



Effectiveness of Teachers in Implementing School Budget Activity Planning

Nur Hayati

Universitas Islam Zainul Hasan Genggong, Indonesia

Email : aathayati3@gmail.com

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ABSTRACT

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**Corresponding Author*

School Activity Budget Planning (RKAS) is an important instrument in education management that aims to ensure the effectiveness of the teaching and learning process and the efficiency of fund use. In the context of school autonomy and demands for transparency, teacher involvement in the preparation of RKAS is crucial. However, low budget literacy and limited technical training are still obstacles in its implementation. This study aims to explore the effectiveness of the role of teachers in RKAS planning and analyze the contribution of principal leadership and management of supporting resources. This study uses a qualitative approach with a case study design, through in-depth interview techniques, participant observation, and documentation studies. The results of the study indicate that teacher effectiveness in RKAS planning is influenced by the clarity of leadership vision, availability of infrastructure, and professional development programs. These findings emphasize the importance of collaboration and strengthening teacher capacity in creating participatory and sustainable education budget management.

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INTRODUCTION

Education is one of the main pillars of national development, because through education, people can improve their quality of life and their ability to adapt to global challenges. In this context, the implementation of education not only demands the quality of learning, but also the effectiveness of resource management, including school budget planning. Many schools face obstacles in optimizing education funds, which affects teaching and learning services (Badrudin et al., 2021; Omodero et al., 2023; Raftery & Bennett, 2020). This study is important because it aims to examine the role of teachers in planning school budget activities, an aspect that has a direct impact on the success of educational institutions. In practice, effective budget planning is not only the responsibility of the principal, but also requires the active participation of teachers as program

implementers (Mesa et al., 2023; Perdana et al., 2023; Werdiningsih, 2024). Therefore, assessing the effectiveness of teachers in implementing budget planning is a strategic effort to ensure that the education process runs according to its objectives, is efficient in the use of resources, and is transparent in managing school finances.

In educational practices in Indonesia, the problem of the effectiveness of school budget management is still an unresolved problem. Many schools, especially those based on the community or private sector, face limitations in allocating budgets appropriately (Lee & Yeon, 2022; Steinmetz-Wood et al., 2020). This is not only due to lack of funds, but also due to the weak capacity of human resources in managing budgets professionally. Teachers, who should be the driving force behind implementing activities, are sometimes not involved enough in the planning process, or do not have an adequate understanding of the priorities for education funding. As a result, many activities do not run optimally because the budget allocation is not on target (Ardian et al., 2020; Purwaningsih et al., 2023). In this context, research on teacher effectiveness in budget planning is very important. This study aims to examine the extent to which teachers contribute to school activity budget planning and the obstacles and opportunities faced in the process.

In the field, various phenomena have been found that indicate that many schools have not been able to prepare a comprehensive and participatory School Activity and Budget Plan (RKAS). At SMA Zainul Hasan Genggong, for example, even though it already has a budget planning system, teacher involvement in the RKAS preparation process has not been optimal. Several teachers stated that they were only involved as activity implementers, without having the opportunity to propose activities based on actual learning needs. This creates a gap between real needs in the classroom and the available budget. In fact, teachers have direct knowledge of students' learning needs. The absence of participatory space in preparing the RKAS has resulted in a number of programs not running effectively. This phenomenon indicates a problem in participatory management and role distribution, especially in the context of school budget planning and implementation. Therefore, an in-depth study is needed regarding the effectiveness of teacher involvement in planning school activities and budgets.

Various previous studies have discussed school financial management in the context of school-based management (SBM), but are still limited to the role of the principal and treasurer. For example, a study by Ge et al. (2022) emphasized the importance of transparency and accountability in the preparation of the RKAS, but did not specifically discuss teacher involvement in the process. Research by Danielson et al. (2024) emphasized that effective budget planning requires synergy between stakeholders, but has not explained how teachers can

play a strategic role in formulating activities based on class needs. Therefore, there is a research gap in understanding the effectiveness of teachers as budget planning actors who are able to bridge school policies and student learning needs. This study is here to fill this gap, focusing on the contribution of teachers in planning budget activities that have a direct impact on the quality of the teaching and learning process.

Furthermore, most literature places teachers only as program implementers, not as planners. In fact, when viewed from the principle of participatory management, teachers have great potential to provide relevant and accurate input in preparing the education budget. Teachers know directly the dynamics of learning, the need for teaching media, and the learning interventions needed to improve the quality of student learning (Daeli et al., 2023; Saptono & Khozen, 2024; Tormoehlen et al., 2024). Therefore, teacher involvement in the budget planning process greatly influences the suitability of school programs to actual needs. This study seeks to criticize this conventional view and encourage a new, more collaborative perspective in school budget management. The contribution of this research is to provide a conceptual model of teacher involvement in the RKAS that is adaptive and based on field needs, in response to the weaknesses of the previous approach which was too top-down and non-participatory.

The novelty of this study lies in its focus on reviewing the effectiveness of the role of teachers in planning school activities and budgets directly, which has so far escaped the attention of educational management studies. This study also reinforces the importance of a collaborative approach in school budget planning to improve accountability and effectiveness in the use of education funds. Amid the complexity of 21st-century education needs and demands for transparent and participatory education governance, teacher involvement in budget planning is an important indicator of the success of school governance. This study also raises a new discourse in school management that is no longer centered only on the principal, but also on other actors such as teachers who are the spearheads of education implementation. Thus, the results of this research can be a reference for education policies and school managerial practices to be more inclusive and responsive to real learning needs.

The main problem in this study is the extent to which teacher effectiveness in planning school activities and budgets is able to support the achievement of educational goals at SMA Zainul Hasan Genggong. Specifically, this study aims to explore the form of teacher involvement, supporting and inhibiting factors for such involvement, and its impact on the implementation of school programs. The argument underlying this study is that teacher involvement in budget planning will not only increase the efficiency of budget use, but also strengthen the sense

of ownership and responsibility for school programs. Thus, the contribution of this study is not only academic, but also practical for educational institutions in building a participatory, effective, and adaptive budget management system to the dynamics of educational needs.

RESEARCH METHOD

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because it allows researchers to explore in depth social phenomena and human behavior in a natural context, especially related to teacher effectiveness in planning school activities and budgets (Sulistiyo, 2023). The case study design was chosen because the main focus of this study is to describe holistically and contextually one particular case, namely the implementation of school activity budget planning at SMA Zainul Hasan Genggong. Case studies allow researchers to gain a complete understanding of the internal dynamics of the school, the role of teachers, and the relationship between the planning process and managerial practices that occur. This study is descriptive-analytical, namely describing and analyzing how teacher involvement in the preparation of the School Activity and Budget Plan (RKAS) contributes to the effectiveness of educational governance.

The location of this research is SMA Zainul Hasan Genggong, a private high school under the auspices of Pondok Pesantren Zainul Hasan, Probolinggo. The reason for choosing this location is based on several considerations. First, SMA Zainul Hasan Genggong has a fairly complex school management system because it is part of a pesantren-based educational unit that has autonomy in making budget decisions. Second, this school is known to be active in compiling and implementing RKAS, but there are indications of limitations in teacher involvement in the process. Third, this location is also considered representative to describe similar problems faced by other private schools in Indonesia in terms of budget management and the role of teachers. The selection of this location aims to obtain in-depth, actual, and contextual data in assessing teacher effectiveness in implementing school budget planning.

In this study, data collection techniques were carried out through three main complementary methods, namely in-depth interviews, participatory observation, and documentation studies (Assyakurrohim et al., 2022). In-depth interviews were conducted with the principal, teachers, and school treasurer to explore their understanding, roles, and involvement in the process of preparing and implementing the School Activity and Budget Plan (RKAS). Through this technique, researchers can obtain subjective but meaningful information related to the internal dynamics of the school and the managerial policies implemented. In addition, researchers also conducted participatory observations, namely by

being present directly in various school planning forums, such as budget team meetings or internal teacher discussions, to directly observe interactions between stakeholders and the actual practice of preparing the RKAS. The third technique is documentation studies, which include collecting and analyzing documents such as RKAS, budget realization reports, meeting minutes, and other relevant school policy documents. These three methods are used triangulatingly to ensure the completeness, depth, and validity of the data obtained.

Data obtained from interviews, observations, and documentation were analyzed using an interactive model from Soesana et al. (2023) which includes four main stages: data condensation, data presentation, data verification, and drawing conclusions. The first stage, data condensation, is the initial process of selecting, reducing, and simplifying raw data to focus on things that are relevant to the research objectives. The condensed data is then presented in the form of descriptive narratives, matrices, or charts (data displays) that allow researchers to see patterns of teacher involvement in school budget planning. Furthermore, the verification process is carried out continuously through tracing themes, relationships between categories, and confirmation with informants. Drawing conclusions is done after the analysis process shows data consistency and findings that can be scientifically accounted for. These four stages are not carried out linearly, but are cyclical and interrelated, where researchers can return to the previous stage when they find new data or there are unclear findings.

The validity of the data in this study was maintained through four validation techniques according to Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. Credibility was ensured through source triangulation (teachers, principals, treasurers), technique triangulation (interviews, observations, documentation), and member check techniques, where researchers confirmed research findings to informants to ensure that data interpretations were in accordance with the reality they experienced. Transferability was maintained by presenting detailed and comprehensive contextual descriptions so that readers could assess the extent to which the results of this study could be applied in different contexts. Dependability was ensured by documenting the entire research process systematically so that it could be audited by other researchers if necessary. Finally, confirmability was achieved by storing all raw data, interview transcripts, and field notes to ensure that the findings were truly derived from empirical data, not from the researcher's assumptions or biases. These four approaches were used to ensure that the research results were valid, reliable, and objective.

RESULT AND DISCUSSION

Result

Teacher Involvement in School Budget Planning

Teacher involvement in school budget planning is a crucial factor in ensuring the effectiveness of the implementation of the School Activity and Budget Plan (RKAS). At SMA Zainul Hasan Genggong, this involvement reflects the active participation of teachers in designing activity programs based on classroom learning needs. Teachers not only function as activity implementers, but also as program proposers and budget users, so that their participation is an important indicator in targeted budget planning. In this context, teacher involvement not only increases the accuracy of budget needs, but also strengthens the sense of ownership of the planned program. Thus, teacher participation in RKAS planning makes a real contribution to increasing the efficiency, effectiveness, and relevance of school programs to the reality of student and class needs.

The first informant, the Principal of SMA Zainul Hasan Genggong, explained that the school actively invites teachers to be involved in preparing the RKAS every school year. According to him, teachers are the ones who best understand the real needs of learning because they are in direct contact with students. The principal emphasized that without input from teachers, budget planning would be non-contextual and tend to be purely administrative. He also stated that teacher involvement is accommodated through the school planning discussion forum, where each field of study and extracurricular activity is asked to convey their needs and annual activity plans. The principal assessed that teacher involvement in this forum has helped the school to prepare a more realistic, needs-based, and more accountable RKAS because it has a participatory basis.

One of the subject teachers also said that he felt he had the space and opportunity to convey aspirations related to the needs of the learning program that he manages. The teacher explained that the activity submission process was carried out through a small proposal which was then discussed with the budget team. According to him, this system gives teachers the confidence to prepare relevant programs, and at the same time provides motivation because they feel trusted in the school's strategic planning. He also said that although not all proposals were approved due to budget constraints, the open and transparent discussion process made teachers feel appreciated and more responsible for implementing activities. This shows that teacher participation is not just a formality, but has a direct impact on accountability and program implementation.

The results of observations conducted by researchers show that the RKAS preparation forum at SMA Zainul Hasan Genggong took place in a structured and participatory manner. In one of the planning meetings observed, it was apparent that teachers from various fields of study were present and submitted reports on the previous year's program as well as activity proposals for the coming year. Each proposal was discussed together, and the principal acted as a facilitator in balancing needs with budget availability. The researcher also noted that the discussions that took place reflected openness, responsibility, and commitment to improving the quality of education through well-planned programs. This activity showed that the role of teachers is very significant not only in teaching, but also in strategic managerial processes such as school budget planning.

Based on interviews and observations, it can be concluded that teacher involvement in the preparation of the RKAS at SMA Zainul Hasan Genggong is an effective managerial practice in realizing needs-based planning. This involvement increases the sense of ownership, strengthens transparency, and increases the accountability of the designed program. Teachers are not only technical implementers, but also strategic actors in planning school activities. This pattern shows that participatory education management produces more relevant and accountable programs. Thus, teacher involvement in budget preparation not only fulfills administrative aspects, but also contributes to improving the quality of learning and achieving educational goals as a whole.

Resource Management and Budget Coordination

Resource management and budget coordination are fundamental aspects in ensuring that the School Activity and Budget Plan (RKAS) can be implemented effectively and efficiently. At SMA Zainul Hasan Genggong, this management not only covers technical aspects such as fund distribution and financial reporting, but also concerns the extent to which teachers understand and coordinate with school management in the use of funds for learning purposes. The availability of adequate financial resources does not necessarily guarantee the success of the program if it is not accompanied by structured governance and the involvement of all parties. Therefore, budget coordination is key in aligning program plans and field realization, so that there is no overlapping of activities or waste of funds. In this context, the involvement of teachers as activity proposers and budget users must be integrated with a transparent and accountable resource management system.

The principal of SMA Zainul Hasan Genggong said that one of the challenges in resource management is uniting various program proposals from teachers in a balanced and realistic budget system. He explained that every year

the school receives many program proposals, all of which are considered important, but budget limitations require priorities. Therefore, the principal implemented a budget coordination system involving a planning team consisting of teachers, treasurers, and school management. In this system, each program proposal must include cost estimates, output indicators, and its urgency for learning outcomes. This step aims to ensure that available funds can be used effectively and avoid inappropriate allocations. According to the principal, the success of budget management is highly dependent on teacher discipline in following procedures and the management team's ability to assess program feasibility.

The religious studies teacher at this school also said that the budget coordination mechanism implemented by the school was quite helpful in preparing a structured learning program. He explained that teachers were given guidance in preparing annual program proposals, including cost formats and implementation schedules. This process was then reviewed together in a small forum with the treasurer and principal. The teacher admitted that initially many teachers were confused by the budget preparation process, but after being given internal training and mentoring, they began to get used to it and even cared more about the efficiency of fund use. He added that open and systematic coordination also helped teachers understand the school's budget limitations, so that they were more selective in designing activities. This shows that planned and collaborative resource management can improve teachers' capacity in managing budget-based programs.

Based on the results of the researcher's observations in the school RKAS coordination forum, it was seen that the discussion process was dynamic but remained focused. Teachers from various fields conveyed their work programs, and then discussed the possibility of overlapping budgets, potential collaboration between activities, and cost feasibility. The principal played an active role in directing the discussion, while the school treasurer recorded and adjusted it to the school's budget ceiling. The researcher noted that this discussion was not only administrative in nature, but also became a strategic space for teachers to learn about educational financial governance. In some cases, teachers were asked to revise proposals based on considerations of cost effectiveness and impact on learning outcomes. This observation shows that the budget coordination system implemented by the school is an important means of building teacher awareness of budget responsibility and the efficiency of school fund use.

From the interviews and observations, it can be concluded that resource management and budget coordination at SMA Zainul Hasan Genggong are carried out in a participatory and structured manner. The principal takes the role

of facilitator and director, while teachers are involved in every stage of proposing and adjusting budget-based programs. This process shows a collective awareness of the importance of transparency, efficiency, and accountability in the use of education funds. A good coordination system not only increases the effectiveness of budget management, but also improves teachers' ability to design programs that are in accordance with the school's financial capacity. This shows that collaborative financial management can build a culture of shared responsibility for achieving educational goals.

The pattern seen from the data shows that the success of budget management in schools is not solely determined by the amount of funds, but by the effectiveness of coordination between teachers and school management. Teachers who understand the budget mechanism and are actively involved in the planning process tend to be more responsible for the implementation of their programs. Conversely, if teachers only act as implementers without being involved in coordination, the potential for inefficiency and misallocation is greater. Therefore, resource management in education must be comprehensive, including increasing budget literacy for teachers, a technical assistance system, and the preparation of internal policies that encourage the active participation of all elements of the school. This strategy has proven effective in creating an efficient, transparent, and quality-oriented budget system.

Teacher Capacity Development and Budget Literacy

Teacher capacity development in the context of RKAS planning at SMA Zainul Hasan Genggong refers to the process of improving teachers' budget literacy and technical skills in compiling and implementing educational financing-based programs. This development is important because teachers are not only tasked with designing learning programs, but also need to understand the principles of budget planning so that program proposals can be integrated appropriately into the RKAS. In practice, capacity development is carried out through internal training, technical assistance, and joint discussions between teachers, treasurers, and principals. This activity aims to foster teachers' understanding of the structure and flow of budget preparation, as well as improve their ability to prepare realistic, measurable, and priority-based activity plans. Thus, teacher professional development in terms of budget literacy is a crucial element in ensuring the effectiveness of managing school programs.

The principal of SMA Zainul Hasan Genggong explained that strengthening teacher competency in the field of budget management is one of the priorities in school management. He said that most teachers have high enthusiasm in designing programs, but still need guidance in compiling budget components systematically and in accordance with regulations. Therefore, the

school routinely holds technical training on preparing budget-based activity proposals and socializing the use of digital RKAS. The principal stated that this training not only helps improve teachers' technical skills, but also forms a new awareness that every activity designed must be accountable administratively and financially. From here, it can be interpreted that developing teacher capacity in the budget aspect not only increases the effectiveness of planning, but also strengthens accountability and transparency in the school environment.

A senior teacher who also serves as a subject coordinator said that the budget management training held by the school had helped him in preparing a more detailed and measurable annual activity plan. He admitted that before the training, most teachers only proposed activities without considering realistic budget needs. However, after receiving technical assistance, he and his fellow teachers began to understand the importance of preparing success indicators, priority scales, and projecting costs accurately. The teacher also suggested that training like this be made a routine agenda because it is very useful in improving teacher capacity outside of the pedagogical aspect. This shows that teacher professional development should not only focus on improving teaching skills, but also on managerial skills that are relevant to their function as school program designers.

From field observations, researchers noted that the training and mentoring process related to the preparation of the RKAS took place in a collaborative atmosphere. Teachers appeared enthusiastic in participating in training sessions, taking notes on materials, and discussing with resource persons from the school management team. Researchers also noted that teachers were given simulations of preparing activity plans by considering the applicable RKAS structure. However, in open discussions, several teachers admitted that they still had difficulty in adjusting activity proposals to the available budget ceiling. This shows that even though training has been carried out, further mentoring is still needed to ensure complete understanding. In general, this observation indicates that teacher capacity development in the field of budget planning has been carried out, but there is still room for improvement, especially in terms of the accuracy of preparation and compliance with school policies.

Based on the results of interviews and observations, it can be concluded that teacher professional development in the context of RKAS planning at SMA Zainul Hasan Genggong has been carried out through technical training and mentoring. This effort has increased teachers' understanding of the basic principles of budget management and strengthened awareness of the importance of accountability in every activity designed. However, the results also show that there are still challenges in terms of consistency of understanding and technical skills among teachers. Therefore, this capacity development program needs to be

designed in a sustainable and adaptive manner, in accordance with the dynamics of the needs and abilities of teachers in the field.

The pattern seen from these findings indicates that targeted and sustainable teacher capacity development plays an important role in the effectiveness of school budget planning. Teachers who have adequate understanding of the RKAS structure tend to be able to design relevant, efficient, and accountable programs. Conversely, teachers who do not understand the basic principles of the budget are likely to propose unrealistic or overlapping programs. Therefore, schools need to develop tiered training strategies, provide practical modules for preparing RKAS, and build a collaborative work culture between teachers and school management. This pattern confirms that budget literacy is part of teacher professional competence that is important to support participatory and accountable education management.

Discussion

The discussion of the results of this study aims to connect field findings with relevant literature and explain their theoretical and practical implications. Based on the results of the study, teacher effectiveness in school activity budget planning (RKAS) is highly dependent on the role of the principal in building a collective vision, managing resources, and encouraging teacher capacity development. This finding strengthens the opinion of Salgado (2023) who emphasized that principal leadership is a major factor in creating a collaborative and productive environment in schools. Principals who are able to facilitate teacher involvement in the budget planning process have been shown to improve accountability and the quality of proposed programs.

However, challenges arise when some teachers do not yet have adequate budget literacy, indicating a gap between managerial expectations and technical competencies of teachers in the field. This study is also in line with a previous study by Baharun (2023) which highlighted the importance of strategic resource management in improving the effectiveness of school programs. Although SMA Zainul Hasan Genggong has attempted to build a budget coordination system that actively involves teachers, budget constraints and differences in technical understanding are major obstacles. This finding shows that participatory budget management is not enough with formal teacher involvement, but must also be accompanied by strengthening competencies in terms of planning, budgeting, and reporting (Arifin et al., 2024; Aziz & Sain, 2025; Hina, 2024). In this context, the literature on educational management suggests a practice-based training approach and ongoing mentoring, which has not been fully realized in this case.

In terms of teacher professional development, the results of the study show that although technical training has been carried out, most of it is still

general and has not targeted the real needs of teachers in preparing RKAS. This is similar to the findings of Putri (2024), Imam Tabroni (2023), and Rizkiyah (2024) who stated that effective professional development is one that is able to bridge conceptual knowledge and direct practice in the field. The lack of in-depth training causes some teachers to feel insecure in managing budget-based programs (Abdullah, 2024; Jali, 2025; Umar & Khaer, 2024). Therefore, this study offers a new contribution to the school management literature, namely the importance of integrating budget literacy training in teacher professional development, as part of efforts to improve the quality of evidence-based and efficient educational planning.

In terms of theoretical implications, this study provides the view that teacher effectiveness in budget management does not only depend on existing systems or regulations, but is greatly influenced by the principal's transformational leadership and continuous capacity development (Munawwaroh, 2024; Nisa' & R, 2024; Sain, 2025). This study confirms that educational leadership theory should highlight the collaborative dimension in school financial management and position teachers as important actors in the process. In addition, this study broadens the understanding of the relationship between leadership, resources, and teacher professionalism in the context of budget-based decision-making (Bali & Heru, 2024; Safitri & Zawawi, 2025; Widiyari & Zahro, 2024).

The practical implications of this study include the urgent need for practice-based budget training programs that are accessible to all teachers. Schools need to develop internal modules that discuss the structure of the RKAS, how to prepare program proposals, and cost justification techniques in a simple but applicable way. Principals are also encouraged to build a mentoring system between senior and new teachers in budget preparation, in order to accelerate knowledge transfer. In addition, schools need to collaborate with external agencies or education offices to obtain additional technical training on the use of the RKAS application and digital-based financial reports.

Overall, the findings of this study indicate that teacher effectiveness in RKAS planning is not only about participation, but also about cognitive and technical readiness that needs to be built systematically. Collaboration between the principal, treasurer, and teachers must be accompanied by a sustainable support system in the form of training and capacity building. Thus, the effectiveness of school budget management can be achieved optimally. This study enriches the discourse on the role of teachers in education management and opens up space for the development of more participatory, transparent, and internal capacity-based school policies.

CONCLUSION

The most important finding of this study is that teacher effectiveness in planning school activity budgets is greatly influenced by the role of the principal in building a collective vision, managing resources, and encouraging teacher capacity development. This study shows that although there is a commitment from the school to involve teachers in the preparation of the RKAS, the main challenges faced are the low budget literacy of some teachers, limited in-depth technical training, and obstacles in sustainable resource management. The wisdom gained from this study is the importance of teacher professional development strategies that focus not only on pedagogical aspects, but also on managerial competencies, especially budget literacy and accountable school program planning.

The strength of this paper lies in its contribution to the study of educational management, especially in elevating the role of teachers as active subjects in budget planning and program-based decision making. This study broadens insights into the importance of collaboration between principals, teachers, and school management teams in creating an effective and participatory budgeting system. In addition, this study highlights the need for ongoing training that is tailored to the real needs of teachers in the field. However, this study has limitations in scope which is only conducted in one school, so it does not represent the diversity of social, economic, and institutional contexts in other schools. Therefore, for further research it is suggested that the scope be expanded to several schools with different characteristics in order to obtain a more comprehensive understanding and broader generalization of findings. Future research can also further explore the effective monitoring and evaluation mechanisms for the implementation of RKAS as part of education management reform based on transparency and accountability.

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