



ACADEMIC QUALITY IMPROVEMENT MANAGEMENT AT SMP NEGERI 1 WIRADESA

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Article History

Received : 30/03/2025

Revised : 17/04/2025

Accepted : 28/04/2025

Keywords:


Management, Academic quality, Quality improvement, Junior High School.

Abstract. This study aims to describe the management of academic quality improvement at SMP Negeri 1 Wiradesa, Pekalongan Regency. The research employs a qualitative approach with a case study design. The research subjects include the principal, vice principal for curriculum affairs, teachers, administrative staff, school committee members, and parents. Data collection techniques involve interviews, observations, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results show that the management of academic quality improvement includes: (1) planning, through identifying academic quality needs, analyzing problems, formulating goals and targets, and preparing policies and budgets; (2) organizing, through the formation of an academic quality team, clear task distribution, regular coordination, and the involvement of parents and the school committee; (3) implementation, through directing and organizing activities, motivating the team, and monitoring program implementation; and (4) supervision, through structured evaluations, the use of appropriate assessment instruments, and follow-up on evaluation results. The findings of this study are expected to serve as a reference for other schools in developing sustainable strategies for improving academic quality.

How to Cite: Setyowati, S. E., Rasiman, R., & Sumarno, S. (2025). ACADEMIC QUALITY IMPROVEMENT MANAGEMENT AT SMP NEGERI 1 WIRADESA. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 6(2), 167-176. <https://doi.org/10.37478/jpm.v6i2.5051>


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Publisher:

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INTRODUCTION

Education, according to Law No. 20 of 2003 on the National Education System Article 1 Paragraph (1), is a conscious and planned effort to create a learning environment that enables students to develop their potential, including religious values, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Masnuah et al., 2022). The quality of education is closely related to services aligned with educational goals (Junindra et al., 2022). Based on the Ministry of Education and Culture Regulation No. 47 of 2023, there are eight key components in education management to meet the National Education Standards (SNP), namely: graduate competency standards, content standards, process standards, assessment standards, standards for educators and education staff, infrastructure standards, management standards, and financing standards (Setyorini et al, 2025). Educational quality is often understood as the excellence of a product that is difficult to measure simply and includes educational input, process, and output. Input includes teaching materials, methodologies, school facilities, and the creation of a conducive environment, while output refers to the achievements attained by the school within a certain period. Academic quality refers to achievements in the academic field, such as exam scores and competition results (Huda, 2022). Academic quality involves the school's ability to meet societal needs and expectations, as well as demonstrate excellence in managing educational processes and outputs (Putri, 2024).

At SMP Negeri 1 Wiradesa, quality management is implemented effectively through planning, organizing, implementation, and supervision led by the principal. The school holds an accreditation and ISO 9001: 2008 certification, reflecting its commitment to maintaining educational quality. Educational evaluation results are used to measure and improve school quality, which is evident from the high academic achievement levels. The education report at SMP Negeri 1 Wiradesa from 2022 to 2024 shows significant progress across several

educational dimensions, both academic and non-academic. There has been a notable increase in literacy and numeracy dimensions, reaching peak percentages of 95.56% and 97.79%, respectively, in 2024. This indicates that the school has successfully implemented effective management improvements, including the use of active learning strategies in the classroom and the integration of literacy and numeracy across various subjects. Additionally, this improvement reflects consistent efforts to enhance the quality of learning and support student competency achievement.

In terms of character development, although there have been fluctuations in the results, SMP Negeri 1 Wiradesa continues to demonstrate a commitment to improving student character. During the implementation stage, the school emphasizes teacher role modeling, with teachers serving as examples for students, while in the control stage, students are involved in peer assessments as part of their character-building process. Although there was a decline in the safety indicator in 2023, it improved again in 2024, though not yet reaching the same level as in 2022. This shows that the school is continuously working to improve the sense of safety in the school environment through measures such as strict rule enforcement and more intensive supervision. On the other hand, the diversity dimension has also shown positive development, with SMP Negeri 1 Wiradesa achieving a top ranking in 2024. This improvement indicates that the school has succeeded in creating a more inclusive and tolerant environment, which is part of character education and the integration of diversity values into learning. Furthermore, the quality of learning has consistently improved, despite some declines in certain indicators in 2024. Overall, the results of the educational report show good progress, pointing toward an overall improvement in the quality of education at SMP Negeri 1 Wiradesa.

The overall results of the education report reflect excellent academic and non-academic quality at SMP Negeri 1 Wiradesa. This is evidenced by its A accreditation and ISO 9001:2008 certification, which prove that the school not only excels in academic achievements but also has a standardized quality management system focused on continuous educational improvement. The success of SMP Negeri 1 Wiradesa is evident not only in its academic accomplishments but also in its outstanding achievements in various competitions at the sub-district, district, provincial, and even national levels.

In 2022, SMP Negeri 1 Wiradesa won 7 championships at the sub-district level, 2 at the district level, and 1 at the provincial level. Although there were no national-level achievements that year, the school continued to demonstrate its commitment to improving education quality at the local and regional levels. In 2023, the school's academic and non-academic achievements increased, with 8 championships at the sub-district level, 1 at the district level, 1 at the provincial level, and even 1 national championship. In 2024, SMP Negeri 1 Wiradesa's achievements soared, with 12 championships at the sub-district level and 3 at the district level, although there were no championships at the provincial or national levels. This shows that SMP Negeri 1 Wiradesa consistently competes at various levels and continues to grow in its achievements. These successes are inseparable from the optimal management of educational processes. Quality educational institutions must be managed through procedures aligned with scientific principles and measurable managerial functions (Baharuddin et al., 2023). The education management process at SMP Negeri 1 Wiradesa consists of four main activities: planning, organizing, implementation, and supervision. In the planning stage, the school prepares structured programs and activities to improve academic quality, as reflected in the School Work Plan (RKS) and School Work and Budget Plan (RKAS) documents.

Organization is carried out through a clear division of tasks to implement the established plans, ensuring that every member of the organization works toward the same goal. Implementation is the concrete step of turning plans into real actions, focusing on achieving the predetermined objectives. Finally, supervision functions to ensure that all activities run according to the plan and can be properly controlled. These four managerial elements are interrelated and support each other, thus creating an effective and efficient educational organization in achieving the desired outcomes.



Management is an integral component that cannot be separated from the overall educational process (Mariyah et al., 2021). Management in the context of education plays a very important role, as without good management, educational goals cannot be achieved optimally, effectively, and efficiently. Within this framework, awareness grows of the importance of educational management that grants authority to schools and teachers to organize and manage the educational and teaching processes. Educational management encompasses various aspects, such as planning, organizing, supervising, being accountable for, and leading the human resources (HR) involved in the implementation of learning activities, to align with the school's objectives (Arifudin et al., 2021). With proper management, various educational activities can run smoothly, and the intended goals can be achieved with maximum results.

Based on this, the present study titled "*Academic Quality Improvement Management at SMP Negeri 1 Wiradesa, Pekalongan Regency*" aims to describe and analyze the planning, organizing, implementation, and supervision of academic quality at SMP Negeri 1 Wiradesa. This study is expected to provide a clear picture of how academic quality management is applied in the school and how significantly it impacts the quality of education produced. The focus of this research is divided into four main sub-focuses that are essential components in managing academic quality improvement: first, academic quality planning, which includes how the school plans and formulates strategies to achieve desired academic goals; second, academic quality organizing, which concerns how tasks and responsibilities are divided among teachers and school staff to support the achievement of academic quality; third, academic quality implementation, which includes the concrete steps taken in implementing academic programs in the school; and fourth, academic quality supervision, which focuses on how the monitoring process is conducted to ensure that educational activities proceed according to plan and achieve the expected results. The objective of this study is to gain a deeper understanding of how each of these management components is applied at SMP Negeri 1 Wiradesa. Specifically, the research seeks to examine and analyze the planning, organizing, implementation, and supervision of academic quality carried out at SMP Negeri 1 Wiradesa, Pekalongan Regency. Thus, this study is expected to provide a meaningful contribution to improving the quality of education at the school and serve as a reference for educational management at broader levels.

This research is relevant to several previous studies that support the findings regarding academic quality improvement management. The study by Wijayanti et al. (2023) at SMP Negeri 2 Taman Pemalang showed that academic quality planning is carried out through problem and needs analysis, plan formulation, program determination, strategy development, and budget preparation. Additionally, its organization involves work division, personnel placement, delegation of authority, as well as supervision through program evaluation and structured follow-ups. These findings align with the research by Hayati et al. (2019) at SMP IT Nurul Islam Tenganan, which showed that quality improvement planning involves all school members, the foundation, and the school committee, using BOS funds and educational participation fees (IPP), while organizing is done through delegation of authority and personnel assignment.

Nardawati's study also supports these findings by explaining that educational planning must go through five critical stages: needs identification, problem and needs analysis, policy formulation, budget preparation, and plan evaluation (Pratiwi et al., 2024). Although the terminology may slightly differ, the essence of the process aligns with the academic quality management steps implemented at SMP Negeri 1 Wiradesa. Moreover, Supriyanto dalam Nurul Hidayat & Rugaiyah (2023) emphasized that quality management planning must include the determination of clear objectives, the development of programs based on input from various parties, and the support of social resources and budget, which are key to successfully improving educational quality. Therefore, the results of this study not only reinforce previous findings but also provide practical contributions that can serve as references for other schools in implementing comprehensive academic quality improvement management.

This research offers an in-depth understanding of the application of academic quality management at SMP Negeri 1 Wiradesa, particularly regarding planning, organizing,



implementation, and supervision. However, there are several research gaps that are important to note for future study development. First, the research focus on only one school limits the generalizability of the findings, thus requiring comparative studies across schools or regions to gain a broader understanding of academic quality management practices. Second, this study has not yet linked managerial aspects with concrete outcomes such as student learning results, teacher or parent satisfaction, or other educational quality indicators, creating an opportunity to investigate the relationship between management practices and educational outputs or outcomes.

RESEARCH METHODS

This study employs a qualitative approach with a case study design, as it is suitable for deeply exploring the phenomenon of academic quality improvement management at SMP Negeri 1 Wiradesa within its real-life context. The qualitative approach was chosen to allow the researcher to interpret data holistically, in-depth, and contextually according to the field conditions (Fadli, 2021). The research was conducted at SMP Negeri 1 Wiradesa, Pekalongan Regency, with the implementation period spanning from the proposal preparation stage to the report writing stage during the 2024–2025 academic year.

The data sources in this study consist of primary and secondary data. Primary data were obtained through in-depth interviews with the principal, the vice principal for curriculum, teachers, the school committee, and students' parents. Meanwhile, secondary data were gathered from school documents such as the School Work Plan (RKS), the School Activity and Budget Plan (RKAS), educational report cards, supervision reports, and other supporting archives. Data collection techniques were carried out through three main methods: observation, in-depth interviews, and document study (Safarudin et al., 2023). Observation involved directly observing school activities related to the implementation of academic quality management (Tanjung et al., 2022). In-depth interviews were conducted in both structured and semi-structured formats with the informants to obtain detailed information (Santoso et al., 2022). Meanwhile, document study was used to complement the data from observations and interviews by examining the formal documents held by the school (Tentrem Mawati et al., 2023).

The main instrument in this research is the researcher themselves, serving as a human instrument responsible for determining the research focus, selecting informants, collecting data, analyzing data, interpreting results, and drawing conclusions (Gam et al., 2024). Additionally, supporting instruments such as interview guides, observation sheets, and document checklists were also used. Data analysis was conducted interactively and continuously until data saturation was reached, using three stages: data reduction, data display, and conclusion drawing or verification (Hijarani & Nuraeni, 2023).

To ensure data validity, this study applied the criteria of credibility, transferability, dependability, and confirmability (Saadah, 2022). The techniques used included prolonged engagement, data and technique triangulation, member checking, and audit trails to ensure that the data obtained were valid, reliable, and aligned with the actual conditions in the field (Dewi & SH, 2025). Through this method, the research is expected to provide a comprehensive overview of the academic quality improvement management practices at SMP Negeri 1 Wiradesa, which can serve as a reference for other schools.

RESULTS AND DISCUSSION

SMP Negeri 1 Wiradesa implements academic quality management quite effectively through four main stages. In the planning stage, the school identifies and analyzes problems by reviewing students' average academic scores, evaluating the curriculum, and gathering feedback from teachers, parents, and supervisors. The main focus set is on strengthening students' literacy and numeracy, which is then realized through policies such as holding additional afternoon classes for students whose scores fall below average. However, one of the weaknesses lies in the overly deliberative leadership style, which sometimes makes it too easy to approve various proposals from teachers.



In the organizing stage, task distribution among subject teachers and homeroom teachers is carried out based on their abilities and experience, supported by regular coordination meetings between the teachers' council, the principal, and the vice principal for curriculum to design the curriculum, conduct training, and evaluate academic achievements. Nonetheless, parent participation remains limited, as it is only represented through the school committee, and the academic quality management team still operates as a task force rather than a formal structural body. In the actuating stage, the principal actively provides guidance, emphasizes targets, and offers motivation by fostering an atmosphere of engagement and giving recognition for good performance. While this humanistic strategy is important, unfortunately, the provision of material incentives as an additional performance trigger is still lacking, and some teachers are also less active in participating in competency development training related to academic quality.

In the controlling stage, routine evaluations are conducted through work meetings and the principal's direct observations, with the main indicator being the improvement of students' academic scores. However, the weakness lies in the assessment instruments, which are more summative (final accumulation) rather than formative (stage-by-stage assessment). The results of this supervisory process are then used to develop new planning, creating a continuous academic quality management cycle in line with the principles of sustainable educational management. In this section, the researcher provides an interpretation of the findings presented previously regarding the management of academic quality improvement at SMP Negeri 1 Wiradesa.

1. Academic Quality Planning at SMP Negeri 1 Wiradesa

The planning stage carried out by SMP Negeri 1 Wiradesa has been implemented well. This is marked by several key activities that illustrate how the planning process takes place, starting from needs identification and problem analysis. The principal emphasized that the formulation process involves assessing the school's strengths and weaknesses. In the subsequent stage, the results of the overall analysis serve as the basis for determining relevant targets and objectives. Once these objectives and targets are established, they are incorporated into policies and work programs, which also include budgeting dimensions to ensure the planning can be implemented effectively.

The successful execution of the planning activities cannot be separated from the principal's understanding of the urgency of strategic planning itself. Strategic planning is crucial because it helps stakeholders work together toward common goals and make necessary adjustments to ongoing academic quality management. Another important point is that strategic planning is an effort to align with current developments and changes. These findings indicate that at the planning stage, the steps taken include needs identification, problem analysis, target and objective setting, program determination, policy formulation, and budgeting. After setting clear targets based on evaluation results, the next process involves negotiation and agreement among the school's stakeholders including leaders, teachers, and staff to prioritize which targets should be achieved within a certain timeframe under the school's overall objectives. A key emphasis here is the critical role of participation from all involved parties.

2. Academic Quality Organizing at SMP Negeri 1 Wiradesa

The organizing function at SMP Negeri 1 Wiradesa is considered quite good. Several indications reinforce this assessment. First, regarding the division and placement of work, tasks are distributed effectively. There is a clear institutional division: some teachers serve as homeroom teachers and subject teachers, while others focus on extracurricular activities. In terms of placement, experience and knowledge are the main considerations, as stated by both the school leadership and the teachers. Beyond simply assigning individuals based on their experience and expertise, the school also provides training as needed to support teachers' competencies.

Second, to strengthen the organizing process, the school leadership has also formed an academic quality management team a kind of special task force responsible for curriculum and academic evaluation. Third, various coordination channels are in place, including formal forums



such as general meetings or internal teacher meetings, as well as informal channels like direct conversations and online media (e.g., WhatsApp groups).

Organizing is the next stage of academic quality management after planning and is equally important (Utamy et al., 2020). Organizing aims to develop the organizational structure and, crucially, to allocate or place individuals according to their capacities to achieve the set goals. The school leadership has established a coordination body responsible for ensuring the achievement of academic quality targets, even though it is not formalized within an official organizational structure. In terms of placement, aligning capacity and position is emphasized.

The organizing activities implemented by SMP Negeri 1 Wiradesa align with the definition of organizing in management theory, which relates closely to determining, grouping, and arranging various activities needed to achieve goals (Julia & Masyruoh, 2022). Organizing as a management function receives special attention because it is closely tied to the definition of management itself (Akbar & Prasetyo, 2022). Management is an effort to achieve specific goals through a series of formulations by utilizing the contributions of others (Alicia & Rani, 2022). The meaning of management inherently involves how to manage people, particularly placing each individual in their respective positions to achieve objectives (Tampubolon et al., 2023).

The above explanation is consistent with the critical aspects of work division and placement in school management as implemented at SMP Negeri 1 Wiradesa. Once school policies are established through careful planning, the next stage is developing a structure to realize them (Pratiwi et al., 2024). This appropriate structure presupposes a clear division of labor among all school parties leadership, teachers, and staff. The following step is staff arrangement, which concerns who occupies which roles within the task division, including authority and structural delegation. An important dimension in staffing is placing competent individuals in positions that suit their capabilities (Kurniadi et al., 2024).

3. Academic Quality Implementation at SMP Negeri 1 Wiradesa

The implementation function carried out at SMP Negeri 1 Wiradesa is also considered to meet management criteria. This can be seen from the efforts made by the school, starting with how the school leadership provides clear direction, motivates subordinates, implements programs, and how the principal directly observes classroom practices. Research findings show that these efforts are closely linked to the dimension of leadership. School leadership plays a decisive role in how a plan is implemented. This important role is evident in providing direction, motivation, support, and inspiration for the actions taken by teachers. When the principal exercises effective leadership, subordinates show enthusiasm in exerting efforts to achieve organizational goals as is observed in the academic quality management at SMP Negeri 1 Wiradesa.

Proper guidance can maximize the effectiveness of all human initiatives and resources in implementing school plans and programs, achieving school goals, and pursuing long-term school development (Choir, 2024). A key prerequisite here is that the leadership's guidance process must be clear so that all parties understand their respective tasks. Effective leadership is not only measured by how well subordinates carry out the directives, but also by how the principal provides motivation and sparks enthusiasm among teachers in carrying out their duties (Harsoyo, 2022).

4. Academic Quality Supervision at SMP Negeri 1 Wiradesa

The supervision function at SMP Negeri 1 Wiradesa shows a good level of practice within the stages of academic quality management implementation. Several components of supervision have been adequately carried out. The supervision function begins with the evaluation of ongoing program performance, followed by measuring how well the evaluation aligns with the predetermined standards (Wijaya & Hidayat, 2022). The indicators used for assessment follow the programs or agendas being evaluated. When discussing academic quality, both the principal and teachers emphasize the same point the primary indicator used is academic achievement.

The role of teachers in this evaluation also explains the reporting mechanisms when deviations are identified in activities at SMP Negeri 1 Wiradesa. Various parties are involved in



making reports, whether directly in formal forums or informally, through verbal and written reports this serves as the main mechanism for reporting. In the final stage of the supervision process, the school leadership ensures that the evaluation results become the reference point for formulating plans for the next period.

Supervision and evaluation are essential because, as mentioned earlier, the success of school planning, measurement, and future programs depends on how complete and continuous the supervision and evaluation are (Sanjaya & Nuratama, 2021). This stage provides valuable input for subsequent stages. Furthermore, to obtain comprehensive data, the involvement of various parties is crucial this underlies SMP Negeri 1 Wiradesa's supervision approach.

The supervision implementation at SMP Negeri 1 Wiradesa aligns with the definition of supervision, which is measuring how far performance (what has been done) meets the standards (the intended goals), and it also includes evaluating performance to better align it with the set objectives (Sulfiani & Firdaus, 2022). The evaluation results then become foundational input for future formulation stages. Thus, the management stages carried out at SMP Negeri 1 Wiradesa (formulation, organization, implementation, supervision) show a cyclical direction, where the output from supervision serves as input for the formulation stage. This process continues through the following stages repeatedly.

The summary of these findings then serves as material for reconsidering the school's direction, redefining policies, re-planning action programs, and reorganizing structures. In short, the results of supervision and evaluation are used as considerations in the next cycle of the school's strategic management specifically, the formulation stage. Based on these explanations, it can be concluded that SMP Negeri 1 Wiradesa has implemented the supervision function as outlined in management principles, particularly in academic quality management.

This research provides new insights into the strong relationship between management and academic quality performance outcomes, especially regarding the important role of the principal's motivational strategies toward teachers using engagement strategies. This strategy is part of the principal's motivational stage, providing psychological fulfillment to teachers through their involvement and participation in strategic matters. When teachers feel included, this serves as a motivational resource for them to help achieve the school's programs and goals because they play an important role in the school's management process.

In summary, it can be said that the outstanding academic outcomes at SMP Negeri 1 Wiradesa (referring to report card achievements) cannot be separated from its academic quality management. The success of academic quality management is strongly influenced by the critical factor of school leadership. School leadership must provide motivation to encourage the school community to carry out the various management stages that have been formulated.

CONCLUSIONS AND SUGGESTIONS

Based on the research conducted on the management of academic quality improvement at SMP Negeri 1 Wiradesa, Pekalongan Regency, several important conclusions can be drawn as follows. First, in the **planning aspect**, the school has successfully developed a structured work plan through the identification of academic quality needs, analysis of existing problems, setting of goals and targets, and formulation of policy strategies and budgets. This planning process was conducted participatively, involving the principal, teachers, staff, the school committee, and parents, thereby fostering a shared sense of ownership in the efforts to improve quality.

Second, in the **organizing aspect**, the principal has established an academic quality management team with clear task distribution according to each member's competence, held regular coordination meetings, and ensured the readiness of supporting facilities and infrastructure. The active involvement of various stakeholders, including the school committee and parents, has been one of the key factors in the successful organization of the school's academic quality programs.

Third, in the implementation aspect, all school components have worked collaboratively to carry out the planned programs. The principal has acted as both a director and motivator,



while teachers and staff have played active roles in delivering quality learning, monitoring student activities, and following up on evaluation results appropriately. Program implementation has also been supported by effective communication among school elements to ensure that each activity meets its set targets.

Fourth, in the **supervision aspect**, the school has carried out structured evaluations through academic supervision, the use of appropriate assessment instruments, the involvement of teachers and staff in the evaluation process, and follow-up actions in the form of improvement plans. This supervision has gone beyond administrative matters, reaching into field implementation to ensure that all programs achieve the predetermined quality objectives.

Overall, the management of academic quality improvement at SMP Negeri 1 Wiradesa has been well executed and has made a tangible contribution to improving the school's academic and non-academic achievements. This success is reflected in the rising results of the national education report, the attainment of an A accreditation, ISO certification, and various competition achievements at the subdistrict, district, provincial, and even national levels. The findings of this research provide a picture that the school's success in improving academic quality cannot be separated from the application of effective educational management functions, visionary school leadership, teacher professionalism, and full support from the school committee and parents.

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