



Leadership of Madrasa Heads In The Management of Institutions Based On Accreditation Instruments 2024

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ABSTRACT

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This study examines the leadership of madrasa heads in managing institutions, drawing on the 2024 accreditation instruments, and highlights the crucial role of leadership in ensuring quality education. Effective leadership by madrasa heads is a key factor in creating a high-quality institution. Using a qualitative approach and field research, this study collects data through interviews, document reviews, and observations to explore the leadership practices of madrasa heads. Data analysis follows a qualitative framework, incorporating data triangulation, which involves stages of data reduction, presentation, and verification. The findings reveal that the leadership of madrasa heads has been effective in managing educational institutions by the 2024 accreditation standards. Key factors influencing this leadership include work quality, work effectiveness, and communication. This research highlights the importance of strong leadership in achieving accreditation goals and improving madrasa management.

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INTRODUCTION

Education plays a vital role in shaping society, fostering the development of knowledge, skills, and character. According to Law No. 20 of 2003 concerning National Education, it emphasizes the need for a learning process that cultivates spiritual strength, character, and practical skills. This approach ensures that citizens have the right to quality education. The importance of leadership in educational institutions cannot be overstated, especially in madrasahs, where the head's role is essential in shaping the quality of education. However, quality education does not solely depend on infrastructure or student achievements, but also on the leadership that guides the institution toward continuous improvement. Therefore, studying the leadership of madrasah heads becomes crucial, as it directly impacts the effectiveness of the learning environment, the

quality of teaching, and student development. This research aims to understand how leadership in rural madrasahs contributes to educational quality, particularly through accreditation instruments. It will inform broader educational policies and practices, especially in underserved areas.

The issue of quality education in rural areas, particularly in 3T (Lagging, Leading, and Outermost) regions, presents significant challenges. Although formal education is available, rural schools often face limitations in terms of facilities, infrastructure, and access to educational resources. This issue is compounded by the lack of skilled leadership at the institution's helm, hindering the creation of a conducive learning environment. The role of the madrasah head as a leader is crucial in overcoming these barriers, ensuring that education meets the needs of students while maintaining standards. In such areas, the leadership styles and decisions made by madrasah heads have a direct impact on the effectiveness of educational practices and student engagement. This research addresses these concerns by investigating how madrasah heads in remote locations implement quality leadership strategies based on the 2024 accreditation instruments, providing insights into leadership practices in challenging educational contexts.

In the field, several phenomena related to leadership in madrasahs in rural areas have been observed. These institutions face several challenges, including a lack of resources, limited access to professional development for educators, and the difficulty of maintaining a positive school culture in the absence of strong leadership. For example, many madrasahs in 3T areas are unable to fully meet the accreditation criteria due to issues such as insufficient funding, inadequate infrastructure, and a lack of qualified staff. Despite these challenges, some madrasahs in remote areas are showing progress through innovative leadership approaches, where the head of the madrasah takes initiative in improving teaching quality, motivating staff, and maximizing available resources. This research intends to explore these leadership practices in greater detail, examining how madrasah heads in these areas overcome limitations and meet the accreditation standards set forth by the 2024 accreditation instruments.

Previous studies on educational leadership, particularly in rural settings, have emphasized the importance of effective leadership in enhancing educational outcomes. Research by Smith (2019) and Johnson (2021) underscores the pivotal role of school leadership in driving change and fostering an environment conducive to learning. However, these studies have primarily focused on urban or semi-urban schools, with limited attention given to madrasahs in remote areas. The lack of research on the leadership practices in these areas, particularly concerning accreditation instruments, presents a significant gap in the literature. This research aims to fill that gap by focusing on

madrasah leadership in rural and 3T regions, where the challenges are more pronounced. The contributions of this study will provide valuable insights into how leaders in such institutions manage resources, foster professional development, and enhance teaching quality despite limited resources.

In addition to the studies mentioned above, Harris' (2020) research highlights the importance of school leadership in enhancing academic performance, particularly in challenging environments. However, the focus has been more on the administrative and managerial aspects rather than the leadership strategies specific to madrasahs. The lack of comprehensive studies on madrasah leadership in rural areas, especially concerning accreditation instruments, creates a gap in the existing body of knowledge. This study aims to bridge that gap by examining the leadership practices of madrasah heads in remote areas, providing insights that can inform future policies and strategies for enhancing educational quality in underserved regions. By analyzing the application of leadership in managing these institutions, the research will contribute to improving the understanding of effective leadership in rural and 3T areas.

This research introduces a novel perspective by focusing on the leadership of madrasah heads in rural areas, explicitly using the 2024 accreditation instruments as a framework for analysis. While previous studies have examined leadership in education, few have explored how madrasah heads in 3T regions manage their institutions in light of updated accreditation guidelines. The novelty lies in examining the practical implementation of these instruments in challenging contexts, shedding light on how madrasah leaders in remote areas adapt their leadership to meet the unique needs of their schools. The study's findings will provide a fresh contribution to the field of educational leadership, particularly in terms of accreditation and its impact on institutional management in rural settings.

This research aims to address the central question: How do madrasah heads in rural and 3T areas manage their institutions by the 2024 accreditation instruments, and what leadership practices contribute to quality education in these settings? Preliminary arguments suggest that despite limited resources, madrasah heads in these regions employ innovative leadership strategies, focusing on community involvement, resource maximization, and teacher professional development. This research will argue that effective leadership in rural madrasahs is not solely dependent on external factors, such as infrastructure, but can be achieved through strategic decision-making, a commitment to continuous improvement, and a focus on creating a safe and supportive learning environment. The study's contribution will provide valuable insights into effective leadership practices and strategies that can be replicated in

similar contexts.

The findings of this study are essential for both academic and practical purposes. Academically, the research will contribute to the existing body of knowledge on educational leadership, particularly in the context of madrasah management in rural areas. The study will provide evidence-based recommendations for madrasah heads and policymakers, offering strategies to enhance the quality of education in 3T regions. The practical contribution lies in informing leadership training programs and guiding future initiatives aimed at improving educational practices in underserved areas. By addressing the challenges faced by madrasahs in remote areas and exploring the leadership practices that can overcome these barriers, this study will support efforts to ensure equitable and quality education for all students, regardless of geographic location.

RESEARCH METHOD

This research uses a qualitative research design with a case study approach. This design was chosen to gain a detailed and in-depth understanding of the subject being studied. It also aligns with the data collection and analysis techniques typically used by accreditation assessors during field assessments. The case study approach is ideal for exploring the dynamics of leadership in madrasahs located in remote areas, allowing the research to focus on the leadership practices that are employed to overcome the unique challenges faced in these settings. By employing this approach, the study aims to gain a comprehensive understanding of how madrasah heads manage their institutions about the 2024 accreditation instruments within a specific context.

The location for this research is MTs Al Hidayah, which is situated in Teluk Tuasan, Gaung Anak Serka District, Indragiri Hilir Regency, Riau. The decision to choose this location is based on the fact that it is situated in a 3T (Lagging, Leading, and Outermost) area, which faces numerous challenges in managing education, particularly in terms of accreditation and leadership quality. Madrasahs in such regions often face limited resources and infrastructure, making them an ideal site for this study. The location is also chosen because it provides access to a range of relevant respondents, including the madrasah head, teachers, education staff, and students, all of whom can provide diverse perspectives on the leadership practices implemented within this context. For data collection, three main techniques are employed: interviews, observations, and document reviews. Interviews are conducted with the madrasah head, three teachers, one education staff member, and three students. These interviews are semi-structured, enabling the researcher to collect detailed information about the leadership practices of the madrasah head and how these

practices align with the 2024 accreditation instruments. Observations are conducted to examine the interactions within the madrasah, leadership behaviors, and the overall learning environment. Additionally, document reviews are carried out to analyze accreditation reports, activity records, and other relevant documents related to the management of the madrasah. These methods are chosen to provide a holistic view of leadership practices in the institution.

The data analysis process in this study follows a triangulation technique to ensure the validity of the findings. Initially, data condensation is carried out, which involves sorting and focusing the collected data from interviews, observations, and documents to align with the research objectives. The next step is data reduction, where the information is organized, and themes that emerge from the data are identified and analyzed. Once the data is reduced, it is displayed in a clear format, such as narratives, tables, or graphs, to make the findings easier to understand. The final step involves data verification, where the accuracy of the findings is checked by cross-referencing the results from different data sources to ensure consistency and reliability. To ensure the validity of the data, several methods are used, one of which is triangulation. Triangulation involves comparing the results from interviews, observations, and documents to test the consistency and agreement of the findings from different sources.

RESULT AND DISCUSSION

Result

Research Findings on the Leadership of Madrasa Heads in the Management of Institutions Based on Accreditation Instruments 2024

The leadership of the madrasa head at MTs Al Hidayah, Teluk Tuasan, plays a pivotal role in shaping the institution's ability to meet accreditation standards. This research examines how leadership practices, aligned with the 2024 accreditation standards, have impacted the school's management. The results show that the head of the madrasa has successfully fostered a culture of continuous reflection among educators, ensuring that teachers and education staff engage in regular self-assessment to improve student-centered learning. Regular reflection sessions, facilitated through the head of the madrasa and supported by students, have significantly enhanced the quality of teaching. Interviews and document reviews confirmed that the madrasa provides educators with opportunities to regularly reflect on their performance, as evidenced by the reflective reports created by teachers.

Moreover, MTs Al Hidayah has successfully implemented periodic performance evaluations for teachers and education personnel. Supervision activities, which are conducted every semester by the madrasa head, ensure that

teachers receive consistent feedback on their teaching practices. The results of these evaluations are used to support professional development plans; however, the development of self-professional plans based on performance reviews still requires improvement.

MTs Al Hidayah has also made significant strides in professional development, with over three teachers actively participating in professional training, webinars, and seminars. This participation is visible in the improved teaching quality, as teachers apply the knowledge gained from these development activities into their lessons. The school's efforts to build a robust professional development program have impacted the quality of learning.

In terms of leadership communication, the madrasa head has successfully communicated a clear vision and mission to all stakeholders, including teachers, parents, and the local community. The vision and mission of the madrasa are consistently shared and revised with input from various stakeholders. The head also ensures regular interaction among the madrasa residents, fostering a collaborative and supportive school environment.

Collaboration with parents and local stakeholders is another strong point of leadership at MTs Al Hidayah. The madrasa has established strong partnerships with parents through cooperative programs, involving them in the maintenance and procurement of facilities. The school also collaborates with local organizations, evidenced by an MoU with the village, which has facilitated joint activities like health checks and community services, all of which support the educational mission.

However, one area that requires attention is the lack of a comprehensive, data-driven evaluation mechanism that involves students, teachers, education staff, and parents. While the madrasa has conducted some reflective evaluations based on reports and quality performance scores, the involvement of all stakeholders in these evaluations needs to be formalized and standardized. Additionally, while MTs Al Hidayah has been effective in managing its budget and ensuring transparency, the school's budget planning could benefit from more input from a broader range of stakeholders.

The leadership at MTs Al Hidayah has successfully maximized the use of existing facilities, ensuring that the available infrastructure is optimally used. The school has also taken steps to plan for future facility improvements based on the analysis of learning needs. However, the maintenance of these facilities lacks a formalized procedure, indicating an area for improvement.

Curriculum development at MTs Al Hidayah is another area where leadership has shown strength. The madrasa has conducted a comprehensive analysis of the institution's characteristics, including a SWOT analysis, which has served as the basis for developing the curriculum. The curriculum is designed to

be relevant to the learning needs of students and aligns with the national curriculum. The madrasa also implements a periodic evaluation mechanism to ensure that the curriculum remains responsive to the needs of its students.

Factors such as work quality, effectiveness, and communication have emerged as key elements influencing the leadership of the madrasa head. The research highlights that effective leadership is closely tied to the ability to foster good communication and manage work performance. The head of the madrasa's ability to maintain open communication with teachers, staff, and the local community has facilitated numerous successes in institutional development, such as the recent provision of learning room assistance from the government.

In conclusion, the leadership of the madrasa head at MTs Al Hidayah plays a crucial role in managing the institution, with significant strides made in fostering reflection, professional development, collaboration, and communication. However, some areas require improvement, particularly in formalizing evaluation mechanisms and establishing maintenance procedures for facilities. Overall, the research shows that effective leadership practices, aligned with the 2024 accreditation instruments, can significantly improve the quality of education in rural madrasahs, even in the face of limited resources.

Discussion

Leadership of Madrasa Head in the Management of Institutions Based on Accreditation Instruments 2024

The results of the data excavation on the fulfillment of indicators of the leadership of the head of the madrasah, according to the 2024 accreditation instrument regarding the head of the madrasah, include creating a culture of reflection to enhance student-centered learning and conducting performance evaluations for the professional development plans of teachers and educational staff, which can be seen in the following table:

Table 1.
Fulfillment of the First Indicator on the Leadership of Madrasa Heads in the Management of Institutions Based on Accreditation Instruments 2024

No	Indicators	Fulfillment Indicators	
		Yes	Not
1	Providing time and opportunities for educators and educational staff to reflect on their performance on a regular basis.	√	
2	Conducting periodic performance evaluation activities for educators and educational personnel.	√	
3	Ensuring educators have a self-professional development plan document based on the results of performance evaluation and reflection.		√
4	Developing educator professional development programs that have an impact on improving the quality of learning.	√	

Based on the table above, it can be seen that through the data carried out, it can be seen that three of four indicators about the leadership of madrasah heads in implementing a culture of reflection for student-centered learning improvement, as well as performance evaluation for professional development plans for educators and education personnel are met. This means that it can be concluded that the head of the madrasa as a leader has fulfilled his duties and responsibilities for effective management of the institution.

The fulfillment of the third indicator that has not been met is partly due to the lack of awareness and understanding among both the head of the madrasa and the teachers regarding the importance of professional development activities, as well as the geographical location of the madrasa being far from urban areas.

The results of the data excavation on the fulfillment of the leadership indicator of the head of the madrasa, based on the 2024 accreditation instrument regarding the head of the madrasa, developing educational services where students participate and collaborate to achieve goals can be seen in the table below:

Table 2.
Fulfillment of the Second Indicator on the Leadership of Madrasa Heads in the Management of Institutions Based on the Accreditation Instrument 2024

No	Indicators	Fulfillment Indicators	
		Yes	Not
1	Having a clear vision and mission and communicating to stakeholders.	√	
2	Building communication and interaction between residents on a regular basis.	√	
3	Collaborating or partner with parents/guardians in order to support the implementation of educational services.	√	
4	Partnering with other parties in order to support the implementation of educational services.	√	
5	Carrying out data-based evaluation/reflection by involving students, educators, education personnel, and parents.		√
6	Preparing an annual activity plan based on data-based evaluation/reflection.	√	

Based on the table above, it can be seen that through data carried out five of six indicators about the leadership of madrasa heads in providing participatory and collaborative learning services to achieve the vision and mission are fulfilled. This means that it can be concluded that the head of the madrasah as a leader has fulfilled his duties and responsibilities for effective management of the institution.

The fulfillment of the fifth indicator that has not been met is partly caused by the lack of involvement of students and parents in the madrasah evaluation activities, as well as the insufficient analysis of the data that has been collected, which has not been optimized for decision-making regarding the development of the madrasah.

The results of data excavation on the fulfillment of the leadership indicators of madrasah heads, based on the accreditation instrument for 2024 regarding madrasah heads ensuring transparent and accountable budget management based on data-driven planning can be seen in the table below:

Table 3.
Fulfillment of the Third Indicator on the Leadership of Madrasa Head
in the Management of Institutions Based on Accreditation
Instruments 2024

No	Indicators	Fulfillment Indicators	
		Yes	Not
1	Managing the budget of the education unit and implementing it in accordance with the plan.	√	
2	Planning the budget of the education unit which is prepared together with the education unit committee or related parties.	√	
3	Showing the source of funding along with the allocation of its utilization.	√	
4	Managing budgets that are reported regularly to stakeholders.	√	

Based on the table above, it can be seen that through data carried out by all indicators about the leadership of madrasa head in ensuring that budget management is carried out according to planning based on data-based reflection in a transparent and accountable manner. This means that it can be concluded that the head of the madrasa as a leader has fulfilled his duties and responsibilities for effective management of the institution.

The results of the data excavation on the fulfillment of the fourth leadership indicator of the madrasah head based on the 2024 accreditation instrument regarding the madrasah head overseeing the management of facilities and infrastructure to meet student-centered learning needs can be seen in the following table:

Table 4.
Fulfillment of the Fourth Indicator on the Leadership of Madrasa Head in the Management
of Institutions Based on Accreditation
Instruments 2024

No	Indicators	Fulfillment Indicators	
		Yes	Not
1	Preparing a plan for the procurement of facilities and infrastructure based on an analysis of learning needs.	√	
2	Utilizing the facilities and infrastructure owned optimally.	√	
3	Fulfilling the facilities and infrastructure for learning needs independently or in partnership.	√	
4	Implementing the mechanism for maintaining facilities and infrastructure within the educational unit.		√

Based on the table above, it can be seen that through the data carried out, it can be seen that three of four indicators about the leadership of madrasa heads in leading the management of facilities and infrastructure in accordance with the needs of student-centered learning are met. This means that it can be concluded that the head of the madrasah as a leader has fulfilled his duties and responsibilities for effective management of the institution.

The fulfillment of the fourth indicator, which has not been met, is partly due to the lack of knowledge among the madrasah community, especially the head of the madrasah and educators, about the importance of Standard Operating Procedures (SOP) in the management of facilities and infrastructure. Additionally, it is also hindered by the limited funds available for the maintenance of these madrasah facilities and infrastructure.

The results of the data excavation on the fulfillment of the fifth leadership indicator of the madrasah head based on the 20204 accreditation instrument regarding the madrasah head developing educational programs at the level of units in line with the national curriculum can be seen in the table below:

Table 5.
Fulfillment of the Fifth Indicator on the Leadership of Madrasah Heads
in the Management of Institutions Based on Accreditation
Instruments 2024

It	Indicators	Fulfillment Indicators	
		Yes	Not
1	Conducting an analysis of the characteristics of the educational unit for the preparation of the curriculum of the educational unit	√	
2	Developing the curriculum of educational units that are relevant to the learning needs of students and refer to the national curriculum.	√	
3	Developing and implementing a periodic evaluation mechanism to ensure that the curriculum at the education unit level is relevant to the learning needs of students.	√	

Based on the table above, it can be seen that through data carried out all indicators about the leadership of madrasa heads in developing the curriculum at the educational unit level that is in line with the national curriculum are met. This means that it can be concluded that the head of the madrasah as a leader has fulfilled his duties and responsibilities for effective management of the institution.

The fulfillment of the leadership indicators of the Head of Madrasah in the Management of Institutions Based on the 2024 Accreditation Instrument can be clearly seen in the following graph:

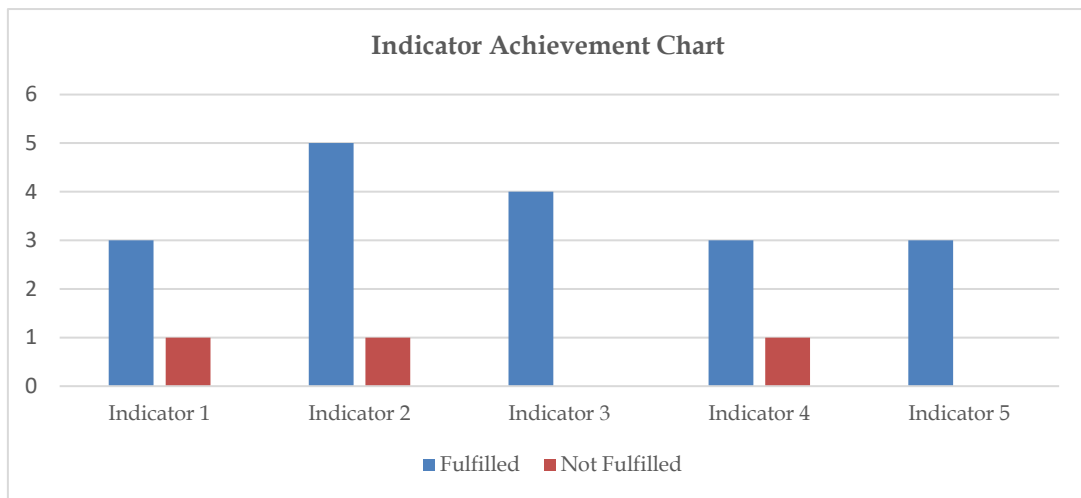


Chart 1. Fulfillment of the leadership indicators of the Head of the Madrasah in the Management of Institution Based on the 2024 Accreditation Instrument

Factors Affecting the Leadership of Madrasa Heads in the Management of Institutions Based on Accreditation Instruments 2024

Quality of Work

If the quality of work in a madrasah is good, it will be able to produce good institutional management as well. The quality of work referred to here can be from the leader (head of the madrasa) and can also be from his subordinates, in this case teachers and educational staff

Work Effectiveness

Punctuality in completing a job will greatly affect a person's leadership. If a job can be completed according to the predetermined time, of course, it will make it easy for a leader to carry out or direct the next activities

Work Communication

A good leader will be able to delegate tasks and authority to his subordinates, so that subordinates are able to do things creatively without having to constantly report to their superiors. Likewise in a madrasa if a madrasa head has good work communication skills, of course it will lead to better development or management of the madrasah as well, but if on the other hand a madrasah head does not have good work communication skills, of course it will produce poor institutional management as well

CONCLUSION

The leadership of madrasa heads in the management of educational institutions based on the accreditation instrument 2024 has been running well and effectively. This can be seen from the achievement of performance indicators of madrasa heads as leaders in institutional management. The head of the madrasa has carried out his role in implementing a culture reflection for the improvement of student-centered learning, as well as performance evaluation for professional development plans for educators and education staff, presenting participatory and collaborative learning services for the achievement of vision and mission, ensuring that budget management is carried out according to planning based on reflection that is based on data in a transparent and accountable manner, leading the management of facilities and infrastructure in accordance with the needs of student-centered learning, and has developed a curriculum at the education unit level that is in line with the national curriculum.

Factors that affect the leadership of madrasah heads in the management of institutions based on the 2024 accreditation instrument include: a) Work quality, b). Work effectiveness, and c). Work communication

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