

EVALUATION OF INPUT, PROCESS, AND OUTPUTS OF MA'HAD ALI PROGRAM IN ISLAMIC BOARDING SCHOOL

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Abstract : *Evaluation research aimed at determining the condition of input, process, and output. evaluation of Input is evaluation of conditions before the Ma'had Ali program was carried out. Process, evaluation of the program management process. Output of the Ma'had Ali Program, at this stage evaluation will be carried out on graduates. Its evaluation model was a countenance stake. The methods were used such as interviews, observation, questionnaires and assessment sheets that are structured for managers, students, lecturers, and alumni. The conclusions of this study were the evaluation of whole input components was in a bad category because the respondents who answered very good and good category were only 50.9% of 100%. Whereas, the evaluation of process components was in a good category because the frequency of very good and good category was 77.17% of 100%, While, the evaluation of the overall output component is in bad category because the frequency of very good and good category was 73.6% of 34 graduates who answered the questionnaire. This shows that the overall output of the Ma'had Ali program has not reached the standard of a successful program.*

Kata kunci: *Evaluation, Ma'had Ali, Countenance Stake*

Pendahuluan

One of the important phenomena in Islamic studies in Islamic Boarding School is the establishment of a higher education model that specifically study about classical Islamic treasures enriched with the contemporary scientific material. This higher education model is known as Ma'had Ali.

Ma'had Ali is a Higher Education Ulama Institute, whose vision is to become the center of Islamic studies and leading ulama education in Indonesia. The results of Hatim Ghozali and Abdul Malik's research proved that Ma'had Ali has succeeded in formulating a new fiqh product, dialogical fiqh. With three strategies, namely the revitalization of Usul al-fiqh, the presence of counter-texts and the expansion of the takwil region, Ma'had Ali has produced a new fiqh that allows dialogue between text and context. This new jurisprudence also provides space for "different" and it is comprehensive and responsible both socially and methodologically ¹.

The aim of organizing Ma'had Ali Program is to create a generation of Muslims who have the competence and commitment to legal and educational issues, produce Ulama who are intellectual and devout, pious deeds, knowledgeable and have good character. The existence of the Ma'had Ali Program was interesting to examine with an evaluation research model with a descriptive qualitative approach. The model was used namely Countenance Stake evaluation model in order to find out the effectiveness of Ma'had 'Ali program in Islamic Boarding School, through three evaluation stages, were: 1). Input (antecedent), includes mahasantri

¹ Abd. Malik Hatim Gazali, 'Pesantren and the Freedom of Thinking Pesantren and the Freedom of Thinking', *Journal of Al-Jami'ah*.

selection system, mahasantri conditions, program manager conditions, Murshid conditions (Lecturers), and conditions of infrastructure 2). Transactions, it includes the process of Human Resource management, learning, and teaching processes, and the process of using facilities and infrastructure 3). Output, regarding the condition of graduates.²

Ma'had Ali, Islamic Boarding School, Stake Countenance Model Of Evaluation Program
Ma'had Ali

The terms Ma'had Ali's etymologically means High Islamic Boarding School or in other words equivalent to college. In the context of Islamic Boarding School, as an institution, Ma'had Ali is a religious higher education which is a continuation of diniyah education in the level of 'Ulya. From a sociological point of view, Ma'had Ali can be said as one of the traditional institutional forms and scholarship ethics in boarding school environment based on *takhassush* program programs that have developed for decades in boarding schools.³

In general, even though the *tahashshush* institution is non-formal and its management has never dealt with the government to get formal recognition and equalization but in terms of effectiveness, it can be said that this institution is successful and the quality of its graduates can be seeded⁴.

² Michael Huberman and Pat Cox, 'Evaluation Utilization: Building Links between Action and Reflection', *Studies in Educational Evaluation*, 16.1 (1990), 157–79., [https://doi.org/10.1016/S0191-491X\(05\)80077-X](https://doi.org/10.1016/S0191-491X(05)80077-X).

³ Hatim Gazali and Abd. Malik, 'Pesantren and the Freedom of Thinking: Study of Ma'had Aly Pesantren Sukorejo Situbondo, East Java, Indonesia', *Al-Jami'ah: Journal of Islamic Studies*, 47.2 (2009), 295.

⁴ Fakultas Adab, Iain Sulthan, and Thaha Saifuddin, 'Kontribusi Ma' Had Aly Terhadap', 27.2 (2012), 231–54.

Islamic Boarding School

Boarding schools or known as Islamic boarding school can be interpreted as a place or complex for students to study or learn religious knowledge from the kiai or recitation teachers, usually, the complex is dormitories form or small rooms that show its simplicity⁵.

Terminologically, Dhofier defines Islamic boarding schools as traditional Islamic educational institutions to study, understand, and practice the Islam thought by emphasizing the importance of religious morality as a daily behavior guidance⁶. Zuharini explains that Islamic boarding school is a religious institution that provides education and teaching, and also develops and disseminates Islamic religion. The Writer Team of Religion Department in Islamic Boarding School Learning Pattern book defines that Islamic boarding schools are Islamic education and teaching where there is an interaction between kiai and ustadz as teachers and santri as students by taking place in the mosque or in the yards of dormitory to study and discuss about religious textbooks which were written by past ulama⁷. Thus, the most important elements for Islamic boarding school is the existence of kiai, santri, mosques, residences (boarding school) and books (Kuning books).

The Rabithah Maahid Islamiyah (RMI) defines pesantren as *tafaqquh fi al-dîn* institutions which carry out the mission of continuing the message of Muhammad SAW while at the same time preserving of Islam

⁵ M Qomar, *Pesantren: Dari Transformasi Metodologi Menuju Demokratisasi Institusi* (Erlangga), https://books.google.co.id/books?id=_u6ouXge9JcC..

⁶ Zamakhsyari Dhofier, 'Tradisi Pesantren, Cet', VI, Jakarta: LP3ES, 1994.

⁷ Kementerian Agama RI, 'Peraturan Menteri Agama RI No. 13 Tahun 2014 Tentang Pendidikan Keagamaan Islam', 2014.

thought based on *Ahlu al-sunnah was al-Jamā'ah alā Tarîqah al-Mazāhib al-rArba'ah*. Mastuhu defines that Islamic boarding schools are traditional Islamic institutions to understand, appreciate and practice Islam thought (*tafaqquh fi al-dîn*) by emphasizing the importance of the morality of Islam as a guideline for daily community life⁸.

Arifin defines Islamic boarding schools as an Islamic religious education institution that grows and is recognized by surrounding community with a dormitory system (college), in which religious education is received through the recitation system or madrasa which is fully under the sovereignty of a leadership or some kiai with charismatic and independent characteristics in all matters. Thus, it can be understood that Islamic boarding school is traditional Islamic education institutions that study religion (*tafaqquh fi al-dîn*) which emphasizes of students' moral formation in order to practice it with the guidance of kiai and make Kuning book as the primary source and mosque as the center of activity⁹.

Stake Countenance Model of Evaluation Program

Program evaluation is an evaluation process that explicitly refers to achieving goals, and implicitly is to compare what has been achieved with what should be achieved from a program based on predetermined criteria. In the context of program implementation, the intended criteria are criteria for successful implementation and the evaluation based on the results or the process itself in decision-making.

⁸ Mastuhu, *Dinamika Sistem Pendidikan Pesantren : Suatu Kajian Tentang Unsur Dan Nilai Sistem Pendidikan Pesantren*, Volume 20 (Jakarta: INIS, 2013).

⁹ I Arifin, *Kepemimpinan Kyai: Kasus Pondok Pesantren Tebuireng* (Kalimasahada Press, 1993.), <https://books.google.co.id/books?id=h9cxAAAAMAAJ>.

Evaluation is similar to the supervision activities that aim at making decisions or follow up on programs that have been implemented. The benefits of the program evaluation can be in the form of stopping the program, revising the program, continuing the program, and disseminating the program¹⁰. The evaluation model developed by Stake is known as the Countenance Model, this is the first model, and the name is used in an article that means the whole, while in other words, it means something respected (*favorable*).

Stake's main concern is the relationship between the purpose of the assessment and the decision based on the nature of the data collection. Stake based his model on evaluating of usage "*checklists, structured visitation by peers, controlled comparisons, and standardized testing of students*"¹¹.

The Stake Countenance model consists of two matrices, namely:
Description matrix

The first category of this matrix is something intent, such as curriculum development or program. A teacher as a lesson plan developer, try to plans the desired conditions for a particular class activity. These requirements relate to students such as their interests, abilities, experiences, etc. which are commonly termed *entry behaviors*.

The second category, called observation. It is related to the actual implementation of what is desired. In this category, evaluators must make observations (data collection) regarding *antecedents, transactions*, and results that exist in the education unit.

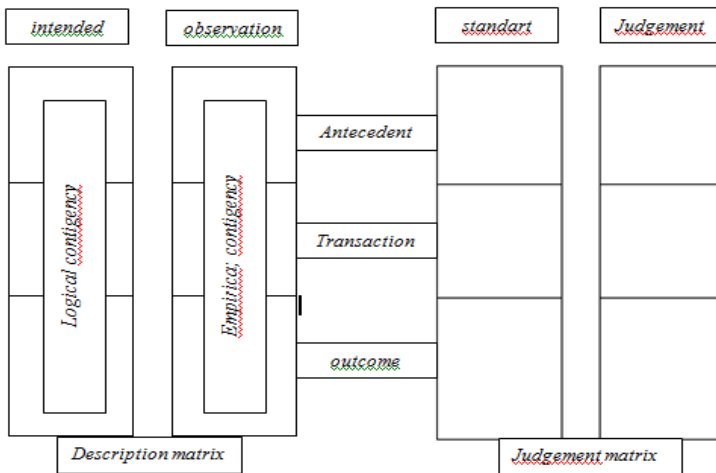
¹⁰ P E Griffin and P Nix, *Educational Assessment and Reporting: A New Approach* (Harcourt Brace Jovanovich, 1991, hal 3, <https://books.google.co.id/books?id=3E4AAQAACAAJ>).

¹¹ Robert E Stake, 'Excerpts from : " Program Evaluation, Particularly Responsive Evaluation"', 1983. hal. 69-70.

The consideration matrix

It consists of standard categories and consideration categories, where it focuses on antecedents, transactions, and outcomes. Standards are criteria that must be fulfilled by a curriculum or program evaluated. These standards can be developed from the characteristics of the curriculum (*fidelity*) but it can also be developed from others (*pre-ordinate, mutually adaptive, process*). The second category is considered a category. This category requires evaluators to consider what has been done from the first and second categories in description matrix to the first category of consideration matrix

Figure 1
Countenance Stake Evaluation model criteria
 Sources: “The Cuntenance of Educational Evaluation” oleh R.E.



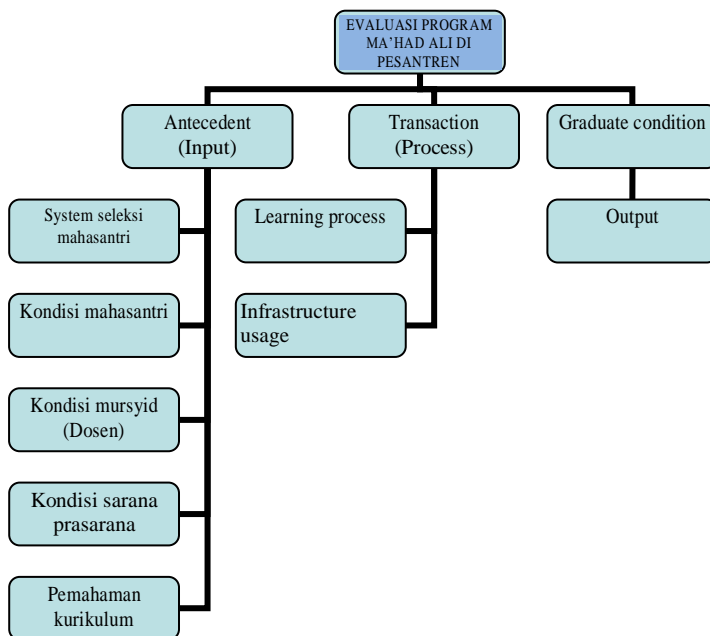
Evaluation of Stake model emphasizes the existence of two basic activities in the evaluation, namely description, and judgment. This model

Fadil: *Evaluation Of Input, Process.....*

also distinguishes the three stages in the education program, namely context, process, output, and outcomes.

In this model antecedent (input), transaction (process), output (outcome) and outcomes (impact), the data is compared not only to determine whether there is a difference between the objective and the actual situation but also compared to the absolute standard to assess the benefits of the program. This research scheme is shown in the following Figure:

Figure 2
Research Framework



Metode

Evaluation research on the Ma'had Ali program was carried out at Ma'had Ali Islamic boarding school Salafiyah Syafiiyyah Situbondo, it is located in Sukorejo village, Banyu putih District. Kiai Syamsul Arifin establishes it in 1914. This boarding school has an area of 11.9 ha, with a

total number of Santri (students) around 15,000 students. The characteristic of this Islamic boarding school is the combination between salaf and modern systems.

Data collection techniques and instruments used

The main data in this study were qualitative and quantitative data. Quantitative data in the form of values that can be obtained by mathematical statistics. Quantitative data were obtained through questionnaires and assessment sheets with a measurement scale. Meanwhile, qualitative data was data obtained in the form of words, the rest was additional data such as documents, statistical data, photo notes that can explain existing phenomena.

Table 1
Evaluation Program Data Structure of Ma'had Ali Program in Islamic Boarding Schools

Aspects	Information Types	Data Collection Method	Source of Data
Input	1. The condition of students	1. Observation	Director of Mahasantri
	2. Murshid Condition (Lecturer)	2. Interview	Program,
	3. Facilities and infrastructure	3. Documentation	Mursyid,
	4. Ma'had Ali program	4. Assessment Sheet	Head of Study Program,
		5. Questionnaire	Facilities and Infrastructure Section
Process	1. Management of Ma'had Ali Supervision	1. Observation	Director of Mahasantri
	2. Lecture Process	2. Interview	Program,
	3. Murshid	3. Documentation	Mursyid,
	4. Capacity and Professionalism management	4. Assessment Sheet	Head of Study Program,
		5. Questionnaire	Facilities and Infrastructure Section
Output	1. Percentage of Graduation level	1. Observation	Graduate and Community of
		2. Interview	

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- | | |
|---|---------------------------------|
| 2. Having Ability in the field of fiqh, tafsir, hadith, and Nahwu and Sharf knowledge. | 3. Documentation graduate users |
| 3. Having Abilities in taking and establishing Islamic law methodology. | 4. Assessment Sheet |
| 4. having abilities to review the Literature of <i>Al-Kutub Alqadimah</i> (Salaf holy books) and criticize Rationally | 5. Questionnaire |
| 5. Developing Islamic thought with modern science | |
| 6. Internalizing Islamic thought in the soul, being able to socialize, and being able to transfer religious thought in the middle of society. | |
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A closed questionnaire with a 1-4 Likert scale and assessment sheet. This instrument was made with the following steps: (1) formulating instrument grids, (2) instrument seminars, (3) expert validation and instrument validity and reliability testing.

Observation, it is a direct observation towards an activity by paying attention to actions, movements, attitudes that arise in person; or personal relations with goods or tools, situation, and atmosphere occurred in the process of Ma'had Ali program implementation. The observation was used namely non-participant observations. To record data obtained from observations, field notes were used as observation instruments.

Documentation, this method was used to obtain important documents related to the implementation of the Ma'had Ali program.

Hasil dan Pembahasan

Results of Input Evaluation

Input evaluation is carried out to describe the extent to which it has good input. input components evaluation in this study used questionnaires and interviews which were given to the students as respondents. Three main things evaluated in the Ma'had Ali Program namely: 1) academic ability, 2) mental, physical and equipment readiness, 3) Mahasantri Perceptions of infrastructure facilities. These three indicators as the determination of good or not good input of Ma'had Ali Program in Islamic boarding school.

The evaluation results show the overall input quality of the Ma'had Ali Program in the Islamic boarding school environment by combining all the indicators of input component result. Evaluation results were analyzed with descriptive statistics where the minimum value obtained was 1.48, the maximum value was 4.39, the total was 316.89, mean value was 3.137, standard deviation value was 0.626 and variance value was 0.392. From the descriptive data, the average value was 3,175, it can be concluded that the overall data distribution on the input component was high. The results of descriptive statistical analysis of input components can be seen in Table 3 as follows:

Table 2.
Descriptive Statistics of Input Components

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Input	101	1.48	4.39	316.89	3.1375	.62574	.392
Valid N (listwise)	101						

Based on the results of the scale distribution in the conversion table, the data obtained was continued by finding out the tendency of evaluation results of input components that can be categorized into four categories, namely: very good, good, poor, and very poor. Frequency distribution in the input component based on the results of descriptive statistics can illustrate the tendency of the evaluation results of the four scales. The results of the frequency distribution tendency can be seen in Table 3 below:

Table 3
Frequency of Component Input Tendency

Range	Criteria	Frequency	Percentage
> 3.25	Very good	11	10.89
2.5 – 3.25	Good	49	48.51
1.75 – 2.5	Poor	41	40.59
<1.75	Very Poor	0	0.00
	Total	101	100

The results of the analysis showed that 11 respondents (10.89%) were in the very good category, then 49 respondents (48.51%) were in a good category. Based on these results, it can be concluded that input evaluation results tendency of Ma'had Ali program that is applied in the pesantren environment was in a bad category. It can be seen very good and good categories frequency was only 59.4%. The results of these input components evaluation indicated that input component of Ma'had Ali Program did not have good input to carry out the program.

Results of Process Evaluation

Evaluasi Evaluation of process components is carried out to illustrate the extent to which the Ma'had Ali Program has been appropriately implemented by the Ma'had Ali program's object or subject. There are three

indicators of process components, namely: 1) supervision management, 2) lecture process, 3) Murshid professionalism or lecturer.

The evaluation results show the total quality of the process by combining all indicators from process components result. The results of descriptive statistics obtained the minimum value was 0.00, the maximum value was 5 the total number was 307.12, the mean value was 3.34, the standard deviation value was 1.03 and the value of the variance was 1.06. From the descriptive results, data described mean value was 3.34, a conclusion was obtained that the overall data distribution of the process components in the Ma'had Ali program was high. The results of descriptive statistical analysis of input components can be seen in Table 4 as follows:

Table 4.
Descriptive of Process Component

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Process	92	.00	5.00	307.12	3.3383	1.03310	1.067
Valid N (listwise)	92						

Based on the results of the scale distribution in the success criteria of the conversion table, the data obtained was continued by finding out the tendency of evaluation results of process components that can be categorized into four categories, namely: very good, good, poor, and very poor. Frequency distribution in the process component based on the results of descriptive statistics can illustrate the tendency of the evaluation results of the four scales. The results of the frequency distribution tendency can be seen in Table 5 below:

Table 5.
The frequency of Component Process Tendency

Range	Criteria	Frequency	Percentage
>3.25	Very good	22	23.91
2.5 – 3.25	Good	49	53.26
1.75 – 2.5	Poor	21	22.83
<1.75	Very poor	0	0.00
Total		92	100

The results of the analysis showed that 22 respondents (23.91%) were in a very good category, then 49 respondents (53.26%) were in a good category and 21 respondent (22.83%) were in a poor category. Based on these results, it can be concluded that process evaluation results tendency of Ma'had Ali program that is applied in the pesantren environment was in a good category. It can be seen very good and good categories frequency was 77.17%. The results of these process components evaluation of Ma'had Ali Program in Islamic boarding school indicated that the process component of Ma'had Ali has been going well

Results of Output Evaluation

Evaluation of output components is carried out to describe the output quality that is in line with the objectives of Ma'had Ali program. This evaluation data were obtained from two kinds of instruments, namely questionnaires and interviews with the graduate. There are three main indicators in the output component, namely: 1) academic ability in the field of fiqh, tafsir, hadith, and Nahwu and Sharf knowledge, 2) ability in the field of Al-istinbath methodology, 3) the ability to socialize in the community.

The analysis results of output component with SPSS program, it was obtained the minimum value was 2.29, the maximum value was 4.50,

the total number was 112.21, the mean was 3.30, the standard deviation value was 0.53, and the value of the variance was 0.28. From data described, the mean was 3.34 thus data distribution of the output components in the Ma'had Ali program was high. The results of descriptive statistical analysis of output components can be seen in Table 6 as follows:

Table 6.
Descriptive Statistical of Output Component

		Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Output	4	2.29	4.50	112.21	3.3004	.52981	.281
Valid N (listwise)	34						

Frequency distribution in the output component described the tendency of the evaluation results of the four scales through respondents' answer. The results of the frequency distribution tendency can be seen in Table 7 Figure 5 below:

Table 7.
The tendency of Output Evaluation Results

Range	Criteria	Frequency	Percentage
>3.25	Very Good	5	14.71
2.5 – 3.25	Good	20	58.82
1,75 – 2,5	Poor	9	26.47
<1,75	Very Poor	0	0.00
Total		34	100

The results of the analysis showed that 5 respondents (14.71%) were in a very good category, then 20 respondents (58.82%) were in a good category and 9 respondents (26.47%) were in a poor category. Based on these results, it can be concluded that output evaluation results tendency of

Ma'had Ali program that is applied in the pesantren environment was in a poor category. It can be seen from very good and good categories frequency was only 73,56%. The results of these output components evaluation of Ma'had Ali Program does not have the academic ability as expected in the objectives of the Ma'had Ali Program.

Research Discussion

Based on the evaluation results of the input component in the Ma'had Ali program in Islamic boarding school environment, it was obtained that the input component was in a bad category. It was due to very good and good category only amounted around 50.9% of the 100%. This conclusion shows that the input component is not sufficient to implement the Ma'had Ali program that is implemented in the Islamic boarding school environment. The bad category was obtained from the comparison results proposed by Fitzpatrick, Sander, Worthen (2011: 333) which states that the program is said to be successful if 95% of respondents can master or complete the program well or with a minimum limit of 75% of respondents who can master or complete the program well¹². if it is illustrated into the Ma'had Ali program input, then the input component is said to be good if 75% of the input indicators are sufficient to support the Ma'had Ali program.

The process evaluation results of the Ma'had Ali Program which is applied in the Islamic boarding school was in a good category, it was due to the frequency of very good and good categories was 77.17% of 100%. This shows that the whole process of Ma'had Ali program runs well without any

¹² Jody L. Fitzpatrick, 'Commentary-Collaborative Evaluation within the Larger Evaluation Context', *Evaluation and Program Planning*, (2012), hal. 558 , <https://doi.org/10.1016/j.evalprogplan.2011.12.012>.

weaknesses. This conclusion was supported by Fitzpatrick, Sander, Worthen which states that the program is said to be successful if 95% of respondents can master or complete the program well or with a minimum limit of 75% of respondents who can master or complete the program well¹³.

The evaluation results show that the implementation process of the program can be carried out in accordance with the vision or objective of the establishment of the Ma'had Ali program. In other words, the Ma'had Ali program has been supported by a good process, so that it is expected to achieve success. The process is an essential component that needs attention because the process is the key to the success of a program. A good process can produce good output so that the output can be empowered in the life of the community in line with the program objectives. A good process can make it easier to reach the desired target in a program¹⁴.

The evaluation result of the output component was in a bad category. It is because of the frequency of very good and good category was less than 75% or only 73.6% of 34 graduate. This shows that the overall output of the Ma'had Ali program has not reached the success standard of a program. Fitzpatrick, Sander, Worthen (2011: 333) states that the program is said to be successful if 95% of respondents can master or complete the program well or with a minimum limit of 75% of respondents who can master or complete the program well.

¹³ Fitzpatrick, hal 333

¹⁴ Geoffrey L. Cohen and others, 'Recursive Processes in Self-Affirmation: Intervening to Close the Minority Achievement Gap', *Science*, 324.5925 (2009): 400., <https://doi.org/10.1126/science.1170769>.

Simpulan

Evaluation of the whole input component was in a bad category while regarding indicators; academic ability indicator was in a bad category, the indicator of mental, physical and equipment readiness was in a bad category, and infrastructure indicator was in a bad category.

Evaluation of the whole process component was in a good category while regarding the indicators: the management of the Ma'had Ali program was in a good category, the lecture process in the Ma'had Ali program was in a good category, Murshid professionalism who teaches the Ma'had Ali program was also in the good category.

Evaluation of the whole output component was in a bad category while in terms of indicators; indicator of academic ability in the fields of fiqh, tafsir, hadith, and Nahwu and Sharf knowledge was in a good category, indicator of academic ability in the field of Al-Istinbath was in a bad category, indicator of academic ability in the community sector was in the bad category.

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