



## Government Political Intervention in Educational Implementation

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**Abstract:** This research discusses the political intervention of the city government in the implementation of education in urban areas. Political intervention by city governments is often seen as an effort to improve the quality of education, but in practice, this intervention can give rise to various problems and challenges. This research uses qualitative methods with a case study approach in several cities in Indonesia to explore the impact and implications of political intervention on the education system. The research results show that political intervention can influence education policies, budget allocations, and decision-making processes in schools. Apart from that, this intervention also has an impact on the quality of education received by students and the professionalism of teaching staff. This research concludes that although the intention of political intervention is to improve the education system, its implementation needs to be carried out carefully, considering the possible long-term impacts.

**Keywords:** Education, Political Intervention, Quality of education

### Intervensi Politik Pemerintah dalam Implementasi Pendidikan

**Abstrak:** Penelitian ini membahas intervensi politik oleh pemerintah kota dalam pelaksanaan pendidikan di daerah perkotaan. Intervensi politik oleh pemerintah kota sering dianggap sebagai upaya untuk meningkatkan kualitas pendidikan, namun dalam praktiknya, intervensi ini dapat menimbulkan berbagai masalah dan tantangan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus di beberapa kota di Indonesia untuk mengeksplorasi dampak dan implikasi intervensi politik terhadap sistem pendidikan. Hasil penelitian menunjukkan bahwa intervensi politik dapat mempengaruhi kebijakan pendidikan, alokasi anggaran, dan proses pengambilan keputusan di sekolah. Selain itu, intervensi ini juga berdampak pada kualitas pendidikan yang diterima oleh siswa dan profesionalisme tenaga pengajar. Penelitian ini menyimpulkan bahwa meskipun tujuan intervensi politik adalah untuk memperbaiki sistem pendidikan, pelaksanaannya perlu dilakukan dengan hati-hati, dengan mempertimbangkan kemungkinan dampak jangka panjang.

**Kata Kunci:** Intervensi Politik, Kualitas Pendidikan, Pendidikan.

## 1. Introduction

The development of a country is influenced by many factors. Education is a very important factor in supporting the progress of a country. Without education, development of a country is impossible. Because through education, people can change from not knowing to knowing, and from not being able to do it to being able to do (Alfian, 2019). According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, nobility, as well as the skills

the needed by himself, society, nation and state (Loppies, 2023).

In implementing regional autonomy, education is an important matter which is included in the scope of authority and responsibility of regional governments, so that regional governments must regulate the implementation of education to ensure legal certainty in the implementation and/or management of education in the City Regency (Mahfud, 2019). On that basis, it is necessary to consider the need to establish regional regulations for the implementation of education. Education management is an important part of implementing education in schools. Because education is needed to prepare human resources,

educate and shape the whole person. To achieve these goals, the management and implementation of education must be regulated through education sector policies (Hair, 2018).

Talking about the issue of political intervention, in general, intervention is an act of interference carried out by a country towards another country, whether in the economic, social, cultural, political, or other social fields. Regarding bureaucratic and political activities.

Azhari (Azhari, 2011) states in his writing that the political intervention in question is an effort made by political officials to influence the recruitment and promotion process of bureaucrats in bureaucratic positions (Azhari, 2011). also explains that political intervention in the bureaucracy is an action carried out by political officials that is not in line with the spirit of bureaucratic neutrality and the applicable laws and regulations in public bureaucratic management. This kind of intervention is often carried out solely for the benefit of certain parties and individual political officials. Furthermore, what is meant by political intervention in the article is political intervention carried out by the city government.

According to (Novriyanto et al., 2023) there are three levels of community intervention (community work), which describe the different scopes in which interventions can be applied. Mayo uses the division of the 13 Gulbankian Reports in 1969 to support his argument. These divisions are: a. grassroots or neighborhood (actors of change intervene in community groups in the area), b. Local agency and inter-agency work (actors of change intervene with umbrella organizations at the local, provincial, or wider level, together with relevant government officials and non-government organizations who are interested in this matter), c. regional and national community planning work (change actors intervene on related issues). Several reasons why political intervention in bureaucracy is difficult to avoid can be found in Helden's writing in an online article ([politik.kompasiana.com](http://politik.kompasiana.com)). He wrote about why this could occur: a. Political primordialism is still strong, where kinship ties, the politics of retribution, the desire to build a family-based government, the search for a sense of security, and the opportunistic behavior of bureaucrats b. The check and balance mechanism has not yet become a culture and has not been implemented well. c. The power possessed by politicians tends to corrupt, as stated by Lord Acton, "power tends to corrupt." d. low maturity of political parties and high dependence on bureaucracy, e. The low

welfare conditions of bureaucrats or state civil servants in areas tend to give rise to the practice of rent-seeking through hidden political activities in order to obtain additional income. f. The set of rules is unclear and easily politicized, such as weak employee development instruments, a code of ethics that has not been institutionalized, the existence of regional status as personnel supervisors, and the dual position of regional head with general chairman of political parties (Kartikawati, 2022).

This research addresses three main aspects. First, it is essential to examine the forms of political intervention implemented by city governments in the execution of education. Next, the study aims to evaluate the impact of political intervention on education policies, budget allocation, and decision-making processes at the school level. Finally, the research seeks to understand the influence of political intervention on the quality of education received by students and the professionalism of educators. This study is crucial for understanding how political intervention affects the education system and for providing recommendations to improve policies for more effective enhancement of education quality.

## 2. Research Method

The research method used in this study is qualitative, employing a case study approach to thoroughly investigate the context and dynamics of city government political interventions in education. This method is particularly suited for exploring the intricate relationships and impacts of such interventions. The study was conducted across several cities in Indonesia, chosen based on specific criteria like diversity in educational policies and varying degrees of political intervention. The data collection process involved multiple techniques. In-depth interviews were held with a range of stakeholders, including city government officials, school principals, teachers, and parents, to gather a broad spectrum of perspectives on how political intervention affects education (Sugiono, 2019).

Observations were made in schools to directly witness the implementation of these policies and their effects on teaching and learning. Document analysis was performed on education policies, budgets, and other relevant reports from municipal governments and educational institutions. This analysis provided additional insights into the official stance and practical implications of the political interventions.

The collected data was then subjected to thematic analysis, a process that involves

identifying and analyzing patterns, themes, and relationships within the data. This analysis helps in uncovering significant insights and implications related to the impact of political intervention on the education system. By following this approach, the study aims to offer a comprehensive understanding of how political interventions shape educational outcomes and practices in the selected cities (Sugiono, 2007).

### 3. Result & Discussion

The implementation of education in Indonesia is strictly regulated in the 1945 Constitution, namely article 29 including the amendments. Education is the responsibility and obligation of the state and is supported by all its people. However, until now the implementation of this mandate has not been fully implemented in the field of education, in fact it is felt that it is still very far from what was envisioned. Although in terms of funding in 2009 the government has targeted a budget of 20% of the APBN (Hayat, 2016).

After the implementation of educational autonomy as a consequence of the implementation of regional autonomy, education management is no longer centralized from the center. Currently, the role of regional governments in advancing education has become very open, even though each region has difficulties, both human resources and lack of education funds (Listiana, 2016).

The challenges of world development today require human resource capabilities that are strong and have high creativity, but how the country is able to prepare quality human resources is still looking for patterns to this day (Amelia & Hudaidah, 2021). suggests two major functions of the state, namely: realizing prosperity for the people at large and uniting the people in a forum called the state.

The relationship between education and politics is very close, in fact always connected, so from this situation we can see that state politics plays a very important role in determining the direction of educational development in a country. It is not an exaggeration that many experts believe that education is an effort or means to preserve state power (Solichin, 2015). explains that the cultural politics of a country are channeled through its educational institutions, so that in education the political will or system of power in a society is channeled.

Efforts to instill principles, doctrines and state agreements through education are carried out in a way that cannot be traced at a glance because they are usually implicit in an

educational material or curriculum so that unconsciously the people who follow and receive education also support the specific goals of the state (Januaripin, 2024).

The relationship between education and politics is understood by society in two ways. First, there are groups of people who say that education is education and politics is politics, or that the two are separate. Second, there are groups of people who believe that the two are interconnected. Which opinion is most appropriate is debatable (Suparman, 2023). The first opinion assumes that mixing education and politics will be detrimental to education because in politics there are bad or ugly conditions, in the opinion of certain groups of society. The second opinion is quite reasonable because politics cannot only be understood in a narrow sense. It is necessary to remember that politics in a narrow sense is interpreted by some people as politics in the arena of national life, where there is competition between certain groups or factions to compete for a desired position by justifying everything. method (Md Razali & Muhamad, 2022).

Politics in the field of education actually exists; for example, if a vocational school principal decides the policy regarding internship patterns for his students, that decision cannot be considered a political decision. Another example is regulations regarding education that are decided by the government, whether in the form of policies or guidelines, which are actually political decisions as well. This is reasonable because before a regulation on education is decided, it must go through very fierce discussions in both the legislative and executive institutions. We still remember how Law No. 20 of 2003 concerning the national education system was delayed for quite some time just because one of the articles was being debated. There is a tug-of-war between various groups, and that is something that is common in the world of politics (Widyanto, 2022).

In KBBI, intervention is intervening in a dispute between two parties. This action can happen to people, groups, countries, and so on. Intervention comes from the Latin *intervenire*, which means "to come between or interrupt". As for politics itself, it means interaction between the government and society in the context of the process of making and implementing binding decisions regarding the common good of the people living in a certain area (Samsinar et al., 2021).

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in this situation it can be said that state politics plays a very important role in determining the direction of educational development in a country. It is not an exaggeration that many experts believe that education is an effort or means to preserve state power. Michael W. Apple in (Suryadi & H.A.R Tilaar., 2003) explains that the cultural politics of a country are channeled through its educational institutions so that in education the political will or system of power in a society is channeled.

Education in Indonesia itself has a lot of political interference. It can be seen that every time a minister changes, his policies will change. In fact, it is very clear that the curriculum changes that have occurred in Indonesian education have not occurred in less than a decade (read: Darmanigtyas). Starting from the beginning of the old order, namely the 1947 curriculum or what is called the Lesson Plan, the emphasis of learning was on the formation of human character as independent, sovereign and equal to other nations.

Generally, political intervention is carried out by the government with good intentions. Below are several examples of interventions carried out by the city government, including:

Medan - Education is the right of citizens, especially children. Every child has the right to receive education and teaching in the context of personal development in accordance with their interests, talents and level of intelligence as well as to have access for children aged 6 to 21 years to receive educational services. In order to fulfill the right to education, the North Sumatra Regional Office of the Ministry of Law and Human Rights, represented by the Head of Human Rights, Flora Nainggolan, together with the Legislative Drafter and Legal Counselor, visited the Medan City Education Office. The team was received by the Head of PAUD and PNF Curriculum Azriani accompanied by Nirwan and Suryanto. (27/10)

"There was a problem that the community communicated to the North Sumatra Regional Office of the Ministry of Law and Human Rights through the Yankomas service regarding ABH who experienced sexual violence and needed further education. Public communication services are the government's efforts to encourage the resolution of alleged violations of human rights as a form of protection and fulfillment of human rights as mandated in the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Number 32 of 2016 concerning Public Communication Services on Human Rights Issues and one of them "The form

of activity is the implementation of coordination, which is currently carried out at the Medan City Education Office as an effort to provide the best human rights services for the community," Flora said at the start of the activity.

Responding to this, Azriani said that Equal Education is non-formal education which includes the Package A, B, C program with an emphasis on mastering knowledge, functional skills and developing students' professional attitudes and personalities. The legal basis for equal education is Government Regulation Number 73 of 1991. Regional governments carry out development of equal education aimed at educational units and citizens who do not have the opportunity to access formal education. The city of Medan itself provides this and is free with simple conditions. The education is also carried out online and specifically for ABH, which was previously conveyed, we will immediately help them so they can continue their education (Listiana, 2016).

Responding to this, Flora expressed her gratitude for the cooperation and attention provided by the Medan City Education Office in accelerating the resolution of problems raised by the community.

MEDAN – The North Sumatra Province Education Quality Assurance Center (BPMP) appreciates the commitment of the Mayor of Medan Bobby Nasution who has appointed the Driving Teacher to be the Principal of the School (Kepsek). This was conveyed by the Head of BPMP North Sumatra Province Drs. Irwan Safii, M.Pd to media crew in his office, Friday (01/09/2023).

According to Irwan Safii, the Mayor of Medan has appointed 64 school principals from the Driving Teacher element. Before their appointment as principals, the Education Service conducted an assessment as part of the regional government's authority in selecting principals for each educational unit.

In accordance with the Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 40 of 2021 concerning the Assignment of Teachers as School Principals, the path for future educational leadership is from the driving teacher path. Based on the Minister of Education and Culture's regulation, it is also stated that the requirements for becoming a school principal include having a driving teacher certificate.

"We really appreciate the policy of the Mayor of Medan, Mr. Bobby Nasution, who has appointed Activist Teachers in the City of Medan to become School Principals."From a total of 109

teachers who have been selected to become motivating teachers, 64 motivating teachers with ASN status have been appointed as school principals," said the Head of BPMP North Sumatra Province.

Safii continued, this policy is a form of Medan Mayor Bobby Nasution's commitment to support the Ministry of Education and Culture's Priority program. Mr. Bobby is very concerned with improving the quality of education in Medan City.

"We from BPMP North Sumatra Province continue to support the efforts made by the Mayor of Medan to advance education in the City of Medan. And ofcourse we hope that this program will continue for the next generation of Activating Teachers," said Irwan Safii.

"With the appointment of the Driving Teacher as Principal, it is hoped that educational leadership in schools can change and various innovations can be realized in schools, thus leading to improving the quality of education in schools," explained Irwan Safii again (Murni, 2021).

The Mobilizing Teacher Program is one of the Priority Programs of the Ministry of Education and Culture, and was launched in the 5th episode in the series of Independent Learning Policy.

The Teacher Mobilization Program equips teachers with three important things, namely paradigm and vision, learning that supports students, and learning leaders in school management. This program not only aims to produce professional teachers but also prepares Indonesian teachers to become educational leaders.

Mimbarumum.co.id - The 2024 Medan City Education Celebration event successfully broke two MURI World records by featuring a drumband performance attended by 6,000 elementary and middle school students throughout Medan City, as well as a parade attended by 4,000 PAUD children wearing national hero clothing.

The MURI World record award certificate was handed over directly by the Director of Operations of the Indonesian Record Museum (MURI) Yusuf Ngadri to the Mayor of Medan Bobby Nasution at the peak event of the 2024 Medan City Education Festival which was held at Medan Fort Field, Sunday (26/5/2024). After receiving the MURI award certificate, the Mayor of Medan expressed his appreciation and congratulations to the students who had succeeded in breaking two MURI World records at once. "Congratulations and thanks to my children, two MURI records today were

successfully broken. "This is thanks to our joint efforts," said Bobby Nasution. On that occasion, the Mayor also assessed the importance of education for children both in the classroom and outside the classroom. Because to move towards the Golden Indonesian generation of 2045, not only academic intelligence is needed, but also soft skills must also be equipped (Imbron & Pamungkas, 2021).

"These soft skills can be obtained from education outside the classroom, such as extracurricular activities at school, therefore I advise children to pursue education both inside and outside the classroom, because both are equally important," he said. To support this, Bobby advised the Medan City Education and Culture Office to create sports and arts clubs in every school, both at elementary and middle school levels. "In every school there must be a sports or arts club such as a drum band, because this can support our children to become the golden generation in 2045," he said. Previously, the Head of the Medan City Education and Culture Service, Benny Sinomba Siregar, in his report said that the 2024 Medan City Education Festival was the culmination of the 2024 National Education Day. During the Medan City Education Festival, Benny said that 7 World MURI records had been broken.

"Of course, this success cannot be separated from the support of the Mayor of Medan, who always provides support to students in Medan City," said Benny, adding that previously there had also been a futsal tournament, drumband competition, creative formation paskibraka competition and angklong competition (Kusmiyati et al., 2023).

Lensamedan - In an effort to improve the quality and quality of schools, the Medan City Government, through the Medan City Education and Culture Office, is again holding an assessment of the positions of School Principals and Principal Candidates for elementary and middle school levels in the city of Medan, at the University of North Sumatra, Tuesday (25 /7). The implementation of the assessment, which lasted for two days, was reviewed directly by the Head of the Medan City Education and Culture Service, Laksamana Putra Siregar, accompanied by the Service Secretary, Kiky Zulfikar, to ensure that the assessment process ran smoothly. Head of the Medan City Education and Culture Service, Laksamana Putra Siregar, said that the assessment was carried out today for school principals and prospective principals to fill the vacancies of several principal positions that had

reached the retirement age limit (Yunus Abu Bakar et al., 2023).

"We are carrying out assessments to fill several positions for Principals who have entered retirement, including an assessment to see the abilities of the current Principals so that we can organize the School so that its quality is better," said Admiral Putra Siregar. There are 400 Principals and prospective Principals who took part in this assessment, of which 381 are Principals at the elementary school level. "Because there are quite a lot of them, that's why we will hold it for two days," said Admiral Putra Siregar.

Admiral Putra Siregar said the results of this assessment would later be reported to Medan Mayor Bobby Nasution through the Medan City Personnel and Human Resources Development Agency (BKPSDM) as material for employee management. "Furthermore, we will report the results to the Mayor through BKPSDM as material for organizing staffing, especially within the Medan City Education and Culture Service," said Admiral Putra Siregar. With this assessment, it is hoped that we can see the potential of school principals in Medan City as well as an effort to manage personnel within the Medan City Education and Culture Office. "For this reason, we hope that this assessment can become a model for recruiting School Principals and Principal Candidates who really have potential," hoped Admiral Putra Siregar (Solichin, 2015).

The implementation of the assessment for Principals and Principal Candidates also received full support from the University of North Sumatra (USU). Representative from USU, Husni Thamrin, who also took part in carrying out the inspection, admitted that he was ready to support the implementation of this assessment by preparing equipment and all facilities to support the smooth running of the assessment process.

#### 4. Conclusion

This study successfully identified and analyzed the impact of city government political intervention on the education system in urban areas. Based on the research questions posed, the following conclusions can be drawn. Firstly, the forms of political intervention implemented by the city government include the regulation of education policies, allocation of budgets, and appointment of school principals. These actions reflect the government's effort to control and influence the direction of education in its jurisdiction. The impact of political intervention on education policies and decision-making processes in schools is significant. The research

shows that such interventions often lead to uncertainty in budget management, which in turn can affect the quality of education received by students.

Furthermore, political intervention also influences the professionalism of educators. In some cases, these interventions lead to demotivation among teachers, negatively affecting the quality of teaching and learning in the classroom. Thus, while the primary aim of political intervention is to improve education quality, this study indicates that improper implementation can result in various issues that detrimentally affect the education system as a whole. Therefore, it is crucial for policymakers to consider the long-term impacts of their interventions and involve all stakeholders in the decision-making process.

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