



Integrating Islamic Education Management into School Administration to Improve the Effectiveness of Elementary School Management in Mulawarman

Sri Anggraini

Universitas Mulawarman, Indonesia

email:

srianggraini@gmail.com

Abstract

This study aims to analyze the integration of Islamic educational management into elementary school administration in Mulawarman and its impact on the effectiveness of school management. The research design employed is field research using a qualitative approach, involving interviews, participant observation, and document analysis. Informants included school principals, teachers, administrative staff, parents, and community leaders. The results of the study indicate that Islamic values such as honesty, discipline, and responsibility have been consistently applied in the planning, implementation, and evaluation of administration. The principal's transformational leadership encourages active participation from teachers and staff and strengthens internal communication. An Islamic school culture and the integration of local values enhance harmony in decision-making. Administrative support for teachers and the use of technology facilitate reporting, evaluation, and coordination. Community participation strengthens the legitimacy of policies and support for school resources. Quality assurance systems and periodic evaluations ensure continuous improvement and the effectiveness of administration. This study confirms that the integration of Islamic educational management can improve the quality of school management in a holistic manner and with a focus on character building among students. These findings can serve as a model for other schools in Indonesia to effectively implement Islamic value-based administration.

Keywords: Islamic Education Management, Elementary School Administration, Effectiveness, Management, Integration of Islamic Values, Transformational Leadership

Introduction

Elementary education serves as a strategic foundation for developing students' academic, social, moral, and spiritual competencies. At this level, schools function not only as venues for knowledge transfer but also as spaces for instilling values, discipline, and responsibility. Consequently, the effectiveness of elementary school management is largely determined by the quality of administration that underpins the entire educational process. Well-organized school administration facilitates program planning, resource organization, service delivery, and the evaluation of educational outcomes. In the Indonesian context, the demands on elementary schools are becoming increasingly complex, as schools are expected to balance academic achievement with character development. These conditions make strengthening school management an urgent necessity.

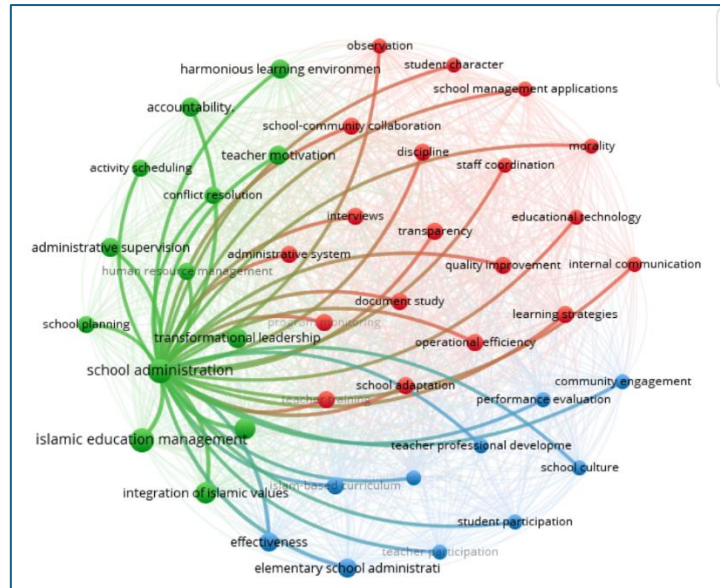


Figure 1. VOSviewer school administration

A search of the Scopus database using the keyword *school* administration yielded 21,382 documents. All of these documents were then exported in RIS format to facilitate the processing of bibliographic data. The RIS format was chosen because it is compatible with bibliometric analysis software, including VOSviewer. The extracted data was then visualized using VOSviewer to map relationships among keywords, authors, or research themes. This visualization aims to provide a more systematic and structured overview of the development of research *on school administration*. The results of this visualization are presented in Figure 1.

From an Islamic educational perspective, educational management is not merely understood as a technical process of organizing an institution, but as an effort to manage the educational mandate based on the values of honesty, justice, responsibility, consultation, and service. Islamic educational management places values at the core of administrative decision-making so that all institutional processes are guided by ethical principles and the greater good. Studies by Riinawati (2022), Sholikah and Sunarto (2024), Yuliani et al. (2025), Subkan (2025), and Alfaniah and Fauji (2024) indicate that the management of Islamic educational institutions must integrate the functions of planning, organizing, implementing, and supervising with Islamic normative principles. Thus, school administration should not be understood merely as a matter of correspondence, data collection, and reporting, but also as an instrument for shaping an organizational culture with character. This perspective is relevant for elementary schools in Mulawarman that face the need for effective educational management rooted in religious values. Therefore, the integration of Islamic educational management into school administration warrants further in-depth study.

The effectiveness of school administration is also greatly influenced by the principal's leadership. Several studies confirm that participatory, democratic, and transformational leadership can improve teacher performance, strengthen coordination, and drive more adaptive institutional change (Devi & Subiyantoro, 2021; Hermanto et al., 2021; Efendi & Rifa'i, 2025). The principal serves not only as an administrator but also as a visionary leader, a builder of work culture, and a catalyst for collaboration. In the elementary school setting, this role becomes increasingly

important because the quality of internal communication is crucial to the smooth implementation of instructional and administrative programs. Leadership aligned with Islamic values also contributes to the development of a culture of trustworthiness, discipline, and responsibility among teachers and educational staff. Thus, the principal's leadership is a key component in the integration of Islamic educational management.

In addition to leadership, school culture is a key factor in determining the success of school administration. A positive school culture shapes patterns of working relationships, communication practices, service ethics, and a shared commitment to institutional quality. Research by Garcia-Martinez et al. (2021) indicates that teacher collaboration is closely linked to school success, while Ismail et al. (2022) emphasize that school culture influences school effectiveness. Grgić and Jutzi (2024) also demonstrate that successful curriculum reform is significantly influenced by a school culture that supports change. In the context of Islamic education, a positive school culture is built not only through formal rules but also through the instillation of values such as etiquette, discipline, solidarity, and respect for knowledge. In the Mulawarman region, the interconnection between local values and Islamic traditions presents a significant opportunity for schools to build a contextually relevant organizational culture. Therefore, school administration must be developed with sensitivity to local culture and Islamic values.

Effective school management must also provide adequate administrative support to teachers. Teachers will not be able to perform their teaching duties optimally if the school administration does not provide a clear work system, facilities, supervision, and division of tasks. Zicans (2020) research emphasizes the importance of principal supervision in improving teachers' professional practices. Meanwhile, Syarifah and Buerahen (2023) as well as Tuala et al. (2024) demonstrate that effective curriculum management and constructive supervision contribute to enhancing teachers' competencies and the quality of graduates. Within the framework of Islamic education, support for teachers is not merely administrative but also moral and professional. School administration must facilitate teachers' teaching, reduce unnecessary bureaucratic burdens, and help teachers focus on the educational process. Therefore, the existence of an administrative system that prioritizes teachers' needs is one of the indicators of an effective school.

Another equally important dimension is quality assurance. Effective elementary schools require consistent standards of work, monitoring, evaluation, and follow-up. Mustapid et al. (2021) demonstrate that improving quality in madrasahs requires strategic planning, policy implementation, and continuous evaluation. Oktaviani et al. (2024) add that supervision of educational staff is a crucial component in meeting educational service standards. On a broader scale, Kumar et al. (2025) emphasize that accreditation and quality assurance remain vital tools in establishing credible educational governance. In elementary school administration, quality assurance targets not only academic outcomes but also service quality, discipline, accountability, and the character development of students. Thus, the integration of Islamic educational management must be accompanied by a systematic quality assurance system.

School administration in today's era is also required to adapt to technological advancements. Management information systems can enhance work efficiency, data accuracy, reporting transparency, and the speed of coordination. Darwis and Mahmud (2017) emphasize the importance of management information systems in Islamic educational institutions, while Sunarjo et al. (2024) demonstrate that the use of

information systems can support efficiency and decision-making. Monteiro et al. (2023) demonstrate that school management practices are increasingly linked to the use of digital technology, and Lee et al. (2025) underscore the importance of data-driven decision-making by school leaders. In the context of elementary schools in Mulawarman, administrative digitization must still be adapted to the readiness of human resources, infrastructure, and the school's work culture. The integration of Islamic values here is crucial so that technology does not remain merely an administrative tool but becomes a means of enhancing ethical services. Therefore, administrative digitization needs to be positioned as part of a strategy to strengthen school governance.

Community participation is also a key factor in the effectiveness of school management. Good relationships between schools, parents, community leaders, and the surrounding community can strengthen the legitimacy of policies and secure resource support. Studies by Castro et al. (2015) and Jeynes (2005) indicate that parental involvement has a positive impact on educational outcomes. Findings by Mahrianti et al. (2022), Monfrance et al. (2025), and Suharto and Sofyan (2023) also emphasize that parental and community participation must be facilitated in the planning, implementation, and evaluation of school programs. In Islamic-values-based elementary schools, community involvement is increasingly important because character education is built not only in the classroom but also through continuity between the school, the family, and the social environment. In Mulawarman, the closeness between community social values and religious traditions can be a major strength for strengthening school governance. Thus, community participation needs to be positioned as a strategic partner in school administration.

Based on the above discussion, it is clear that the effectiveness of elementary school management is determined not only by administrative orderliness but also by the school's ability to holistically integrate Islamic values, leadership, organizational culture, teacher support, quality assurance, technology, and community participation. However, studies specifically examining the integration of Islamic educational management into elementary school administration in Mulawarman remain relatively limited. In fact, the local context of Mulawarman offers a rich setting to observe how Islamic values and local culture are operationalized in daily administrative practices. Therefore, this study aims to analyze the integration of Islamic educational management into elementary school administration in Mulawarman and its impact on the effectiveness of school management. The research findings are expected to enrich the body of knowledge on Islamic education management while providing practical recommendations for elementary schools in similar regions. Thus, this study holds both theoretical and practical value for the development of value-based school governance.

Methodology

This study employs a field research design with a descriptive qualitative approach. This approach was chosen because the study focuses on gaining an in-depth understanding of the integration of Islamic education management practices into elementary school administration within a natural setting, rather than on statistically measuring relationships between variables. A qualitative design is relevant for examining meanings, experiences, patterns of interaction, and cultural constructions

that exist within the school environment (Fadli, 2021). The study was conducted at elementary schools in Mulawarman Regency with informants selected through purposive sampling, namely school principals, teachers, administrative staff, parents, and community leaders directly involved in educational management. Informants were selected based on their involvement, experience, and knowledge of school administrative practices. The research focused on planning, implementation, and evaluation of administration; leadership; school culture; support for teachers; use of technology; and community participation.

Research data were collected through in-depth interviews, participatory observation, and document analysis. Interviews were used to explore informants' perceptions, experiences, and explanations regarding the integration of Islamic values into school administration. Participatory observation was conducted to directly observe administrative processes, communication patterns, leadership, and the school's work culture. Document analysis included the examination of work programs, meeting minutes, activity schedules, evaluation reports, school regulations, and other supporting documents. Data validity was strengthened through source triangulation, methodological triangulation, and verification of findings with informants, in line with the importance of triangulation in qualitative research (Farquhar & Robson, 2020). Data analysis was conducted thematically through the stages of data reduction, data presentation, drawing conclusions, and repeated verification until consistent patterns of Islamic educational management integration were identified in the administration of elementary schools in Mulawarman.

Results

The research findings indicate that the integration of Islamic principles into the administration of elementary schools in Mulawarman has been implemented across various aspects of operational activities. School principals and administrative staff consistently emphasize the values of honesty, discipline, and responsibility in every managerial process. The application of these values is reflected in school activity planning, scheduling, and the implementation of learning programs. Administrative documentation indicates neat and transparent record-keeping, as well as continuous oversight. Teachers report that they receive clear guidance regarding operational standards and work ethics. This helps create order in the management of school activities.

Field observations revealed that the principal's leadership plays a crucial role in encouraging active participation among teachers and staff. Regular meetings and coordination sessions are held to ensure that all parties understand their respective responsibilities. The principal also actively provides guidance and motivation to improve staff performance. Teachers feel supported in implementing learning programs in accordance with established values. The participation of administrative staff in decision-making appears to have increased, particularly in the management of extracurricular activities. These results indicate that internal communication is functioning well and effectively.

Regarding school culture, local values closely tied to Islamic traditions are evident as guiding principles in every decision-making process. Routine activities such as morning prayers, observances of major Islamic holidays, and the cultivation of noble character are consistently practiced. Students demonstrate discipline and

respect toward teachers and peers. Documentation of school activities reflects efforts to integrate cultural values into learning and administrative activities. Teachers and the principal emphasize the importance of maintaining consistency between local traditions and educational goals. This reinforces the school's identity as an Islamic and morally grounded institution.

The interview results indicate that administrative support for teachers is very significant. Teachers reported adequate facilities, regular training, and performance evaluations that help improve the quality of learning. Administrative staff ensure that facilities and infrastructure are well-maintained so that teachers can focus on the teaching and learning process. Schedule management and task allocation are carried out systematically. Teachers feel valued and motivated to conduct learning activities optimally. This has a positive impact on the quality of interaction between teachers and students in the classroom.

Observation data also indicates that the school's quality assurance system operates continuously. Routine evaluation reports are prepared by administrative staff and discussed with the principal. All learning and administrative activities are monitored to ensure compliance with established standards. Students, teachers, and parents are given the opportunity to provide feedback regarding the quality of education. Documentation and monitoring records indicate continuous improvement in school management. This reflects the school's commitment to maintaining the quality of educational services.

Community involvement in school activities is very active. Parents and community leaders regularly attend school meetings and provide input on learning programs. Some social activities at the school involve collaboration with religious institutions and local communities. This participation strengthens the relationship between the school and the surrounding community. Teachers report that community support helps provide additional resources and facilities. These results demonstrate good synergy between the school and its social environment.

Research findings also indicate that the integration of technology into administration is proceeding gradually. The use of school management applications helps simplify activity reporting and staff performance evaluations. The principal and administrative staff use technology for internal communication and program monitoring. Teachers report ease in accessing administrative information and student academic data. The use of technology also improves time efficiency and transparency in school management. Although there are some infrastructure challenges, the school strives to maximize available resources.

In curriculum development, the integration of Islamic values is evident in every subject and learning activity. Teachers emphasize good morals and positive character as part of the learning process. Scheduling of activities and preparation of learning materials are carried out with attention to the balance between academic and spiritual values. Classroom observations show that students are active in participating in activities aimed at character building. The principal conducts periodic evaluations to ensure the continuity of the curriculum. This creates consistency between academic learning and moral development.

The quality of internal communication at the school is good and supports coordination among staff. Regular meetings and daily briefings facilitate information exchange and problem-solving. Teachers and administrative staff understand their

respective roles and responsibilities. The task distribution process is carried out clearly and transparently. Students receive consistent information from teachers, ensuring that the learning process runs smoothly. A conducive work environment is fostered through mutual respect and teamwork.

Human resource management is conducted systematically and based on competencies. The recruitment, training, and performance evaluation processes are carried out in accordance with the standards set by the school. Teachers and administrative staff are provided with opportunities for ongoing professional development. The principal provides clear guidance regarding each individual's responsibilities. Teachers feel motivated and supported in carrying out their duties. This fosters administrative effectiveness and improves the quality of learning.

School performance evaluations and monitoring are conducted periodically. Evaluation reports cover academic achievement, administration, and student conduct. The principal discusses the evaluation results with teachers and administrative staff to determine corrective actions. Evaluation data is used for evidence-based decision-making. Teachers receive constructive feedback regarding their teaching performance. This supports continuous improvement in school management.

Internal conflict management in schools is handled proactively. The principal and administrative staff are able to identify potential issues before they escalate into serious conflicts. Problem-solving mechanisms are implemented fairly and in accordance with applicable regulations. Students and teachers feel that the school environment is safe and comfortable. Observations indicate that open communication is key to reducing tension. This process helps maintain stability and harmony in the school.

Research findings also indicate good coordination among various school stakeholders. The principal, teachers, administrative staff, and the community collaborate in organizing instructional and extracurricular activities. Information and decisions are shared transparently and in a timely manner. Each party clearly understands their roles and responsibilities. Students respond to the well-organized learning environment through active participation. This strengthens the overall effectiveness of school management.

Overall, elementary schools in Mulawarman demonstrate effective and structured administrative practices. The integration of Islamic values is evident in all aspects of school activities, ranging from curriculum management and communication to human resource management. Observations, interviews, and administrative documents reveal consistency in program implementation. Teachers, administrative staff, and school principals play an active role in ensuring the continuity of activities. Community participation and the use of technology support efficient management. The research findings confirm that schools are capable of creating a learning environment that is harmonious, productive, and oriented toward moral values.

Discussion

The research findings indicate that elementary school administration in Mulawarman does not function merely as a bureaucratic process, but also as an institutional practice influenced by the values of honesty, discipline, trustworthiness,

and responsibility. These results align with the view that Islamic educational management places values at the foundation of institutional governance, rather than merely as normative supplements (Riinawati, 2022; Sholikah & Sunarto, 2024; Yuliani et al., 2025; Subkan, 2025; Alfaniah & Fauji, 2024). These values are evident in the development of programs, task allocation, reporting, and administrative oversight that are more orderly and transparent. Thus, the integration of Islamic educational management implies that school administration is not value-neutral but is directed toward supporting holistic educational goals. These findings demonstrate that administrative effectiveness increases when schools are able to link technical management with moral orientation. In this context, strengthening value-based administration becomes a crucial foundation for elementary schools.

From a leadership perspective, school principals have been shown to play a central role in motivating teachers and educational staff. Practices such as regular meetings, briefings, work motivation, setting a good example, and the clear delegation of authority demonstrate a participatory and transformational leadership style. These findings are consistent with the research by Devi and Subiyantoro (2021), Hermanto et al. (2021), and Efendi and Rifa'i (2025), which affirm that school principal leadership contributes to educational quality and teacher performance. At the same time, a principal's ability to use administrative information and data for decision-making also serves as a key indicator of effective governance (Lee et al., 2025). This indicates that leadership in elementary school administration must integrate moral, relational, and managerial dimensions simultaneously. Therefore, the principal serves as both a values-guide and a change manager.

An Islamic and collaborative school culture emerged as the next key finding. The practice of prayer, respectful behavior, discipline, and collaborative task completion collectively shape an organizational culture that supports the school's operational effectiveness. These results align with the research by García-Martínez et al. (2021) on the importance of teacher collaboration, Ismail et al. (2022) on the influence of school culture on school effectiveness, and Grgić and Jutzi (2024) on the link between school culture and the success of curriculum reform. Furthermore, the findings of Rofifah et al. (2021) indicate that a strong organizational culture is also associated with teacher motivation and performance. In the context of Mulawarman, a school culture rooted in Islamic traditions and local values strengthens social cohesion among school community members. This implies that school administration will be more effective when grounded in a mutually agreed-upon organizational culture.

The research findings also underscore the importance of administrative support for teachers. Better-organized scheduling, the provision of facilities, training, and more targeted supervision enable teachers to focus more on teaching. These findings align with Zcan's (2020) perspective on the importance of principal supervision, as well as with the research results of Syarifah and Buerahen (2023) and Tuala et al. (2024), which indicate that curriculum management influences graduate quality and teachers' professional competencies. In a broader sense, good administrative support not only facilitates teachers' work but also strengthens the professional climate in schools. This demonstrates that effective school administration should function as a learning support system. Thus, teachers should be the primary focus of school governance supported by it, rather than burdened by excessive administrative procedures.

In terms of quality and technology, the research findings indicate that routine evaluations, monitoring, periodic reporting, and the use of administrative applications

help schools operate more systematically. These findings align with Mustapid et al. (2021) regarding the importance of strategic management for quality improvement, Oktaviani et al. (2024) on the supervision of educational personnel, and Kumar et al. (2025) regarding the role of quality assurance in educational governance. From the perspective of digitalization, the research results also support the findings of Darwis and Mahmud (2017), Sunarjo et al. (2024), and Monteiro et al. (2023) that information systems and digital technology can improve school efficiency and coordination. However, this study indicates that administrative digitization in Mulawarman s elementary schools remains gradual and heavily dependent on human resource readiness and infrastructure. Therefore, administrative digitization must be understood as an adaptive process that must uphold the values of integrity, accuracy, and accountability. In this context, the integration of technology and Islamic values actually strengthens the quality of school governance.

Community involvement is a factor that enhances the overall effectiveness of school management. The participation of parents, community leaders, and religious institutions has been shown to assist schools in program support, policy legitimacy, and the provision of additional resources. These findings align with the meta-analyses by Castro et al. (2015) and Jeynes (2005), and are supported by the research of Mahrianti et al. (2022), Monfrance et al. (2025), and Suharto and Sofyan (2023), which emphasize the importance of parental and community involvement in school life. In the context of Islamic-values-based elementary schools, such involvement also strengthens the continuity of character development between home, school, and the community. This indicates that the effectiveness of school administration is determined not only by the institution s internal capacity but also by the quality of its external relationships with its social environment. Thus, the integration of Islamic education management in Mulawarman has proven to be more effective when supported by active social partnerships.

Conclusion

This study indicates that the integration of Islamic educational management into elementary school administration in Mulawarman is effective and comprehensive. Islamic values such as honesty, discipline, and responsibility have been applied in the planning, implementation, and evaluation of administration. The principal s transformational leadership encourages teacher and staff participation and strengthens internal coordination. A school culture that adopts local Islamic traditions serves as the foundation for administrative decision-making. Administrative support for teachers, including training, facilities, and evaluation, improves the quality of learning. Quality assurance systems and periodic evaluations provide direction for continuous improvement. Active community participation strengthens the legitimacy of policies and support for school resources. The use of technology facilitates reporting, communication, and program monitoring. Conflict management is conducted proactively and based on values, creating a safe and conducive learning environment. Overall, the integration of Islamic educational management has successfully improved the effectiveness of elementary school administration.

The research findings also underscore the importance of balancing spiritual values with academic achievement. A curriculum that integrates Islamic educational principles strengthens students moral values and character. Effective internal

coordination and communication ensure clear task distribution and reduce internal conflicts. Systematic, competency-based human resource management supports the professional development of teachers and administrative staff. Evidence-based performance evaluation and monitoring serve as the foundation for strategic decision-making. The use of technology supports administrative efficiency and transparency. The integration of local cultural values helps create a harmonious learning environment that is relevant to the community. The principal serves as an agent of change who motivates all parties to improve performance. Collaboration between the school, teachers, staff, and the community strengthens the effectiveness of management. Research indicates that school administration can serve as a vehicle for the holistic implementation of Islamic principles.

This study recommends that the integration of Islamic values be systematically strengthened across all aspects of school administration. School principals need to practice transformational leadership that is adaptable to internal and external dynamics. Strengthening an Islamic school culture can enhance student and teacher engagement. Community participation must continue to be facilitated to support the school's legitimacy and resources. Administrative support for teachers must be sustained and based on learning needs. The quality assurance system needs to be evaluated regularly to achieve continuous improvement. The use of technology must be optimized for administrative efficiency and transparency. Internal coordination and conflict management must be carried out fairly and based on values. The curriculum must be continuously developed to remain relevant to academic and spiritual educational goals. Thus, elementary schools in Mulawarman can become effective, Islamic educational institutions that are responsive to the challenges of modern education.

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