



Enhancement School Competitiveness Through A Literacy Culture Based on Local Wisdom

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Abstract

Increasing school competitiveness through literacy activities needs serious attention from all parties so that educational institutions can survive and attract the attention of the community. This study aims to analyze the introduction of local wisdom-based literacy culture in early childhood to strengthen children's knowledge of local culture, increasing school competitiveness against surrounding institutions. It was conducted at one of the early childhood education institutions in the Probolinggo Regency for this study. The qualitative case study method was employed in this investigation. In this study, researchers made direct observations and documented learning activities at the institution under examination. Several interviews were conducted with school administrators and teachers. As a result of learning analysis, learning system design, and evaluation, the findings revealed that introducing literacy culture based on local wisdom in early childhood effectively strengthened children's knowledge of local culture, particularly in rural areas. This study implies that teachers must have innovation and creativity in managing learning related to local culture to give enthusiasm to students in learning literacy based on local wisdom and be able to provide more trust to the community.

Keywords: *literacy; local wisdom; school competitiveness*

Abstrak

Peningkatan daya saing sekolah melalui kegiatan literasi perlu mendapatkan perhatian serius dari semua pihak, agar supaya lembaga pendidikan dapat survive dan mampu menarik perhatian masyarakat. Penelitian ini bertujuan untuk menganalisis tentang pengenalan budaya literasi berbasis kearifan lokal pada anak usia dini dalam guna memperkuat pengetahuan anak terhadap budaya local yang bertujuan meningkatkan daya saing sekolah terhadap lembaga-lembaga sekitar. Penelitian ini dilakukan pada salah satu lembaga Pendidikan Anak Usia dini di Kabupaten Probolinggo. Metode penelitian yang digunakan adalah kualitatif jenis studi kasus. Peneliti melakukan observasi langsung dan mendokumentasikan aktivitas pembelajaran di lembaga tersebut. Interview dilakukan terhadap kepala sekolah dan guru. Hasil penelitian menunjukkan bahwa strategi pengenalan budaya literasi berbasis kearifan lokal pada anak usia dini dalam memperkuat pengetahuan anak terhadap budaya local dilakukan melalui learning analysis, learning desain system dan evaluasi. Penelitian ini memberikan implikasi bahwa guru harus memiliki inovasi dan kreatifitas dalam mengelola pembelajaran yang berkaitan dengan budaya setempat, sehingga mampu memberikan gairah pada anak didik dalam mempelajari literasi berbasis kearifan local dan mampu memberikan kepercayaan lebih pada masyarakat.

Kata Kunci : *literasi; kearifan lokal; daya saing sekolah*

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PENDAHULUAN

Education is used as a process of increasing, improving, and changing one's knowledge, skills, and behavior to educate human life by being guided, teaching, and training. A process in education is carried out actively and dynamically to achieve a target. The primary purpose of education is to educate the nation's generation about the impact of this nation becoming a nation that continues to develop and progress (Linda Yulianti, Muhamad Ali, 2009).

Education applied to early childhood is an effort to foster, nurture and stimulate which will later bring up children's skills (Zamroni et al., 2021). Learning activities are carried out by learning while playing. Play is included in the strenuous activities for early childhood because all aspects can be developed through playing. For children, exploring new things is found in a game that can bring out their identity, activeness, and fantasy. Therefore, serious training is needed because education is the basis for further education at an early age. (Hasanah, 2019).

In this era of modernization, the level of progress in education is increasing rapidly. Globalization is a problem faced today, with the growth of the economy, international competition, environmental, cultural, and political issues (Khotimah et al., 2019). Schools are competing to proclaim special programs that can attract customers. Early childhood education is now increasing, which is increasingly mushrooming; it is almost certain that there are early childhood institutions in all villages, even in one town, there is more than one early childhood institution. Even the new institutions have competed with the old institutions in terms of quantity and quality. It is called quality education if it can develop the abilities of its students through character and civilization. Quality education has a vision, mission, goals and is programmed. In addition, adequate facilities and infrastructure can also be used as capital to compete. In this era of competition, one institution and another are forced to compete in improving the quality of their respective education. All institutions want an attractive appearance to attract the attention of the wider community (Irawati & Subhan, 2017)

To continue to exist and remain in demand, educational institutions are required to provide services of high value, quality, affordable, complete facilities, and satisfactory services, including when communicating with prospective students (Mundiri & Jannah, 2021). Several previous researchers, Mulyasana (2012), said that to win the competition, education providers must have a higher spirit to have a breakthrough for change to reach the finish line. Furthermore, Ambarita (2016), another factor that can lead schools to be more advanced and developing is the reliability of the principal because the principal, as a determinant of the direction of school policy, must be able to realize educational goals effectively efficiently.

Then Wiyatiningsih, (2017) said that it requires a strategy to improve quality by achieving a specific size for consumer taste or satisfaction. To support school progress, it is no less critical regarding the professional competence of teachers, namely the essential ability to carry out their duties professionally (Umayah, 2015)

Various efforts need to be considered and implemented by all components of the school, both from the head, teachers, and foundations, to improve the institution's quality. Various factors affect the quality of education. However, because education is vast in scope, it is necessary to limit education in schools. Many factors can determine the quality of education in human resource development efforts.

Improving the quality and quality at RA Nurul Hidayah needs to be improved to increase the school's competitiveness against neighboring institutions that are starting to develop and are gradually reducing public trust in RA Nurul Hidayah. This needs to be followed up to maintain the quality and quality of the RA Nurul Hidayah institution. This phenomenon inspires educators to constantly innovate in creating a world of education that can give more trust to the community. Various efforts must be considered and implemented by all elements in RA Nurul Hidayah, starting from the principal, teachers, and employees, to improve the quality of education.

In anticipating the phenomenon, RA Nurul Hidayah made a new strategy by involving literacy based on local wisdom. Promote and introduce local culture through the literacy movement in schools to attract consumers to increase the school's competitiveness against neighboring institutions. In addition, the literacy movement can also prepare children's reading skills; before entering the next level of education, the pre-reading process is stimulated in children according to the appropriate age stages.

There are many studies on literacy based on local wisdom that can increase competitiveness, including according to Oktavianti et al. (2017) and Rizqiyah (2020), who said that the school literacy movement is aimed at fostering students' character. The character developed is referred to from local cultural wisdom not to forget their identity and national identity. Furthermore, Hewi (2020) said that literacy is an aspect of language development in early childhood education. Literacy is often attached to the term reading and writing; reading stories or fairy tales is included in the category of local wisdom, which is very loved by early childhood.

This activity is carried out to foster students' interest and reading skills so that they can master science better (Alfiati & Ediyono, 2019). Basyiroh (2017) stressed the importance of language and communication skills in developing children's literacy skills. A greater level of local cultural knowledge and trust will be built within the school community as a result of this communication. The descriptions of several researchers above reveal the importance of strategies in increasing school competitiveness to foster public trust in these institutions that involve literacy strategies based on local wisdom. This gives the researchers the allure to study more deeply about local wisdom-based literacy used as a weapon in increasing school competitiveness.

METHODOLOGY

This study aims explicitly to describe strengthening literacy based on local wisdom in increasing school competitiveness. This study takes a qualitative approach and employs a case study format to provide an overview of literacy based on local knowledge. At an institution of the Raudlatul Athfal (RA) Nurul Hidayah, Besuk sub-district, Probolinggo district, is a formal institution that implements a literacy movement based on local wisdom.

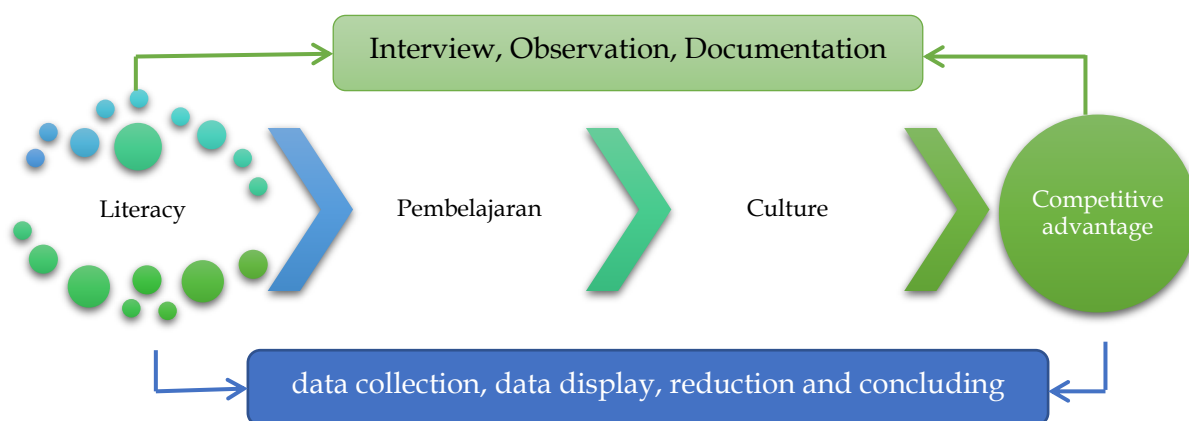


Figure 1 : Reseach Design

Researchers go directly to the field in collecting all the data that can be used as a reference. Sources of information were conducted through interviews with school principals, teachers, and guardians of students. Sources of data that can corroborate research results are also obtained from corroborating documentation. All data results were analyzed step by step, which was carried out by presenting, reducing, and finally drawing conclusions used as new findings.

RESULTS AND DISCUSSION

The results showed that; Literacy Based on Local Wisdom in Improving School Competitiveness in RA Nurul Hidayah, Besuk District, Probolinggo Regency as follows;

Learning Analysis

Prerequisites need to be met when designing a program to run effectively as expected, namely by analyzing and studying what is required. An analogy is that learning analytics is a description of the current condition as compared to the desired state, which should be followed by a recommendation of a solution model to close the gaps that have been identified. IF1 Head of RA Nurul Hidayah said that learning analysis was carried out to identify gaps in an institution and could be used as a reference or guideline for re-improvement in managing the improvement of educational programs for the advancement of an institution.

Before beginning learning, it is necessary to evaluate preparation and planning to make it easier for teachers to deliver lessons. The results of practice can be used as a basis for planning, and this can also be used to guide conceptualized learning to make it more effective for students to learn from (Astuti et al., 2020).

IF2 guardian of group A RA Nurul Hidayah said several learning analyzes carried out at the RA Nurul Hidayah institution in the application of local wisdom-based literacy to increase the competitiveness of the institution, including; distribution of local folklore fairy tale books in school libraries, provision of fairy tale reading corners or stories, infrastructure for literacy movements based on local wisdom such as pictures of local culture and collection of local cultural heritage objects which are used as mini-museums in schools. IF3 guardian of group B, RA Nurul Hidayah, conveyed that literacy based on local wisdom has indeed been included in the RA Nurul Hidayah curriculum which is stated in PROTA, PROSEM, RPPM, RPPH so that it is easier for teachers to allocate literacy activities based on local wisdom because it has been programmed carefully.

Through learning analysis that has been designed by all aspects of the RA Nurul Hidayah institution, this makes it easier for educators to implement programs that have been launched to improve the quality and quality of education aimed at increasing the competitiveness of schools against new institutions that are increasingly mushrooming and have programs. This program is considered capable of competing with the old institution. The thing that needs to be done for the design of a program or training is preparation accompanied by a needs analysis with serious practice so that the program that has been structured can run effectively as expected.

Learning projections are carried out in a mature planning concept; with this, the necessary actions with arrangements will be seen and see the response of learning components that will systematize learning objectives, materials, presentation of materials, methods, and evaluations (Hanifah, 2018).

In preparing quality human resources that can be used as the basis for the character, it is carried out by implementing the teaching and learning process. Therefore, the provision of learning must pay attention to aspects of development in students, including religious and moral values, cognitive, motor, language, social-emotional, and artistic. Education implemented for students is expected to have social ingredients that include tolerance, care, respect, respect, cooperation, empathy, and so on (Qasim & Maskiah, 2016). By using preliminary analysis or analysis at the RA Nurul Hidayah institution, the program is more complex and ready to apply new programs to students.

Learning Design Implementation

Learning design implementation is a structured action in proclaiming the program to the target. Implementation comes from English, namely to implement, which means to implement. Implementation of application is a step in doing something that has consequences. The implementation itself is a step in implementing something that has an impact or effect on

something. Implementation is done by applying a series that is structured and planned in the implementation of a program.

Based on an interview from IF4, one of the accompanying teachers in group A conveyed that literacy based on local wisdom applied to RA Nurul Hidayah was based on students' interests without an element of coercion. Still, teachers or educators maximally provided enjoyable stimulation so that students could participate in learning. This is done to make education independent for students to choose learning games as they wish. Literacy activities based on local wisdom in increasing school competitiveness are carried out in several ways:

Local Culture Text Rich Environment

Creating literacy based on local wisdom creates an environment rich in local cultural texts. To foster a literacy culture and develop local cultural knowledge, text-rich materials are provided in classrooms, offices, libraries, and places frequented by students. IF1 conveys the local cultural texts in question, such as writings, pictures, or posters that raise local cultural wisdom, for example, batik, which is a local culture including in Matekan village, word walls about local knowledge, learning videos containing local culture such as making batik, traditional ceremonies, and others as well as miniature historical relics, and other literacy about local culture that can be placed in the classroom.

IF2 emphasized that to support the success of the literacy movement based on local wisdom, the creation of a text-rich environment not only in schools but also in the external environment such as the students' families. Therefore, the school cooperates with the parents to work hand in hand in the school program's success, namely literacy based on local wisdom.

Students can read and understand through pictures, texts, videos, and miniatures at school and home by creating an environment rich in cultural texts. It is easier for children to absorb literacy learning. There is a point plus in this activity because a child not only understands literacy but also recognizes their respective customs with local wisdom.

Storytelling for a few minutes

After the opening, the next activity is storytelling guided by each class teacher or guided by the student's guardian, storytelling fifteen minutes before the lesson starts, storytelling activities are carried out twice a week, namely on Tuesdays and Saturdays. In this activity, teachers, librarians, school principals, or volunteers read reading materials expressively where storybooks read about local fairy tales, especially the Matekan village occupied by RA Nurul Hidayah. By telling stories that exist in the school environment, students can understand the local culture of their place of origin.

IF1 said that in implementing storytelling activities, we collaborate with parents or local community leaders who understand more about the cultures in Matekan village. This is also the main attraction in attracting residents to support the educational institution of RA Nurul Hidayah. IF5 as the guardian of students and community leaders in the village of Matekan said that literacy based on local culture makes us proud and salutes the RA Nurul Hidayah institution in particular for providing an opportunity for our town to be more preserved, known, and remembered by our children and grandchildren. Listening to fairy tales or stories has many benefits for children, such as enriching children's vocabulary, getting to know story characters, getting to know the local culture and being able to foster emotional closeness between educators and children, listening to stories and fairy tales can help children develop their imagination and critical thinking skills, allowing them to grow into children. Make something original and work on your listening skills. The greater the number of children in attendance, the easier it is for children to converse and arouse interest in reading. Another benefit of telling stories about the local culture is that it can allow institutions to recruit more trust from the local community.



Figure 2. Storytelling Activities

Implementation of application of a program that will cause an effect. Implementation is carried out to implement a structured and planned activity in the performance of a program. Flexibility, attractiveness, energetic, creative and innovative is very much needed in the implementation of learning by teachers because children are more likely to like unique situations and new things (Zamroni et al., 2021).

The implementation of literacy based on local wisdom at RA Nurul Hidayah is carried out to strengthen public trust in the institution to produce output, namely increasing the competitiveness of the institution against other existing institutions by introducing easy ways to read and write. The implementation is carried out by learning literacy based on local wisdom, where this application cultivates local knowledge. Still, the principles and methods remain on adjusting to the stage of child development (Maragustam, 2017). Implementation carried out in a fun way will increase the enthusiasm of students to participate in learning activities carried out by the teacher.

Reading and Writing Stimulation

The third step is reading and writing stimulation; in contrast to storytelling activities, reading and writing stimulation activities are carried out every day to stimulate children to love reading and writing. This activity is carried out in the core activity, but in this core activity, there are three playing densities that students can choose according to their respective interests. The primary teacher density involves reading and writing literacy activities that are packaged attractively by applying elements of local culture. IF3 emphasized that reading and writing stimulation activities were carried out with various media to be able to attract children to participate in these activities, such as writing on cloth in a batik style but using food coloring to minimize danger, reading pictures or posters, this activity was able to provide a stimulus for understanding letters and words.

Stimulation of reading and writing uses unique books designed by the school and artistic images such as temples, torches, batik, and others. As stated in IF4, reading books are intended to introduce letters and word combinations, while writing books are designed to train children to write letters with thickened patterns. IF1 also provides information if students can borrow storybooks available in the school library for parents to read stories at home. An example of a book that attracts students related to local cultural wisdom is folklore. In the storybook, it is accompanied by illustrated pictures. The images become the main attraction for early childhood so that the teachings stored in the story can be interpreted easily by students.

Stimulation of reading and writing from an early age can develop children's reading and writing skills through the proper method so that children do not feel pressured or burdened in carrying out these activities. Stimulation of reading and writing is also a necessity that is indeed a benchmark for the surrounding community; with children being able to read and write, the school is considered successful in producing quality output, this increasingly

makes the institution an option so that the competitiveness of outside parties is not enough to match.



Figure 3. Writing Guide

Evaluation

Evaluation is carried out to provide a high-level overview of what is happening in a program and to ensure that the elements of the planned program objectives are financially feasible. As a process, evaluation is also known as data and information gathering, which is essential for determining how much, and to what extent, learning has occurred and making the assessments and improvements necessary to achieve the best possible results. For example, comparing the results of actions is an example of how evaluation is used to measure and progress in the performed activities. The purpose of the evaluation is to determine whether or not the plans developed can achieve the objectives set and whether or not they can be implemented.

Teachers can measure their students' ability to understand the world of literacy based on local wisdom through activities that arise from the evaluation. These activities aim to improve the program and serve as final administration and management by collecting data with shared goals for teachers to measure their students' ability to understand the world of literacy. Evaluation is used to create a follow-up program that is derived from monitoring and is used to measure and improve the activities carried out. The review's goal is to achieve the intended purpose while also obtaining satisfactory results. The study results are designed to be used to re-plan and serve as the basis for final administration and management (Baharun & Wibowo, 2021).

IF2 said the evaluation was carried out on students about understanding literacy based on local wisdom. The assessment is carried out weekly by each homeroom teacher, who takes notes on the students' achievements and then evaluates the system submitted to the Foundation. Evaluation of the program system is carried out once a month by the Foundation regarding the culture-based literacy program at RA Nurul Hidayah, then deliberation when holding regular meetings with all teachers at RA Nurul Hidayah.

IF3, through evaluation activities discussed with all components in the institution, both from the Foundation, committees, community leaders, heads, and teachers, can provide direction and next steps to optimize the programs carried out. This further strengthens the institution to develop a literacy culture based on local wisdom to increase the competitiveness of schools against other schools. IF4 the findings in the evaluation are corrected and agreed to continue more efficient steps by way of deliberation. The involvement of community leaders increases the community's sensitivity to choose this institution as an option to entrust their children to gain knowledge.

Evaluation is considered to be extremely important in the process of improving the overall quality of education. For this reason, that assessment can motivate students to be more

involved in their learning throughout their lives, encourage teachers to continue to improve the quality of the learning process, motivate schools to invest in additional facilities, and improve the overall quality of student learning (Rozi & Firdausiah, 2021). Therefore, qualified human resources are required to fix and improve the management of early childhood education, specifically related to early childhood education learning, which includes planning and organizing, implementing, and evaluating. Early childhood education learning comprises planning, organizing, implementing, and evaluating (Ita, 2018). Through the evaluation activities, the manager can see a picture of the program that has been implemented so that the manager can improve the program in optimizing the program that is already running. This allows institutions that are more advanced and can prioritize the needs of students to guide, develop and direct more optimal learning goals.

CONCLUSION

The strategy of introducing literacy culture based on local wisdom in early childhood in strengthening children's knowledge of local culture is carried out through learning analysis, learning system design, and evaluation. This literacy activity based on local wisdom provides an understanding of ancestral culture to early childhood to understand the genealogy and history of the local culture. Its application, carried out through exciting and fun strategies, makes children like and enthusiastically participate in literacy activities based on local wisdom. The implications obtained by students can understand reading and writing and understand culture slowly. The obstacles faced are in the facilities and infrastructure regarding cultural miniatures, which are very minimal. Still, the added value of public trust in RA Nurul Hidayah has increased since literacy based on local wisdom.

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