



Enhancing Student Administrative Services Through Integrated POAC Management Functions in Islamic Secondary Schools

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ABSTRACT

Keywords:

Administrative Management; Student Administrative Services; POAC; Islamic Secondary School

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This study aims to analyze the implementation of administrative management in improving student administrative services based on the four managerial functions of Planning, Organizing, Implementation, and Monitoring (POAC). A descriptive qualitative approach was employed to obtain an in-depth understanding of administrative management practices in an Islamic secondary school. Data were collected through semi-structured interviews, direct observations, and document analysis involving school leaders, administrative personnel, and students. The data were analyzed using the interactive model of data condensation, data display, and conclusion drawing and verification. The findings reveal that the four managerial functions have been implemented systematically. Planning is reflected in structured work programs and service schedules, organizing is supported by a clear distribution of responsibilities and collaborative coordination, implementation is characterized by responsive, orderly, and standardized administrative services, while monitoring is conducted through continuous supervision and periodic evaluation. Nevertheless, several challenges remain, including limited facilities, insufficient administrative personnel, increasing workloads, and delays in administrative data submission. These findings imply that strengthening integrated administrative management, supported by digital technology adoption, continuous staff development, and sustainable quality assurance, is essential for improving the effectiveness, efficiency, and sustainability of student administrative services in Islamic educational institutions.

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INTRODUCTION

The quality of educational institutions is increasingly assessed not only by students' academic achievement but also by the effectiveness of administrative

services that support the teaching and learning process. Student administrative services play a strategic role in ensuring that educational activities are conducted efficiently through accurate data management, timely documentation, and responsive administrative support. As schools continue to experience digital transformation and organizational change, stakeholders expect administrative services to become more transparent, accountable, and student-centered. Ineffective administration may delay academic processes, reduce stakeholder satisfaction, and weaken institutional performance. Recent studies emphasize that educational quality is strongly influenced by administrative capacity, organizational leadership, and institutional readiness to manage educational services systematically (Timotheou et al., 2023; Ahn et al., 2024). Likewise, strategic educational management enables schools to integrate administrative resources with institutional objectives, thereby strengthening organizational effectiveness and improving service quality for students and other stakeholders (Aldridge & McLure, 2024; Bantilan et al., 2023). Therefore, improving administrative management has become an essential requirement for enhancing the overall quality and sustainability of educational institutions.

Despite the growing recognition of the importance of administrative management, many educational institutions continue to experience challenges in delivering efficient student administrative services. Administrative delays, fragmented documentation systems, unequal distribution of workloads, and limited utilization of information technology remain common obstacles affecting service quality. These problems often reduce the responsiveness of administrative personnel and create inefficiencies that influence both academic activities and institutional performance. The situation is particularly significant in Islamic educational institutions, where administrative services must simultaneously support educational quality, institutional accountability, and religious educational values. Previous studies have reported that improving educational administration requires systematic management, quality assurance mechanisms, collaborative leadership, and continuous organizational development to respond effectively to increasing service demands (Mohzana et al., 2024; Olowoselu, 2024). Furthermore, educational organizations with effective administrative structures and collaborative leadership demonstrate greater adaptability in addressing organizational challenges while maintaining service quality (Klinck et al., 2023; Kielblock, 2025).

These challenges are also reflected in the context of MTs. Lubbul Labib Maron Probolinggo, an Islamic secondary school that continues to expand its academic and extracurricular programs, including Tahfidz Al-Qur'an, science olympiad coaching, public speaking development, Qur'anic recitation, and classical Islamic text studies (Mustafa & Maulana, 2024; Sholehah & Ichsan, 2025).

The increasing diversity of educational programs has consequently intensified the demand for efficient student administrative services. Preliminary observations revealed several operational challenges, including delays in document processing, the accumulation of administrative workloads within the administrative office, and the need to improve service efficiency to better support students' academic activities (Surur et al., 2026; Tarashtwal et al., 2026). At the same time, the school has demonstrated a strong commitment to strengthening its administrative management through clearer work organization, improved documentation practices, and continuous service improvement. This condition provides an appropriate context for examining how administrative management practices can contribute to improving student administrative services within Islamic educational institutions.

Previous studies have examined educational administration from various perspectives. Research has shown that strategic planning contributes to institutional effectiveness by improving coordination and organizational performance (Bantilan et al., 2023; Mesra et al., 2024). Other studies have emphasized the importance of collaborative leadership, distributed responsibilities, and organizational quality in strengthening school administration and educational services (Ahn et al., 2024; Kielblock, 2025). In addition, recent research has highlighted the growing influence of digital transformation, educational information systems, and technology integration in improving school administrative management and educational service delivery (Timotheou et al., 2023; Widyasari et al., 2025). Although these studies provide valuable insights, they generally examine planning, leadership, digital administration, quality assurance, or organizational management as separate dimensions, leaving limited understanding of how the four managerial functions of planning, organizing, implementation, and monitoring interact simultaneously within student administrative services, particularly in the context of Islamic secondary schools.

Further evidence indicates that studies on educational administration in Islamic educational institutions have predominantly focused on specific aspects such as student management, educational information systems, quality assurance, or digital administration. Research has demonstrated the importance of student management in supporting educational quality (Muin et al., 2022; Kamelia et al., 2023), while other studies have highlighted the contribution of digital technologies and educational information systems to improving administrative efficiency and institutional performance (Iwogbe et al., 2025; Widyasari et al., 2025). Similarly, investigations into Islamic educational management have emphasized curriculum management, technology integration, and digital transformation as critical factors for organizational development (Ani

et al., 2025; Tantowi et al., 2025). However, these studies generally examine each managerial dimension independently and provide limited explanation of how planning, organizing, implementation, and monitoring operate as an integrated administrative management system to improve student administrative services. Consequently, empirical evidence describing the interaction among these managerial functions within Islamic secondary schools remains limited, leaving an important gap in the educational management literature.

This study addresses the existing gap by examining student administrative management through an integrated perspective based on the four fundamental managerial functions of planning, organizing, implementation, and monitoring within the administrative office of an Islamic secondary school. Rather than treating each management function as an independent activity, this research conceptualizes administrative management as a continuous and interconnected process that determines the effectiveness of student administrative services. By focusing on the interaction among managerial functions within daily administrative practices, the study offers a more comprehensive understanding of how administrative services can be strengthened to support educational quality, organizational effectiveness, and institutional sustainability. This integrated perspective represents the principal state of the art of the present research and distinguishes it from previous studies that have primarily emphasized isolated managerial components.

Based on this background, the present study seeks to answer the following research question: How is administrative management implemented through the functions of planning, organizing, implementation, and monitoring to improve student administrative services in an Islamic secondary school? It is argued that effective student administrative services cannot be achieved solely through standardized administrative procedures but require the integration of managerial planning, organizational coordination, systematic implementation, and continuous monitoring as mutually reinforcing processes. The findings are expected to enrich educational management theory by providing an integrated framework for administrative management while offering practical recommendations for school leaders and administrative personnel in strengthening the effectiveness, efficiency, and sustainability of student administrative services within Islamic educational institutions.

RESEARCH METHODS

This study employed a descriptive qualitative research design to explore in depth the implementation of administrative management in improving student administrative services at an Islamic junior secondary school (Madrasah Tsanawiyah). A qualitative approach was selected because the study sought to

understand administrative processes, organizational practices, interactions among school personnel, and the meanings attached to service implementation within its natural setting. Rather than measuring predetermined variables, this design enabled the researcher to capture the complexity of administrative management and its contribution to service quality in educational institutions. Previous studies have highlighted that qualitative inquiry is particularly appropriate for examining educational management practices, organizational leadership, and school administrative systems in authentic contexts (Aldridge & McLure, 2024; Tamadoni et al., 2024).

The research was conducted at MTs. Lubbul Labib Maron Probolinggo because the madrasah has continuously strengthened its administrative management system to support effective student services. As an Islamic educational institution, the school provides a relevant context for examining the implementation of administrative management in daily educational practice. Data were collected through semi-structured interviews with the principal, the head of the administrative office, administrative staff, and students selected using purposive sampling based on their direct involvement in administrative activities. In addition, non-participant observations were conducted to examine service procedures, staff responsiveness, service efficiency, workspace organization, workflow, and student queuing practices. Documentary evidence, including organizational structures, administrative archives, incoming and outgoing correspondence, student records, and administrative work programs, was also reviewed to strengthen the credibility and completeness of the findings. The use of multiple data sources is widely recommended in qualitative educational management research to obtain comprehensive and trustworthy evidence (Klinck et al., 2023; Kielblock, 2025).

Data were analyzed using an interactive qualitative analysis framework consisting of four interconnected stages: data condensation, data display, data verification, and conclusion drawing. During the data condensation stage, interview transcripts, observation notes, and documents were organized, coded, and simplified to identify patterns relevant to administrative management practices. The condensed data were subsequently presented through thematic displays to facilitate comparison across participants and data sources. Finally, conclusions were verified continuously by comparing evidence obtained from interviews, observations, and documentation to ensure consistency and credibility. The trustworthiness of the findings was strengthened through source triangulation and methodological triangulation, which are considered essential strategies for enhancing the rigor of qualitative research in educational administration and management studies (Ahn et al., 2024; Timotheou et al., 2023).

RESULTS AND DISCUSSION

Planning of Student Administrative Services

The findings indicate that planning serves as the foundation of student administrative management at MTs. Lubbul Labib Maron Probolinggo. Based on interviews with the Head of Administration, planning is implemented through the preparation of annual work programs and service schedules covering student data management, correspondence, document archiving, examination administration, and administrative support for teachers and students. These plans function as operational guidelines that enable administrative personnel to perform their duties systematically and consistently. Observations further revealed that administrative services were delivered according to predetermined schedules, while documentation confirmed the availability of well-organized student records, correspondence files, certificates, and other administrative documents. Collectively, these findings demonstrate that planning has been institutionalized as a routine managerial practice that supports the continuity and effectiveness of student administrative services.

These findings support previous studies emphasizing that strategic planning is a fundamental component of educational management because it provides clear direction for organizing institutional resources, coordinating administrative activities, and improving organizational effectiveness (Bantilan et al., 2023; Mesra et al., 2024). Furthermore, schools undergoing continuous educational improvement and digital transformation require systematic planning to ensure that administrative services remain efficient, transparent, and responsive to stakeholders' needs (Aldridge & McLure, 2024; Timotheou et al., 2023). The present findings extend this perspective by demonstrating that planning in the madrasah is not merely an administrative obligation but an integrated managerial process that synchronizes work programs, service schedules, student records, document archiving, and daily administrative operations. Such integration enables administrative staff to anticipate workloads, coordinate responsibilities effectively, and maintain service quality.

This study contributes to the educational management literature by providing empirical evidence that integrated administrative planning strengthens the effectiveness of student administrative services in Islamic secondary schools. Unlike previous studies that have primarily examined planning from institutional or leadership perspectives (Bantilan et al., 2023; Aldridge & McLure, 2024), this research explains how planning is operationalized within the administrative unit through the alignment of managerial planning with daily administrative practices. The novelty of this study lies in demonstrating that integrated planning functions as a strategic management mechanism that connects work programs, service scheduling,

documentation management, and administrative coordination, thereby enhancing the quality, efficiency, and sustainability of student administrative services within Islamic educational institutions.

Organizing Administrative Management

The findings indicate that the organizing function has been implemented effectively through a clear distribution of duties and responsibilities among administrative personnel at MTs. Lubbul Labib Maron Probolinggo. Interviews with the Head of Administration revealed that each staff member is assigned responsibilities according to the organizational structure and individual competencies, enabling administrative activities to be carried out systematically and efficiently. Observations further demonstrated that administrative personnel performed their respective duties in an orderly manner without significant overlap in responsibilities, while documentation confirmed the existence of an organizational structure that clearly defines staff authority and responsibilities. These findings suggest that organizing has become an essential managerial function that facilitates coordination, accountability, and the effective delivery of student administrative services.

These findings are consistent with recent educational management studies emphasizing that effective organizational structures enhance institutional performance by clarifying roles, strengthening coordination, and promoting collaborative practices among school personnel (Klinck et al., 2023; Kielblock, 2025). Likewise, contemporary educational leadership research argues that leadership should be viewed as an organization-wide practice in which responsibilities are distributed across administrative units to improve organizational effectiveness and service quality (Ahn et al., 2024; Zerrad & Schechter, 2025). The present study extends these perspectives by demonstrating that organizing within the madrasah is not limited to establishing a formal organizational structure but also involves continuous coordination and collaborative working relationships among administrative staff. This collaborative approach enables personnel to respond efficiently to students' administrative needs while maintaining consistency in document management and service delivery.

This study contributes to the educational management literature by providing empirical evidence that effective administrative organization in Islamic secondary schools depends on the integration of formal organizational structures with collaborative administrative practices. While previous studies have mainly focused on organizational design or distributed leadership at the institutional level (Ahn et al., 2024; Kielblock, 2025), this research explains how organizing is operationalized within school administrative units to improve

student administrative services. The novelty of this study lies in demonstrating that organizational effectiveness is achieved not only through clear role allocation but also through sustained coordination, shared responsibility, and collaborative administrative practices that collectively enhance the quality, efficiency, and reliability of student administrative services.

Implementation of Student Administrative Services

The findings demonstrate that the implementation of student administrative services at MTs. Lubbul Labib Maron Probolinggo has been carried out effectively through standardized administrative procedures supported by responsive staff and systematic document management. Interviews with the Head of Administration revealed that administrative requests, including the issuance of certificates, student identity documents, correspondence, and other administrative services, are processed according to established procedures. Most routine administrative requests can be completed within the same working day, enabling students and teachers to obtain timely services without unnecessary delays. These findings were reinforced by classroom observations showing that administrative staff provided services in a friendly, orderly, and professional manner. The administrative office was organized efficiently, creating a comfortable service environment, while student queues were managed systematically to avoid congestion during peak service periods. Furthermore, documentation confirmed that student records, correspondence, certificates, and other administrative documents had been archived systematically, indicating that service implementation was supported by proper documentation practices.

The present findings support previous studies suggesting that the quality of educational administrative services is strongly influenced by standardized operational procedures, staff competence, and effective utilization of information technology. Administrative systems that emphasize service responsiveness and procedural consistency contribute significantly to institutional effectiveness and user satisfaction (Widyasari et al., 2025; Janah et al., 2025). Moreover, digital transformation has increasingly become an important driver of administrative innovation, enabling educational institutions to improve service efficiency, data accessibility, and organizational performance (Timotheou et al., 2023; Buchori et al., 2023). Although administrative services at MTs. Lubbul Labib continue to rely predominantly on conventional administrative procedures, the systematic management of records and service workflows demonstrates that fundamental principles of effective educational administration have been successfully implemented.

A significant finding emerging from this study is that service quality is influenced not only by administrative procedures but also by the interpersonal competence of administrative personnel. Students consistently described administrative staff as responsive, courteous, and willing to provide assistance throughout the service process. These interpersonal qualities complement procedural efficiency by creating a positive service experience that strengthens students' trust in the school's administrative system. In addition, the integration of orderly document management with responsive service delivery minimizes administrative errors and accelerates the completion of administrative requests. This finding indicates that administrative service quality should be viewed as the result of interactions among organizational procedures, staff professionalism, and institutional commitment to serving students effectively.

This study contributes to the educational management literature by demonstrating that effective implementation of student administrative services requires the integration of standardized procedures, competent human resources, and systematic documentation. Previous studies have generally examined educational administration from the perspectives of digital systems or administrative innovation (Timotheou et al., 2023; Widyasari et al., 2025; Akmansyah et al., 2026), whereas this research provides empirical evidence that service quality in Islamic secondary schools is equally shaped by the human dimension of administration, particularly staff responsiveness and service orientation. The novelty of this study therefore lies in proposing an integrated implementation model in which procedural compliance, professional administrative behavior, and comprehensive documentation collectively enhance the effectiveness of student administrative services within Islamic educational institutions.

Monitoring and Evaluation of Administrative Services

The findings indicate that monitoring and evaluation have been implemented continuously to maintain the quality and consistency of student administrative services at MTs. Lubbul Labib Maron Probolinggo. Interviews with the principal and the Head of Administration revealed that supervision is conducted through direct observation of staff performance, routine coordination meetings, and periodic evaluations of administrative activities. These supervisory practices are intended to assess work discipline, service accuracy, and operational effectiveness while identifying areas requiring improvement. Observations further showed that administrative personnel consistently performed their duties according to established procedures and maintained effective communication with school leaders whenever operational challenges arose. Documentation also confirmed that administrative records were

systematically managed despite several constraints, including limited administrative facilities, increasing workloads, delayed data submission from teachers and students, and the limited number of trained administrative staff. Nevertheless, the school continuously addressed these challenges through archive reorganization, staff coordination, and ongoing improvements to administrative services.

These findings are consistent with recent studies emphasizing that continuous monitoring and quality assurance are fundamental components of effective educational management because they enable school leaders to evaluate organizational performance, strengthen accountability, and improve service quality through evidence-based decision-making (Mohzana et al., 2024; Olowoselu, 2024). Likewise, collaborative educational leadership encourages principals to transform supervision into a developmental process that promotes organizational learning and continuous improvement rather than merely ensuring procedural compliance (Shula & Heystek, 2024; Ahn et al., 2024). The monitoring practices identified in this study reflect these perspectives by combining direct supervision with collaborative evaluation, allowing school leaders and administrative staff to respond adaptively to emerging administrative challenges.

This study contributes to the educational management literature by demonstrating that sustainable administrative quality depends not only on supervision but also on the integration of monitoring, evaluation, and continuous organizational improvement. While previous studies have generally examined educational leadership, quality assurance, and administrative management separately, this research shows how these managerial functions operate simultaneously within student administrative services in an Islamic secondary school. The novelty of this study lies in proposing an integrated POAC-based administrative management framework, in which planning, organizing, implementation, and continuous monitoring function as interconnected processes that collectively enhance the effectiveness, efficiency, and sustainability of student administrative services. This integrated framework offers both theoretical insights for educational management research and practical guidance for school leaders seeking to strengthen administrative performance in comparable educational institutions.

CONCLUSION

This study demonstrates that the effective implementation of administrative management through the integrated functions of planning, organizing, implementation, monitoring, and evaluation contributes significantly to improving the quality, efficiency, and sustainability of student

administrative services in Islamic secondary schools. The findings highlight that administrative effectiveness is achieved not only through well-defined organizational structures and standardized procedures but also through collaborative coordination, systematic documentation, and continuous evaluation, providing an important lesson that administrative management should be viewed as a comprehensive and dynamic process rather than merely an operational function. The study contributes to the educational management literature by proposing an integrated POAC-based administrative management framework that explains how managerial functions interact to strengthen student administrative services within the context of Islamic education. Nevertheless, this research was conducted in a single madrasah using a qualitative approach, which may limit the transferability of the findings to other educational settings. Future studies are therefore encouraged to involve multiple schools, employ comparative or mixed-methods designs, and examine the influence of digital administrative systems, leadership practices, and organizational culture on the effectiveness of student administrative services across diverse educational institutions.

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