



Jurnal Pendidikan Edutama

Volume 11 Number 1 January 2024
P-ISSN: 2339-2258 | E-ISSN: 2548-821X
IKIP PGRI Bojonegoro

Analysis of Vision and Mission Dimensions Benchmark Standards Management of Catholic Education Against Improving School Quality

Dionisius Sihombing^{1*}, Kisno²

^{1*}Faculty of Economics, Management Study Program, Medan State University, Indonesia

²Management Study Program, Murni Teguh University, Indonesia

dionisiussihombing@unimed.ac.id, d.shinoda85@gmail.com

*Corresponding Author

Keywords

Benchmark standards, dimensions, vision and mission, management, Catholic schools

Abstract

The results will be used as a basis for reflection when creating the most recent education management policies, which will support efforts to preserve education through high-quality management of education. In accordance with the guidelines set forth by the Education Commission of the Indonesian Bishops' Conference, four benchmark standards from 13 Catholic education standards and benchmarks and four assessment dimensions are taken into consideration when determining the vision and mission dimensions. This kind of study is known as explanatory study. With a research population of 77 school units, data was gathered using a qualitative and quantitative approach. Five respondents from each of the school representatives made up the total of 385 respondents, which included principals, teachers, and staff members as well as eight supporting respondents who were parish priests, student parents, alumni, and alumni parents, as well as education observers. The study's findings showed that the benchmark standards' influence on raising school quality in the vision and mission domains of education management was 2.29, or in the good category (B). This indicates that the people who designed and implemented school instruction paid close attention to the original idea of using Catholic schools to spread Christian principles across the church. The school has done a good job of preserving its identity as a Christian school. To achieve the goal of becoming a top-notch institution, however, changes must be made to maximize this initial orientation.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is a business aware in frame effort inheritance culture from One generation to generation next through something maintenance activity study and learning, can done formally and informally. Purposeful education For development potency self participant educate so own religious spiritual power, development character personality and morals noble, improvement intelligence, as well creation appropriate skills with need civilization public in tune with situation and developments from time to time (Taufik et al., 2020).

In embodiment objective that, that maintenance education must happen in a way consistent and integral, so succeed reach objective end from activity education, namely: formation man completely quality superior or quality and character glorious Can realized in a way Good . Success That only Can materialized when practice management or management education succeed implemented at school. Vision and mission school be one necessary dimensions noticed in management school and effort realize school quality in a way general, and Catholic schools in particular (Mayasari et al., 2023).

According to (Yasin, 2021) that quality is something compatibility or suitability usage from something product or service. Next, according to (Anshori et al., 2022) that quality as satisfaction customer organization. In relation with education, quality is suitability with hope customers and is based on standards specified government and parties organizer education, good party government and parties private (Sridana et al., 2018).

In terms of standard education, Govt has set standard management education national, has poured in PP. No. 57 of 2021 and PP. No. 4 of 2022 related the change or the adjustment (Tanjung et al., 2022). Furthermore, the Catholic Education Foundation as party organizer education sector private try do management education with refers to the PP as well as do adjustment For objective enrichment and specificity Catholic schools with guide standard management quality Catholic education as determined by the Indonesian (Darujati et al., 2022) Bishops ' Conference.

For Catholic Educational Institutions, the goal maintenance education is business reach coaching personal man in perspective objective ultimately for welfare groups society, remember that man including its members , and if Already mature follow fulfill task his obligations do catechesis that illuminates and edifies faith , the nurturing one life according to Spirit Christ. Hence, in line with objective education national , goal Catholic education is business formation personal man in a way completely .

In rhythm with objective In 2018, the KWI Education Commission issued educational memorandum document , at point 8 states that the Catholic Educational Institution is a news media news joyful , as work church and form participation inner Catholics development Indonesian (Sarpiah et al., 2020)society . This matter emphasized in document *Gravissimum Educationist* that characteristic main from Catholic schools are superior and quality. In carrying it out task education, church endeavor all appropriate means , esp special means for him , first

of all catechesis that illuminates and edifies nurturing faith life according to Spirit Christ (Komdik KAM, 2015).

Benchmark to decision standards yardstick measure issued government and church, through KWI Education Commission, management education in Catholic schools in general and in particular at the Don Bosco Education Foundation of the Archdiocese of Medan realize ambition maintenance quality education, so that graduates education join in role in frame development society, where the graduates utilise knowledge knowledge and spirituality that he achieved. However so, effort in make it happen ambition quality education Still A hope and not yet fulfilled in a way maximum (Pandi, 2022). Standard yardstick measuring dimensions management Catholic education is referred to will can succeed reveal is scores and weights evaluation school categorized as very good (A) or superior or Not yet superior as expected. From the situation the made as material reflection To use update commitment to direction achievement ambition dimensions vision and mission school intended (Satrio et al., 2021). In line with matter the implementation activity school must accompanied binding moral values, norms and rules as a correction process on progress education (Sherly & Kisno, 2023; Kisno et al., 2023). Additionally, it is required curriculum appropriate education with era-based developments life dynamic.

In rhythm with need curriculum according to the times, the Catholic church also followed endeavor service education in accordance with today's times, with its specialty, process For superior and quality education, formation personal man in a way complete and implemented true education in frame print generation humans who are in harmony with the times as well later own ability For express his independence as human educated in a way correct and instrumental active in life social in society.

The Church, according to Pope Francis, affirms nowadays offer life man with strong egoism, weak conformism, and utopian ideology as the only one road towards the future, then church own role important in progress and development education. Hence, basic activity education in every Catholic schools are benchmark to personality Christ (Fathurrochman et al., 2021). Christ Alone give it a new meaning for life human and helpful all parties involved in activity education For direct self they to Christ, accordingly with teachings Gospel. Next adhere to principles base Christian education in schools, where education is effort formation personal humans, and everyone from all race, condition and age own rights that don't can revoked on education. Principle thereby No can let go and become the spirit of management YPK DB-KAM Catholic education as the main capital For presenting quality school (Wahyudin, 2020).

School quality Catholic reflected from fulfillment of 13 standards yardstick measuring as The references include: (1) standards maintenance education, (2) standard activity academic (curricular), (3) standards curriculum and religious education, (4) standards understanding and practice teachings social church, (5) standard organizer school, (6) standard manager and team leadership, (7) standards curriculum standard rooted in Catholic values, (8) data standards, (9) program standards, (10) standards policy, (11) standards staffing and

development source Power human , (12) standard facilities and infrastructure , and (13) standards communication . Thirteenth standard the grouped become four (4) dimensions, namely: (1) dimension vision and mission and (standards 1-4), (2) dimensions management and leadership (standards 5-6), (3) dimensions superiority academic and non- academic (standards 7-9), and (4) dimensions maintenance education (standard 10-13). Entire standards and benchmarks measuring as well as dimensions management explained in indicators in a way clear and detailed. This research was conducted by focusing on benchmark standards for the vision and mission dimensions of Catholic education management (Maulana et al., 2021).

Refer to standard yardstick measuring dimensions management Catholic schools, schools in Don Bosco Foundation is committed to organizing and implementing it education in a way quality (superior and high quality) with rooted in values The Gospel, centered on the eucharist , and has commitment to development faith , excellence academics , and services ; as well as give attention to poor, marginalized and deprived communities . With thus, presence Catholic schools are intended No only For development ability intellectual man in a way specifically, but also for formation ability For evaluate with right , for continue inheritance culture from generation before , for foster a sense of value , and to prepare life professional . Hence, the deep “Catholic” identity Catholic schools confirmed inclusion participant educate in life Church past precise and specific roles , distinctive characteristics that penetrates and informs every moment activity his education , as the basic part from identity and focus the mission .

Realize matter the presence and testimony the lives of educators laity and religious are vital in Catholic schools. Collaboration Keep going continuously from lay and religious as strength in presenting excellent school . Therefore management school must happen in a way professional and respectful morality religious as poured in vision and mission school (Nurochmah et al., 2019). In carrying out educational programs in Catholic schools, no can happen separation between time For study and time For formation personal , between obtain understanding and growing in wisdom . Every educator required professionalism, however No forget aspect originating morality from calling Christ . Therefore, one educators in Catholic schools must truly appreciate it task his profession as calling personal in Church and not only as implementation profession.

Other forms are taken in frame effort increase quality schools in YPK DB-KAM are with enhancement effectiveness learning, reinforcement ethos leadership, improvement competence educators and personnel education , strengthening cooperation and participation inhabitant school and community school in think about progress school , as well presenting openness information and transparency management (Fasha et al., 2021). Through fullness standard yardstick measuring dimensions vision and mission management Catholic education and in frame answered it relevant and appropriate academic and non- academic programs are outlined with the needs of the times, it is believed bring impact positive and significant to enhancement quality Santo Don Bosco Catholic Education Foundation school, Medan

Archdiocese. Emergence impact quality intended as study important past A study want to revealed the reality.

Method

Study This is type study qualitative in nature descriptive or form *explanatory research* , where data is obtained from results study field (*field research*) . It means study done clarify a number related variables with problem observed research , with adapt to standard yardstick measure and dimension vision and mission management Catholic education refers to decision The Education Commission of the Indonesian Bishops ' Conference (Komdik -KWI) was created reference reveal descriptive data in the form of written words or oral from people or object study made as source information or observed. Procedure deep data collection research , carried out through data collection , dissemination questionnaire , discussion group limited (*focus group discussion*) and interviews deep (*depth interview*) , as well data support from files school and other relevant documents . From the data obtained done purposeful analysis For describe existence actually from dimensions vision and mission management education in Don Bosco Foundation Catholic schools , and data results were also used base study in conclude is management education that has been happen Already classified in category school quality or Not yet quality (Suardipa et al., 2020).

There is four dimensions management of Catholic Education that will describe quality schools , as problems that are noted past study this , in it related with standard yardstick measure that describes The quality schools in question include : (1) dimensions vision and mission school , (2) dimensions management or management school , (3) dimensions superiority academic and non- academic , and (4) dimensions operational school . The focus in this research is the dimensions of the school's vision and mission.

To obtain data that is relevant to the problems of the management vision and mission dimensions, researchers used observation, interviews and documentation instruments. Observation is an activity of focusing attention on the research object being observed by using all of the researcher's sensory organs. is the activity of loading attention on an object using all the sense organs (Megasari, 2020). Observation aims to collect data through direct observation in the field (school). An interview is a dialogue carried out by researchers to collect information from respondents. This was gathered through *Focus Group Discussion* (FGD) activities, where respondents as sources of information were presented at a designated place. Furthermore, documentation is an approach taken by researchers by looking at and paying attention to written objects owned by the school, such as books, magazines, daily/monthly/annual notes, and other school archives. Documentation obtained by researchers from respondents was prepared in advance and brought during the FGD activities. Furthermore, the documentation was verified for accuracy when the researcher carried out field visits to the school units that were used as research objects.

After the data was obtained from the field (school), the researcher carried out data analysis, so that it would become complete data that would later describe the situation of the Don Bosco Foundation's Catholic education management dimensions. The data produced in the research is in the form of narrative words or sentences that explain the situation of the management dimensions of Catholic education in the research object school (Sakdiah et al., 2022).

Data analysis in this research is descriptive qualitative through three data processing techniques, namely: (1) Data reduction, which is a selection process, focusing on simplifying, abstracting and transforming rough data collected from written notes in the field (school), (2) Presentation of data, is a process of arranging a collection of information into a systematic form so that it becomes more selective, simple, and the meaning can be understood, and (3) Drawing conclusions, is the researcher's activity to create a complete configuration of the data collected so that become meaningful information.

Based on the researchers' considerations, the location and objects of the research were carried out at the Don Bosco Foundation Schools, which consist of 77 educational units starting from elementary, middle and high school levels. The reason for consideration in determining the location and object of this research is because the school has been in operation for quite a long time, so the information collected is considered in-depth and accurate, the respondent's work period at the school has been quite long in line with the length of time the school has been in operation, the distribution of school locations has been classified as extensive, located in five (5) Regencies/Cities of North Sumatra Province, and the documents observed are relatively old. Respondents who were used as sources of information in this research were: Principal, Deputy Principal, Teachers (senior and junior), Employees (senior and junior) and external school stakeholders (parish priests and related educational figures) who were deemed appropriate in providing information what researchers expect. The distribution of school units used as research objects is in five (5) districts/cities, namely: Medan City, Deli Serdang Regency, Tebing Tinggi City, Binjai City and Tanah Karo Regency.

Results and Discussion

In accordance with the focus of the problem that is of concern to this research, namely: Benchmark Standards for the Dimensions of Catholic Education Management for Improving School Quality, the results of the research are described as follows:

In line with the focus of attention on research problems, related to the benchmark standards of the vision dimension, the school mission of superior and high-quality Catholic schools is highly expected to occur in each school unit operated by the Don Bosco Foundation of the Archdiocese of Medan. The excellence and quality that is expected to occur when the implementation of educational activities in schools is guided and encouraged by missionary duties based on Catholic identity which is rooted in Gospel values, centered on the eucharist,

and has a commitment to the development of faith, academic excellence and quality, and service; as well as providing attention to those who are poor, marginalized and needy (Komdik KWI, 2015).

There are four (4) benchmark standards for the dimensions of the school's vision and mission that are taken into account, namely: (1) Benchmark standard-1, that superior and quality Catholic schools are guided and driven by missionary duties based on Catholic identity which is rooted in values. evangelical, eucharist-centered, and committed to faith development, academic excellence, and service; and providing attention to those who are poor, marginalized and needy. (2) Standard -2, that superior and quality Catholic schools organize academic activities or curricular activities, co-curricular and extra-curricular activities; (3) standard -3, that superior and quality Catholic schools provide Catholic religious education and catechesis that are integrated into academic activities; as well as organizing activities to develop catholicity for stakeholders such as deepening faith, liturgy and prayer; and (4) standard-4, that superior and quality Catholic schools support and realize the Church's Social Teachings through community service activities, faith development and upholding justice, the struggle for justice and the integrity of creation. In line standard the above , revealed results study as following :

a) Standard-1

In accordance with data analysis , known that in a way dominant or tall respondents say commitment organizer education to identity formulated Catholicism in vision and mission as Catholic schools complied standard yardstick good measure , however in rate small respondents say Not yet do it in a way Good . Next , respondents opinion that in a way dominant or tall maintenance or implementation education use vision and mission as basis and reference For all planning school in a way well , and some small state No Good or No fulfil yardstick measure . In terms of involvement various party in effort see suitability vision and mission schools and their improvements , in part big and tall respondents say has involve various party in a way fine party church (parokus) and figures education related , though Enough Lots from respondents say Still Not yet involve (Bellibaş et al., 2022).

Next , that is vision and mission school Can seen with easy on the spot general and listed in documents official , in part big from respondents say Already fulfil yardstick measure and that's it visible on the spot public and recorded in documents school , though in sufficient amount big also said No in accordance yardstick measuring or Not yet seen in place general and not yet stated in documents school (Habibi et al., 2019). Then that is holder (internal) interests of the school know and understand vision and mission school , that 's huge from respondents stakeholders think interest Already know and understand in a way Good vision and mission school or Already fulfil yardstick measure , though Still There is in amount small respondents said that holder (internal) interests of the school Not yet understand and handle it in a way Good .

Strengthen results that , in fact whole indicator standards are observed connection with standard yardstick measure and dimension management school standards vision and mission school , have score value 2, 31 with weight Good .

b) Standard-2

In accordance with data analysis , known that activity academic (curricular) which refers to the curriculum standard national and rooted in Catholic values , according to respondents part big opinion Already in tune in category good and partial small categorized No fulfil . Next , related with activity curricular , co- curricular and extra-curricular arranged based on a process that includes : crystallization various concepts and ideal ideas of Catholic education , formulation design curriculum , preparation education , and energy education , facilities and infrastructure , governance implementation learning , as well evaluation learning , according to respondents fulfil yardstick measuring with good and partial small mentioned No fulfil yardstick measure .

In terms of co- curricular activities arranged based on a process that includes : crystallization various concepts and ideal ideas of education in general and Catholic education according to part big respondents fulfil yardstick measuring with good and partial small own category yardstick measure small or Not yet fulfil yardstick measure . Furthermore when seen How activity extracurricular is held in a way regularly and scheduled at school in introduce lived values school organize internalization programs Christian values , according to part big Already fulfil yardstick measuring with good and partial small opinion Not yet fulfil yardstick measure . Related with is happen evaluation and reflection on related programs with education created character as part mark plus curriculum , according to part big opinion own category Enough good and partial small fulfil yardstick measuring in a way Good . Circumstances This disclose that evaluation at the Don Bosco Foundation school is classified as weak , though actually evaluation it is very necessary happens at school and as factor important in guarantee quality school . Strengthen description that , is known results from standard yardstick measuring related dimensions vision and mission school own score value 2.25 with weight Good (Owan et al., 2019).

c) Standard-3

In accordance with results data analysis , known that curriculum and religious teaching in Don Bosco foundation Catholic schools according to part big respondents in accordance with expected demands and standards Bishops ' Conference , but also enough Lots from respondents say No in accordance yardstick measure what is expected . Next when seen is religious educators in Catholic schools have fulfil condition academics (and certification) in frame administration and implementation Catholic Religious Education curriculum , what? Already in accordance with standard yardstick measure what is expected revealed that in a way

dominant respondents opinion Already fulfil hope in a way OK , though part small say Not yet in accordance with yardstick measure what is expected (Mwesiga et al., 2018).

In connection that Catholic schools sued own superiority academic and intellectual in all lessons at school , incl Catholic religious studies , according to part big from respondents say Not yet in accordance standard yardstick measure , and so on big say Enough Good or Not yet fulfil standard yardstick measure what is expected . Next , that is educator use method deep Christian perspective all field lessons at school in help participant educate For think critical and ethical about the world around us , in part big from respondents say Already in accordance with standard yardstick measure the expected , however more big say Not yet in accordance with standard yardstick measure what is expected (Osman, 2020).

In terms of related culture and Catholic faith what expressed at school in various form facilities , infrastructure , arts and culture , as well as in activity others , in fact dominant from respondents opinion has fulfil standard yardstick measure what is expected or categorized OK , however Still Enough Lots from respondents say Not yet in accordance standard yardstick measure what is expected . Next that is every participant learn at school in a way regular and scheduled own chance For follow prayer , eucharist , and Catholic liturgy , as a matter of fact dominant from respondents say in accordance with standard yardstick measure expected , however Enough Lots from respondents say Not yet in accordance with standard yardstick measure what is expected .

Next , that is every participant learn at school in a way regular and scheduled own chance For reflect life and experience his faith through retreats and activities spiritual others , in fact dominant from respondents opinion Already in accordance with yardstick measure what is expected or categorized OK , however thereby Still Enough many people think Enough Good . Situation This say that there are school programs For carry out retreat activities , however nature annually , no supported with other similar activities , so participant educate Not yet optimally reflects life and experience his faith . Next , that is every managers , educators and staff education in a way real support How faith realized and lived out in the community school , in fact dominant from respondents say in accordance with standard yardstick measure what is expected or in accordance category OK , however Enough many people also have opinions Not yet in accordance standard yardstick measure what is expected . Strengthen description that , is known results standards and benchmarks measuring about dimensions vision and mission school own score 2.52 with very good weight .

d) Standard-4

In accordance data analysis , that understanding and practice teachings social church become element principal in curriculum in schools , according to respondents in a way dominant say Enough in accordance standard yardstick measure the expected and partial small from respondents opinion Already fulfil standard yardstick measuring with Good . Next , that is

every participant educate follow as well as in activity service in society For promote service , justice , peace as well as wholeness creation , in fact dominant from respondents opinion Not yet in accordance with standard yardstick measure the expected and partial small just from respondents who have an opinion Already in accordance with standard yardstick measure what is expected .

In terms of is organizer school in a way regular and scheduled organize retreats and activities spiritual for educators and personnel education , in fact dominant respondents opinion Not yet in accordance with standard yardstick measure the expected and partial small opinion Already in accordance with standard yardstick measure what is expected or in category Good . Next , that is organizer schools and educators has help parent participant educate For develop his role as educator primary faith for children they 're inside family , in fact dominant respondents say Not yet in accordance with standard yardstick measure what is expected or Not yet in category good and only part small from respondents who rate has in accordance with standard yardstick measure what is expected . In terms of is organizer school cooperate with other institutions for organize activity for parents or guardian to order them develop in knowledge and embodiment faith , in part big from respondents state No in accordance with standard yardstick measure the expected and more Lots from respondents state has in accordance with standard yardstick measure what is expected . Next , that is all inhabitant school invited follow as well as service real realize justice , peace as well as wholeness creation , in fact dominant from respondents say Not yet in accordance with standard yardstick measure the expected , and some small just from respondents said Already in accordance with standard yardstick measure what is expected .

In terms of is every participant educate experience and feel exists exemplary in faith and example in embodiment justice , peace as well as wholeness creation in between educators and personnel education in schools , in part big from respondents opinion Already in accordance with standard yardstick measure the expected and partial big other respondents say Not yet in accordance or Not yet categorized Good .

Refer to description standard yardstick measuring from dimensions vision and mission management the Catholic school , yes concluded that standard yardstick measure and dimension management related dimensions vision and mission Catholic schools in school units managed by the Don Bosco Foundation, have own category Good or has fulfil yardstick measure what is expected with score 2.29 or category good (B). It means organizers and executors education school has own great attention and commitment to orientation beginning presented Catholic school as means proclamation church about teachings Christ . In terms of this , that identity school as school still has a Christian flavor maintained and maintained with Good . Although so , necessary done improvements For optimization orientation beginning that , because Still there is from school not enough pay attention with Good vision and mission school as A Catholic (Ford et al., 2020)school .

In accordance with *Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium* (28 December 1997) emphasized that identity Catholic schools confirmed inclusion participant educate in life Church past precise and specific roles , characteristics distinctive that penetrates and informs every moment activity his education , part fundamental from identity and focus the mission . Identity That come on stage past vision and mission school . Refer to results study in connection dimensions vision and mission management The Don Bosco Foundation Catholic school is in the category OK , revealed that vision and mission school can seen with easy on the spot general at the location school , however Still Not yet implemented with good at school . meaningful that dimensions vision and mission Already implemented school , however No balanced with commitment implement it . Likewise documents official maintenance superior and quality Catholic schools Not yet used as basis and reference consistent For all planning school . That is , a demanding Catholic identity superiority academics in all eye lesson precisely No come on stage in Religious Studies. This means that educators have not used a Christian perspective in all subjects to help students think critically and ethically about the world around them. Therefore, improvements are needed to optimize the realization of benchmark standards for the dimensions of the school's vision and mission that are in line with expectations.

Conclusion

From the description above, we can conclude that because the results related to the vision and mission dimensions of Catholic school management are still in the good category (B), therefore it is time for the school to make improvements to optimize the realization of the school's vision and mission dimensions as a Catholic school, improving itself, by increasing commitment to total awareness of the belief that Catholic schools are a forum for developing the whole person according to Christian teachings. Therefore, the Christian perspective must be fully maintained in the implementation of educational activities. All parties involved in the school must understand and comprehend well, and be able to actualize the teachings of the Gospel in carrying out their duties at school. Therefore, exemplary Christian character must be carried out in schools by every party in line with the dimensions of the school's vision and mission as a Catholic school. In order to achieve Catholic schools that are superior and of good quality, and are firmly rooted in Catholic values so that a complete person is formed, the researcher recommends that school administrators, administrators and administrators focus and commit to a total awareness that Catholic schools are a place for proclaiming the good news based on Christian teachings. Every party involved in the school needs to be serious about displaying a Catholic identity, which is then expressed in a school curriculum that follows (national) standards and is rooted in Catholic values. This vision and mission really need to be updated according to the needs of the times, then socialized to every stakeholder so that everyone has the same understanding of the school's vision and mission. Education organizers, managers and implementers should use the vision and mission as a basis and reference for all

school plans and programs, as well as evaluation material, so that YPK DB-KAM knows to what extent program implementation is in accordance with the vision and mission.

References

- Anshori, M., Suwarno, S., & Kasbani, K. (2022). Management of Facilities and Infrastructure in Improving The Quality of Islamic Education. *Nazhruna: Jurnal Pendidikan Islam*, 5(3), 928–939. <https://doi.org/10.31538/nzh.v5i3.2339>
- Bellibaş, M. Ş., Polatcan, M., & Kılınc, A. Ç. (2022). Linking instructional leadership to teacher practices: The mediating effect of shared practice and agency in learning effectiveness. *Educational Management Administration & Leadership*, 50(5), 812–831.
- Darujati, C., Ambarwati, A., Damastuti, N., Setiawan, E., & Widodo, A. (2022). Peran Tenaga Kependidikan dalam Pengelolaan Penerapan MBKM di Universitas Narotama. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 41–45. <https://doi.org/10.30605/jsgp.5.1.2022.1551>
- Fasha, S. A., & Umar, A. B. (2021). Administrasi Pendidikan di SMP Annihayah Rawamerta. *PeTeKa*, 4(2), 247–256. <https://doi.org/http://dx.doi.org/10.31604/ptk.v4i2.247-256>
- Fathurrochman, I., Danim, S., AB, S. A., Kurniah, N., Connie, C., Wachidi, W., & Ristianti, D. H. (2021). Analisis Sistem Pendidikan Negara Federasi Rusia Dalam Meningkatkan Mutu Pendidikan Indonesia. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
- Ford, T. G., Lavigne, A. L., Fiegener, A. M., & Si, S. (2020). Understanding District Support for Leader Development and Success in the Accountability Era: A Review of the Literature Using Social-Cognitive Theories of Motivation. *Review of Educational Research*, 90(2), 264–307. <https://doi.org/10.3102/0034654319899723>
- Habibi, B., Hartinah, S., Rofiqul, U., Syazali, M., Lestari, F., Abdurrahman, A., & Jauhariyah, D. (2019). Factor Determinants of Teacher Professionalism as Development of Student Learning Education at SMK PGRI in Tegal City, Indonesia. *Journal of Gifted Education and Creativity*, 6(2), 123–132.
- Maulana, M. P., & Suryana, S. (2021). Upaya Tenaga Administrasi Pendidikan Dalam Meningkatkan Mutu Layanan Administrasi Di Sekolah. *PeTeKa*, 4(2), 266–274. <https://doi.org/http://dx.doi.org/10.31604/ptk.v4i2.266-274>
- Mayasari, N., Jusriati, J., Prayogo, P., Hajeni, H., Yati, Y., Ulpi, W., Saswati, R., Satar, M., & Pajarianto, H. (2023). *Manajemen Pendidikan*. Penerbit Widina.
- Megasari, R. (2020). Peningkatan pengelolaan sarana dan prasarana pendidikan untuk meningkatkan kualitas pembelajaran di SMPN 5 Bukittinggi. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 636–648. <https://doi.org/https://doi.org/10.24036/bmp.v2i1.3808>
- Mwesiga, A., & Okendo, E. O. (2018). Effectiveness of Heads of Schools in Supervising Teachers' Teaching Activities in Secondary Schools in Kagera Region, Tanzania.

International Journal of Scientific Research and Management (IJSRM), 6(04), 3390.
<https://doi.org/10.18535/ijserm/v6i4.sh04>

- Nurochmah, A., Sutisnawati, A., & Wardana, A. E. (2019). Pengelolaan Satuan Pendidikan dalam Rangka Mencetak Insan Generasi Muda yang Unggul di Sekolah Dasar. *Holistika: Jurnal Ilmiah PGSD*, 3(2), 73–80.
<https://doi.org/https://doi.org/10.24853/holistika.3.2.73-80>
- Osman, M. E. (2020). Global impact of COVID-19 on education systems: the emergency remote teaching at Sultan Qaboos University. *Journal of Education for Teaching*, 46(4), 463–471.
<https://doi.org/10.1080/02607476.2020.1802583>
- Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. *Online Submission*, 7(1), 20–28.
- Pandi, A. (2022). Peran tenaga administrasi dalam meningkatkan mutu layanan administrasi di MTs. Hidayatul Muhsinin. *Mudir: Jurnal Manajemen Pendidikan*, 4(1), 153–165.
<https://doi.org/https://doi.org/10.55352/mudir.v4i1.137>
- Sakdiah, H., & Syahrani, S. (2022). Pengembangan Standar Isi dan Standar Proses Dalam Pendidikan Guna Meningkatkan Mutu Pembelajaran di Sekolah. *Cross-Border*, 5(1), 622–632.
- Sarpiah, S., Assidiq, M., & Khairat, U. (2020). Sistem Informasi Penerimaan Peserta Didik Kesetaraan Paket A,B, dan C Pada Satuan Pendidikan Non Formal Sanggar Kegiatan Belajar Kabupaten Majene Berbasis Web. *Journal Peqguruang: Conference Series*, 2(1), 48. <https://doi.org/10.35329/jp.v2i1.1380>
- Satrio, S., Hasibuan, L., Us, K. A., & Rizki, A. F. (2021). Administrasi Kurikulum, Kesiswaan, Pendidik dan Tenaga Kependidikan dalam Tinjauan Administasi Sekolah. *Indonesian Journal of Islamic Educational Management*, 4(2), 92–101.
- Sridana, N., Wilian, S., & Setiadi, D. (2018). Sistem Penjaminan Mutu Internal Di Satuan Pendidikan Menengah (SMA). *Jurnal Pengabdian Magister Pendidikan IPA*, 1(1).
<https://doi.org/10.29303/jpmpi.v1i1.212>
- Suardipa, I. P., & Pitriani, K. (2020). Urgensi Sistem Penjaminan Mutu Dan Akreditasi Dalam Pemetaan Mutu Satuan Pendidikan. *PINTU: Jurnal Penjaminan Mutu*, 1(2).
- Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, O. (2022). MANAJEMEN MUTU DALAM PENYELENGGARAAN PENDIDIKAN. *JURNAL PENDIDIKAN GLASSER*, 6(1), 29.
<https://doi.org/10.32529/glasser.v6i1.1481>
- Taufik, T., & Warsono, H. (2020). BIROKRASI BARU UNTUK NEW NORMAL: TINJAUAN MODEL PERUBAHAN BIROKRASI DALAM PELAYANAN PUBLIK DI ERA COVID-19. *Dialogue : Jurnal Ilmu Administrasi Publik*, 2(1), 1–18. <https://doi.org/10.14710/dialogue.v2i1.8182>
- Wahyudin, U. R. (2020). *Manajemen Pendidikan (Teori Dan Praktik Dalam Penyelenggaraan Sistem Pendidikan Nasional)*. Deepublish.

Yasin, I. (2021). Problem Kultural Peningkatan Mutu Pendidikan di Indonesia: Perspektif Total Quality Management. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 2(3), 239–246. <https://doi.org/10.54371/ainj.v2i3.87>