

Research Article

Cecep Wahyu Hoerudin^{1*}, Opan Arifudin², Hamidah³, Taupik Prihatin Marpaung⁴, Aulia Ramadona⁵

Visionary Leadership of School Principals in Improving the Quality of Elementary Madrasah Educational Institutions

*Corresponding Author: **Cecep Wahyu Hoerudin**: Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia; cecep.wh@uinsgd.ac.id

Opan Arifudin: Institut Agama Islam Rakeyan Santang, Indonesia; opan.arifudin@yahoo.com

Hamidah: Institut KH. Badruzzaman, Indonesia; 4hamidah@gmail.com

Taupik Prihatin Marpaung: STAI Al-Azhar Pekanbaru, Indonesia; taufikmarpaung62@gmail.com

Aulia Ramadona: STAI Al-Azhar Pekanbaru, Indonesia; aularamadonastaialazharpku@gmail.com

Received: July 24, 2026; **Accepted:** August 17, 2026; **Online:** August 31, 2026 | DOI: <https://doi.org/10.47353/ijema.v3i9.403>

Abstract: *This study aims to describe and understand the role of the principal's visionary leadership in improving the quality of Islamic elementary schools (Madrasah Ibtidaiyah). A qualitative approach was used to gain a deep understanding of the principal's strategies, attitudes, and actions that demonstrate a long-term vision in the development of educational institutions. Data were collected through in-depth interviews, observations, and documentation of principals, teachers, and other relevant parties. The results show that principals with visionary leadership can motivate all elements of the institution, build an innovative culture, and implement development strategies oriented towards improving the quality of education. A clear vision and strong commitment also play a role in improving the quality of learning, facilities, and overall management of the institution. These findings conclude that visionary leadership is a key factor in driving sustainable quality improvement in Islamic elementary schools. This study contributes to the development of a future-oriented principal leadership model in the context of Islamic religious education.*

Keywords: *visionary leadership; principal; quality of educational institutions; primary schools.*

Introduction

Education is a key pillar of national development, playing a crucial role in improving the quality of Indonesia's human resources. One level of elementary education that serves as a key foundation for developing student character and competence is the Madrasah Ibtidaiyah (MI). The quality of education at MI is significantly influenced by various factors, one of which is the leadership of the principal. Effective and visionary leadership is key to driving progress in the quality of educational institutions.

In a global and national context, current educational developments require school principals to act as visionary leaders. Principals are not only responsible for administrative management but also must be able to motivate and inspire all components of the institution to achieve superior educational goals. According to Daft (Fardiansyah, 2022), visionary leadership is a leader's ability to envision a clear picture of the future and direct all organizational resources toward that vision.

Empirical data shows that the success of educational institutions in improving the quality of learning is significantly influenced by the leadership quality of the principal. According to a 2022 report from the National Accreditation Board for Schools/Madrasahs (BAN-S/M), there is a positive correlation between innovative principal leadership and improved school accreditation scores. Schools with principals with a clear vision and the ability to inspire the entire school community are more likely to achieve an A accreditation rating and experience significant quality improvements.

Furthermore, a study by (Awaludin, 2024) found that principals who implement visionary leadership are able to increase teacher and student motivation, improve the quality of the teaching and learning process,

and enhance school facilities and infrastructure. This is evident from survey data showing that 78% of elementary schools in Bandung Regency led by principals with a long-term vision experienced an average 15% increase in student learning outcomes over the past two years.

At the national level, the Ministry of Religious Affairs of the Republic of Indonesia, through the Directorate General of Islamic Education, also emphasized that one indicator of school success is the leadership of principals capable of fostering innovation and creativity to improve educational quality. In 2023, a vision-and-mission-based principal leadership development program will become a top priority to improve the quality of madrasah educational institutions.

However, in practice, principals still face challenges in implementing visionary leadership. These include limited resources, a lack of principal training and competency development, and a school culture that tends to be conservative and less supportive of innovation. Case studies of elementary Islamic schools in several regions found that only 45% of principals were able to articulate a long-term vision and implement it effectively in daily activities.

This situation indicates that although awareness of the importance of visionary leadership is increasing, its implementation still requires further attention and development. Therefore, this research is important to examine in more depth how visionary leadership by principals can significantly improve the quality of Islamic elementary schools (Madrasah Ibtidaiyah), as well as to identify the supporting factors and obstacles encountered.

Previous studies on principal leadership and improving the quality of educational institutions have found that effective, vision-oriented leadership can positively impact the quality of education in schools. For example, research by (Mardizal, 2023) shows that principals with transformational leadership competencies can increase teacher and student motivation, ultimately improving educational quality. Similarly, a study by (Mayasari, 2024) found that innovative and visionary leadership can create a school climate conducive to the development of quality learning.

However, in general, these studies focus more on general leadership aspects, without specifically focusing on the characteristics and strategies of visionary leadership implemented by principals in Islamic schools, particularly Islamic elementary schools. Furthermore, many studies are still quantitative and focus on the relationship between leadership factors and learning outcomes, without delving into the processes and mechanisms by which visionary leadership can concretely influence improvements in the quality of educational institutions.

Furthermore, research by (Kartika, 2022) revealed that the success of school principals in implementing their vision and mission is greatly influenced by internal factors such as their competence and motivation, as well as external factors such as community support and government policies. However, this research has not specifically highlighted how visionary leadership strategies are practically implemented and how they generate real change in Islamic elementary schools.

In addition, a study by (As-Shidqi, 2025) highlighted that school culture factors and student characteristics also influence the success of visionary leadership, but the study did not explicitly outline the direct relationship between visionary leadership and improving the quality of madrasah educational institutions specifically and in depth.

Another obstacle identified in previous studies is the lack of research specifically examining the inhibiting and supporting factors in implementing visionary leadership in Islamic elementary schools. Much of the research remains descriptive in nature and fails to comprehensively describe how principals overcome these obstacles and implement long-term visions in the context of faith-based Islamic schools.

The main gaps that need to be studied are: 1) Lack of research that specifically examines the characteristics and strategies of visionary leadership of principals in Madrasah Ibtidaiyah in depth and contextually. Many studies are general and do not go into depth in the aspects of the practice and process of visionary leadership, 2) Lack of studies that directly link visionary leadership and improving the quality of madrasah educational institutions empirically and comprehensively, including supporting factors and obstacles faced by principals in its implementation, 3) Limited empirical data related to real examples and case studies of principals who have successfully implemented visionary leadership in Madrasah Ibtidaiyah, so that not many specific models or strategies have been found that are effective and can be used as practical guidelines, and 4) Lack of research that examines the influence of school culture, student characteristics, and external environmental support on the successful implementation of visionary leadership in religious-based madrasahs.

Thus, this study seeks to fill this gap through an in-depth study incorporating qualitative and quantitative analysis, as well as a case study that concretely describes how an elementary school principal implements visionary leadership and its impact on educational quality. It is hoped that the results of this study can provide practical and theoretical contributions to the development of effective leadership models in the context of madrasah education in Indonesia. Therefore, this study will examine in depth the strategies, characteristics, and impact of visionary leadership of principals on the quality of elementary school educational institutions in the current era.

Literature Review

Visionary Leadership

According to Haikal, as quoted by (Farid, 2025) visionary leadership is a leadership style that begins with determining a shared vision that captures changes in society, which then becomes a direction for school residents to work in harmony with the mutually agreed vision. Meanwhile, according to Rismanto, as quoted by (Maulana, 2025) visionary leadership is a leadership style that builds an organization with knowledge of the future based on the meaning of vision and mission in organizational culture, work culture, and institutional climate.

Goleman et al quoted (Abduloh, 2020) explains that visionary leadership is leadership where the leader has a vision/foresight, which is able to encourage and convince the people around him to achieve that vision and achieve that vision together. Meanwhile, according to Komariah quoted (J. Sudrajat, 2024) explains that visionary leadership is the ability of a leader to create, formulate, communicate and implement ideal thoughts originating from himself or as a result of social interactions between organizational members and stakeholders' which are believed to be the vision or ideals of the organization in the future that must be achieved and realized through the commitment of all personnel.

From the opinions that have been presented, it can be interpreted that visionary leadership is a leadership style in creating, formulating, communicating, and implementing ideal thoughts from oneself or because of social interaction between organizational members or stakeholders which begins with determining a shared vision and capturing changes in society to realize shared ideals.

Headmaster

According to Mulyasa, as quoted by (Supriatna, 2026) the principal is the driving force and policy maker, who will determine how educational goals in general can be realized. Meanwhile, according to Wahjosumidjo, as quoted by (Tanjung, 2021) the principal is a functional teacher tasked with leading a

school where the teaching and learning process takes place or a place where interaction occurs between the teacher who gives lessons and the students who receive them.

According to Suparman, quoted (Supriani, 2022) the principal is a teacher (educator) appointed by the government or an educational institution, who is given the task and authority to lead and manage a formal educational institution. Initially, a principal was called a "Mantri Guru" which means head teacher. As a head teacher, he had the task of leading the teachers in the school to be able to teach well. Then, as time went by, the principal was referred to as a leader and manager as regulated by government regulations. Meanwhile, according to Nurmadiyah, quoted (Hanafiah, 2022) the principal is a very important element and influences all activities in an educational institution. As a good principal, he will always be dynamic (changing) in preparing various educational programs, especially to determine the high or low quality of the school is very much determined by the leadership of the principal.

So, it can be concluded that a principal is the organizer or driving force behind an educational institution to achieve its desired goals. Therefore, a principal can be defined as a functional teacher tasked with leading a school where the teaching and learning process takes place, or a place where interaction occurs between the teacher giving the lesson and the students receiving it.

Quality

According to Deming, as quoted by (Erfiyana, 2026), quality is defined as conformity to market needs. Quality improvement can be achieved by reducing costs, errors, delays, and obstacles, and by utilizing time and materials better, thereby meeting market needs with better quality. Edward Sallis, a leading expert in Total Quality Management (TQM), as quoted by (Supriatna, 2025) states that quality can be viewed as both an absolute and relative concept. Quality in everyday conversation is largely understood as something absolute, such as expensive restaurants and luxury cars. As an absolute concept, quality is synonymous with goodness, beauty, and truth, an idealism that cannot be compromised. In an absolute definition, something of quality is part of a very high standard and cannot be surpassed. Relative quality is seen as something inherent in a product that meets customer needs.

According to Juran in (Mulyanto, 2017), quality is a "place to use" and emphasizes that the basis of a school's quality mission is "developing programs and services that meet the needs of users such as students and the community." Meanwhile, according to ISO 2000 in (Mayasari, 2026), quality is the totality of characteristics of a product (goods and services) that support its ability to satisfy specified or established needs.

The description above shows that quality is an opportunity to position yourself in a competitive position. Quality is essentially the alignment of benefits or usability. This means meeting expectations and satisfying users.

Educational institutions

In terminology, according to Hasan Langgulung as quoted (Yuliani, 2022) an educational institution is a system of abstract regulations, a concept consisting of codes, norms, ideologies, and so on, whether written or not, including material equipment and symbolic organizations, a group of people consisting of individuals formed intentionally or not, to achieve certain goals and the places where the group implements these regulations are mosques, schools, kuttub, and so on. Meanwhile, according to Abuddin Nata, quoted (Aminulloh, 2023) it is revealed that the study of Islamic educational institutions (tarbiyah Islamiyyah) is usually implicitly integrated with discussions on various educational institutions. However, it can be

understood that Islamic educational institutions are an environment in which there are Islamic characteristics that enable the implementation of Islamic education properly.

According to Suryabrata, as quoted by (Indiati, 2023) educational institutions function as venues for both formal and informal educational processes, aiming to prepare students to adapt and play a role in society. Meanwhile, Fitzgerald, as quoted by (Heryati, 2022) explains that educational institutions are formally structured social organizations that aim to convey and instill knowledge, skills, and cultural values in students.

Based on the description above, it explains that educational institutions in general can be interpreted as business entities that operate and are responsible for providing education to students.

Method

According to Rahardjo, as quoted by (Abdillah, 2024), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Abdillah, 2022), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The research was conducted on the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions. The type of research used in this study is a descriptive study method. According to Nana Syaodih Sukmadinata in (Andrivat, 2025), qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and human-made, which pays more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment provided is the research itself, which is carried out through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar in (Andrivat, 2024), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Fazriah, 2024) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Ulfah, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions. Therefore, this method will be able to explain the research problem (Ulfah, 2026).

Bungin, quoted (Kartika, 2026), explains that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or description of a particular condition or situation. This study aims to provide an analytical overview of the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions.

Bogdan and Taylor (Kartika, 2023) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examining words, detailed reports from

respondents' views, and conducted studies in natural situations, specifically related to the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a solution to any problem. In this case, the author collected information about the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions, articles, journals, theses, ebooks, and others (Kartika, 2024).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Kartika, 2025).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Afia, 2020) claims that data collection is an effort to gather information related to the topic being studied. The author uses a library research method to collect data. Specifically, the author begins with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share the views of the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions.

Furthermore, Amir Hamzah in (Engkus, 2019) states that data collection is defined as various efforts to gather facts related to a topic of discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Akhira, 2022), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Meanwhile, Sopwandin in (Puspita, 2020) explains that data collection is carried out through observation, interview, and documentation study techniques, with data analysis activities including data condensation, data presentation, and drawing conclusions.

Observation is part of the direct research process of examining the phenomena being studied (R. T. Sudrajat, 2021). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Azizah, 2022).

Documentation is a data collection technique through existing written documents or records (Khaerunnisa, 2022). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Taufiq, 2022) that the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Akhira, 2022) that the documentation strategy is also a data collection technique proposed to the research subject. The data collection method using this documentation method is carried out to obtain data on the condition of the institution (research object), namely the Principal's Visionary Leadership in Improving the Quality of Elementary Madrasah Educational Institutions.

Moleong, quoted (Pikri, 2022), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al

(Simbolon, 2023) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Sari, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Daryaman, 2024) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research he is studying. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Mulyanto, 2026) consists of data collection, data reduction, data presentation, and drawing conclusions.

Results And Discussion

This study presents an in-depth overview of the role and strategies of visionary leadership of school principals in improving the quality of Islamic elementary schools (MI). Data were collected through in-depth interviews, field observations, and documentation from three different MIs in urban and rural areas. The results indicate that visionary leadership has a significant influence on positive changes occurring in these educational institutions, both in terms of improving the quality of learning, improving facilities, and motivating the entire school community.

Characteristics of a Visionary Principal

From the interview results, the three principals who were considered successful in implementing visionary leadership had consistent key characteristics, namely having a long-term view, being able to see existing potential and opportunities, and being able to inspire all school members to actively participate in achieving that vision. For example, Principal A from an MI in a rural area said: "I always try to see untapped potential in this school. I believe, if we have a clear vision and high enthusiasm, we can transform this school into a center of excellent learning, despite its limited initial conditions." In addition, these three principals demonstrated commitment and courage in taking risks for innovation, such as the development of character-based curriculum and digital technology.

Vision Strategy and Implementation

Visionary principals implement different strategies according to the context and needs of the school, but generally have similarities in terms of:

1. **Planning and Establishing a Clear Vision:** They develop a vision focused on developing student character and improving academic quality based on Islamic and nationalistic values. This vision is then effectively communicated to the entire school community.
2. **Teacher Competency Development:** Principals hold training and workshops to improve teachers' pedagogical and professional competencies. For example, Principal B stated that he regularly invites speakers from the education office and religious institutions to improve the quality of learning.
3. **Technology Use and Learning Innovation:** One principal integrates digital technology into the teaching and learning process, such as using online learning platforms and interactive media. Principal C stated: "I believe technology is a very helpful tool in improving the quality of education. Therefore, I strive to familiarize teachers and students with it."

4. Participatory and Collaborative Leadership: The principal consistently involves teachers, parents, and the community in decision-making and planning school activities. This creates a sense of ownership and shared commitment to the school's vision.

The Impact of Visionary Leadership on School Quality

Observations and documentation show significant changes occurring in schools led by visionary principals. Some of the observed indicators include:

1. Improved Academic Achievement: Report card data and national exam results show consistent improvement, particularly in the subjects of religion and nationalism. Principal A stated: "From year to year, students' grades continue to improve. We also received an A accreditation, which shows that the quality of education here is improving."
2. Improvement of School Facilities and Environment: The principal took the initiative to obtain funds from the government and private sector to improve school facilities and infrastructure, such as building a library and computer laboratory.
3. Increased Motivation and Participation of the School Community: Teachers and parents demonstrated high levels of enthusiasm for participating in school programs. Teachers were more enthusiastic about teaching because they felt ownership and understood the school's vision.
4. Strengthening Islamic Character and Values: The school places character development and Islamic aspects as its main priority, through memorization programs, congregational prayer, and development of students' personalities.

Obstacles and Challenges

However, this transformation process was not without obstacles. The principal revealed that some of the main challenges included:

1. Resource Constraints: Schools in rural areas face a lack of adequate funding and facilities. Principal C stated: "We have to be creative in utilizing existing resources. Sometimes, we have to wait for external assistance to procure facilities."
2. Lack of Support from the External Environment: Some parents and communities do not fully understand the importance of educational vision and innovation, so ongoing socialization is needed.

Supporting Factors for Success

Several factors that support the success of school principals in implementing visionary leadership include:

1. High commitment from the principal and teachers.
2. Support from the local government and education department.
3. Active involvement of the community and parents.
4. Availability of training and competency development for school principals and teachers.

Overall, the research results show that the principal's visionary leadership is a key pillar in driving positive change in Islamic elementary schools. Principals who can visualize the school's future, inspire the entire school community, and implement innovative strategies are able to significantly improve the quality of education. Despite facing various obstacles, internal factors such as commitment, courage, and creativity, as well as external factors such as community support and policies, are crucial to the success of this transformation process. Therefore, the development of principals' competencies in visionary leadership

must be continuously supported through training, policies that support innovation, and increased participation from all school elements.

The results of this study indicate that the principal's visionary leadership plays a crucial role in improving the quality of Islamic elementary schools (MI). This visionary leadership can be seen in several aspects, namely a clear vision and mission, the ability to develop effective strategies, and the ability to garner support from the school community and the surrounding environment.

From theoretical studies, Bass as quoted by (Erfiyana, 2025) shows that visionary leadership can be seen as a combination of strategic skills, interpersonal skills, and the ability to develop a clear vision and mission. Meanwhile, Tschannen-Moran & Hoy as cited by (Marantika, 2020) explain that visionary leadership can also increase teacher and student motivation and commitment in achieving school goals.

Previous research, such as that conducted by (Kartika, 2020) shows that a principal's visionary leadership can improve the quality of education in schools. Research conducted by (Rosmayati, 2025) also shows that a principal's visionary leadership can improve teachers' teaching skills and increase student motivation.

In the context of this research, the results indicate that principals with a clear vision and mission, along with the ability to develop effective strategies, can improve the quality of elementary Islamic schools. This aligns with leadership theory, which states that visionary leadership can increase the motivation and commitment of teachers and students in achieving school goals.

However, this study also shows that the principal's visionary leadership cannot stand alone without the support of the school community and the surrounding environment. Support from the school community and the surrounding environment is crucial in improving the quality of Islamic elementary schools. In conclusion, the results of this study indicate that the principal's visionary leadership plays a significant role in improving the quality of Islamic elementary schools. This visionary leadership can increase the motivation and commitment of teachers and students in achieving school goals, as well as improve teachers' teaching skills and student motivation.

Conclusion

Based on research on the Visionary Leadership of School Principals in Improving the Quality of Elementary Madrasah Educational Institutions, it can be concluded that principals who implement visionary leadership have a very important role in improving the quality of education in the madrasah. Principals who have a clear vision and can inspire all school members are able to create a conducive learning atmosphere, encourage innovation, and increase the motivation and competence of educators and education staff. This visionary leadership strategy not only strengthens educational management but is also able to build a positive school culture and is oriented towards continuous quality improvement. Thus, visionary leadership is the main key in realizing an excellent, professional, and competitive elementary Madrasah educational institution in the era of globalization.

References

- Abduloh, A. (2020). Effect of Organizational Commitment toward Economical, Environment, Social Performance and Sustainability Performance of Indonesian Private Universities. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 6951–6973.
- Abdillah, H. (2022). Dampak Motivasi Belajar Terhadap Mutu Pembelajaran Pendidikan Agama Islam Di Madrasah Ibtidaiyah. *Jurnal Al-Amar*, 3(3), 322–337.

- Abdillah, H. (2024). Penggunaan Teknologi Digital Dalam Pembelajaran Pendidikan Agama Islam Di Era Digital. *Jurnal Al-Amar*, 5(4), 651–666.
- Afia, S. U. M. (2020). Evaluasi Sistem Manajemen Informasi Objek Pajak dalam Pemungutan PBB-P2 di Badan Pendapatan Daerah Kota Bekasi. *Jurnal Birokrasi & Pemerintahan Daerah*, 2(2), 99–109.
- Akhira, A. (2022). Fungsi legislatif dalam kebijakan refocusing anggaran di Kabupaten Bandung Tahun 2020-2021. *Jurnal Ilmiah Hospitality*, 11(1), 367–380.
- Aminulloh, M. R. (2023). Analisis Bibliometrik Penerapan Educational Policy Implementation terhadap Merdeka Belajar–Kampus Merdeka. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 5(2), 126–145.
- Andrivat, Z. (2024). Penggunaan Game Edukasi Digital Untuk Meningkatkan Efektivitas Motivasi Belajar Siswa Kelas III. *Jurnal Primary Edu*, 2(3), 348–363.
- Andrivat, Z. (2025). Analisis Efektivitas Media Pembelajaran Interaktif Pada Pembelajaran Tematik Di Kelas Tiga Sekolah Dasar. *Jurnal Primary Edu*, 3(2), 220–230.
- Awaludin, A. (2024). Urgensi Manajemen Pendidikan Dalam Rangka Meningkatkan Mutu Pendidikan Islam Di Madrasah. *Jurnal Tahsinia*, 5(2), 253–271.
- Azizah, N. (2022). Efektivitas pelayanan publik berbasis teknologi informasi di Dinas Kependudukan dan Pencatatan Sipil Kabupaten Karawang. *Distingsi: Journal of Digital Society*, 1(1), 1–11.
- Daryaman, D. (2024). Implementation of Character Education in Madrasah Students. *International Journal of Education and Digital Learning (IJEDL)*, 2(4), 35–46.
- Engkus. (2019). Supervision and Control of The Government Internal Supervisory Apparatus in The Implementation of Regional Autonomy. *International Journal of Science and Society (IJSOC)*, 1(1), 56–69.
- Erfiyana, E. (2025). Islamic School Financial Management: A Case Study of Islamic Junior High Schools in Rural Areas. *International Journal Of Science Education and Technology Management*, 4(2), 33–44.
- Erfiyana, E. (2026). Peran Kepala Madrasah Dalam Meningkatkan Mutu Pembelajaran Di Madrasah Aliyah. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 5(4), 2147–2159.
- Fardiansyah, H. (2022). Manajemen Pendidikan (Tinjauan Pada Pendidikan Formal). Bandung: Widina Media Utama.
- Farid, M. (2025). Mekanisme Pengambilan Keputusan Berbasis Sistem Informasi Manajemen Dalam Lembaga Pendidikan Islam. *Jurnal Tahsinia*, 6(1), 86–103.
- Fazriah, S. (2024). Peran Evaluasi Manajemen Sumber Daya Manusia Berbasis Syariah Dalam Meningkatkan Produktivitas Karyawan. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 3(1), 75–88.
- Hanafiah, H. (2022). Upaya Meningkatkan Kompetensi Profesional Guru melalui Supervisi Klinis Kepala Sekolah. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(10), 4524–4529.
<https://doi.org/https://doi.org/10.54371/jiip.v5i10.1049>
- Heryati, Y. (2022). The Implementation of Character Education on Bahasa Indonesia through Active Learning in Elementary Schools. *Proceedings of the 1st Bandung English Language Teaching International Conference (BELTIC 2018) - Developing ELT in the 21st Century*.
- Indiati, I. (2023). Optimization of E-Government through information technology management. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 5(3), 374–383.

- Kartika, I. (2020). Implementasi Manajemen Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan Di Sekolah Menengah Atas. *Jurnal Al-Amar*, 1(2), 137–150.
- Kartika, I. (2022). Manajemen Kurikulum Sebagai Upaya Meningkatkan Mutu Pembelajaran Pada Sekolah Menengah Atas. *Jurnal Al-Amar*, 3(1), 81–94.
- Kartika, I. (2023). Strategi Peningkatan Sumber Daya Manusia Berbasis Nilai-Nilai Syariah Dalam Meningkatkan Kinerja Karyawan. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 2(1), 80–95.
- Kartika, I. (2024). Peran Orang Tua Dalam Meningkatkan Pembelajaran Agama Islam Anak Usia Dini Di PAUD. *Plamboyan Edu*, 2(1), 12–27.
- Kartika, I. (2025). Efektivitas Metode Pembelajaran Kooperatif Tipe Jigsaw Dalam Meningkatkan Partisipasi Siswa di Mata Pelajaran Pendidikan Agama Islam. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 3(3), 800–815.
- Kartika, I. (2026). Peran Rekrutmen Dengan Integrasi Nilai-Nilai Syariah Dalam Meningkatkan Integritas Dan Kualitas Sumber Daya Manusia. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 5(1), 191–207.
- Khaerunnisa, F. (2022). Pengelolaan kendaraan dinas dalam mewujudkan tertib administrasi pada Badan Pengelolaan Keuangan dan Aset Daerah Kabupaten Bogor. *Ministrate: Jurnal Birokrasi dan Pemerintahan Daerah*, 4(2), 2714–8130.
- Marantika, N. (2020). *Manajemen Humas Sekolah*. Bandung: Widina Bhakti Persada.
- Mardizal, J. (2023). Model Kepemimpinan Transformational, Visioner dan Authentic Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Era 4.0. *Innovative: Journal of Social Science Research*, 3(5), 2994–3003.
- Maulana, A. (2025). Strategi Manajemen Pendidikan Berbasis Filsafat Ekonomi untuk Sustainable Organizational Development. *Jurnal Ilmu Pendidikan*, 4(2), 1–7.
- Mayasari, A. (2024). Optimizing Student Management to Improve Educational Service Quality: A Qualitative Case Study in Integrated Islamic Elementary Schools. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(2), 799–808.
- Mayasari, A. (2026). Technology-Based Learning Innovation to Improve the Quality of Education In The Digital Era. *International Journal of Social Science, Educational, Economics, Agriculture Research and Technology (IJSET)*, 5(3), 1646–1654.
- Mulyanto, A. (2017). *Kompetensi Sosial Anak: Deteksi dan Stimulasi*. Bandung: Alifah Publishing.
- Mulyanto, A. (2026). Pembelajaran menyimak dan memirsa: Pendekatan deep learning dalam bingkai kurikulum merdeka. Bandung: PT. Arr Rad Pratama.
- Pikri, F. (2022). Policy Implementation in Preventing Plagiarism in Students in the Digital Age. *Iapa Proceedings Conference*, 234–242.
- Puspita, R. D. (2020). Integrating Thematic Instruction Using Webbed Curricula Model to Improve Students' Reading Comprehension on Informational Text. *Anatolian Journal of Education*, 5(2), 1–18.
- Rosmayati, S. (2025). Integrasi Filsafat Manajemen dalam Peningkatan Efektivitas Ekonomi Pendidikan di Organisasi Modern. *Jurnal Ilmu Pendidikan (ILPEN)*, 4(1), 1–6.
- Sari, A. L. (2024). Information Access and Social Inequality: Economic Impacts of Digital Resource Availability in Public Libraries. *Library Progress International*, 44(3), 2539–12547.
- Simbolon, B. R. (2023). E-Learning: Succeeding amid the pandemic period, forgotten in the Post-Pandemic Era. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 903–910.

- Sudrajat, R. T. (2021). Pengembangan model perkuliahan daring dalam meningkatkan berpikir Hots melalui pemahaman isi bacaan Mahasiswa Prodi Bahasa Indonesia IKIP Siliwangi Tahun 2020. *Semantik*, 10(2), 155–162.
- Sudrajat, J. (2024). Enhancing the Quality of Learning through an E-Learning-Based Academic Management Information System at Madrasah Aliyah Negeri. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(2), 621–632. <https://doi.org/https://doi.org/10.62775/edukasia.v5i2.1724>
- Supriani, Y. (2022). Peran Manajemen Kepemimpinan dalam Pengelolaan Lembaga Pendidikan Islam. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 332–338. <https://doi.org/https://doi.org/10.54371/jiip.v5i1.417>
- Supriatna, U. (2025). Manajemen Keuangan Dalam Rangka Meningkatkan Mutu Madrasah. Tut Wuri Handayani: Jurnal Keguruan dan Ilmu Pendidikan, 4(4), 306–316.
- Supriatna, U. (2026). Peran Kepala Madrasah Dalam Peningkatan Kinerja Guru Di Madrasah Tsanawiyah. *Jurnal Tahsinia*, 7(1), 1–14.
- Taufiq, M. I. (2022). Pemanfaatan teknologi informasi dalam kegiatan administrasi perkantoran pada Kantor Desa Cikalong Kecamatan Cikalongwetan Kabupaten Bandung Barat. *Ministrate: Jurnal Birokreasi & Pemerintahan Daerah*, 4(3), 103–117.
- Tanjung, R. (2021). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 4(4), 291–296. <https://doi.org/https://doi.org/10.54371/jiip.v4i4.272>
- Ulfah, U. (2025). Integrasi Nilai-Nilai Syariah Dalam Meningkatkan Kesehatan Mental Karyawan. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 4(1), 64–80.
- Ulfah, U. (2026). Dampak Organisasi Harmonis Terhadap Motivasi Dan Produktivitas Karyawan Dalam Perspektif Syariah. *Jurnal Perbankan Syariah Indonesia (JPSI)*, 5(1), 173–190.
- Yuliani, Y. (2022). Pedagogical Social Interaction Communication Model in Developing Islamic National Education. *ITALIENISCH*, 12(1), 526–532.