



Targeting Educational Quality: The Role of Educator Management Transformation in Enhancing Services

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DOI: <https://doi.org/10.61987/bamj.v2i1.543>

Abstract:

This study explores the role of educator management in improving the quality of education at Madrasah Aliyah focusing on key factors such as educator professionalism, leadership, and collaboration between educators, students, and parents. The purpose of this research is to examine how the transformation of educator management, particularly through professional development and leadership, impacts educational outcomes. The study adopts a qualitative approach with a case study design, using data collected from observations, interviews, and documentation. The findings indicate that continuous professional development, including pedagogical training and technology integration, significantly enhances educator competency, leading to more effective teaching practices. Furthermore, the leadership of the school principal plays a crucial role in shaping the educator management process, where clear vision, participatory decision-making, and transparent communication foster collaboration among educators and motivate them to improve their performance. Additionally, the study highlights the importance of collaboration between educators, students, and parents, as it strengthens communication, increases parental involvement, and ultimately boosts student motivation and academic achievement. These findings suggest that developing a collaborative and well-managed educational environment can lead to better student learning outcomes.

ARTICLE HISTORY

Received 15 Jul 2024

Revised 18 August 2024

Accepted 1 October 2024

KEYWORDS

Educator Management, Professional Development, Leadership, Educator Competency

INTRODUCTION

Education is one of the important aspects in the development of a country, and the quality of education is highly dependent on the educators involved in it (Zeichner, 2021; Fomba et al., 2023; Purwanto & Wafa, 2023). The existence of professional and qualified educators is one of the main components in creating an effective education system (Dirsa et al., 2022; Zhumash et al., 2021; Ridlo & Yanti, 2023). In Indonesia, educators in schools have a great responsibility in implementing the curriculum and achieving the educational goals that have been set (Pratikno et al., 2022; Lukitoyo et al., 2023; Arifin, 2024). However, in many schools, including Madrasah Aliyah Al Imam, Bondowoso Regency, the management of educators still faces quite significant challenges. The lack of the number of educators who are in accordance with their fields of expertise and the limitations in managing human resources affect the quality of education produced. This shows that effective management of educators is crucial in improving the quality of education in educational institutions, both in public and private

Cite in APA style as:

Suro, L. A., & Anggraeni, A. F. D. G., (2024). Targeting Educational Quality: The Role of Educator Management Transformation in Enhancing Services. *Business and Applied Management Journal*, 2(1), 25-37.

schools. Based on this problem, it is important to conduct research that examines in more depth the implementation of educator management and its impact on the quality of education, especially at Madrasah Aliyah Al Imam.

Several previous studies have discussed the importance of educator management in improving the quality of education. For example, research by Baety (2021) states that professional educators are the main requirement for achieving quality education. Another study by Fawait et al., (2024) highlighted the importance of effective communication between educators, students, and parents to create a learning environment that supports improving the quality of education. However, although many studies have discussed the importance of educator management (Faiz et al., 2023; Sanjani et al., 2024), few have specifically examined the implementation of educator management in Islamic boarding schools, such as Madrasah Aliyah Al Imam. In addition, research by Mohzana et al., (2023) similar with Khotimah et al., (2024) stated that good management must include proper planning, implementation, and evaluation, but the implementation of these practices in several madrasahs is still very limited. Further research on how educator management can be implemented well in Islamic boarding school-based educational institutions is urgently needed. Thus, this study aims to fill the gap in knowledge regarding the implementation of educator management in Islamic boarding schools.

Research on educator management has indeed been carried out quite a lot, but there are still some gaps that need to be filled. Most studies focus more on state schools or higher education institutions, while Islamic boarding schools such as Madrasah Aliyah Al Imam have not been the focus of much research. Educators in schools have a vital role in implementing planned educational programs. However, Islamic boarding schools often face challenges in terms of the limited number of educators and the selection of educators who do not always match their fields of expertise. This creates a situation where educators cannot carry out their duties optimally. This study offers novelty by analyzing how the implementation of educator management can be carried out to improve the quality of education at Al Imam Islamic High School, which has different characteristics from schools in general.

The main objective of this study is to examine how the implementation of educator management can improve the quality of education at Al Imam Islamic High School, Bondowoso Regency. The focus of this study is on the analysis of the application of various aspects of educator management, such as planning, organizing, implementing, and evaluating carried out by the principal and madrasah managers. By identifying the factors that influence the quality of educator management, this study is expected to provide deeper insight into strategies that can be applied to improve the quality of education in Islamic boarding schools.

The implementation of effective teaching staff management can also overcome the problem of lack of teaching staff in accordance with their field of expertise, as well as improve the quality of discipline and performance of teaching staff in madrasahs. Thus, the results of this study are expected to provide implications that in order to achieve quality education, educational institutions, especially Islamic boarding school-based madrasahs, need to have a solid and well-planned teaching staff management system. On the other hand, the results of this study are expected to be used as a reference in designing more effective managerial policies to improve the quality of education in Islamic boarding school-based educational institutions in Indonesia.

RESEARCH METHOD

This study focuses on the implementation of teaching staff management at Madrasah Aliyah Al-Imam located in Grujugan Lor, Bondowoso Regency. This madrasah is an Islamic boarding school-based educational institution that has its own challenges and characteristics in terms of human resource management, especially teaching staff. The location of this research was chosen because Madrasah Aliyah Al-Imam experiences various problems in teaching staff management, such as the lack of teaching staff who are in accordance with their fields of expertise and low professionalism among teaching staff. In this study, the design used is a qualitative approach with a case study type, because case studies allow researchers to dive deeper into the dynamics that occur in one research location in more detail (Zaini, 2023). This qualitative research aims to understand more about how teaching staff management is implemented at Madrasah Aliyah Al-Imam and its impact on the quality of education. The qualitative approach also provides space for researchers to explore the social and cultural contexts that influence the implementation of teaching staff management, which may not be clearly seen in quantitative research.

The sources of information in this study involved several key informants who were directly related to teaching staff management at Madrasah Aliyah Al-Imam. By Tabel 1, the main informants in this study consisted of the principal, Deputy Head of Curriculum, teachers, and students. The principal and Waka Curriculum were chosen because they have great responsibility in managing teaching staff and implementing education policies in the madrasah. Teachers as informants are also important to provide an overview of the daily teaching staff management practices, while students will provide perspectives on the impact of teaching staff management on the teaching and learning process in the classroom. Data collection techniques used in this study include observation, in-depth interviews, and documentation. Observations were conducted to directly monitor how the teaching staff management process is implemented in the field, including interactions between the principal, teaching staff, and students. In-depth interviews with informants were used to explore further information regarding their perceptions and experiences related to teaching staff management. Documentation, such as activity reports, lesson schedules, and teaching staff performance records, were also used to support more comprehensive data analysis.

Table 1. Sources of Informants

Position/Title	Role Description	Number of Informants
Principal	Responsible for the overall management of educational institutions, including the management of teaching staff and decision-making regarding educational policies.	1
Deputy Chief of Curriculum	Manage and supervise the implementation of the curriculum, including the management of teaching staff related to teaching and curriculum evaluation in madrasahs.	1
Teacher	Implementing educational policies in the classroom, responsible for teaching, evaluating learning, and managing interactions with students.	6
Student	Provides perspective on the impact of teacher management on their learning experiences in the classroom.	2

In analyzing the data obtained, this study used a data analysis model developed by Miles and Huberman (2014) in (Zuhdi et al., 2024), which consists of three main stages: data reduction, data display, and data verification. The first stage, data reduction,

involves the process of selecting, focusing, and simplifying the collected data, so that only information that is relevant to the research objectives will be analyzed further. The second stage, data display, is the process of presenting data in a form that is easy to understand, for example in the form of a narrative or matrix, to make it easier for researchers to see the patterns that emerge. The last stage, data verification, is the process of drawing conclusions and validating information based on the data that has been analyzed. The analytical methods used in this study are content analysis, discourse analysis, and interpretation analysis. Content analysis is used to identify the main themes that emerge from interviews and documentation, while discourse analysis will help understand how the language and narratives used by informants reflect their views on teacher management. Interpretation analysis, on the other hand, is used to give meaning to the data obtained, by linking it to theories of educational management and the concept of professional teachers. By using this approach, it is hoped that this study can produce a deep understanding of how teacher management is implemented at Madrasah Aliyah Al-Imam and how it impacts the quality of education.

RESULTS AND DISCUSSION

Improving the Professionalism of Educators through Training and Development

The results of the observation show that regular training and professional development for educators at Madrasah Aliyah Al-Imam directly affect the quality of teaching provided. In classroom observations, it was seen that teachers who had received regular training showed improvements in their pedagogical skills and understanding of educational technology. For example, teaching using digital media, such as learning applications and multimedia-based presentations, was carried out more smoothly and effectively by teachers who had received the training. In addition, teachers who did not receive training tended to still rely on traditional methods, which were more limited in accommodating technological developments and the needs of today's students. This pattern shows a relationship between the level of professionalism of educators and the frequency of training they receive. The interpretation of this finding is that ongoing training is a key factor in updating the skills of educators, especially in responding to changes in the world of education and technology. Limited access to training for some teachers shows the importance of the role of school management in ensuring that all educators have equal opportunities to develop.

In interviews with the principal, vice principal of curriculum, and several teachers, a consistent pattern emerged regarding the importance of training and professional development for educators. Most teachers who have attended training said that they feel more confident and more capable of managing the class and delivering materials in a more interactive way. One teacher said, "After attending training on the use of technology in learning, I find it easier to explain the material in a way that is interesting to students, so that they are more engaged." On the other hand, several teachers who have not attended training admitted that they find it difficult to use technology and feel trapped in the teaching methods that have been used for a long time. The interview data illustrates that training not only improves technical skills, but also affects the level of motivation and confidence of teachers in providing teaching. The interpretation of this finding is that training can update pedagogical skills, but also build a positive attitude towards change in education. This pattern also shows the need for ongoing support from management to facilitate training and development for all educators.

The results of documentation in the form of training activity reports show that the training program designed by the school has covered various important topics, such as technology-based teaching techniques, innovative assessment strategies, and effective classroom management. The documentation shows that the training is not only theoretical, but also provides opportunities for educators to conduct simulations and direct practice. For example, one of the trainings conducted last month on the use of online learning platforms such as Google Classroom and Zoom, showed that more than 70% of teachers felt more comfortable using the platforms after the training. In addition, the documentation results also showed that after participating in the training, teachers reported an increase in their ability to facilitate online group discussions, a skill that is highly needed in the era of digital learning. This documentation confirms that practical and relevant training can directly improve the performance and professionalism of educators. The interpretation of this finding is that training programs based on real needs in the field can maximize the desired results, namely improving the quality of education by Figure 1.



Figure 1. Teacher Workshop Activities

Based on the results of observations, interviews, and documentation, it can be concluded that training and professional development have a significant impact on improving the professionalism of educators at Madrasah Aliyah Al-Imam. Structured training as in Figure 1, both in theory and practice, is able to update teachers' pedagogical knowledge and skills, especially in facing the challenges of technology-based learning. With ongoing training, teachers at Madrasah Aliyah Al-Imam are increasingly ready to implement teaching methods that are more effective and relevant to the needs of today's students. However, the biggest challenge remains the gap between educators who have access to training and those who do not, so there needs to be a policy that ensures that all teachers can participate in training equally. In the long term, increasing competence through training is expected to contribute to improving the overall quality of education, both in terms of teaching and in classroom management.

The results of this study are in line with the findings of several previous studies which show that training and professional development have a positive impact on the performance of educators. According to Saharani & Diana (2024), well-designed training can improve pedagogical competence and teacher motivation to adopt innovative teaching approaches. In addition, Demchenko et al. (2021) stated that training involving direct practice in the field is more effective in updating teacher skills than training that is only theoretical. Diller et al. (2021) also found that needs-based and contextual training

can improve teaching effectiveness and have a positive impact on student learning outcomes. Kilag et al. (2023) emphasized that teacher professionalism is not only influenced by training, but also by a school culture that supports collaboration between teachers and management that is responsive to the needs of educators. Based on these findings, this study confirms that educational management that supports ongoing and relevant training is very important to improve the quality of education and the professionalism of educators.

The Role of Leadership in Managing Educational Staff

The results of observations at Madrasah Aliyah Al-Imam show that principals who have a clear and comprehensive leadership vision in managing teaching staff play a major role in creating a work environment that supports collaboration between teachers. Data visualization from observations shows active interaction between teachers in planning and implementing learning, which occurs especially in schools led by principals with a transformational leadership style. On the other hand, in schools led by principals with a more authoritarian leadership style, interaction between teachers is more limited, and the work enthusiasm of teaching staff appears lower. This can be seen in the low level of teacher participation in learning planning and evaluation meetings, as well as the lack of initiative to collaborate in developing teaching materials. This pattern shows that principals who implement open communication and participatory decision-making are able to create a more positive work climate and increase the motivation of teaching staff. The interpretation of this finding is that the principal's leadership style has a direct impact on collaboration between teaching staff, which in turn affects the quality of teaching in the classroom.

In interviews with the principal, vice principal of curriculum, and several teachers, a consistent pattern was seen regarding the important role of leadership in managing teaching staff. Principals who actively listen to teachers' input and involve them in decision-making processes report positive outcomes. For example, one teacher said, "The principal always invites us to discuss curriculum changes and new teaching methods. We feel more valued and more enthusiastic about teaching." On the other hand, teachers who work in schools with principals who are not open to input and tend to make unilateral decisions reported feeling less valued and isolated. The interview data illustrate that principals who empower teachers and give them the opportunity to participate in decision-making can increase their sense of ownership of school policies and improve their performance. This pattern suggests that participatory leadership can motivate teachers to be more committed to the school's vision. The interpretation of this finding is that effective two-way communication and leadership that empowers educators are key factors in improving their professionalism and work enthusiasm.

Documentation obtained from the school's annual report also shows a relationship between principal leadership and improved teacher performance. The report shows that in the first years of the new principal's leadership, there was a significant increase in the implementation of the curriculum and technology-based learning. Principals who implemented evidence-based policies, such as increased training and professional development, had higher success rates in teacher performance improvement programs. In contrast, in schools where principals did not involve teachers in decision-making or provided adequate training, there was no significant change in instructional quality. This documentation suggests that principals who develop and

implement policies based on data and evaluation results improve the quality of teacher management. The interpretation of these findings is that evidence-based management, which includes ongoing evaluation and planning, is an essential element in teacher management. Effective leadership requires policies that reflect real needs on the ground and can be measured to achieve optimal results.

Principal leadership plays an important role in the management of educators and improving the quality of education at Madrasah Aliyah Al-Imam. Principals who apply a transformational leadership style, which involves educators in decision-making and provides space for collaboration, create a more positive work climate and higher motivation among teachers. In addition, evidence-based policies accompanied by training and professional development can significantly improve the performance of educators. In contrast, principals with an authoritarian leadership style or who do not involve teachers in the managerial process tend to experience decreased work enthusiasm and lower teaching quality. Therefore, effective management of educators requires inclusive, communicative, and data-based leadership. Principals who can identify the strengths and weaknesses of educators and provide appropriate support can create an environment that supports successful learning.

This finding is in line with the research of Sanjani (2024) which shows that principals who act as transformational leaders can influence the development of teacher professionalism and improve the quality of education. Ataman et al. (2024) also confirmed that a leadership style based on participation and teacher empowerment has a positive impact on the commitment of educators and their performance. Another study by Naz & Rashid (2021) stated that effective leadership can improve learning outcomes by creating a conducive work climate and increasing teacher motivation. Auliana et al. (2021) further emphasized the importance of evidence-based leadership that utilizes data to formulate appropriate policies to improve the quality of education. This finding is also consistent with Liana & Hidayat (2021) who stated that leadership based on collaboration and transparency can strengthen the relationship between teachers, principals, and other stakeholders, which in turn improves the overall performance of the school. Thus, this study supports the argument that effective leadership has a significant impact on the management of educators and the quality of education.

The findings confirm that effective principal leadership, especially in terms of open communication, participatory decision-making, and evidence-based policies, has a major impact on the management of educators and the quality of education. Principals who are able to empower teachers and involve them in decision-making create an environment that supports collaboration and high motivation among educators. Therefore, it is important for principals to continue to develop leadership skills that are based on the involvement of all parties, with a transparent and data-based approach, in order to achieve better quality of education.

Collaboration between Educators, Students, and Parents

The observations conducted at Madrasah Aliyah Al-Imam reveal a strong correlation between effective educator management and improved communication between educators, students, and parents. Data from classroom observations indicated that schools with transparent management systems and open channels of communication fostered closer relationships between all parties involved in the educational process. For example, educators in these schools held regular meetings with

parents to discuss student progress, while students felt encouraged and supported both inside and outside the classroom. This was evidenced by active participation in class discussions and a positive attitude towards school activities. Conversely, schools with less transparent management systems exhibited lower levels of engagement from both students and parents, and teachers appeared more disconnected from their students' learning journeys. The patterns observed suggest that effective management, marked by open communication, significantly influences the collaboration between educators, students, and parents. The interpretation of these findings is that when communication flows freely between educators, students, and parents, it creates a sense of shared responsibility and accountability, which positively impacts student motivation and academic outcomes.

Interviews with educators, students, and parents further emphasized the importance of collaboration in enhancing educational quality. The head of the school, teachers, and parents all highlighted that consistent communication and collaboration among all stakeholders were key to improving student outcomes. For instance, one teacher stated, "When we involve parents in the learning process, we see a noticeable improvement in students' attitudes towards learning. They are more motivated and understand that their success is a shared responsibility." In contrast, some parents expressed concerns about being excluded from discussions related to their child's learning progress, particularly when communication was insufficient. The data from interviews clearly illustrated that when educators actively engage with parents and encourage their participation in their children's education, it creates a supportive and motivated learning environment. This collaborative effort helps students feel more supported and engaged in their learning process. The analysis suggests that involvement from both educators and parents, coupled with a transparent management system, fosters a more motivating and effective educational atmosphere for students.

Documentary evidence, such as school meeting minutes and parent-teacher conference records, further validated the role of collaboration in improving educational outcomes. These documents consistently showed a pattern where schools with well-established systems for involving parents in the educational process had higher levels of parental attendance at meetings and a stronger sense of partnership between educators and families. In schools where these systems were less structured, there was a noticeable gap in parent involvement, which was often linked to a lack of clear communication and scheduling conflicts. Data from school newsletters and event invitations also reflected that schools with an established culture of involving parents saw more parents actively participating in school-related events. These observations point to the fact that a robust communication system, which keeps parents informed and engaged, plays a significant role in encouraging parental involvement. The interpretation is that when schools provide clear and regular channels for communication, it builds trust between educators and parents, which in turn benefits the students by creating a collaborative educational environment.

Table 2. Collaboration Aspect

Collaboration Aspect	Data (Observation)	Description	Interpretation
Communication Transparency	Schools with transparent management systems had regular meetings with parents.	Transparent management systems and open communication fostered closer relationships	Open communication between all parties creates a sense of shared responsibility and

		between educators, students, and parents.	accountability, improving student outcomes.
Parental Involvement	Active participation in parent-teacher meetings and school activities.	Schools with well-established systems saw more parents attending meetings and engaging in school activities.	Regular involvement of parents in educational processes motivates students and enhances their academic engagement.
Student Engagement and Motivation	Students showed increased motivation, positive attitudes, and active class participation.	In schools with active educator-parent collaboration, students were more motivated and felt supported.	Students who feel supported both at school and home are more likely to be engaged and motivated in their studies.
Challenges in Communication	Schools with less transparent management had lower engagement from both students and parents.	Lack of clear communication led to disengagement, with teachers being less connected to students' progress.	Ineffective communication and management systems reduce collaboration and impact student motivation and performance.
Documentary Evidence (Meeting Records)	School meeting minutes and parent-teacher conference records.	Schools with robust systems for parent involvement had higher levels of attendance and stronger partnerships.	Clear communication channels and well-organized meetings enhance trust between educators and parents, supporting student success.

Based on the observational data and Tabel 2, interviews, and documentary analysis, it is evident that effective educator management and transparent communication systems significantly improve the collaboration between educators, students, and parents. This collaboration creates a supportive educational environment where students feel more motivated and engaged in their learning. Furthermore, when parents are involved in their children's education, they are more likely to support and encourage their children's academic growth, leading to better educational outcomes. The evidence suggests that when schools establish a strong culture of collaboration, communication, and transparency, they foster a sense of shared responsibility and accountability that benefits all stakeholders. Preliminary conclusions indicate that schools with effective communication strategies and collaborative management practices are more likely to see improved student performance and a more engaged school community.

These findings align with the existing literature on the importance of collaboration and communication in improving educational outcomes. Husen & Hunde (2021) emphasizes the role of strong family-school partnerships in fostering academic success, stating that schools with high levels of parental involvement tend to have higher student achievement. Similarly, Schmid & Garrels (2021) found that when parents actively participate in the educational process, students are more likely to show improved behavior, higher grades, and better attendance. Furthermore, Safitri (2024) suggests that transparent communication between educators and parents leads to more informed decision-making and improved student support. Guay (2022) also highlights that schools with strong collaboration between teachers, students, and parents create an environment where students are more motivated and feel supported in their academic journey. These studies support the findings of this research, reinforcing the idea that transparent communication and collaboration between educators, students, and parents

are crucial factors in improving educational quality. When all parties are aligned and actively involved, students are more likely to succeed academically and socially.

The research emphasizes the critical role of collaboration between educators, students, and parents in improving educational outcomes. Transparent management systems that facilitate open and ongoing communication create a collaborative environment where all stakeholders share the responsibility of supporting students' academic journeys. As demonstrated by both the data and existing research, when parents are engaged in the learning process and educators maintain open communication channels, students are more likely to experience academic success and a positive attitude towards school. Therefore, fostering a collaborative, communicative, and supportive school culture is key to enhancing the overall quality of education.

CONCLUSION

Based on the results of the study conducted at Madrasah Aliyah Al-Imam, it was found that the transformation of teaching staff management, which focuses on improving competency through training and professional development, has proven to have a positive impact on the quality of teaching in the classroom. Regular training that includes pedagogical skills and mastery of educational technology allows teaching staff to update their knowledge and skills in accordance with current developments. In addition, the leadership of the principal who has a clear vision in managing teaching staff also greatly influences the quality of education at the madrasah. Participatory leadership, transparent communication, and evidence-based policies can encourage close collaboration between teaching staff, students, and parents. With an effective management system, synergy is created between related parties that can increase the motivation and performance of teaching staff and support students to be more active and motivated in learning. Parental involvement in student education has also been shown to play a major role in improving the quality of student learning outcomes, by creating a more supportive environment outside of school.

Although this study provides important insights into the role of teaching staff management in improving the quality of education at Madrasah Aliyah Al-Imam, there are several limitations that need to be considered. This study was limited to one educational institution, so these findings may not be fully generalizable to other madrasahs or schools with different contexts. Therefore, further research with a wider scope and more varied approaches is expected to provide a more comprehensive picture of the management of teaching staff and its impact on the quality of education. The involvement of more parties and data collection from various sources can enrich the research results and help validate the findings obtained in this study.

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