



Management concept in skills programs at MAN 2 Boyolali Academic Year 2023/2024

Nuruddin¹, P Yusuf², Supriyanto³

^{1,2,3}Postgraduate at UIN Raden Mas Said Surakarta, Indonesia

ARTICLE INFO

Article history:

Received Dec 7, 2023

Revised Dec 14, 2023

Accepted Jan 1, 2024

Keywords:

Learning
Management
Skills Program

ABSTRACT

Nowadays, the need for graduates who have special skills is very much needed. To answer these challenges, MAN 2 Boyolali organizes a skills program for its students. So this research aims to find out how the skills program management is implemented at MAN 2 Boyolali. This research uses a qualitative descriptive approach that aims to describe the management of the skills program at MAN 2 Boyolali, with a research focus on automotive skills learning program. Data collection was carried out using observation, interviews and documentation techniques. Data validity techniques use source triangulation techniques and method triangulation techniques. The data analysis technique used is the Miles and Huberman Model data analysis which consists of data reduction, data presentation, and concluding. The research results show that the learning management of the automotive skills program at MAN 2 Boyolali consists of learning planning, implementation, assessing learning processes and outcomes, and learning supervision. 1) Learning planning in the form of preparing the syllabus, making lesson plans and preparing equipment and practical materials. 2) The implementation of automotive learning is going well in a special workshop according to schedule. The learning process takes place with a scientific approach, thereby encouraging students to develop creativity and thinking in the automotive field. 3) Assessment of automotive learning processes and outcomes is based on assessment aspects, which consist of affective, psychomotor, and cognitive aspects. 4) Supervision of automotive learning is carried out by a special automotive skills coordinator appointed by the madrasa, whose task is supervising the running of the automotive skills program

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Nuruddin,
Postgraduate,
UIN Raden Mas Said Surakarta,
Jalan Pakis - Wonosari, Kepanjen, Delanggu, Klaten, Central Java 57471, Indonesia.
Email: nuruddin.bojolali@gmail.com

INTRODUCTION

The Indonesian nation with a majority Muslim population, in fact the Muslim community in Indonesia is the largest in the world (Budiwiyatno, 2020). There for no It can be denied that the existence of Islamic educational institutions cannot be underestimated. The existence of Islamic educational institutions in the form of Islamic boarding schools, madrasah, and universities has gained a special position for the Islamic community (Purba et al., 2019).

Madrasah are one of the Islamic educational institutions that are equivalent to public schools. However Madrasah have a characteristic, where Madrasah not only provide general knowledge, but also provide students with religious knowledge. With the advantages offered by Madrasah, Madrasah have their own attraction for the community (Asiah et al., 2022).

States that Madrasah can be used as an indicator of the level of progress of the Indonesian nation. A nation's progress can be seen from its level education madrasah, because the majority of the population is Muslim. The Indonesian nation is said to be advanced if it has a madrasah education system that is well managed in accordance with the nation's ideals and produces graduates who master the fields of science that are the core of the curriculum (Shobron & Rosyadi, Imron, 2020). Stated that so far Madrasah have been Islamic educational institutions that have lower quality than general educational institutions, although there are some Madrasah that are actually more advanced and of higher quality than public schools. However, the success achieved by a limited number of Madrasah has not been able to erase the negative impression that is already attached to Madrasah in general (Supriyanto, Amrin, 2021).

The problems facing Madrasah are basically due to demands for quality. Madrasah as formal Islamic education institutions that are integrated into the national education system in Indonesia require quality management (Nata, 2016). The quantitative increase in the number of Madrasah needs to be balanced with planned and sustainable quality improvements. This is related to the many criticisms of the low quality and quality of education in Madrasah (Nailis, 2022).

Cultural conditions outside the madrasah, in the form of community views or assessments, will also influence the quality of the madrasah. So far, madrasahs have been perceived as institution economic class education, not of good quality, only teaching religion, unable to continue to general higher education, and prospective unemployment because they do not have special skills (Varshney et al., 2020). Management is one of the keys to fighting various negative public perceptions about the madrasa. Emphasized that madrasa institutions are required to make strategic changes in the field of management in accordance with the current and future needs of society (Ilyas, 2012).

States that there are several factors that influence people in choosing an educational institution, there are at least 2 things that people take into consideration, namely ideals or a picture of their future life and religious values. The second factor, namely considering religious values, shows that religion is one of the considerations in choosing an educational institution. The role of religious values is intended to stem moral decadence, especially among young people. And Madrasah as Islamic education institutions offer the need to fulfill the instillation of these moral values (Shobron & Rosyadi, Imron, 2020).

Parents' first consideration in choosing education is their dreams or picture of their future life. This shows that public awareness will life. The future places much heavier and more complex demands than now. Thus, parents tend to choose high-quality educational institutions to ensure future needs (E. Mulyasa, 2007). Skill excellence is needed by society now and in the future. This situation is also supported by the government's plans to welcome the MEA era. The government demands that people not only become users, but also become designers and producers of certain products (producers). In order to meet these needs, the Ministry of National Education has

projected that the 2005-2025 National Education Long Term Development Plan (RPJP) plans to establish 70% of vocational schools and 30% of general schools (Baidi et al., 2020).

By looking at the opportunities and challenges of future needs, namely the need for graduates who have special skills. This is a challenge in itself for Islamic Education Institutions, especially at the Madrasah Aliyah level maintain its existence, which is basically a public school, not a school that produces skilled graduates. So Madrasah must be able to read the tastes of the community and own strategic plan in dealing with it. Madrasahs must have a clear orientation and make new strategic changes to improve the progress of the madrasah so that it will become an Islamic educational institution that promises a future, both guaranteeing knowledge, personality and skills (Choi & Kim, 2014). Currently, educational institutions under the Ministry of Religion have tried to adapt to the needs of society so that they can play their role as a tool of civilisation, knowledge and education as a whole. With the aim that Islamic Education Institutions not only instill knowledge and morals but can also provide and apply skills. In accordance with the decision of the Director General of Islamic Education Number 1023 of 2016 concerning Guidelines for Implementing Skills Programs at Madrasah Aliyah, in order to answer the needs and demands of the community in the future, skills programs are being held at Madrasah Aliyah (Kidd et al., 2020).

Educational institutions under the Ministry of Religion, through the Madrasah Aliyah Education level, provide additional material, namely education or skills training programs spread across all regions in Indonesia. Skills programs are provided at Madrasah Aliyah with the aim of equipping Madrasah Aliyah students with skills according to their fields of interest. Stated that the implementation of skills programs has been implemented by State Madrasah Aliyah (MAN) and Private Madrasah Aliyah (MAS) almost throughout Indonesia, including in Aceh 4 MAN/MAS, Riau 3 MAN/MAS, Jambi 3 MAN/MAS, Bengkulu 1 MA, Lampung 1 MA, DKI Jakarta 4 MAN/MAS, West Java 9 MAN/MAS, Central Java 10 MAN/MAS, DIY 2 MA, East Java and Madura 13 MA, West Kalimantan 1 MA, South Kalimantan 5 MA, Bali 1 MA, South Sulawesi 4 MA, Southeast Sulawesi 1 MA, Nusa Tenggara 4 MA, Maluku 1 MA, and Irian Jaya 1 MA.

Madrasah Aliyah Skills Program is a general Madrasah Aliyah (not vocational) with The curriculum content is the same as that of Madrasah Aliyah in general, with the addition of a structured skills program (Ministry of Religion of the Republic of Indonesia, 2003: 2). The skills program is held to produce madrasah aliyah graduates who have standard skills qualifications, in order to meet the needs of society in accordance with the skills program studied. Stated that the establishment of the Madrasah Aliyah Skills Program was a form of concern over the large number of unemployed Madrasah alumni. This is similar to the situation at Madrasah Aliyah Negeri (MAN) 2 Boyolali, where only 20% of graduates continue to university, while 80% of graduates do not continue and choose to work. Due to these considerations, MAN 2 Boyolali decided to organize a skills program to provide skills for students who later choose to work. (Man 2 Boyolali alumni tracking documentation, quoted on Wednesday, December 27 2017).

Based on an initial interview with Mr. Zain Fashlihu Sholihin S.Pd., (Head of Program Skills) in December 2017 at MAN 2 Boyolali, a Madrasah Aliyah which has a skills program and has the motto "Madrasah with skills". The skills programs at MAN 2 Boyolali are the automotive skills program, fashion skills program, graphic design skills program, and culinary skills program. MAN 2 Boyolali, since 2016 has required every student to take part in one of the skills programs from several skills programs at MAN 2 Boyolali.

The skills program is held to produce Madrasah Aliyah graduates who are skilled and ready to work. In order to achieve this goal, one thing that is of concern is the learning process. If the learning process can be managed well it will achieve maximum results and vice versa, for this reason management is needed in learning to achieve maximum results. With the various problems described above, researchers are interested in examining the implementation of skills learning programs from a management perspective. For this reason, researchers will research with the

research title, "Learning Management Skills Program at MAN 2 Boyolali for the 2017/2018 academic year".

This research indicates the existence of a skills program at MAN 2 Boyolali. The implication is that further research or analysis can be carried out to evaluate the effectiveness of the program. This evaluation may involve the extent to which the program objectives were achieved, its impact on students, and the efficiency of its management. It is necessary to develop or adjust the management concept applied to the skills program. Further analysis of the management strategies implemented can help identify areas of improvement or strengthening. This research can be a basis for comparing management concepts in the skills program at MAN 2 Boyolali with management standards or guidelines that have been established in the national or international education context.

RESEARCH METHODOLOGY

This research aims to find out a picture of program learning skills, so the appropriate approach to this research is to use a qualitative descriptive approach. Qualitative description is research that prioritizes data research based on data in the form of words, images and not numbers obtained from respondents (Sugiyono, 2017). This research was conducted at MAN 2 Boyolali which is located in Simo District. The researcher took the research location, because Madrasah Aliyah has a Skills Program that is appropriate to the object to be researched. The subjects in this research were teachers teaching the automotive skills program for classes X and XI at MAN 2 Boyolali. The informants in this research were Automotive skills program students in grades X and XI and other skills program teachers who taught at MAN 2 Boyolali.

This research technique uses observation, interviews with automotive skills program teachers, Deputy Head of Curriculum, Head of Skills Division and automotive skills program students in classes X and XI. Documentation techniques were used in this research to obtain information about madrasa descriptions, automotive skills program student data, curriculum data, automotive skills program lesson plans, and automotive skills material. Meanwhile, data analysis is reduction, data presentation and drawing conclusions (Arikunto, 2013).

RESULTS AND DISCUSSION

MAN 2 Boyolali Automotive Skills Program Learning Management

Learning Planning

Based on an interview with Mr. Agus Sugiyanto, S.Pd., a teacher teaching the automotive skills program on Thursday, March 15 2018, he explained that before learning is carried out, the teacher will prepare a RPP (Learning Implementation Plan) according to the material to be taught, while the RPP is developed from The syllabus is in accordance with the Decree of the Director General of Education Number 1023 of 2016. Likewise, Mrs. Windarti, M.Pd., in an interview on Wednesday, March 14 2018, explained that the skills program learning at MAN 2 Boyolali is based on the syllabus contained in the Decree Director General of Education Number 1023 of 2016.

The results of the interview with Mr. Muh Shodiq, SE, design skills program teacher on Thursday, March 15 2016, also explained that what a skills program teacher does before carrying out learning is the same as subject teachers in general, namely making lesson plans, while RPPs are made based on the syllabus. skills program established by the Islamic Education Government. The aim is that learning can achieve goals and be more focused.

Mr. Agus Sugiyanto, S.Pd., explained on Thursday, March 15 2018 that the skills program learning planning stage is very important because at this stage a teacher must plan and prepare several components in learning including material, learning time, and the most important thing is

equipment and materials used in practical learning, because automotive skills program learning is dominated by practical learning, and these components are included in the RPP.

Based on the documentation of the syllabus and RPP for the automotive skills program from Mr. Agus Sugiyanto, S.Pd., on Thursday, March 15 2018. From the documentation of the syllabus and RPP as attached it can be explained as follows: a) Syllabus, the syllabus used in the automotive skills program is the same as the syllabus outlined in the 2016 Decree of the Director General of Education regarding guidelines for implementing skills programs, the syllabus for the skills program is as attached. b) Plan Learning Implementation (RPP), the RPP for the automotive skills program was developed from the syllabus. However, not all material in the syllabus is provided. The RPP that is made only consists of some of the material contained in the syllabus. Mr Agus Sugiyanto. S.Pd., explained in an interview on Thursday, March 15 2018, that only a few materials were developed into the RPP, considering the students' conditions and limited equipment to support learning. Class X material focuses on the basics of disassembling and dismantling motorized engines, and class

From the description related to learning planning above, it can be concluded that the learning planning carried out by automotive skills program teachers is making lesson plans that are developed from the syllabus contained in the Decree of the Director General of Education Number 1023 of 2016. In planning, several components in learning are also prepared, including materials, and the most important thing is the equipment and materials used in learning practice program automotive skills.

Implementation of Learning

Mr. Agus Sugiyanto, S.Pd., in an interview on Thursday, March 15 2018, explained that the automotive skills learning program, both theory and practice, was carried out at the MAN 2 Boyolali automotive workshop, on Wednesday for class X and Thursday for class XI. This statement was reinforced in an interview with Mr. Zain Fashlihu Sholihin, S.Pd., on Thursday 15 March 2018, explaining that the automotive skills learning program was carried out on Wednesdays and Thursdays, divided into 2 groups each day. Wednesday is the class X schedule, with the morning group at 07.00-10.00 consisting of class Likewise with class XI on Thursday, consisting of the morning group consisting of class XI Science with a total of 14 students, and the afternoon group consisting of class

Mr. Agus Sugiyanto, S.Pd., explained in an interview on Thursday, March 15 2018, that the learning process is the same as learning in general because the curriculum used is the same, namely the 2013 curriculum, which consists of preliminary, core and closing stages. However, what is slightly different about the automotive skills program is that it has 70% practical learning and 30% theoretical learning. To strengthen this statement, observations were made of automotive skills program learning on March 22, 29 and April 4 2018, and the results as described by Mr. Agus Sugiyanto, S.Pd., and the results of the observations were the same. The explanation of the skills program learning activities is as follows: a) Preliminary activities, during the automotive skills program hours, students will go to the MAN 2 Boyolali automotive repair shop. After all the students have gathered, the teacher will ask the students to form a line to do roll call together. After lining up neatly, the teacher will open with greetings and don't forget to pray together. Then the teacher will check student attendance and ask for practice material at the previous meeting. After things start to melt down between the teacher and students, the teacher will then deliver the practical material that will be studied that day. During the observation on Thursday, March 22 2018, class XI Science at that time the material that would be taught was dismantling and installing problematic fuses. And during observations in class. b) Core activities, Observing: 1) After the teacher delivers the material to be practiced and before the students practice directly, the teacher will first explain how to work or correct work procedures regarding the practical material to be practiced later. 2) Questioning: Then students are given the opportunity to ask the teacher about

how the practical work will be carried out. If it is felt that the explanation from the teacher is sufficient and the students can understand it, then group division will be carried out. 3) Explore: The teacher will divide students into several groups. During the observation on Thursday, March 22 2018, class XI Science, students were divided into 2 groups, namely the group with manual motorbikes and the group with mechanical machines. And during observations on Wednesday 4 April 2018 in class X Social Sciences and Religion, students were divided into 3 groups. Next is direct practice. Students and their groups then prepare the equipment and materials used for practice. For class X students, the teacher first demonstrates how the practice works, and the students begin to learn it. Meanwhile in class XI, students are given the freedom to explore their knowledge about the things they practice. 4) Association: Students and their groups summarize the findings found in the practice that has been carried out, both obstacles and supporters in the practice carried out. 5) Communicating: After students know what is being practiced, each student must be able to practice correctly without making mistakes taking turns in the group.

Closing Activity: The practice is finished, then students return and tidy up the equipment and practice materials as before. Then the teacher asks the students to line up again to do roll call. In this roll call, an evaluation of learning practices on that day is carried out. The teacher will convey the mistakes students make in practice. After enough, the teacher closed it with greetings.

The results of the RPP documentation for automotive skills lessons obtained on Thursday 15 March 2018, showed that there was a difference between the planning in the RPP and the implementation of the learning. This was explained by Mr. Agus Sugiyanto, S.Pd., because the implementation is adjusted to the students' circumstances and their own learning conditions, with the aim of making it easier for students in their learning.

From the description above regarding the implementation of the automotive skills program learning, it can be concluded that the learning implementation was carried out according to schedule, namely Wednesday and Thursday at the MAN 2 Boyolali automotive workshop. Learning activities consist of preliminary activities, core activities and closing activities.

Assessment of Learning Processes and Outcomes

Based on the results of interviews, observations and documentation with Mr. Agus Sugiyanto, S.Pd., on Thursday, March 15 2018, there are 3 aspects assessed in the automotive skills program lesson assessment system, namely the affective aspect (attitude), psychomotor aspect (skills), and cognitive aspects (knowledge): a) Affective Aspect (Attitude), assessment of student attitudes is taken from students' daily activities in participating in automotive skills learning by means of direct observation carried out by Mr. Agus Sugiyanto, S.Pd., as an automotive teacher. Attitudes of discipline, activeness, persistence and enthusiasm in participating in learning are benchmarks for student assessment. The attitude aspect has a weight of 30% of the automotive skills assessment. b) Psychomotor Aspects (Skills), the skills aspect assessment is the assessment that has the greatest weight in skills lessons, namely 40%. Because the aim of this skills program is to hone students' skills to become more skilled. Assessment of skills aspects is carried out when students practice at each learning meeting, and is also taken from the practical exam at the end of the semester. So the method of assessing skill aspects carried out by automotive skills teachers is by performance assessment. c) Cognitive Aspect (Knowledge), the cognitive aspect assessment system is the same as lessons in general, namely taken from the results of the PTS and UAS exams. The exam material is taken from practical material that students have studied. This is the same as what was stated by Mr. Muh Shodiq, SE, as a teacher in the design skills program on Thursday, March 15 2018, that the assessment of cognitive aspects in the skills program is with PTS and UAS exams with the same schedule as general lessons. In conclusion, the assessment of cognitive aspects by the automotive skills program teacher uses a written test with a weight of 30%. The conclusion from the data obtained in the assessment of the process and learning outcomes of the automotive skills program is that there are 3 aspects assessed in the automotive skills program, namely the affective

aspect (attitude) with a weight of 30%, the psychomotor aspect (skills) with a weight of 40%, and the cognitive aspect (knowledge) with an assessment weight of 30%.

Learning Supervision

Based on the explanation of Mr. Agus Sugiyanto, S.Pd., on Thursday, March 15 2018, the automotive skills program has a coordinator. The coordinator has the task of supervising the course of automotive learning. The coordinator will visit the automotive repair shop when the learning is taking place to supervise the teachers and students in the automotive skills program.

In line with what was explained by Mr. Zain Fashlihu Sholihin, S.Pd., on Thursday, March 15 2018, that the automotive skills program has special treatment by appointing a coordinator, namely Mr. Royani. A coordinator is appointed by the madrasah to supervise the learning process in the automotive skills program.

From the description of the data regarding supervision of automotive skills program learning, a conclusion can be drawn, that the automotive skills program has a supervisor called a coordinator, with the task of supervising the course of learning by teachers and students of the automotive skills program.

Analysis

MAN 2 Boyolali Automotive Skills Program Learning Management

The automotive skills program learning is carried out at the MAN 2 Boyolali workshop. Learning is carried out in special workshops because automotive learning is dominated by direct learning practices so it requires a special place and equipment. So automotive learning is very appropriate to be carried out in a workshop, because learning will be more effective and efficient.

Learning planning is very important because learning planning will be the basis for a teacher in directing learning so that it can achieve goals. Likewise, automotive skills program teachers in lesson planning also prepare syllabi and make lesson plans. However, the lesson plans made by skills teaching teachers are less detailed, teaching teachers only make lesson plans for general material, not per sub-chapter of material. This is driven by the opinion of the teaching teacher, that the teaching teacher has experience in teaching in the automotive field, so that the teaching teacher knows what will be done in the lesson (Achyar, 2017).

In planning, it is best to also prepare several components in learning, including materials, and the most important thing is the equipment and materials used in automotive skills learning practice, and the automotive skills teacher has prepared them well to achieve the specified goals (Supriyanto, 2022). However, the availability of practical equipment and materials is still minimal and some of the equipment is seen to be damaged, causing the student learning process to be less than optimal because students have to take turns with other friends in their practical activities, where it is best for each student to have their own practical equipment facilities so that they can run optimally (Supriyanto, Amrin, 2021).

The teachers who teach the automotive skills program at MAN 2 Boyolali are teachers who are competent in their field, because the teachers come from mechanical engineering graduates. This is also supported by his experience in attending several automotive training courses. This automotive teacher at Madrasah also has work experience as a teacher at BLK Boyolali in the automotive field. With the educational background and experiences that have been gained, it can be a basis for success in learning the automotive skills program at MAN 2 Boyolali.

Implementation of the automotive skills learning program was carried out according to schedule and went well, on Wednesdays and Thursdays at the MAN 2 Boyolali automotive workshop (Liu & Bray, 2020). However, the implementation of learning in the afternoon group did not run optimally, indicated by the low enthusiasm of students in the afternoon group and the learning hours were cut short with rest time so that automotive learning time was reduced, as a result the afternoon group experienced material delays compared to the morning group. So it is

necessary to review the skills program schedule, especially during the afternoon group hours (Isra, 2020).

The learning process for the automotive skills program is in accordance with the applicable curriculum, namely the 2013 curriculum, with a scientific approach, namely observing, asking, exploring, associating and communicating. Scientific learning approach to improve knowledge competency (KI-3) and skills competency (KI-4) regarding the automotive sector. Meanwhile, the method used to develop these competencies in automotive learning is the Problem Solving method for class XI and the demonstration method for class X.

In automotive learning, attitude competencies (KI-1 and KI-2) are also developed, namely by getting used to discipline, activeness and persistence in learning. Discipline can be seen from being punctual in entering automotive class and being punctual in completing practical assignments or other tasks (Sunhaji, 1970). Indicators of student activity can be seen from the attitude of students who often ask questions about problems encountered in practice, so that students have a high curiosity about something new. And persistence is seen from perseverance and never giving up in solving problems and difficulties in practice.

Assessment Process and Learning Outcomes of the automotive skills program has 3 assessment criteria, namely, Affective assessment, psychomotor assessment and cognitive assessment. Affective assessment (attitude) is taken from students' attitudes when taking automotive lessons using observation techniques by automotive teachers. Discipline, activeness and persistence are indicators of student attitudes expected in automotive learning (Hakim & Herlina, 2018).

Psychomotor (skills) assessment is the assessment that has the highest weight in automotive skills learning, and the assessment is taken using students' practical performance techniques in each automotive lesson and in the final semester practical exam. And cognitive assessment (knowledge) is taken from written exams, namely students' PTS and UAS. This assessment technique is in accordance with the existing aspects of the automotive skills learning program (Koswara, 2014).

The learning supervisor for the automotive skills program is carried out by a special coordinator for the automotive skills program appointed by the madrasah. Coordinating officers will visit automotive classes during learning to supervise the learning process of teachers and students in the automotive skills program. When learning was taking place there were some students who lacked discipline in following the lesson, even when learning was going on there were some students who were busy doing assignments and there were some students who left the class to go to the canteen. The coordinator should have full responsibility to remind and provide input to automotive teachers to pay more attention and be firm to students in the automotive skills program. So a firm attitude is needed by the coordinator towards automotive teachers in order to achieve maximum learning objectives (Gemnafle & Batlolona, 2021).

CONCLUSION

Based on the research conducted, it can be concluded that the learning management of the automotive skills program at MAN 2 Boyolali consists of learning planning, learning implementation, assessing learning processes and outcomes, and learning supervision. 1) Learning planning in the form of preparing the syllabus, making lesson plans and preparing equipment and practical materials. 2) The implementation of automotive learning is going well in a special workshop according to schedule. The learning process takes place with a scientific approach, thereby encouraging students to develop creativity and thinking in the automotive field. 3) Assessment of automotive learning processes and outcomes is based on assessment aspects, which consist of affective aspects, psychomotor aspects and cognitive aspects. 4) Supervision of automotive learning is carried out by a special automotive skills coordinator appointed by the

madrassa, whose task is to supervise the running of the automotive skills program. Thus, cooperation with relevant external parties is needed, in order to open up job opportunities for students, complete equipment and facilities to support learning in skills programs that suit the needs of the job market because remembering the current industrial era 4.0, we are required to understand management concepts in skills programs, Schools can take concrete steps to improve the quality of education and develop students' skills. Thus, cooperation with relevant external parties is needed, in order to open up job opportunities for students, complete equipment and facilities to support learning skills programs that suit the needs of the current job market.

References

- Achyar. (2017). KONSEP MANAJEMEN MUTU TERPADU DAN IMPLEMENTASINYA DALAM PENDIDIKAN ISLAM STUDI KASUS DI PONDOK PESANTREN DARUL MUTTAQIEN BOGO. *Jurnal TAWAZUN*, 10(2). <https://doi.org/10.32832/tawazun.v10i2.1161>
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. PT. Rineka Cipta.
- Asiah, S., Huda, M., Amrin, A., Kharisma, R., Rosyada, D., & Nata, A. (2022). The Dynamics of Islam in Indonesia in the Perspective of Education. *Prosiding ICLiS and ICESTIIS*, 1-9. <https://doi.org/10.4108/eai.20-10-2021.2316321>
- Baidi, Hedy Ramadhan Putra, P., & Junaidah. (2020). The effect of leadership style and work motivation on work productivity for teachers in all state junior high schools of surakarta. *Universal Journal of Educational Research*, 8(3D), 67-72. <https://doi.org/10.13189/ujer.2020.081710>
- Budiwiyatno, H. (2020). *Manajemen Pembelajaran Pendidikan Agama Islam Berbasis Multikultural Di Smk Telekomunikasi Tunas Harapan Tengarani* 1, 83-95. <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/8998>
- Choi, S., & Kim, Y. (2014). Investigating Elementary School Children's Learning Experiences through Multicultural Chorus Activity: SEL Approach. *Procedia - Social and Behavioral Sciences*, 159, 324-328. <https://doi.org/10.1016/j.sbspro.2014.12.381>
- E. Mulyasa. (2007). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. PT.Remaja Rosdakarya.
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *Jurnal Pendidikan Profesi Guru Indonesia (jppgi)*, 1(1), 28-42. <https://doi.org/10.30598/jppgivol1issue1page28-42>
- Hakim, A., & Herlina, N. H. (2018). Manajemen Kurikulum Terpadu di Pondok Pesantren Modern Daarul Huda Banjar. *Jurnal Penelitian Pendidikan Islam*, 6(1), 111. <https://doi.org/10.36667/jppi.v6i1.157>
- Ilyas, A. (2012). *Asas-Asas Hukum Pidana*. Rangkang Education.
- Isra, F. (2020). Keterampilan Konselor Dalam Mengembangkan Manajemen Bimbingan Konseling Di Sekolah. *IJoCE: Indonesian Journal of Counseling and Education*, 2(1), 48-53. <https://doi.org/10.32923/ijoce.v1i2.1966>
- Kidd, D., Miner, J., Schein, M., Blauw, M., & Allen, D. (2020). Ethics across the curriculum: Detecting and describing emergent trends in ethics edufile. *Studies in Educational Evaluation*, 67(July), 100914. <https://doi.org/10.1016/j.stueduc.2020.100914>
- Koswara, R. (2014). Manajemen Pelatihan Life Skill dalam Upaya Pemberdayaan Santri di Pondok Pesantren. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 4(1), 37-50. <http://e-journal.stkipsiliwangi.ac.id/index.php/empowerment/article/view/571>
- Liu, J., & Bray, M. (2020). Private Subtractive Tutoring: The Negative Impact of Shadow Education on Public Schooling in Myanmar. *International Journal of Educational Development*, 76(May), 102213. <https://doi.org/10.1016/j.ijedudev.2020.102213>
- Nailis, S. A. S. A. M. M. A.-Q. A. I. I. M. U. R. (2022). New Normal and Islamic Education: Islamic Religious Education Strategy On Educational Institutions in Indonesia. *Jurnal Pendidikan Dan Konseling*, 4(3), 120-129.
- Nata, A. (2016). *Education in the perspective of the Quran*.
- Purba, A. S., Malihah, E., & Hufad, A. (2019). The Implementation of Multicultural Education in Senior High Schools in Medan. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 2(3), 226-233. <https://doi.org/10.33258/birci.v2i3.411>
- Shobron, A., & Rosyadi, Imron, M. (2020). Islamic Education Values in the Tradition of Peta Kapanca of Mbojo Community Tribe in West Nusa Tenggara. *International Journal of Advanced Science and Technology*, 29(5),

6802–6812.

- Sugiyono. (2017). *Metode Penelitian Kombinasi (Mixed Methods)* (Cetakan ke). Penerbit Alfabeta.
- Sunhaji, S. (1970). Konsep Manajemen Kelas Dan Implikasinya Dalam Pembelajaran. *Jurnal Kependidikan*, 2(2), 30–46. <https://doi.org/10.24090/jk.v2i2.551>
- Supriyanto, Amrin, A. A. (2021). MODEL PENGEMBANGAN KURIKULUM PENDIDIKAN AGAMA ISLAM (Studi Komparasi Madrasah Aliyah Sabilul Huda dan Sekolah Menengah Kejuruan NU-BP Az-Zahra). *Fikrah: Journal of Islamic Education*, 5(2), 195–211. <https://doi.org/https://doi.org/10.32507/fikrah.v5i2.1307>
- Supriyanto, A. (2022). Curriculum Management and Development of Multicultural Values Based Learning on State Madrasah Tsanawiyah 15 Boyolali. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 5991–6002. <https://doi.org/10.35445/alishlah.v14i4.2201>
- Varshney, N., Lee, S., Temple, J. A., & Reynolds, A. J. (2020). Does early childhood education enhance parental school involvement in second grade?: Evidence from midwest child-parent center program. *Children and Youth Services Review*, 117(April), 105317. <https://doi.org/10.1016/j.childyouth.2020.105317>