

The Concept of Developing Islamic Educational Institutions

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Abstract

Islamic education plays a strategic role in shaping a generation that is faithful, knowledgeable, and of noble character. Islamic values serve as an essential foundation in building a harmonious and just society, while also contributing to global civilization. However, Islamic educational institutions, such as pesantren (Islamic boarding schools), madrasas, and Islamic universities, face global challenges including technological advancements, globalization, and socio-cultural changes. Therefore, continuous innovation and development are needed to maintain the relevance and competitiveness of Islamic education. This paper uses a literature study method to analyze the concept of developing Islamic educational institutions, the challenges faced, and effective strategies for their development. The discussion results show that the development of Islamic educational institutions requires a holistic approach, including improving the quality of human resources, curriculum innovation that integrates religious knowledge and modern science, the use of technology, and collaboration with various parties. With these steps, Islamic education is expected to produce individuals who are spiritually, intellectually, and morally superior, and to become institutions that are relevant and contribute to building a civilization based on Islamic values.

Keywords: *Islam, Concept of Development, Islamic Educational Institutions.*

Abstrak

Pendidikan Islam memegang peranan yang strategis dalam membentuk generasi yang beriman, berilmu, dan berakhlak mulia. Nilai-nilai Islam menjadi landasan yang hakiki dalam membangun masyarakat yang harmonis dan berkeadilan, sekaligus berkontribusi bagi peradaban global. Akan tetapi, lembaga pendidikan Islam seperti pesantren, madrasah, dan perguruan tinggi Islam menghadapi tantangan global, antara lain kemajuan teknologi, globalisasi, dan perubahan sosial budaya. Oleh karena itu, diperlukan inovasi dan pengembangan yang berkesinambungan agar pendidikan Islam tetap relevan dan berdaya saing. Tulisan ini menggunakan metode studi pustaka untuk menganalisis konsep pengembangan lembaga pendidikan Islam, tantangan yang dihadapi, dan strategi efektif pengembangannya. Hasil pembahasan menunjukkan bahwa pengembangan lembaga pendidikan Islam memerlukan pendekatan holistik, meliputi peningkatan kualitas sumber daya manusia, inovasi kurikulum yang memadukan ilmu agama dan ilmu pengetahuan modern, pemanfaatan teknologi, serta kerja sama dengan berbagai pihak. Dengan langkah-langkah tersebut, pendidikan Islam diharapkan mampu melahirkan individu yang unggul secara spiritual, intelektual, dan moral, serta menjadi lembaga yang relevan dan berkontribusi dalam membangun peradaban berdasarkan nilai-nilai Islam.

Kata Kunci: Islam, Konsep Pembangunan, Lembaga Pendidikan Islam.

INTRODUCTION

Islamic education plays a strategic role in shaping a generation that is not only faithful and pious but also knowledgeable and of noble character (Aladdiin, 2019) Through the values it teaches, Islamic education becomes an important foundation in creating a harmonious, just society that contributes to global civilization. Islamic educational institutions, such as pesantren (Islamic boarding schools), madrasas, and Islamic universities, have played a major role in consistently transmitting these values (Nurarfiansyah et al., 2022)

This challenge requires us to develop an approach to ensure that, as times grow more dynamic, Islamic educational institutions can handle increasingly complex global issues. Advances in information technology, the swift current of globalization, and socio-cultural changes demand that these institutions continuously innovate and develop their education systems to remain relevant and competitive on the global stage (Daulay & Salminawati, 2022) By focusing on these areas, Islamic educational institutions can better prepare students to navigate and contribute to an increasingly complex and interconnected world. Continuous innovation and adaptation will be key to their success and relevance on the global stage.

An approach that not only combines the legacy of Islamic scholarly tradition but also integrates modern learning methods that are flexible and responsive to technological developments in the digital era (Hawi, 2017) Such an approach is crucial to ensure the relevance of education in responding to the rapidly evolving demands of the times, while preserving the richness of values and principles inherent in the intellectual tradition of Islam.

In this context, Islamic education is required not only to maintain the time-tested traditions but also to integrate innovative approaches to shape a generation that is spiritually, intellectually, and morally superior. In this way, Islamic education can continue to be a source of inspiration and solutions for humanity in facing the challenges of the present and the future. This paper focuses on the development of Islamic educational institutions, encompassing the fundamental

principles, the challenges they face, and effective strategies to enhance the quality and relevance of Islamic education in addressing the dynamics of the times.

METHODOLOGY

This research uses a qualitative methodology through a systematic literature review approach (Santika et al., 2023) The data sources include secondary data, such as academic journals that examine and discuss the concept of developing Islamic Educational Institutions.

Books and articles that provide an in-depth analysis of this topic, as well as scholarly articles and research that focus on its theoretical perspectives. The reviewed literature includes foundational texts and recent studies, aiming to offer a comprehensive understanding of the topic and its implications in the context of theory.

DISCUSSION

Foundation for the Development of Islamic Educational Institutions

The Islamic Educational Institution Development Foundation is a non-profit organization established to develop, manage, and improve the quality of educational institutions. In enhancing the quality of education, the Foundation aims to raise the educational standards of the institutions it manages, so that they can produce graduates who are not only intelligent but also possess good character. Additionally, the Foundation focuses on developing curricula that align with the principles of Islamic education, preparing students to face the challenges of the times. Furthermore, the Foundation provides training and development for educators, ensuring they can deliver lessons effectively and inspiringly, while also providing adequate facilities and resources to support. Islamic educational institutions are institutions that manage education based on Islamic teachings, responsible for the quality of education and creating an environment that supports the learning process according to religious values (Yusuf & Maula, 2023) These institutions cover education from the basic level to higher education and play a

crucial role in shaping character and morals (Saleh, 2023) instilling Islamic teachings so that the younger generation is intelligent and has a deep understanding of the religion (Salsa Bila Pridai Silalahi, 2023)

At the primary and secondary levels, Islamic education combines general knowledge and religious studies to prepare students with life skills, job readiness, and an understanding of Islamic morals and ethics (Winarti et al., 2021) At Islamic higher education institutions, study programs include religious sciences and other disciplines such as economics, law, and Islamic psychology, integrating general knowledge with Islamic values (Winarsih, 2019)

Thus, Islamic educational institutions function to develop knowledge holistically, preparing individuals to be academically and professionally successful, as well as shaping individuals of noble character who apply Islamic teachings (Mualimin, 2017)

Principles for the Development of Islamic Educational Institutions

- 1. Tauhid (Faith):** Islamic education must be based on faith in Allah SWT, with the goal of bringing individuals closer to Him (Saleh, 2023) This is reflected in the institution's vision, the formation of Islamic character, and viewing education as an act of worship
- 2. Ihsan (Quality):** Education must be conducted with the highest quality (Noer & S.A.P, 2023) through the enhancement of teacher competencies, the development of a balanced curriculum, the utilization of technology, and assessments that encompass both academic and moral aspects (Khairul & Jazuli, 2022) Education of the highest quality is a learning process that is consciously designed, well-planned, and focused on achieving the best outcomes to create superior and competent human resour High-quality education serves as a crucial foundation in building a progressive nation Furthermore, high-quality education also includes the improvement of educators' competence, the enhancement of learning facilities, and equal access for all groups. This is essential to ensure that every individual has the sam Thus, education conducted with the highest quality is a comprehensive effort that involves various aspects, ranging from policies, educators, to infrastructure, aimed at

creating a generation capable of overcoming global challenges and contributing to the progress of the nation.

3. **Rahmatan lil 'Alamin:** Islamic education must benefit humanity (Aisyah Tidjani, 2017) by providing learning opportunities without discrimination, encouraging community service, teaching global ethics, and fostering international collaboration (Asror et al., 2023) Islamic Education Rahmatan lil 'Alamin refers to the concept of education in Islam that aims to bring mercy (compassion) and benefits to all of humanity, regardless of background or religion. This concept is rooted in Islamic teachings that prioritize values of goodness, peace, and justice, which can have a positive impact on society as a whole, in both spiritual, moral, social, and intellectual aspects. Islamic Education Rahmatan lil 'Alamin emphasizes the importance of teaching ethical, moral, and religious values that can improve character and enhance the quality of life for individuals and society. In this context, Islamic education aims not only to prepare intellectually capable individuals but also those who can contribute positively to the world through actions that reflect compassion, justice, and universal brotherhood. This education is expected to create a generation that not only understands religious teachings well but also actively contributes to creating peace, prosperity, and social justice for all of humanity.

The principles of developing Islamic educational institutions are fundamental guidelines that ensure these institutions remain relevant, effective, and aligned with Islamic teachings. Continuity and Change: Islamic educational institutions, such as Islamic boarding schools (pondok pesantren), adhere to the principle of "continuity and change." This means maintaining the core values and teachings of Islam (continuity) while adapting to societal changes and advancements in education (change). This principle is often expressed in Islamic education as *al-muhafadhah 'ala al-qadim al-shalih wa al-akhdh bi al-jadid al-aslah* (preserving the good from the past and adopting the better from the present). Integration of Religious and Secular Knowledge: Islamic education emphasizes the inseparable relationship between religious and secular knowledge. This holistic approach ensures that

students develop both intellectually and spiritually, preparing them to contribute to society while maintaining a strong moral and ethical foundation.

Management Principles in Islamic Education: The development of Islamic educational institutions involves effective management practices, including planning, organizing, directing, and evaluating. These processes are guided by Islamic values, ensuring that the administration of these institutions aligns with the principles of justice, accountability, and service to the community. **Adaptation to Modern Needs:** Islamic educational institutions must address contemporary challenges by integrating modern educational tools and methodologies while remaining true to Islamic principles. For example, incorporating Islamic values into modern curricula such as technical or science education ensures that students are equipped with practical skills while maintaining their faith and ethical foundation.

Preservation of Intellectual Traditions: Islamic educational institutions have a rich intellectual tradition that has developed over 1,400 years. These traditions emphasize critical thinking, the pursuit of knowledge, and the development of educational systems that reflect Islamic values and teachings. The development of these institutions involves preserving this heritage while innovating to meet current and future needs. **Holistic Development:** Islamic education focuses on the holistic development of individuals, encompassing intellectual, spiritual, and moral growth. This principle ensures that students are not only knowledgeable but also possess strong character and a sense of responsibility toward society. By applying these principles, Islamic educational institutions can produce knowledgeable, faithful individuals who have a positive impact on humanity.

Challenges in the Development of Islamic Educational Institutions

Islamic educational institutions face various challenges that affect their effectiveness and competitiveness (Hawi, 2017) These challenges are divided into two main categories: internal and external challenges. Internal challenges include obstacles that originate within the institution, such as:

1. Limited Competent Human Resources:

- a. **Lack of Professional Teachers:** Difficulties in recruiting teachers who have expertise in both religious and general fields, as well as limited teacher training (Irawan et al., 2022)

- b. Poor Quality Management: Challenges in administrative management, including curriculum development and financial management (Rahman & Akbar, 2021)
- c. Slow Regeneration Process: Lack of attention to the succession of young generations to become educators or future leaders (Afida, 2018)

2. Limited Educational Facilities:

- a. Minimal Infrastructure: Many institutions in remote areas lack facilities such as classrooms, libraries, laboratories, and internet access (Rahman & Akbar, 2021)
- b. Limited Funding: Difficulty in allocating funds for facilities and infrastructure due to reliance on donations or community funding (Winarsih, 2019)
- c. Limited Supporting Technology: Many institutions do not yet have access to modern technology essential for enhancing the quality of education (Noer & S.A.P, 2023)

External challenges arise from factors outside the institution that affect the operations and competitiveness of Islamic educational institutions, including:

3. Competition with Modern Education Systems:

- 1. High Academic Standards: Modern education systems offer internationally standardized curricula, requiring Islamic educational institutions to adapt in order to stay relevant (Hawi, 2017)
- 2. Institutional Image: Some institutions face stereotypes and a lack of public trust in their ability to produce graduates who are competitive in the job market (Rasyid, 2020)
- 3. Growth of Private Schools: Private schools with superior facilities become strong competitors in attracting new students and offering a more modern quality of education (Sholeh, 2020).

4. Adaptation to Technology and Digitalization:

1. **Limited Digitalization:** Many Islamic educational institutions have not yet been able to fully integrate digital technology in learning and management (Mualimin, 2017)
2. **Lack of Digital Literacy:** Teachers and students in some institutions have limited skills in using technology, such as online learning platforms and educational applications (Rohmatillah, 2023)
3. **Digital Infrastructure Challenges:** Limited access to the internet and digital devices, especially in remote areas, hinders the implementation of technology in education.

These challenges require strategic solutions, such as curriculum enhancement, investment in technology, and strengthening the institution's image. With the right steps, Islamic educational institutions can continue to contribute to producing generations that are faithful, knowledgeable, and able to compete globally.

Here are several important aspects of this understanding:

Innovation in Teaching Methods: Modern education systems emphasize the importance of innovation in teaching methods. This includes the use of technology, active learning approaches, and interactive methods that make the learning process more engaging and effective. Educational institutions must compete in creating better learning experiences for students.

Relevant Curriculum: Modern education demands a curriculum that is relevant to workplace needs and global challenges. Schools and universities are required to develop curricula that not only teach theoretical knowledge but also practical skills needed in various fields. This competition drives institutions to continuously update and improve their curriculum quality.

Human Resource Quality Enhancement: In facing competition, modern education emphasizes the importance of teacher and instructor quality. Educational institutions must have competent and trained teaching staff to provide high-quality education. Therefore, professional development for educators becomes one of the main focuses.

Accessibility and Affordability: Modern education systems also compete in terms of educational accessibility and affordability. Institutions must strive to provide education that is accessible to all levels of society, including those in remote

areas or who are financially disadvantaged. Character Development and Soft Skills: Besides academic competencies, modern education also pays attention to students' character development and soft skills, such as communication abilities, cooperation, and leadership. This becomes an important factor in differentiating educational institutions in facing competition. Education Globalization: In the globalization era, educational institutions compete not only at the local level but also internationally. They must attract students from various countries and adapt to global education standards, which include international recognition and accreditation. In conclusion, competition with modern education systems requires institutions.

Strategies for the Development of Islamic Educational Institutions

To address these challenges, Islamic educational institutions need to implement structured strategies to develop and contribute to producing a generation that is faithful, knowledgeable, and competitive in the global era (Aisyah Tidjani, 2017) Here are the development steps:

1. Enhancement of Human Resource Quality

Islamic educational institutions need to ensure that educators and administrators are competent in both religious and general knowledge (Asror et al., 2023)

- a. Islamic and Technology-Based Training: By providing integrative training that combines Islamic values with modern technology, such as the use of e-learning and online platforms as well as developing the character of educators to become role models with the approach of *akhlakul karimah*.
- b. Enhancement of Managerial Competencies: By providing training in strategic planning, financial management, and public relations (Sholeh, 2020).

2. Curriculum Development

- a. An adaptive and relevant curriculum is the key to the success of Islamic Educational Institutions (Muaz & Ruswandi, 2022)
- b. Integration of Religious Knowledge and Modern Science: Combining interpretations, hadith, and fiqh with science, technology, and social sciences. Additionally, incorporating 21st-century skills such as digital literacy, communication, and creativity (Daulay & Salminawati, 2022)
- c. Character Education: Instilling Islamic values such as trustworthiness, discipline, and tolerance in learning (Hanum, 2017)

3. Utilization of Technology

Technology is an important tool for enhancing the quality and efficiency of Islamic educational institutions (Santika et al., 2023)

- a. Digital Learning Platforms: Developing AI-based online learning systems for personalized learning (Asror et al., 2023)
- b. Social media for Da'wah and Promotion: Using media such as Instagram, YouTube, and TikTok to spread Islamic values creatively and attract public interest (Rasyid, 2020)

4. Collaboration and Partnerships

Collaboration with various parties can expand resources and enhance the credibility of the institution (Rahman & Akbar, 2021)

- a. Partnerships with Other Institutions: Collaborating with other educational institutions to share experiences and develop research-based curricula
- b. Cooperation with Government and International Organizations: Proposing programs to the government for facility and budget support, and partnering with international organizations for access to global resources such as grants and scholarships (Zakaria et al., 2023)

Collaboration in education is a cooperative action between individuals or organizations to achieve specific educational goals. This can involve teachers, students, parents, and other parties who play roles in the teaching and learning process. Collaboration aims to create a more effective and inclusive learning

environment, where all parties support each other and share resources and knowledge. For example, collaboration between teachers and parents can improve understanding of student needs and help develop better learning strategies.

Partnership in the educational context refers to formal relationships between two or more parties who share the same goals and vision in improving educational quality. This partnership can involve educational institutions with government, non-governmental organizations, or the private sector. Through partnerships, various resources can be integrated to create educational programs that are more innovative and responsive to community needs. For example, partnerships between schools and companies can help develop curricula that are relevant to industry needs, making students better prepared for the workforce

5. Sustainable Funding Sources

Stable funding is crucial to ensure the smooth operation of Islamic educational institutions (Munir et al., 2023)

- a. Educational Waqf: Encouraging productive waqf to support operational costs and managing waqf professionally and transparently (Rohmatillah, 2023)
- b. Utilization of Zakat: Using zakat to assist underprivileged students and develop facilities (Irawan et al., 2022)
- c. Diversification of Income Sources: Offering additional paid educational programs such as courses or training (Yusuf & Maula, 2023)

By implementing these strategies, Islamic educational institutions can become outstanding institutions that are relevant in the digital era, compete with modern institutions, and produce generations that are faithful, knowledgeable, and active in global development. These strategies also support the development of innovative solutions to address the challenges of the times.

CONCLUSION

The development of Islamic educational institutions requires a holistic approach that includes enhancing the quality of human resources, curriculum innovation, utilization of technology, and collaboration with various parties. These steps aim to create academically superior Islamic educational institutions that can shape individuals with broad insights, relevant to the modern era, and contribute to civilization based on Islamic values.

With synergy from the government, society, and related institutions, it is hoped that Islamic education can address global challenges while becoming a pioneer of education based on Islamic values. The government is expected to support the development of Islamic education through conducive policies, subsidies, training, infrastructure development, and integration into national education programs. Society can play an active role by providing donations, waqf, and trusting Islamic educational institutions to educate the younger generation. Additionally, Islamic educational institutions need to build cooperation in research, curriculum development, quality improvement, and global collaboration to expand their perspectives and networks.

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