

# Inequality of Access to Islamic Education in Underdeveloped Regions and Innovative Solutions



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## KEYWORDS

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## ABSTRACT

Inequality of access to Islamic education in disadvantaged areas is a serious challenge in efforts to realize equal distribution of education in Indonesia. Obstacles such as limited infrastructure, lack of teaching staff, and lack of use of educational technology exacerbate this condition. This study aims to analyze the factors that cause inequality in access to Islamic education and formulate innovative solutions that can be applied in disadvantaged areas. The method used is library research that reviews various scientific journals, research reports, and relevant education policies in the last five years. The results show that technology integration, teacher training programs, and collaboration between the government and the community are the main keys in overcoming this inequality. Solutions such as the establishment of community-based schools, the use of simple technology, and educational scholarships have proven effective in increasing participation and quality of education in the 3T (Frontier, Outermost, and Disadvantaged) areas. This research makes an important contribution in enriching Islamic education literature and offers practical strategies that can be implemented to create a more inclusive and equitable Islamic education throughout Indonesia.

## 1. INTRODUCTION

Inequality of access to Islamic education in disadvantaged areas is one of the crucial issues faced by Indonesia in an effort to create educational equality for all people. Although the government has formulated various policies to expand access to education, the uneven distribution of facilities and educators is still a major obstacle (Rahman & Ramadhan, 2024). In disadvantaged areas, the quality of Islamic education often lags behind compared to urban areas, which has a direct impact on the quality of

human resources and local development (Khairunnisa et al., 2024). This inequality not only widens the socio-economic gap but also slows down the progress of national education (Putri & Ristianti, 2024).

Islamic education has an important role in shaping individuals who not only have academic knowledge, but also have high morals and morals in accordance with Islamic teachings. This education is based on the principle of integration between general science and spiritual values, which aims to create a balance between the



worldly and ukhrawi aspects (Suryani, 2023). The Islamic education curriculum is designed to form human beings who have a deep understanding of religion while being able to face modern challenges while still holding fast to Islamic values (Lubis & Asry, 2020).

In the modern context, Islamic education has experienced challenges in integrating technological advances and social changes without losing its traditional essence. Therefore, an effective and transformative approach to Islamic education management is urgently needed to ensure the relevance of Islamic education in the era of globalization (Nurhayati & Rosadi, 2022). Islamic education management does not only focus on the teaching process in the classroom, but also includes the management of educators, learning systems, and a conducive and Islamic educational environment (Na'Im et al., 2021). Through this approach, Islamic education is expected to be able to give birth to a generation with noble character and broad insight in various aspects of life.

Islamic education has a vital role in shaping the nation's character and internalizing moral and spiritual values in people's lives. However, the limitations of educational infrastructure, the lack of qualified teaching staff, and the lack of technology in underdeveloped areas are the main factors that slow down this progress (Yunus, 2024). In addition, the lack of scholarship programs and special educational facilities for children in the area also exacerbates this condition (Hajar & Wahyuni, 2024). This inequality not only creates disparities in learning outcomes but also widens economic gaps between regions (Jimale, 2023).

As a country with the largest Muslim population, Indonesia has a great responsibility to ensure inclusive and equitable Islamic education.

However, in reality, this inequality is still clearly visible, especially in disadvantaged, remote, and outermost (3T) areas (Marpaung et al., 2024). Research shows that although there are programs to improve the quality of education, their implementation has not been optimal in these areas (Riski, 2024). Therefore, innovative solutions and holistic approaches are needed to address these inequalities.

Efforts to improve inequality in access to Islamic education require collaboration between the government, the community, and educational institutions. In this case, strategies involving educational technology, teacher training, and sustainable financial support are urgently needed (Suhartono, 2021). Islamic education in disadvantaged areas must be transformed through innovations that utilize digital technology, so as to enable wider access to learning even in difficult geographical conditions. Inclusive and equitable education is the key to improving the quality of human resources and encouraging sustainable development. By understanding the factors that cause these inequalities, it is hoped that the proposed innovative solutions can be implemented effectively and sustainably.

Previous research shows that educational inequality in disadvantaged areas is a complex challenge and requires a multidimensional approach. Rahman and Ramadhan (2024) highlighted the importance of integrating the SDGs program in improving the quality of Islamic education in the 3T area. Meanwhile, Khairunnisa and Aprison (2024) examine Islamic education financing strategies that can be accessed by the wider community. Another study conducted by Putri and Ristianti (2024) highlights the importance of an equitable distribution of teachers to narrow the educational gap.

The main purpose of this study is to analyze the factors that cause inequality in access to Islamic education in disadvantaged areas and to formulate innovative solutions that can be applied practically. This research also aims to identify strategies that can improve the quality of Islamic education through the integration of technology and strengthening the capacity of educators in the 3T area. Thus, the results of this research are expected to make a real contribution to realizing inclusive, equitable, and quality Islamic education throughout Indonesia.

## 2. METHOD

This study uses a qualitative approach with the type of literature study (library research) that focuses on analyzing the inequality of access to Islamic education in disadvantaged areas and exploring innovative solutions that can be applied. This approach was chosen because it is in accordance with the research objectives which aim to understand the phenomenon in depth through the study of various literature sources and previous research (Zed, 2018). Literature studies allow researchers to examine relevant concepts, theories, and research results, so that they can produce a comprehensive synthesis of the issue of inequality in Islamic education in Indonesia (Creswell & Poth, 2016).

The data sources used in this study come from various academic literature, including scientific journals, conference proceedings, books, research reports, and policy documents related to Islamic education in disadvantaged areas. The articles accessed come from databases such as Google Scholar, ResearchGate, and journals published by leading universities and research institutions in the last five years (2019-2024) to ensure the relevance and actuality of the data. This secondary data is classified based on the

main topic, namely inequality in access to education, causal factors, social impacts, and solution innovations in Islamic education.

The data collection technique is carried out through documentation studies by searching, reading, and analyzing various literature sources that discuss the research theme. This process involves a critical selection of literature that has high relevance to the focus of the research. This approach allows researchers to identify and evaluate findings that support the formulation of recommendations in addressing inequality in Islamic education (Bowen, 2009).

The data analysis method used is content analysis which aims to identify patterns, themes, and relationships between variables in the literature studied. This analysis is carried out by categorizing information according to the research problem, then interpreting the data found to reveal the meaning contained in the text (Krippendorff, 2018). The analysis process is carried out systematically to ensure that the results obtained have validity and are able to make a significant contribution to the formulation of innovative solutions in Islamic education in disadvantaged areas.

With this method, it is hoped that the research can produce new insights into the causes and impacts of inequality in access to Islamic education in disadvantaged areas and offer innovative strategies that are applicable and sustainable. This research also contributes to enriching literature and scientific discourse related to Islamic education, especially in efforts to achieve the sustainable development goals (SDGs) in the education sector.

## 3. RESULT AND DISCUSSION

The following is a table of literature data

compiled based on the results of a selection of several articles relevant to the topic "Inequality of Access to Islamic Education in Disadvantaged Areas and Innovative Solutions." These articles were chosen because they have a significant

contribution in discussing various aspects of inequality in Islamic education and offering innovative solutions that can be implemented to overcome these problems.

Table 1. literature review

No	Author	Title		Main focus
1	I.S. Wekke	Meretas Jalan Kesenjangan: Perempuan Pelopor di Pendidikan Tinggi Islam	Kesetaraan: Pendidikan	Focus on the inequality of gender-based Islamic education in disadvantaged areas.
2	K. Khairunnisa & W. Aprison	Mengintegrasikan Pendidikan Islam dengan Kebijakan Nasional	Pembiayaan	Examining Islamic education financing for disadvantaged regions in the context of the SDGs.
3	H. Rahman & N.J.H. Ramadhan	Meningkatkan Kualitas Pendidikan Islam melalui Lensa SDGs	Pendidikan	Islamic education as a means of achieving the SDGs in disadvantaged areas.
4	N. Putri & D.H. Ristianti	Distribusi Akses Pendidikan di Lembaga Pendidikan Islam	Pendidikan	Uneven distribution in technology-based Islamic education in the 3T area.
5	A. Hajar & S. Wahyuni	Ketertinggalan Pendidikan Islam Multikultural di Pelosok Desa	Kurikulum	Challenges in implementing a multicultural curriculum in disadvantaged areas.
6	F.A. Jimale	Menjaga Akses Pendidikan yang Adil: Solusi dalam Pembiayaan Pendidikan	Pendidikan	Focus on solutions to finance Islamic education in disadvantaged areas.
7	T.A. Marpaung, M.I. Daei & D. Habibi	Strategi Pembangunan Nasional dalam Perspektif Ekonomi Islam	Pendidikan	Integration of Islamic development and education in the perspective of sharia economics.
8	A. Hajar	Pendidikan Islam untuk Perempuan di Dunia Digital	Pendidikan	The application of digital technology to expand women's access to education in disadvantaged areas.
9	R.R.A. Kampa & A.N. Islami	Mobil 2 In 1 dan Akses Pendidikan di Era 4.0	Pendidikan	Technological innovation to overcome educational inequality in the 3T area.
10	D.M. Rachmaningsih	Peran Pustakawan dan Guru dalam Literasi di Daerah 3T	Pendidikan	The role of librarians and teachers in improving student literacy in disadvantaged areas.

Inequality of access to Islamic education in disadvantaged areas is a complex issue and involves many factors, ranging from economics, geography, to national education policy. The

articles selected in this literature table provide in-depth insights into the various dimensions of inequality in Islamic education and offer innovative solutions to overcome these

problems.

One of the articles that stands out is Ismail Suardi Wekke's (2024) work entitled *Hacking the Path of Equality: Pioneer Women in Islamic Higher Education*. In her research, Wekke highlighted how gender inequality in Islamic education in disadvantaged areas worsens the condition of local communities. Women often face structural barriers to accessing higher education, especially in areas with limited educational facilities. Wekke emphasized that the role of women in Islamic education needs to be strengthened through affirmative policies and the provision of special scholarships for female students from disadvantaged areas. This article argues that women's involvement in education not only improves family literacy and well-being but also contributes to the social and economic progress of the community as a whole (Wekke, n.d.).

Meanwhile, an article by Khairunnisa and Aprison (2024) entitled *Integrating Islamic Education Financing with National Policies in Realizing SDGs No. 4* examines Islamic education financing strategies that can be accessed by the wider community, especially in disadvantaged areas. This article highlights how national education policies often fail to reach the 3T (Frontier, Outermost, and Disadvantaged) areas due to budget constraints and lack of resource allocation. In their research, Khairunnisa and Aprison proposed the integration of Islamic education financing programs with national policies oriented towards achieving the Sustainable Development Goals (SDGs). Their main focus is to ensure that every child, regardless of economic and geographical background, has access to quality Islamic education (Khairunnisa et al., 2024).

Research by Rahman and Ramadhan (2024) in

an article titled *Improving the Quality of Islamic Education through the Lens of SDGs: Challenges and Opportunities* provides an interesting perspective on how Islamic education can be an important means of achieving the sustainable development goals (SDGs). They argue that Islamic education, if managed properly and innovatively, can help reduce social and economic inequalities in disadvantaged areas. This article highlights various challenges faced, such as a lack of qualified teaching staff, limited infrastructure, and lack of access to technology. As a solution, they emphasized the importance of collaboration between the government, the community, and the private sector in building adequate Islamic education facilities in the 3T area (Rahman & Ramadhan, 2024).

Another article that is no less important is the research by Putri and Ristianti (2024) entitled *Distribution of Access to Management Information System Education in Islamic Educational Institutions*. This study discusses the distribution of access to Islamic educational technology in educational institutions in disadvantaged areas. They found that the education management information systems implemented in many schools are still uneven, leading to disparities in the quality of education received by students in urban and rural areas. Putri and Ristianti recommend the adoption of digital technology and online learning platforms as a solution to bridge this gap. By utilizing technology, students in disadvantaged areas can access the same learning materials as students in urban areas (Putri & Ristianti, 2024).

Inequality in the development of the Islamic education curriculum is also the main focus in an article by Hajar and Wahyuni (2024) entitled *Lagging Behind the Multicultural Islamic Education Curriculum in Remote Villages*. In this article, the author highlights how Islamic



educational institutions in remote villages are often left behind in adopting a multicultural curriculum that is in line with global developments. Hajar and Wahyuni argue that the lack of training for teaching staff and limited access to educational resources are the main obstacles. This article offers solutions in the form of intensive training for teachers and the development of curriculum modules that can be accessed online (Hajar & Wahyuni, 2024).

Jimale (2023) in his article *Maintaining Equitable Access to Education: Solutions in Education Financing* provides a more practical perspective on how to overcome the inequality of Islamic education financing in Indonesia. He highlighted the importance of education financing policy reforms involving the participation of the private sector and non-governmental organizations (NGOs). Jimale argues that a community-based approach to education financing can help reduce inequality in access and ensure that every child has an equal opportunity to get a decent education (Jimale, 2023).

The article Marpaung, Daei, and Habibi (2024) entitled *National Development Strategy in an Islamic Economic Perspective* examines the relationship between economic development and Islamic education in disadvantaged areas. They highlighted how the integration of sharia-based economic development with Islamic education can be a long-term solution to overcome educational inequality. The main focus of this article is on the development of sharia-based MSMEs in disadvantaged areas, which can directly support Islamic education financing in the region (Marpaung et al., 2024).

Hajar (2024) in his article *Islamic Education for Women in the Digital World* highlights how digital technology can be used to expand access

to Islamic education for women in disadvantaged areas. This article highlights the importance of digital literacy for women and how technology can be an effective empowerment tool in improving their education and skills (Hajar, 2024).

The article by R.R.A. Kampa and A.N. Islami (2021) entitled *2 In 1 Cars and Access to Education in the 4.0 Era* highlights the importance of technological innovation in overcoming educational inequality in the 3T region. They argue that technology such as mobile learning devices and educational applications can be an effective solution in providing equitable access to education throughout Indonesia (Arifai et al., 2021).

Finally, D.M. Rachmaningsih's article (2024) entitled *The Role of Librarians and Teachers in Literacy in 3T Areas* highlights how collaboration between librarians and teachers can improve student literacy in disadvantaged areas. This article argues that increasing the capacity of teachers and librarians through training and workshops can be the key in improving the quality of Islamic education in isolated areas (Rachmaningsih, 2024).

## **Discussion**

Inequality of access to Islamic education in disadvantaged areas (3T – Frontier, Outermost, and Disadvantaged) is one of the major challenges in human resource development. Quality Islamic education not only plays a role in shaping morals and character, but also becomes the foundation in improving welfare and community development. However, disadvantaged areas often face significant barriers to providing equal and quality education.

## **Factors Causing Inequality in Access to**



## **Islamic Education in Disadvantaged Areas**

### **1. Limitations of Infrastructure and Educational Facilities**

Many disadvantaged areas do not have adequate educational facilities, both in the form of school buildings, classrooms, and laboratories. Poor infrastructure, such as difficult road access and inadequate school conditions, are the main obstacles to providing quality Islamic education.

### **2. Educator Gap**

The shortage of teachers, especially those who have competence in Islamic education, is a common problem. Many 3T areas are experiencing difficulties in attracting educators due to limited incentives and supporting facilities for teachers who are willing to teach in these areas.

### **3. Limited Access to Technology and the Internet**

Technology has an important role in supporting learning, but many disadvantaged areas do not have stable internet access. This exacerbates lagging behind because online or technology-based learning is difficult to implement.

### **4. Socio-Economic Conditions of the Community**

Poverty factors and low levels of parental education also exacerbate inequality. Many families in disadvantaged areas prioritize their children to help with family work rather than continuing education.

### **5. Lack of Policy Support and Funding**

Limited education budgets and uneven policies in supporting Islamic education in disadvantaged areas are one of the main factors that exacerbate inequality in access to education.

1. Community-Based School Development  
Establishing a community-based school or mini pesantren that can run with the support of the local community is an effective solution. The school can use a multipurpose building or a place of worship as a temporary classroom.

### **2. Teacher Service Program and Regional Incentives**

The government needs to encourage the "Teacher Service" program involving young teachers and students through the KKN (Real Work Lecture) program in disadvantaged areas. Additional incentives and welfare guarantees should also be provided to increase the interest of educators.

3. Utilization of Simple Educational Technology  
Although internet access is limited, technologies such as offline digital modules or learning through local radio and TV can be optimized. The use of simple technology such as audiobooks and offline-based educational applications is able to reach areas that do not have stable internet access.

### **4. Teacher Training and Capacity Building of Educators**

Routine training and workshops for educators in disadvantaged areas need to be improved. This program can be done online by providing special internet access for teachers in the area through village-based learning centers.

### **5. Scholarships and Educational Aid for Students**

The provision of scholarships and educational assistance in the form of stationery, books, and uniforms for students in disadvantaged areas is very helpful in increasing learning participation. This program can collaborate with NGOs and the private sector.

## **Innovative Solutions That Can Be Implemented Practically**

## **Strategies to Improve the Quality of**



## Islamic Education in 3T Areas

### 1. Integration of Technology in Learning

While access to technology is challenging, the use of simple applied technologies such as digital modules, USB-based learning media, and audio-visual devices can help. The construction of digital learning centers in schools or Islamic boarding schools is also an effective solution to expand access to technology.

### 2. Strengthening the Local and Islamic-Based Curriculum

Developing a curriculum that is relevant to local culture and based on Islamic values is an important step. Religious education combined with practical skills such as agriculture, handicrafts, and entrepreneurship will strengthen the competitiveness of students in disadvantaged areas.

### 3. Collaboration with Religious Institutions and Social Organizations

Working with Islamic boarding schools, mosques, and local religious organizations to provide informal education based on religion and skills is a sustainable strategy. Through this program, Islamic values can be widely taught to the community in a way that is more acceptable.

### 4. Zoning-Based Educational Infrastructure Development

Building a boarding school in a strategic location that can accommodate students from several surrounding villages is a solution in overcoming long distances. This education zoning also allows for equal access and increased efficiency in resource management.

### 5. Strengthening the Role of Parents and Society

Involving parents in the educational process by establishing effective communication between schools and communities will create a shared awareness of the importance of

Islamic education. Parent education programs about the importance of children's education will encourage increased school participation.

Inequality of access to Islamic education in disadvantaged areas is a multidimensional problem that requires innovative and collaborative solutions. The use of technology, the development of community-based madrasas, and scholarship programs are key in overcoming these limitations. Full support from the government, communities, and religious organizations is needed to ensure that every child in disadvantaged areas has equal opportunities to access Islamic education and contribute to better nation building.

## 4. CONCLUSION

This study highlights that inequality in access to Islamic education in disadvantaged areas is a complex problem that is influenced by various factors, including inadequate infrastructure, uneven distribution of teaching staff, and limited access to technology and educational resources. This gap has a direct impact on the quality of education and exacerbates socio-economic inequalities in the area.

The main conclusion that can be drawn is that the solution to this inequality requires a holistic and collaborative approach. The construction of community-based schools, intensive training for teachers, and the use of digital technology in learning are strategic steps that can be implemented to improve the quality of Islamic education in disadvantaged areas. In addition, scholarship programs and educational assistance also play an important role in encouraging the participation of students from underprivileged families.



As a suggestion, the government is expected to strengthen collaboration with community organizations, religious institutions, and the private sector in supporting Islamic education in the 3T area. In addition, there needs to be a policy that encourages a more equitable distribution of teaching staff and provides incentives for teachers who are willing to teach in disadvantaged areas. The development of zoning-based educational infrastructure is also a long-term solution that can overcome geographical limitations and increase access to education for the entire community. With these steps, it is hoped that Islamic education in Indonesia can grow more inclusive and make a real contribution in creating a generation that is knowledgeable, moral, and ready to face global challenges.

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