



Strengthening Teacher Performance through Professionalism, Discipline, and Organizational Climate: Evidence from Islamic Primary Education

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ABSTRACT

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This study aims to examine the effect of professionalism, work discipline, and organizational climate on teacher performance as a key component of educational service quality. Using a quantitative approach with an explanatory research design, the study involved a census of 34 teachers in an Islamic primary school, with data collected through Likert-scale questionnaires and analyzed using multiple linear regression with t-tests and F-tests at a 5% significance level. The findings indicate that professionalism and organizational climate have a positive and significant effect on teacher performance, while work discipline shows no significant partial effect. However, professionalism, discipline, and organizational climate simultaneously exert a significant influence on teacher performance. These results highlight the importance of strengthening teacher professionalism and creating a supportive organizational climate as strategic educational management efforts to improve teacher performance, while discipline enhancement should be aligned with workload management to ensure effective implementation.

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INTRODUCTION

The quality of education is widely recognized as a fundamental determinant of human capital development and social progress. In contemporary society, schools are expected not only to transmit knowledge but also to produce individuals with strong character, adaptability, and global competence (Dewi & Manshur, 2026; Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah & Rozi, 2025). Teacher performance plays a central role in achieving these expectations, as teachers are the primary agents who translate educational policies into classroom practices (Hikmah & Mudarris, 2026; Kusumawati, 2025; Syafiih, 2025). Empirical evidence consistently shows that the effectiveness of educational services is closely linked to how well teachers perform their professional roles, including

planning, implementing, and evaluating learning activities. When teacher performance declines, the quality of educational outcomes and public trust in educational institutions are also affected. Conversely, strong teacher performance contributes to institutional credibility, student achievement, and sustainable school development. Therefore, understanding the organizational and managerial factors that shape teacher performance is not only an academic concern but also a societal necessity. Research focusing on professionalism, discipline, and organizational climate is important because these factors represent core elements of educational management that directly influence teacher behavior and performance within school organizations.

Despite increasing demands for high-quality education, many educational institutions continue to face challenges related to managing teacher performance effectively (Fitriya, 2023; Rozi & Rijal, 2023; Yahya, 2023). Rapid changes in curriculum standards, technological integration, accountability systems, and stakeholder expectations have significantly increased teachers' workloads and professional responsibilities. At the same time, schools often struggle to balance performance demands with teachers' well-being, motivation, and capacity development. These conditions frequently result in performance disparities among teachers, even within the same institution. Differences in discipline, professionalism, and perceptions of the organizational climate can lead to inconsistencies in task completion, instructional quality, and collaborative practices. From a management perspective, these issues indicate weaknesses in human resource management, organizational control, and work environment design. Without empirical evidence to guide policy and leadership decisions, schools risk implementing ineffective strategies that fail to address the root causes of performance issues. Consequently, identifying which managerial factors significantly influence teacher performance becomes a critical problem that must be addressed to improve the overall quality and sustainability of educational services.

In practice, schools with strong reputations and high public trust also encounter complex managerial challenges related to teacher performance. Institutions that implement multiple curricula, offer flagship programs, and pursue national and international achievements require consistently high levels of teacher performance (Fitriya, 2023; Rozi & Rijal, 2023; Yahya, 2023). However, increasing student enrollment is often accompanied by an expansion or rotation of teaching staff, leading to diverse backgrounds in terms of education, experience, tenure, and professional competence. These differences affect how teachers perceive their roles, comply with organizational rules, and adapt to the school's working climate. Additional administrative responsibilities and performance targets further intensify teachers' workloads, creating time

constraints and pressure to maintain institutional achievements. As a result, variations in professionalism, discipline, and perceptions of organizational climate become more visible in daily practices. This phenomenon highlights the managerial dilemma faced by educational leaders: ensuring consistent teacher performance while managing diversity, workload, and organizational expectations (Mustafa & Maulana, 2024; Sholehah & Ichsah, 2025). Such conditions underscore the need for empirical research that examines teacher performance through the lens of educational management and organizational behavior.

Previous studies have extensively examined factors influencing teacher performance, particularly professionalism and work discipline. Teacher professionalism is commonly defined through pedagogical, professional, personality, and social competencies, as mandated by educational standards and regulations. Empirical studies consistently report a positive relationship between teacher professionalism and performance, indicating that higher competence levels contribute to improved work quality, responsibility, and instructional effectiveness (Rosmawati et al., 2020; Iqmalia et al., 2022). Similarly, work discipline has been conceptualized as adherence to organizational rules, punctuality, and compliance with work procedures (Rivai & Sagala, 2014; Hasibuan, 2019). Several studies argue that disciplined teachers tend to demonstrate higher performance due to greater accountability and consistency (Rosmawati et al., 2020). However, other findings suggest that discipline does not always translate into higher performance, particularly in environments characterized by high workloads and informal working arrangements (Ulung et al., 2023). These inconsistent findings indicate the need for further investigation into how discipline functions within specific educational contexts.

Organizational climate has also been widely discussed as a determinant of employee behavior and performance. Defined as individuals' perceptions of the internal work environment, organizational climate influences motivation, commitment, and job satisfaction (Litwin & Stringer, 1968). Studies in educational and non-educational settings confirm that a supportive organizational climate positively affects performance by fostering responsibility, collaboration, and loyalty (Rahimic et al., 2013; Ariani et al., 2020). Stringer (1968) identified key dimensions of organizational climate, including structure, responsibility, rewards, support, and commitment, which are particularly relevant in school organizations. Nevertheless, some studies report contradictory results, showing that organizational climate does not significantly influence performance in certain contexts (Kemas et al., 2023). These divergent findings reveal a research gap, particularly in integrated educational institutions that combine national, religious, and international curricula. The lack of consensus

highlights the importance of examining organizational climate alongside professionalism and discipline to better understand their combined and individual effects on teacher performance.

This study offers novelty by integrating professionalism, work discipline, and organizational climate within a single explanatory model of teacher performance in the context of Islamic primary education. Unlike previous studies that often examine these variables separately or focus on one dominant factor, this research adopts a comprehensive educational management perspective by analyzing both partial and simultaneous effects. Additionally, the study addresses empirical inconsistencies in prior research, particularly regarding the role of work discipline, by situating it within a high-performance school environment characterized by heavy workloads and complex organizational demands. The findings are expected to contribute to the state of the art by clarifying whether discipline functions as a direct performance driver or as a contextual factor influenced by organizational climate and professionalism. By focusing on teacher performance as an outcome of human resource management practices, this study strengthens the linkage between organizational behavior theory and educational management practice, making it relevant for both scholars and practitioners.

Based on the theoretical and empirical background, this study addresses the following research problem: to what extent do professionalism, work discipline, and organizational climate influence teacher performance, both partially and simultaneously? The underlying argument is that teacher performance is not solely determined by individual competence but is also shaped by organizational control mechanisms and the perceived work environment. It is hypothesized that professionalism and organizational climate have significant positive effects on teacher performance, while the effect of discipline may vary depending on workload and organizational context. The study contributes theoretically by enriching educational management literature with empirical evidence on human resource management factors in Islamic primary schools. Practically, it provides school leaders and educational foundations with data-driven insights to design effective strategies for improving teacher performance through professional development, organizational climate enhancement, and adaptive discipline management. These contributions position the study as both academically relevant and practically significant.

RESEACH METHODS

This study employs a quantitative approach with an explanatory research design to examine the effect of professionalism, work discipline, and

organizational climate on teacher performance. The quantitative design was selected because it enables the measurement of relationships among variables through numerical data, statistical testing, and hypothesis verification. An explanatory design is appropriate for this study as it aims not only to describe phenomena but also to explain causal relationships between independent variables and the dependent variable. Specifically, this design allows the researcher to analyze both partial and simultaneous effects of professionalism, discipline, and organizational climate on teacher performance, as well as to identify the direction and strength of these relationships. By applying this approach, the study provides empirical evidence that supports decision-making in educational management, particularly in the context of human resource management within school organizations.

The research was conducted at SD Islam Al Azhar 11 Surabaya. This school was selected because it implements an integrated educational system that combines the National curriculum, the Al-Azhar curriculum, and an international curriculum. In addition, the school offers various flagship programs and has achieved both national and international recognition. These characteristics require consistent and high teacher performance to meet academic targets and service quality expectations. The complexity of managing diverse programs, combined with increasing student enrollment and teacher workload, makes this school a relevant context for examining the influence of professionalism, discipline, and organizational climate on teacher performance. Therefore, the research location was chosen based on its representativeness of a high-performance educational institution facing managerial and organizational challenges.

Data were collected using a structured questionnaire distributed to all 34 teachers at SD Islam Al Azhar 11 Surabaya through a saturated sampling technique, where the entire population was used as the research sample. This method was chosen due to the relatively small population size, ensuring comprehensive data coverage and minimizing sampling bias. All questionnaire items were measured using a five-point Likert scale. Teacher performance was measured using indicators of work quantity, work quality, initiative, responsibility, and cooperation (Mangkunegara, 2015). Professionalism indicators were based on Law No. 14 of 2005, encompassing pedagogical, personality, professional, and social competencies. Work discipline indicators included punctuality, compliance with regulations, responsibility for tasks, obedience to superiors, and procedural awareness (Rivai & Sagala, 2014). Organizational climate was measured using five dimensions: structure, responsibility, rewards, warmth or support, and commitment (Stringer, 1968).

Data analysis was conducted using the Statistical Package for the Social

Sciences (SPSS) version 26. Multiple linear regression analysis was applied to examine the effect of professionalism, work discipline, and organizational climate on teacher performance. A significance level of 0.05 was used, meaning that statistical results were considered significant when the p-value was less than 0.05. The t-test was employed to analyze the partial effect of each independent variable on teacher performance, while the F-test was used to assess the simultaneous effect of all independent variables. This analytical approach allows for a comprehensive understanding of both individual and collective influences of the studied variables on teacher performance within the organizational context.

To ensure data accuracy and consistency, validity and reliability tests were conducted prior to hypothesis testing. Validity testing was used to confirm that each questionnaire item accurately measured the intended construct, while reliability testing assessed the internal consistency of the measurement instruments. In addition, classical assumption tests were applied to ensure the regression model met statistical requirements, including tests for normality, multicollinearity, and heteroscedasticity. These procedures were conducted to enhance the robustness, credibility, and reliability of the research findings and to ensure that the regression results could be interpreted accurately.

RESULTS AND DISCUSSION

Table 1. T-Test Results

Variabel	Coefficient (B)	Std. Error	Beta	t-value	Sig.
Constant	2.062	2.715		0.759	0.453
Professionalism (X_1)	0.446	0.141	0.428	3.155	0.004
Work discipline (X_2),	0.050	0.188	0.045	0.267	0.791
Organizational Climate (X_3)	0.606	0.236	0.473	2.569	0.015

Source: Data Processing Results 2025

Based on the partial t-test results, the calculated t-value of 3.155 exceeds the t-table value of 2.042, with a significance value of $0.004 < 0.05$. Therefore, the hypothesis is accepted, indicating that professionalism (X_1) has a positive and significant effect on teacher performance (Y). This condition meets the criteria of $t_{\text{calculated}} > t_{\text{table}}$ and $\text{sig} < 0.05$, signifying a significant influence of teacher professionalism on performance.

Survey results show that teachers' pedagogical abilities, professionalism, and personality are generally good in fulfilling their roles as educators according to established teaching procedures. However, despite demonstrating good performance, teachers face time limitations for professional development activities such as reading literature or advanced training. This is caused by high

face-to-face teaching hour loads and limited free time. These findings align with the low teacher involvement in inter-school learning communities. The results of this study align with previous research by Jenita et al. (2022), Iqmalia et al. (2022), Susanti et al. (2025), and Ariani et al. (2020), which state that professionalism has a positive and significant effect on teacher performance, despite being conducted in different contexts, measurements, and populations.

Based on the partial t-test results for the work discipline variable (X_2), the calculated t-value of 0.267 is smaller than the t-table value of 2.042, with a significance value of $0.791 > 0.05$. Therefore, the hypothesis is rejected, indicating that work discipline (X_2) has no significant effect on teacher performance (Y). This condition meets the criteria of $t\text{-calculated} < t\text{-table}$ and $\text{sig} > 0.05$. This insignificant effect is caused by the high workload and quantity of teacher tasks at the school, making time limitations the main obstacle to completing tasks on time. Task collection is often done outside formal working hours or at home and submitted just before the deadline. This reflects unwritten home working hours not included in the school's organizational structure. Nevertheless, teachers demonstrate good understanding of work rules and awareness to complete tasks according to guidelines. However, rule socialization still needs to be strengthened to ensure consistent implementation. Teachers also understand the reward and sanction system, including consequences of tardiness without permission or learning implementation not following SOPs. The results of this study do not align with Jenita et al. (2022), Desi Ariani et al. (2020), Hermawan et al. (2023), Susanti et al. (2025), and Rosmawati et al. (2020), which state that teacher discipline significantly affects performance. Conversely, these findings align with Sari et al. (2024), Uleng et al. (2023), and Hidayat et al. (2021), which indicate that work discipline has no significant effect on teacher performance, despite different contexts and measurements.

Based on the partial t-test results for the organizational climate variable (X_3), the calculated t-value of 2.569 exceeds the t-table value of 2.042, with a significance value of $0.015 < 0.05$. Therefore, the hypothesis is accepted, indicating that organizational climate (X_3) has a positive and significant effect on teacher performance (Y). This condition meets the criteria of $t\text{-calculated} > t\text{-table}$ and $\text{sig} < 0.05$, signifying a statistically significant influence. These findings indicate that the higher the organizational climate perceived by teachers, the better their performance improves. Empirical support is evident from: teachers' high ability to carry out tasks according to job obligations and school guidelines, high responsibility for work outcomes, supportive and warm work atmosphere creating a pleasant environment, teachers' loyalty and commitment to the school, and fair recognition for work achievements. A conducive organizational climate directly and indirectly enhances teacher performance and contributes to the

school's overall achievements. The results of this study align with Ariani et al. (2020), Wahyuni et al. (2022), and Masitha et al. (2024), which state that organizational climate significantly affects performance, despite being conducted in different contexts, measurements, and variable combinations.

Table 1. F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	240.501	3	80.167	37.253	.000 ^b
	Residual	64.558	30	2.152		
	Total	305.059	33			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Professionalism (X₁), Work discipline (X₂), and Organizational Climate (X₃)

Source: Data Processing Results 2025

Based on the F-test results, the calculated F-value of 37.253 exceeds the F-table value of 3.315, with a significance value of $0.000 < 0.05$. Therefore, the hypothesis is accepted, indicating that professionalism (X₁), work discipline (X₂), and organizational climate (X₃) simultaneously have a significant effect on teacher performance (Y). The analysis results show a significant simultaneous effect of the three independent variables on the dependent variable. Mathematically, it can be formulated that higher levels of professionalism, work discipline, and organizational climate lead to higher teacher performance. These findings confirm that the three variables professionalism, work discipline, and organizational climate are strong predictors of teacher performance collectively. Strategies to improve teacher performance must integrate simultaneous strengthening of all three elements to achieve maximum effectiveness.

Table 3. Coefficient of Determination (R²) Results

Model	Model Summary ^b				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.888 ^a	0.788	0.767	1.46695	2.269

a. Predictors: (Constant), Professionalism (X₁), Work discipline (X₂), and Organizational Climate (X₃)

b. Dependent Variable: teacher Performance (Y)

Source: Data Processing Results 2025

Based on the multiple regression analysis results, a correlation coefficient (R) of 0.888 and a coefficient of determination (R²) of 0.788 or 78.8% were

obtained. This R^2 value indicates that 78.8% of the variance in teacher performance (Y) can be jointly explained by professionalism (X_1), work discipline (X_2), and organizational climate (X_3). The independent variables' contribution to the dependent variable reaches 78.8%, while the remaining 21.2% is influenced by other variables outside this research model. The adjusted R^2 of 0.788 (>0.5) demonstrates a strong effect. The regression model exhibits excellent explanatory capacity in predicting teacher performance based on the three organizational factors examined.

Table 4. Multiple Linear Regression Test Results

		Coefficients ^a					
		Unstandardized	Standardized				Collinearity
		Coefficients	Coefficients	t	Sig.		Statistics
Model		B	Std. Error	Beta			Tolerance
1	(Constant)	2.062	2.715		.759	.453	
	(X_1)	.446	.141	.428	3.155	.004	.383
	(X_2)	.050	.188	.045	.267	.791	.249
	(X_3)	.606	.236	.473	2.569	.015	.208
							VIF

a. Dependent Variable: Teacher Performance (Y)

Source: Data Processing Results 2025

Based on the multiple linear regression analysis results shown in the table above, the regression equation can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 2.062 + 0.446X_1 + 0.050X_2 + 0.606X_3 + e$$

The constant value is 2.062. This means that if the variables of professionalism (X_1), work discipline (X_2), and organizational climate (X_3) are all 0, the predicted teacher performance (Y) value is 2.062.

The coefficient for the X_1 professionalism variable is 0.446. This means that if the professionalism variable increases by 1 unit, the predicted teacher

performance value will increase by 0.446. Conversely, if the professionalism variable decreases by 1 unit, the predicted teacher performance value will decrease by 0.446.

The coefficient for the X_2 discipline variable is 0.050. This means that if the discipline variable increases by 1 unit, the predicted teacher performance value will increase by 0.050. Conversely, if the discipline variable decreases by 1 unit, the predicted teacher performance value will decrease by 0.050.

The coefficient for the X_3 organizational climate variable is 0.606. This means that if the organizational climate variable increases by 1 unit, the predicted teacher performance value will increase by 0.606. Conversely, if the organizational climate variable decreases by 1 unit, the predicted teacher performance value will decrease by 0.606. Based on the data analysis results above, organizational climate is the most dominant factor, followed by professionalism, with discipline having minimal impact. Organizational climate and professionalism serve as the primary determinants of teacher performance at SD Islam Al Azhar 11 Surabaya, while discipline plays a statistically minimal role.

CONCLUSION

The most important finding of this study is that teacher professionalism and organizational climate are decisive factors in enhancing teacher performance, while discipline, although important normatively, does not directly show a significant effect in the examined context. This result provides an important lesson that improving teacher performance cannot rely solely on compliance-based control mechanisms, but must be supported by the development of professional competencies and the creation of a supportive organizational climate. A positive organizational climate—characterized by clear structures, responsibility, recognition, support, and commitment—encourages teachers to work more optimally and meaningfully. The study also highlights that professionalism, reflected in pedagogical, personal, social, and professional competencies, functions as a strategic asset in educational management to ensure the sustainability of teacher performance and institutional quality.

In terms of scientific contribution, this study enriches the field of educational management by empirically integrating professionalism, discipline, and organizational climate as interconnected managerial variables influencing teacher performance. It provides practical insights for school leaders in designing evidence-based management strategies that prioritize professional development and organizational climate strengthening. However, this research has limitations, including the relatively small sample size and the focus on a single educational institution, which may limit the generalizability of the findings. Future research

is recommended to involve larger and more diverse samples, explore different educational levels, and incorporate additional variables such as leadership style, workload, job satisfaction, or motivation. Employing mixed-methods or longitudinal designs would also allow future studies to capture deeper causal mechanisms and dynamic changes in teacher performance over time.

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