

Strategies For Organization In Educational Resource Management

¹Novianti, ² Sophia Tri Satyawati, ³ Yari Dwikurnaningsih

^{1,2,3}Program Studi Magister Administrasi Pendidikan, Universitas Kristen Satya Wacana, Indonesia.

¹942024035@student.uksw.edu, ²sophia.trisatyawati@uksw.edu,

³Yaridwikurnaningsih@gmail.com.

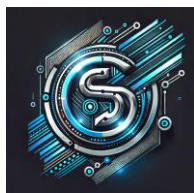
*Correspondence Email: sophia.trisatyawati@uksw.edu

Abstract: This study aims to analyze organizational strategies in managing educational resources at SMK Karmel Tangerang, Banten. The primary focus of this research is on the organization of educators, facilities and infrastructure, as well as educational financing. The method used is descriptive qualitative, with data collection techniques including interviews, observations, and documentation. The findings indicate that SMK Karmel Tangerang has implemented effective organizational strategies in managing human resources, facilities, and budgets. Mapping educators based on their competencies, regular maintenance of educational facilities, and transparent budget management are strengths in the school's management. However, this study also identified several challenges in inter-departmental coordination, which can affect the operational effectiveness of the school. Therefore, it is recommended to improve communication and coordination among school components to enhance the effectiveness of organization in supporting the achievement of optimal educational goals.

Keywords: organizational strategies, educational resource management, organization of educators, educational facilities.

INTRODUCTION

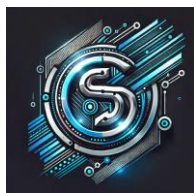
Organizing is one of the crucial management functions to ensure that resources within educational institutions can be utilized effectively and efficiently. In the educational context, this function includes organizing elements such as human resources, facilities, budgets, and time to achieve predetermined educational goals. Without a clear organizing strategy, educational institutions will struggle to achieve operational efficiency, which can directly impact the quality of education provided (Robbins & Coulter, 2018). In Indonesia particularly in vocational education such as vocational high schools (SMKs), the challenges in managing educational resources are becoming increasingly complex. One of the main challenges is integrating resource management with the dynamic needs of the labor market (Syafi'i et al., 2024). SMK Karmel Tangerang, located in Banten province, plays a significant role in preparing skilled workers (Prapai et al., 2024). However, to ensure the relevance and effectiveness of its educational system, the school must implement adaptive and innovative organizing strategies (Zhao et al., 2024).



As a vocational school focused on developing practical skills, SMK Karmel faces various challenges in managing educational resources. One major challenge is the distribution of tasks and responsibilities among educators and administrative staff. Imbalances in workload or task allocation that do not align with individual competencies can lead to reduced productivity. This is supported by research from Bush (2020), which states that a lack of clarity in organizational structure can hinder the achievement of educational institutional goals. Managing facilities and infrastructure at SMK Karmel requires special attention (Sholeh et al., 2024). As a vocational school, the availability of adequate practice laboratories, technological facilities, and classrooms that support project-based learning is crucial. However, budget limitations often become an obstacle in fulfilling these needs. Based on data from Kemendikbudristek (2022), many vocational schools in Indonesia, including SMK Karmel, face difficulties in procuring and maintaining educational facilities that meet industry standards.

Vocational education, as conducted at SMK Karmel, has unique characteristics that differentiate it from general education. One of these characteristics is the close linkage between the school curriculum and the needs of the industrial world. Therefore, organizing strategies at SMKs must include close collaboration with industry partners, regular teacher training planning, and the integration of technology in the learning process (Sholeh et al., 2023). Mintzberg (1983) explains that the success of organizing strategies greatly depends on an institution's ability to adapt its structure and processes to external environmental needs. In this context, SMK Karmel must ensure that its organizational structure supports flexibility in responding to changes in labor market needs. For example, establishing a dedicated unit to foster partnerships with industries can help the school identify the latest competency needs that should be taught to students.

The quality of education is significantly influenced by how resources are organized and managed. At SMK Karmel, organizing human resources, including teachers and educational staff, is a primary focus in improving education quality. According to Fullan (2016), teacher training and professional development are key to enhancing the quality of teaching. SMK Karmel needs to implement organizing strategies that allow teachers easy access to relevant training programs, whether organized by the government or industry partners. The organization of educational facilities and infrastructure also has a significant impact on the quality of learning. For instance,

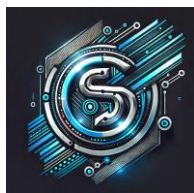


technical laboratories equipped with modern tools can enhance students' practical skills, making them more prepared for the workforce. However, organizing these facilities requires meticulous planning, including proper budget allocation, regular maintenance, and efficient scheduling of their use.

Time management is also a critical aspect of organizing at SMK Karmel. Research indicates that good time management can improve operational efficiency and learning outcomes (Minarti et al., 2024). At SMK Karmel, organizing time strategies may include flexible scheduling, adjusting lesson durations according to material needs, and allocating special time for practical activities. Scheerens (2015) emphasizes that effective time management in education is directly related to increased productivity and student satisfaction (Scheerens, 2015). In the digital era technology plays an important role in supporting organizing strategies. SMK Karmel can utilize technology to improve efficiency in administrative and learning management (Sabarudin et al., 2024). For example, the use of technology-based school management systems can help the school plan and organize resources more accurately (Efendi et al., 2023). Additionally, digital learning platforms enable students to access learning materials flexibly, supporting the concept of lifelong learning.

SMK Karmel Tangerang also has local characteristics that influence its organizing strategies. As a school located in an urban area with easy access to various industrial facilities, SMK Karmel has significant potential to establish partnerships with nearby companies (Romlah et al., 2024). However, to leverage this potential, the school needs to develop organizing strategies that involve the active participation of all stakeholders, including the principal, teachers, students, and external partners. The social and economic challenges faced by students at SMK Karmel must also be considered in organizing strategies. Many students come from lower-middle economic backgrounds, so the school needs to organize support programs, such as scholarships or additional training, to help them succeed. This approach aligns with Tilaar's (2002) perspective, which emphasizes the importance of inclusivity in educational management (Tilaar, 2002).

The government plays an important role in supporting organization in SMKs, including at SMK Karmel. Policies such as the School Operational Assistance (BOS) and vocational school revitalization programs have made significant contributions to improving the quality of educational facilities and infrastructure. However, the success of these policy implementations



depends on how well schools can effectively organize the resources provided. According to a UNESCO report (2020), proper management of government assistance can improve resource allocation efficiency and minimize waste. Therefore, SMK Karmel needs to adopt data-driven management practices to support more accurate and transparent decision-making processes.

This research is important as it provides in-depth insights into how organizing strategies can be applied to improve the quality of education at SMK Karmel. By identifying existing challenges and opportunities, this study is expected to provide practical recommendations for school administrators and other stakeholders. Furthermore, the findings of this study can also contribute to the development of educational management theory, particularly in the context of vocational education in Indonesia.

METHOD

This study employs a qualitative approach to deeply understand the organization strategies in educational resource management at SMK Karmel Tangerang, Banten. The qualitative approach was chosen as it allows the researcher to explore richer and deeper information about the processes, challenges, and solutions in organizing educational resources within a specific context. The research design used is a case study, providing an opportunity to explore phenomena in-depth in real and complex environments (Creswell, 2014).

The research was conducted at SMK Karmel Tangerang, a vocational school facing various challenges in managing educational resources in an urban area. Research subjects were selected using purposive sampling, including the principal, vice principals in charge of curriculum, facilities and infrastructure, industrial relations, teachers, and administrative staff. These subjects were chosen due to their significant roles in implementing organizational policies and resource management at the school (Sugiyono, 2017).

Data collection was carried out using several key techniques: in-depth interviews, participant observation, documentation, and Focus Group Discussions (FGD). Semi-structured interviews were conducted to gather information on policies, strategies, and organizational challenges (Patton, 2002). Participant observation involved directly observing organizational activities such as internal meetings, task distribution, and facilities management. Documentation was used to



obtain data from official school documents, such as the organizational structure, the school's annual work plan, and budget utilization reports. Additionally, FGDs were conducted to discuss strategic issues in organizing educational resources with small groups (Morgan, 1997).

The data obtained was analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes three main stages: data reduction, data display, and conclusion drawing. During the data reduction stage, collected information was summarized, selected, and focused on issues relevant to the research objectives. Next, the data was presented in descriptive narratives, matrices, or tables to facilitate interpretation. Finally, the researcher drew conclusions by identifying patterns, themes, and relationships emerging from the analyzed data (Miles, Huberman, & Saldaña, 2014).

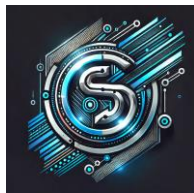
To ensure the validity and reliability of the data, this study applied data triangulation techniques by comparing information from various sources, such as interviews, observations, and documentation. Additionally, a member-checking process was conducted to confirm findings with the research subjects to ensure that the data obtained matched the realities in the field (Lincoln & Guba, 1985). Through this approach, the research is expected to provide credible and reliable results in explaining the organizational strategies in educational resource management at SMK Karmel Tangerang.

RESULTS AND DISCUSSION

This study aims to identify and analyze the organization strategies in educational resource management at SMK Karmel Tangerang, Banten. Based on the research findings, several key aspects were identified regarding the organization of educational resources at the school, including the organization of educators, facilities and infrastructure, and education funding.

Organization of Educators at SMK Karmel Tangerang

One critical aspect of effective education management is the organization of educators. At SMK Karmel Tangerang, organizing strategies for educators are given significant attention to create an optimal learning environment. One primary strategy applied at this school is mapping educators based on their competencies and the specific needs of each department. This mapping is conducted by evaluating each teacher's skills, knowledge, and experience before assigning them



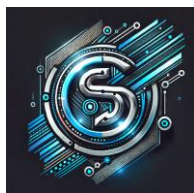
teaching duties. According to Armstrong (2014), competency-based organization allows educators to be placed according to their expertise, enabling more focused and effective teaching (Armstrong, 2014).

At SMK Karmel Tangerang, the educational organizational structure is clear, with the principal being fully responsible for human resource management (HRM). The principal collaborates with vice principals overseeing various fields, including academic and vocational areas. Task distribution between teachers handling core subjects and vocational subjects is carried out equitably and systematically. This is essential to ensure that students receive holistic learning, both in academic areas and practical skills relevant to their chosen fields (Mulyasa, 2007).

Mapping of educators at SMK Karmel Tangerang is based on the principle of "the right expertise in the right position." Before assignments, teachers are assessed based on their competencies, both pedagogical and expertise in the subjects they teach. This process allows the school to place educators who are truly experts in their fields, resulting in higher-quality teaching aligned with established standards (Amin, 2019). Furthermore, this minimizes errors in teaching caused by mismatches between teachers and the subjects they teach.

The strategy for organizing educators at SMK Karmel Tangerang is not limited to appropriate placement but also involves professional development efforts. The school regularly conducts training and workshops to improve teachers' pedagogical competencies and professionalism. These trainings cover various aspects, such as the use of technology in teaching and developing communication skills between teachers and students. This aligns with Sukmadinata's (2009) perspective that professional development for teachers is a key factor in improving education quality (Sukmadinata, 2009). By enhancing teacher competencies, particularly in educational technology and communication skills, classroom learning is expected to become more engaging, interactive, and aligned with modern developments.

In addition SMK Karmel Tangerang places particular emphasis on the use of technology in learning. Periodic training on technology usage focuses not only on hardware but also on implementing software that supports teaching and learning activities, such as online learning platforms and educational applications. This demonstrates the school's understanding of technology as an essential tool in enhancing learning quality (Keller, 2011).



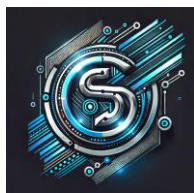
The organization of educators at SMK Karmel Tangerang includes active involvement of teachers in decision-making regarding teaching methods and materials. Teachers are given space to innovate and create in designing lesson plans that motivate students to be more active and enthusiastic in learning. This aligns with Brown and Green's (2012) perspective emphasizing the importance of teacher autonomy in designing effective learning tailored to student needs (Brown & Green, 2012).

The organization of educators at SMK Karmel Tangerang reflects a systematic and well-planned approach. Competency mapping, proper placement of educators, and routine training and professional development are integral parts of the organizational strategy applied. Therefore, it is expected that the educators at SMK Karmel Tangerang can contribute maximally to achieving the educational goals set by the school and improve the quality of vocational education as a whole.

Organization of Facilities and Infrastructure at SMK Karmel Tangerang

The organization of educational facilities and infrastructure is one of the critical aspects in supporting the effectiveness of the learning process. At SMK Karmel Tangerang, the strategy for organizing educational facilities and infrastructure receives serious attention to ensure that the available facilities can optimally support teaching and learning activities. Adequate educational facilities will facilitate the achievement of quality educational goals, as Mulyasa (2007) stated that well-organized educational facilities accelerate the learning process and motivate students (Mulyasa, 2007).

The strategy for organizing facilities at SMK Karmel Tangerang is carried out by planning the effective and efficient use of spaces. Each room is adapted to the needs of the respective departments in the school. For example, classrooms are used for theoretical subjects, laboratories for practical work, and workshops for vocational subjects that require special spaces. This spatial arrangement is essential to ensure that the learning process can proceed optimally, where each department can utilize facilities according to the type of activities conducted. This supports the competency-based learning principle applied in the school, where students are not only taught theoretically but also given opportunities to practice their skills in laboratories or workshops (Sukmadinata, 2009).

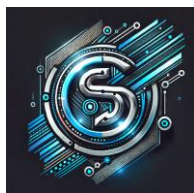


SMK Karmel Tangerang regularly maintains and updates its facilities. This maintenance includes repairs of damaged facilities and updates to facilities that are no longer adequate. Regular maintenance aims to preserve the quality of educational facilities, ensuring that they remain optimally usable by students and teachers. Updating facilities is also done to keep up with the advancements in educational technology. This aligns with Iskandar's (2016) statement, emphasizing that educational facilities must always be updated to meet current needs and developments (Iskandar, 2016).

Sustainability in maintaining and updating facilities is crucial to supporting effective learning. At SMK Karmel Tangerang, this process not only focuses on the physical repair of buildings but also on adding new facilities that can support teaching and learning activities (Sholeh et al., 2024). For example, the school provides consultation rooms for students needing further assistance in learning. These consultation rooms are crucial for supporting students who have difficulty understanding the lesson material, allowing them to receive more attention from teachers. This aligns with Dewi's (2018) research, which states that consultation rooms are a facility that can enhance students' understanding of lesson material (Dewi, 2018).

The school also ensures the comfort of students and teachers by providing adequate spaces for extracurricular activities. Extracurriculars are an essential part of student development, focusing not only on academics but also on social and leadership skills. With sufficient space for extracurricular activities, students can participate in these activities more easily without feeling constrained. According to Zainuddin (2017), well-organized extracurricular activities enrich students' learning experiences and help them develop skills useful beyond the classroom (Zainuddin, 2017).

The organization of facilities and infrastructure at SMK Karmel Tangerang demonstrates systematic and sustainable efforts to support educational quality. The management of facilities, including planning appropriate room usage, routine maintenance of facilities, and providing spaces for extracurricular and student consultation activities, shows that the school understands the importance of facilities in supporting an effective learning process. With this strategy, SMK Karmel Tangerang can create a conducive learning environment for students and teachers, ultimately improving student learning outcomes.



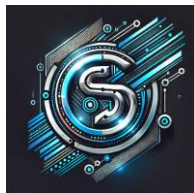
Organization of Educational Financing at SMK Karmel Tangerang

The organization of educational financing is one of the critical aspects of achieving success in an educational institution, especially in addressing the ever-evolving challenges of learning. At SMK Karmel Tangerang, the management of educational financing is conducted in a highly structured manner and involves various stakeholders, such as the school, the school committee, and parents. This collaboration aims to ensure that the education budget is managed transparently and accountably, as well as used efficiently and effectively.

One of the initial steps in organizing educational financing at SMK Karmel Tangerang is preparing a clear and detailed annual budget. This budget includes various financing items used to support the smooth running of education, such as costs for teacher training, purchasing learning tools, and maintaining school facilities. Determining a detailed budget is crucial so that the available funds can be utilized optimally, given the limited resources. As Syaodih (2016) stated, transparency in budget management is a key factor in creating an efficient and accountable education system (Syaodih, 2016).

Based on research findings, SMK Karmel Tangerang has a well-organized budget management system. The school allocates funds carefully and meticulously for activities that support educational quality, such as improving teacher competence and providing learning facilities. Teacher training is conducted regularly to ensure that teaching aligns not only with curriculum developments but also with the latest technologies relevant to the industrial world. This reflects financial organization that focuses not only on the school's physical needs but also on improving the quality of human resources in the school. Research findings indicate that expenditures for teacher training positively impact the quality of teaching at SMK Karmel Tangerang.

The school utilizes funds with attention to sustainability and program relevance. SMK Karmel Tangerang has developed partnerships with various stakeholders, both from the government and the private sector, to obtain additional funds that can be used to develop more innovative educational programs. Collaborations with the private sector also open opportunities for the school to receive sponsorships or donations that can be used to support increasingly diverse educational needs. According to Fathurrahman (2018), collaborations with the private sector can



enrich available educational financing, enabling schools to develop superior programs that meet industry needs.

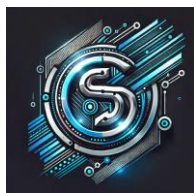
One form of collaboration established by SMK Karmel Tangerang is partnerships with various companies relevant to the school's departments. These partnerships are not only for obtaining additional funds but also for providing facilities for students in the form of internship programs, enriching their work experience. The internship program is a strategy to prepare students to compete in the workforce after graduation. Through the internship program, students experience real challenges in the field and gain practical skills not taught in the classroom. This aligns with Pranata's (2020) opinion, which states that collaborations with the industrial world are crucial in increasing the relevance of education to labor market needs (Pranata, 2020).

SMK Karmel Tangerang optimizes the use of funds to support the sustainability of student internship programs. By maintaining good relationships with companies relevant to the school's departments, the school can provide more opportunities for students to participate in internships that match their interests and talents. Through this strategy, SMK Karmel Tangerang provides not only theoretical education but also opportunities for students to apply their knowledge in the real world.

The organization of educational financing at SMK Karmel Tangerang demonstrates a transparent, efficient, and sustainable system. Collaborations with various stakeholders, including the government, private sector, and industry, effectively support the development of innovative educational programs based on industry needs. With good financial management, this school can create a quality educational environment that is relevant to current developments

Evaluation and Refinement of Organizational Management

The organization of educational resource management at SMK Karmel Tangerang has been running effectively. However, the findings of this research also reveal several challenges that need immediate attention to enhance the school's operational efficiency and effectiveness. Effective organization not only includes structure and task division but also how each component within the organization interacts and coordinates to achieve common goals. One of the main challenges identified in this research is the need to improve coordination between departments within the



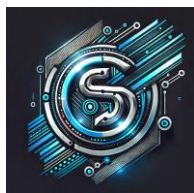
school organization, particularly between educational management and the administrative department.

Several teachers and administrative staff stated that although the organizational system at SMK Karmel Tangerang is sufficiently clear, there are still instances of miscommunication regarding task division and responsibilities. Such miscommunication occasionally leads to confusion about roles and responsibilities, which in turn can affect the smooth operation of the school. For example, in managing teaching schedules and administration, discrepancies sometimes occur between the data received by administrative staff and the needs conveyed by teachers. This creates difficulties in structuring school activities more systematically. According to Suyanto (2017), ineffective communication between departments in an educational organization can slow down policy implementation and impact the overall quality of education (Suyanto, 2017).

To address these challenges, this research recommends conducting regular evaluations of the organizational strategies implemented. These evaluations are crucial to determine the extent to which the existing organizational system meets the needs and challenges that arise during school operations. As suggested by Arikunto (2016), evaluation is not only to assess success but also to identify shortcomings and find appropriate solutions to enhance organizational effectiveness. One way to achieve this is by holding regular communication forums between educational management and administration, to improve mutual understanding of each party's tasks and responsibilities (Arikunto, 2016).

To optimize organizational management, it is highly necessary to improve communication training among staff. A good educational organization should be able to create harmonious and transparent relationships among members, from teachers and administrative staff to the principal. Enhancing communication skills will expedite problem-solving and improve interactions among individuals in the workplace. This aligns with the opinion of Nurhayati (2019), who states that effective communication is an essential element in improving the performance of educational organizations (Nurhayati, 2019).

It is also important to enhance the use of technology in communication and organizational processes at the school. In today's digital era, the use of school management applications and online communication tools can be an effective means to improve coordination between departments.



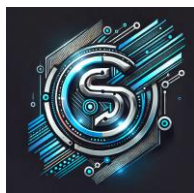
With an integrated digital system, both teachers and administrative staff can access the necessary information in real-time, minimize errors, and accelerate workflow. Technology can help improve organization in terms of scheduling, task management, and information dissemination to all parties involved in the school. As explained by Rahmat (2020), utilizing technology in educational management can expedite administrative processes and reduce potential miscommunication (Rahmat, 2020).

Evaluating and refining organizational strategies also involves efforts to pay more attention to the welfare and motivation of educators and school staff. Maintaining a balance between workload and organizational support can help create a more conducive work environment, which in turn will enhance the quality of education provided. This aligns with Herzberg's motivation theory (2003), which states that motivational factors in work, such as recognition, appreciation, and interpersonal relationships, are essential for creating optimal performance in an organization (Herzberg, 2003).

Although the organization of educational resource management at SMK Karmel Tangerang has been effective, there is significant room for improvement, particularly in terms of coordination between departments and communication among organizational members. Continuous evaluation and refinement of the organizational system will ensure that SMK Karmel Tangerang is better prepared to face challenges and provide improved education for its students. By enhancing coordination and leveraging technology, the school can create a more efficient, effective, and supportive educational environment to achieve its educational goals more optimally.

CONCLUSION

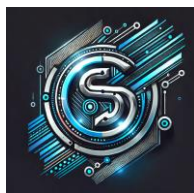
SMK Karmel Tangerang has successfully implemented effective organizational strategies in managing educational resources. The organization of teaching staff, facilities, and education funding at this school has been well-executed, reflecting a deep understanding of current educational needs. The mapping of teaching staff based on their competencies and the needs of each department, as well as the maintenance of facilities that support learning, demonstrates that SMK Karmel Tangerang has a clear structure and efficient management system. Additionally, the organization of education funding is carried out transparently, involving various parties, and



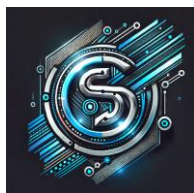
optimizing the use of funds to support the development of innovative and industry-relevant educational programs. despite the well-functioning organization, this research also identifies several areas that require improvement. One such area is the need to enhance coordination and communication between departments within the organization, particularly between educational management and administration. Although the organizational system is sufficiently clear, occasional miscommunication regarding task division and responsibilities can affect the smooth operation of the school. Therefore, continuous evaluation and improvement of the organizational system are necessary. With regular evaluations and ongoing improvements, it is hoped that the organizational strategies at SMK Karmel Tangerang can further support the achievement of better educational visions and missions. Enhancing inter-departmental coordination, utilizing technology in communication and management, and improving communication training will be key to increasing organizational effectiveness at this school. Moving forward, these efforts are expected to create a more efficient, effective educational environment that supports optimal educational quality.

REFERENCES

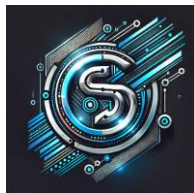
- Al-Qaththan, S. M. (2018). *Pengantar Studi Ilmu Al-Qur'an*. Salsabila Al-kautsar.
- al-Quraibi, I., Dahyal Afkar, L., Faris Khairul Anam, L., & Press, Q. (2016). *Tarikh Khulafa*. Qisthi Press.
- Amin, M. (2019). *Manajemen Pendidikan: Teori, Konsep, dan Implementasi*. Jakarta: Rineka Cipta.
- Arifin, M. (2019). *10 Tema Fenomenal Dalam Ilmu Al-Qur'an*. Elex media komputindo.
- Arikunto, S. (2016). *Evaluasi Pendidikan: Suatu Pendekatan Praktik*. Jakarta: Bumi Aksara.
- Armstrong, M. (2014). *Human Resource Management Practice: A Contemporary Approach*. London: Kogan Page.
- Bangkit, S., Muslim, P., & Wati, P. (2024). *Tashdiq 1) 2) 3)*. 5(2).
- Brown, A., & Green, T. (2012). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*. Pearson Higher Ed.
- Bush, T. (2020). *Theories of Educational Leadership and Management*. London: Sage Publications.



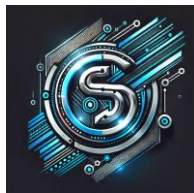
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Dewi, D. S. (2018). *Peningkatan Kualitas Pembelajaran Melalui Fasilitas dan Infrastruktur yang Memadai*. Jurnal Pendidikan, 10(2), 45-60.
- Dr. Dra. Rini Werdiningsih, M. S., Pd, Z. M. M., Dr. Rihfenti Ernayani, S. E. M. A. K., Nur Cahyadi, S. S. T. M. M., Nurkadarwati S. Sos., M. S., Mihrab Afnanda, S. P. L. M. P., Khasanah, S. P. M. K. M. P., Dr. H. Mansyur Achmad KM., M., Dr. Dzulfikri Azis Muthalib, S. E. M. S., & Atmi Sapta Rini, M. M. (2023). *Konsep Dasar Teori Organisasi*. Cendikia Mulia Mandiri.
- Dr. Erna Handayani, S. E. A. M. M. C. F. P. (2024). *TEORI DAN TEKNIK PENGAMBILAN KEPUTUSAN*. AMERTA MEDIA.
- Efendi, N., & Sholeh, M. I. (2023). Education Management in Improving the Quality of Learning. *Academicus. Journal of Teaching and Learning*, 2(2), 68-85.
- Efendi, N., Sholeh, M. I., Andayani, D., Singh, I. G., & Ayudhya, S. N. (2023). The Relationship Between Principal Leadership Behavior and Learning Supervision to the Teacher Performance at SMAN 5 Taruna Brawijaya East Java. *Migration Letters*, 20(9), 179-192.
- Fathurrahman, M. (2018). *Manajemen Pembiayaan Pendidikan: Prinsip dan Praktik di Sekolah*. Jakarta: Bumi Aksara.
- Fullan, M. (2016). *The New Meaning of Educational Change*. New York: Teachers College Press.
- Gultom, A. N. (2022). Perkembangan Pendidikan Islam Pada Masa Khulafaur Rasyidin. *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 6(2), 167–180.
<https://doi.org/10.47006/er.v6i2.13159>
- Hasibuan, Diky Wahyudi. (2024). Pengelolaan Keuangan Pada Masa Utsman bin Affan: Sebuah Studi Sejarah Ekonomi. *Jebesh*, 2, 28–44.
- Herzberg, F. (2003). *The Motivation to Work*. New York: John Wiley & Sons.
- Hikmah, N. (2020). Strategi Koordinator Mudarris Al-Qur'an Dalam Meningkatkan Hafalan Al-Qur'an Santri. *Jurnal Pendidikan Islam*, c, 669–682.
- Iskandar, R. (2016). *Manajemen Fasilitas Pendidikan: Teori dan Praktik*. Bandung: Alfabeta.



- Keller, C. (2011). *Technology and the Teacher: A New Reality for Education*. Educational Technology Publications.
- Kemendikbudristek. (2022). Laporan Tahunan Pendidikan Kejuruan. Jakarta: Kemendikbudristek.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Minarti, S., Ma'arif, M. J., Manshur, A., & Sholeh, M. I. (2024). The Influence Of Teacher Training And The Use Of Educational Technology On The Effectiveness Of Islamic Education Learning At Man 1 Bojonegoro. *Educational Administration: Theory and Practice*, 30(4), 64-75.
- Mintzberg, H. (1983). *Structure in Fives: Designing Effective Organizations*. Englewood Cliffs: Prentice Hall.
- Morgan, D. L. (1997). *Focus Groups as Qualitative Research* (2nd ed.). Thousand Oaks, CA: Sage.
- Muhtadin, K., & Permatasari, O. (2024). Tiqui Taca Tahfidz: Syarat Quantum Tahfidz Al-Qur'an (QTA) Perspektif Abdurrohman Al-Asy'ari. *Ikhtisar: Jurnal Pengetahuan Islam*, 4(1), 55. <https://doi.org/10.55062/IJPI.2024.v4i1/396/5>
- Muhtadin, K., Muadzin, M. I., & Suhairi. (2024). Teknik Identifikasi Cepat Qira'at 'Asyr (Analisis Infradat al-Qurra' atau Keunikan Bacaan Imam dan Rawi). *Al-Fahmu: Jurnal Ilmu Al-Qur'an Dan Tafsir*, 03(01), 64-72. <https://doi.org/https://doi.org/10.58363/alfahmu.v3i1.189>
- Muhtadin, K., Mukrimun, A., Nurcholisho, L. R., & Fawwaz, M. (2023). Thinking Ulumul Qur'an Kh. Muntaha Al-Hafidz, a Study Tahqiqi/Philological and Content Analysis of the Book Abhar Al-Qur'an. *QiST: Journal of Quran and Tafseer Studies*, 2(2), 203-219. <https://doi.org/10.23917/qist.v2i2.1356>
- Muhtadin, K., Pranata, S., Kamal, M. M., Aqdi, H., & Permatasari, O. (2023). Qirā'āt Al-'Asyr An-Nāfi' iyyah (Studi Tentang Sanad Dan Kontroversi Perawi Imam Nāfi'). *Dar El-Ilmi : Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 10(2 SE-Articles). <https://doi.org/https://doi.org/10.52166/darelilmi.v10i2.5067>
- Mulyasa, E. (2007). *Manajemen Pendidikan: Konsep, Teori, dan Aplikasi*. Bandung: Remaja Rosdakarya.



- Mulyasa, E. (2007). *Manajemen Pendidikan: Konsep, Teori, dan Aplikasi*. Bandung: Remaja Rosdakarya.
- Nurhayati, E. (2019). *Komunikasi dalam Organisasi Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pengantar teori manajemen komunikasi dan organisasi*. (2019). Pustaka Baru.
- Pranata, B. (2020). *Pendidikan Berbasis Industri: Membangun Kerja Sama untuk Kesiapan Kerja Siswa*. Bandung: Alfabeta.
- Prapai Chaanpraserta, Jennifere L. Thomas, Sarah Mitchelle, Rafael Silvat, & Nandia Nkosi. (2024). Innovative Learning Strategies for Enhancing Student Engagement in Multicultural Classrooms . *JTL: Journal of Teaching and Learning*, 1(1), 57–72.
- Rahmat, A. (2020). *Pemanfaatan Teknologi dalam Manajemen Pendidikan di Era Digital*. Bandung: Alfabeta.
- Robbins, S. P., & Coulter, M. (2018). *Management*. London: Pearson.
- Romlah, S., Sholeh, M. I., & Wahrudin, B. (2024). Strategy for Improving the Competence of Islamic Religious Education Teachers through Community-Based Independent Curriculum. *Journal of Computational Analysis and Applications (JoCAAA)*, 33(07), 338-349.
- Sabarudin, M., Al Ayyubi, I. I., Fitriyah, D., Diba, D. I. F., Setiawan, S. S. R., Sholeh, M. I., & Ho, P. V. P. (2024). Analysis Of Islamic Religion Education Learning On Independent Curriculum Based On School Origin. *Edumulya: Jurnal Pendidikan Agama Islam*, 2(1), 32-47.
- Scheerens, J. (2015). *Educational Effectiveness and Ineffectiveness: A Critical Review of the Knowledge Base*. Springer.
- Semiawan, P. D. C. R. (n.d.). *Metode Penelitian Kualitatif*. Grasindo.
- Sholeh, M. I. (2023). Kepemimpinan Visioner Dalam Membangun Komunitas Belajar Kolaboratif. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 4(4), 10-26.
- Sholeh, M. I., Mohamed, M. R. A. A., Mintarsih, M., binti Ab Rahman, S. F., & Asrop, S. I. (2024). Efektivitas Penggunaan E-Learning dalam Pembelajaran Akuntansi di SMK Tulungagung. *Hatta: Jurnal Pendidikan Ekonomi dan Ilmu Ekonomi*, 2(2), 70-82.



- Sholeh, M. I., Tasya, D. A., Munawwarah, M., Abror, S., Mintarsih, M., & Rosyidi, H. (2024). Penguatan Pembelajaran Al-Qur'an melalui Metode Talaqqi di Pondok Pesantren Terpadu Al-Chodidjah. *Al Mu'azarah: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 1-17.
- Siregar, S. F., Fuady, Y., Fadli, M., Al-Bukhori, A., Lubis, P. N., Nasution, S. N., Wahyudi, R., Matanari, S., Junaidi, M., & Suryani, I. (2018). Karakter dan Akhlak Pemimpin dalam Perspektif Islam. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 1(2), 110–116. <https://doi.org/10.34007/jehss.v1i2.22>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2009). *Pengembangan Kurikulum: Teori dan Praktik*. Bandung: Remaja Rosdakarya.
- Sukmadinata, N. S. (2009). *Pengembangan Kurikulum: Teori dan Praktik*. Bandung: Remaja Rosdakarya.
- Sunardi, M. P., & Sri Harmonika, M. P. I. (n.d.). *Manajemen Pendidikan Islam: Teori Pengantar*. Zahir Publishing.
- Sutrisno, S., Sholeh, M. I., Amori, J. D., Susandi, D. G., & Ho, P. V. P. (2024). The Head Master Leadership Management In Improving Teacher Performance. *Mudir: Jurnal Manajemen Pendidikan*, 6(1).
- Suyanto, S. (2017). *Manajemen Pendidikan: Konsep dan Aplikasi*. Jakarta: Rajawali Pers.
- Syafi'i, A., 'Azah, N., Arifin, Z., Ibnu Sholeh, M., & Ayu Tasya, D. (2024). Developing Global Competencies in Teacher Education for 21st Century Learning Environments. *JTL: Journal of Teaching and Learning*, 1(1), 37–56
- Syaodih, N. (2016). *Manajemen Anggaran Pendidikan di Sekolah: Teori dan Praktik*. Yogyakarta: Graha Ilmu.
- Tilaar, H. A. R. (2002). *Manajemen Pendidikan Nasional: Kajian Pendidikan Masa Depan*. Jakarta: PT Rineka Cipta.
- UNESCO. (2020). *Global Education Monitoring Report*. Paris: UNESCO.
- Zainuddin, M. (2017). Kegiatan Ekstrakurikuler sebagai Sarana Pembentukan Karakter Siswa. *Jurnal Pendidikan Karakter*, 6(1), 67-82.
- Zakki, M., Fu'adi, I., Tanzeh, A., & Kojin. (2023). Kepemimpinan Profetik Pada Masa Khulafaur Rasyidin. *Nidhomiyah: Jurnal Manajemen Pendidikan Islam*, 4(2), 103–115. <https://doi.org/10.38073/nidhomiyah.v4i2.1023>



Zed, M. (2008). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia.

Zhao Ma, X., Ertmer, P. A., Pelgrumen, C. P. M., Watson, J. R., & Sengha Tanu, M. C. (2024). The Impact of Technology Integration on Student Learning Outcomes. *JTL: Journal of Teaching and Learning*, 1(1), 73–90.