi ke Lembaga Akademik. Jakarta: Bumi Aksara, 2006.
- xc. _____, Kinerja Staf dan Organisasi. Bandung: Pustaka Setia, 2008.
- xc. _____, Otonomi Manajemen Sekolah. Bandung: Alfabeta, 2012.
- xcii. _____, Kepemimpinan Pendidikan: Kepemimpinan Jenius (IQ+EQ), Etika, Perilaku Motivasional dan Mitos, Bandung: Alfabeta, 2012.
- xciii. Sugiyono. Metode Penelitian Administrasi. Bandung: Alfabeta. 2010.
- xciv. _____, Metode Penelitian Pendidikan. Bandung: Alfabeta. 2014.
- xcv. Sutrisno Hadi. Metodologi Riset. Yogyakarta: Pustaka Pelajar. 2015.
- xcvi. Syafaruddin. Efektivitas Kebijakan Pendidikan. Jakarta: Rineka Cipta. 2014.
- xcvii. Syaiful Sagala, Administrasi Pendidikan Kontemporer, Bandung: Alfabeta. 2006.
- xcviii. _____, Kemampuan Profesional Guru dan Tenaga Kependidikan, Bandung: Alfabeta 2009, Cet-1.
- xcix. _____, Manajemen Strategik dalam Peningkatan Mutu Pendidikan, Bandung: Alfabeta, 2011.
- c. Syekh Musthafa Al-Ghalayaini, Idhatun Nasyi'in, Beirut: Al-Maktabah Al-Ahliyah, 1949.
- ci. Toronen, Maritta (ed), Empowering Social Work: Research and Practice Kotka: Palmenia Centre for Continuing Education, University of Helsinki, Kotka Unit Kopijyvä Oy, 2013.
- cii. Veithzal Rivai, Kiat Memimpin (Dalam Abad ke-21), Jakarta: Raja Grafindo Persada, 2004.
- ciii. _____, Kepemimpinan dan Perilaku Organisasi, Jakarta: Raja Grafindo Persada: 2007.
- civ. _____, dkk., Islamic Management. Yogyakarta: BPFE, 2013.
- cv. Westhorp, Gill, et.al. Enhancing Community Accountability, Empowerment and Education Outcomes in Low and Middle-Income Countries: A Realist Review. London: EPPI-Centre, Social Science Research Unit Institute of Education, University of London. 2014.
- cvi. Yin, Robert K. Qualitative Research From Start to Finish. New York & London: The Guilford Press. 2011.
- cvi. Yoyon Bahtiar Irianto, Kebijakan Pembaharuan Pendidikan. Jakarta: Raja Grafindo Persada, 2012.