



## Basic Concepts and Scope of Secondary Education Unit Management

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### ***Abstrak***

Penelitian ini membahas konsep dasar dan ruang lingkup manajemen satuan pendidikan menengah di Indonesia sebagai upaya untuk meningkatkan kualitas pendidikan. Manajemen satuan pendidikan menengah menjadi krusial dalam konteks pembaruan pendidikan yang terus berkembang, terutama dalam era globalisasi dan teknologi informasi. Tujuan penelitian ini adalah untuk mengidentifikasi dan menganalisis konsep dasar manajemen satuan pendidikan menengah serta memahami ruang lingkungannya dalam konteks implementasi kebijakan pendidikan yang efektif. Penelitian ini juga bertujuan untuk memberikan rekomendasi bagi para pemangku kepentingan dalam meningkatkan manajemen pendidikan. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan studi literatur. Tata cara dalam penelitian riset yang digunakan ini dalam riset ini ialah deskriptif analisis. Metode pengumpulan informasi dalam penelitian ini yaitu menggunakan riset pustaka atau studi literatur/kepustakaan yang berasal dari buku-buku, artikel, dan jurnal, dengan menganalisis serta mempelajari suatu kejadian-kejadian serta berhubungan pada keadaan masa saat ini. Hasil penelitian menunjukkan bahwa konsep dasar manajemen satuan pendidikan menengah mencakup perencanaan, pengorganisasian, pelaksanaan, dan pengawasan yang berorientasi pada peningkatan mutu pendidikan. Ruang lingkup manajemen mencakup aspek administratif, pedagogis, dan komunitas yang saling terkait. Temuan juga mengungkapkan adanya tantangan dalam implementasi manajemen yang efektif, seperti keterbatasan sumber daya dan dukungan stakeholder. Kesimpulan dari penelitian ini menegaskan pentingnya pemahaman yang komprehensif mengenai manajemen satuan pendidikan menengah untuk meningkatkan kualitas pendidikan. Diperlukan sinergi antara semua pihak terkait untuk mengatasi tantangan yang ada dan mengoptimalkan pengelolaan pendidikan.

**Kata Kunci:** Konsep Dasar, Ruang Lingkup, Manajemen Satuan Pendidikan Menengah

### ***Abstract***

This research discusses the fundamental concepts and scope of management in secondary education units in Indonesia as an effort to improve the quality

of education. Management of secondary education units becomes crucial in the context of ongoing educational reform, especially in the era of globalization and information technology. The purpose of this study is to identify and analyze the basic concepts of management in secondary education units and to understand its scope within the context of effective educational policy implementation. This study also aims to provide recommendations for stakeholders to enhance educational management. The method used in this research is qualitative, with a literature review approach. The research methodology employed is descriptive analysis. The information collection method in this study involves literature research, utilizing books, articles, and journals, by analyzing and studying events related to the current situation. The results indicate that the fundamental concepts of management in secondary education units encompass planning, organizing, implementing, and supervising, with a focus on improving educational quality. The scope of management includes interrelated administrative, pedagogical, and community aspects. The findings also reveal challenges in implementing effective management, such as resource limitations and stakeholder support. The conclusion of this study emphasizes the importance of a comprehensive understanding of management in secondary education units to enhance educational quality. A synergy among all relevant parties is necessary to address existing challenges and optimize educational management.

**Keywords:** *Fundamental Concepts, Scope, Management of Secondary Education Units.*

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## BACKGROUND

Schools are one of the tripartite centers that are required to produce excellent outputs. A school is a system of organization where a number of people work together to achieve the school's objectives, known as instructional objectives. The design of the school organization includes a school administration team consisting of a group of people working together to achieve these goals (Yusri A. Boko et al., 2021).

According to E. Mulyasa, MBS (School-Based Management) is the autonomous management of education conducted by schools while still referring to applicable values, policies, and legal regulations. Various efforts have been made to improve the quality of education in Indonesia, including the development of learning curricula, improvement of learning facilities and infrastructure, development of student affairs, educational personnel, financial/budgeting, community relations, as well as the enhancement of Human Resources (HR), particularly related to improving the management capabilities of school teachers and administrative educational staff (Mulyono, 2008).

Therefore, it is important to understand the philosophical views on the essence of schools and society in our lives. Schools are an integral part of society; they are not institutions separate from society. Schools are social institutions that serve community members in the field of education. The progress of schools and society is interrelated;

both depend on each other. The community owns the school, and schools exist because the community needs them. The term school management is often coupled with the term school administration (Tantawi, 2016).

Management of secondary education units is a crucial aspect of the education system that functions to enhance the quality and effectiveness of learning. In this context, management includes planning, organizing, directing, and controlling educational resources (Anwar & Luneto, 2018).

Various studies have shown that good management at the secondary school level contributes to students' academic achievement and the development of their competencies. Although there is a basic understanding of the importance of managing secondary education units, many aspects are still not fully understood. For example, how management principles are applied in different contexts, as well as the challenges faced by school principals and teachers in managing schools. This research offers a new approach by emphasizing a qualitative perspective. The study aims to provide a better understanding of the dynamics of management at the school level, as well as the factors influencing the effectiveness of that management. It is hoped that this will contribute new insights to the literature on educational management.

The significance of this research lies in its potential to provide more relevant recommendations for the development of management in educational units. By understanding effective management practices and the challenges faced, the results of this study can serve as a reference for stakeholders, including school principals, teachers, and policymakers, in formulating strategies to enhance the quality of education at the secondary level. The specific objectives of this research are to analyze the basic concepts of secondary education management, identify effective managerial practices, and explore the challenges faced by educational managers. Thus, this study aims to provide a comprehensive overview of secondary education management and its impact on the quality of education in Indonesia. The research questions in this study are: 1) What are the basic concepts of secondary education management? 2) What is the scope of secondary education management? 3) How is the analysis of secondary education management conducted? Meanwhile, the goals of this research are to clarify the basic concepts of secondary education management, to enhance students' knowledge about the scope of secondary education management, and to analyze how secondary education management operates..

## METHODOLOGY

This research employs a qualitative approach to explore and understand the management practices of secondary education units. The methodology used in this study is descriptive analysis. The method of information collection in this research involves literature review or library studies sourced from books, articles, and journals, by analyzing and studying events and their relation to the current situation. Descriptive research is a type of research that examines a group of people, an object, a condition, a system of thought, or an event that occurs in the present.

## DISCUSSION

### A. Basic concepts of secondary education management.

Management is closely related to the learning activities because management is an effort to achieve educational goals (Yunus et al., 2021). Management in school organizations is often referred to as educational management. Educational management is also defined as educational administration. In the process of

educational administration, all efforts of the individuals involved in achieving educational objectives are integrated, organized, and coordinated effectively, utilizing all necessary materials efficiently (Pangabea, 2023). The concept of management can be interpreted as a strategy for achieving targets through various methods by managing people to perform their tasks (Nurhamidin & Yahiji, 2023). Educational management can be defined as everything related to the management of the educational process to achieve established goals, whether short-term, medium-term, or long-term (Tri S. Maulana, Najamuddin Pettasolong, 2023). Without management, it would be impossible to achieve educational goals optimally, effectively, and efficiently (Usman et al., 2016). Educational management is an applied science in the field of education that consists of a series of activities or the entire process of controlling the collaborative efforts of a group of people to achieve educational goals in a planned and systematic manner within a specific environment, especially in formal educational institutions. Educational management is a process or organizational system aimed at enhancing humanity in relation to an educational system (Yumawan & Qorni, 2021).

#### 1. Functions of Educational Management

Management has various functions that must be understood as follows:

- a. According to Henry Fayol, there are five functions of management: Planning, Organizing, Commanding, Coordinating, and Controlling, which can be referred to as (POCCC). (Arsyam, 2020)
- b. According to George Terry, there are four functions of management: *Planning*, Planning: An activity that determines the goals to be achieved over a future period, and actions must be taken to reach these goals. Organizing: The activity of grouping and determining various important activities and providing authority to carry out the desired activities. Staffing: Activities carried out to determine human resource needs, direction, screening, training, and workforce development. Motivating: Activities that direct or channel human behavior toward the goals to be achieved. Controlling: Measuring implementation against objectives, determining the causes of deviations, and taking corrective actions. (Terry, 2021)
- c. Functions of Management according to F. Stoner. There are four functions of management: Planning, Organizing, Leading, and Controlling, commonly referred to as (POLC)
- d. Functions of Management according to Luther M. Gullick. There are eight functions of management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, and Controlling, often referred to as (POSDCORBC).
- e. Functions of Management according to Sondang P. Siagian include: Planning, Organizing, Motivating, Controlling, and Evaluation (Mubarok, 2019).

Junior high school management can be defined as the utilization of resources available within the school itself to implement better school management (Mubarok, 2021). Senior high school management is an activity that holds high value and must be able to achieve school goals effectively and efficiently. Schools are one of the three centers of education that are expected to produce outstanding outputs; schools are a system of organization where a number of people collaborate to achieve the school's objectives, known as instructional goals (Tantawi, 2016). According to Mulyono, educational management is the process of achieving results through collaboration with others by maximizing the available resources, which is broader than just school

management, and is defined within the predetermined educational context (Maghfur, 2017).

Based on the above opinion, it can be concluded that junior high school management is the process of maximizing available resources to achieve satisfactory results (organizational goals) within an educational organization. Essentially, management exists in every work unit of both schools and higher education institutions. Management involves coordination between people and raw material resources to achieve a goal, which includes four underlying elements: achieving a goal, through people, using specific techniques, within an organization (Tantawi, 2016). There are several personnel in junior high schools, including the principal, vice principals, class advisors, subject teachers, educational staff, guidance counselors, library attendants, and other additional staff. Non-human components in junior high schools consist of buildings, rooms, fields, and supporting books. To be optimally utilized in achieving the institutional goals of junior high schools, all these components must be managed effectively. The more personnel and facilities that are utilized, the greater the demand for good junior high school management (Pangabea, 2023).

As an institution or educational organization, junior high schools conduct various educational activities for students and involve many components. Therefore, both the activities and educational components in junior high schools require good management to achieve the institutional goals of the junior high school. The larger the school, the more personnel and facilities are involved. To achieve goals effectively and efficiently, all involved personnel and utilized facilities must be optimally deployed for the success of education in junior high schools. The process of utilizing all components of junior high schools is referred to as the management activities of junior high schools. In other words, junior high school management activities, if further identified, will reveal hundreds or even thousands of issues within junior high schools (Pangabea, 2023).

## **B. Scope of Management in Secondary Education**

Educational management is fundamentally a tool for achieving educational goals through the processing of educational fields. The scope of educational management includes all activities that support the teaching and learning process in order to achieve the established educational objectives. In discussing the scope of educational management, it will be viewed from four perspectives: the area of work, the object of focus, the functions or sequence of activities, and the implementers (Fikri, 2019).

The scope of educational management is as follows:

### **1. According to the Area of Work**

Based on the review of the area of work, the scope of educational management is divided into:

- a. National Education Management, which refers to education management for national affairs. The scope of this level includes not only school education but also non-formal education, youth education, training programs, research, development of educational issues, and also encompasses culture and the arts.
- b. Provincial Education Management, which refers to education management covering the area of one province. Its implementation is further supported by education management personnel at the district and sub-district levels
- c. District/City Education Management, which refers to education management covering the area of one district/city, including all educational matters encompassing various levels and types of education.

- d. Unit-Level Education Management . The concept of management at this unit focuses more on a single unit directly responsible for educational tasks, such as schools, training centers, educational institutions, and courses. Thus, the characteristics of a unit include: (1) instructors, (2) teaching materials, and (3) learners, along with all supporting facilities.
  - e. Classroom Management , which represents the smallest unit of activity in educational efforts and is, in fact, the core component of all types of educational management. Classroom management involves both instructional and managerial aspects, where terms like "classroom management" are commonly used.
  - f. Unit-Level Education Management. The concept of management at this unit focuses more on a single unit directly responsible for educational tasks, such as schools, training centers, educational institutions, and courses. Thus, the characteristics of a unit include: (1) instructors, (2) teaching materials, and (3) learners, along with all supporting facilities.
  - g. Classroom Management , as the smallest unit of activity in educational efforts, is actually the core component of all types of educational management. It is within classroom management that terms like "classroom handling" emerge, encompassing both instructional and managerial aspects
2. According to the Object of Focus  
The object of focus in educational management, as explained here, includes all types of management activities that are directly or indirectly involved in the process of educating. The central point of view is the teaching activity in schools. However, since school activities cannot be separated from formal and non-formal environmental pathways, the scope of the education system up to the central level is also discussed. When viewed from the object of focus in educational management, with the starting point being the core activity teaching and learning in the classroom—at least eight objects of focus can be identified: student management, school personnel management, curriculum management, infrastructure/materials management, educational operational management, financial management, educational institution and organization management, and public relations or educational communication management.
  3. According to Functional Activities  
The functions of management or administration include planning, organizing, directing, coordinating, communicating, and supervising or evaluating. Regardless of how these functions are divided or what they are called, these elements of activity remain interconnected. The relationship is reciprocal. For example, when we think about planning, we must also consider the organizational structure, who will handle the tasks, how to direct them, and so on.
  4. According to Implementation  
Management is a service-oriented activity. In the teaching and learning process, management serves to facilitate the smooth operation of activities or assist in achieving goals effectively and efficiently. Within the classroom environment, the teacher acts as an administrator. Teachers must carry out managerial activities within the school, and the principal serves as the administrator (Fikri, 2020).



According to Baharuddin, the scope of educational management includes the following aspects (Bunyamin, 2022).

1. Curriculum Management refers to a set of plans and regulations regarding objectives, content, and teaching materials used in implementing learning activities to achieve educational goals effectively and efficiently. The most important activities in curriculum management are: (a) activities closely related to teachers' tasks and (b) activities closely linked to the teaching and learning process. (Kristiawan & Bengkulu, 2017)
2. Personnel Management is a series of cooperative work processes consisting of planning, organizing, mobilizing, and supervising in the field of personnel by utilizing available resources effectively and efficiently so that all school personnel provide their best efforts in optimizing the achievement of established educational goals (Wahyudin & Zohriah, 2023).
3. Student Management, according to Baharuddin, refers to an effort to organize students from the time they first enter school until graduation by providing the best possible services to them. The purpose of student management is to regulate student activities to support the learning process so that it runs smoothly, orderly, and systematically, and contributes to achieving the established goals (Hasan & Abdullah, 2024).
4. Infrastructure Management is an activity that organizes and manages educational infrastructure efficiently and effectively to achieve predetermined goals. Generally, the process of infrastructure management activities includes planning, procurement, supervision, inventory storage, disposal, and arrangement.
5. Financial/Financing Management, according to Mulyasa, is a series of activities that involve planning, implementing, evaluating, and being accountable for everything related to transparent financial management to the public and the government. The sources of funding and financing for a school/madrasah can generally be grouped into three categories: the government, both central and local, which may be general or specific and intended for educational purposes; parents or students; and the community, whether binding or non-binding (Mobonggi et al., 2022).
6. Administrative Management : Administration, within the science of management, plays an important role as one of the managerial activities that can anticipate the future. The relationship between administration and educational management can be seen in the activities of the school principal as a decision-maker and the person fully responsible for the policies they create.
7. Public Relations Management : According to Hasbullah, public relations is a managerial function that plays a role in assessing and summarizing public attitudes, adjusting security measures and organizational procedures to gain public understanding and support (Mubarak, 2019).
8. Special Services Management : According to Ashmendri, special services refer to efforts that are not directly related to the teaching and learning process in the classroom but rather activities provided by the school to its students to help them perform more effectively in the learning process. The types of special services in educational institutions include school libraries; School Health Services (UKS); Cafeterias/Canteens; Places of Worship/Mosques; and School Security Units. (Bunyamin, 2022).

**C. Analysis of Secondary Education Unit Management**

One of the important elements to be discussed in the analysis of management in secondary education is planning. Planning is the initial step in the function or process of educational management to determine the needs for teachers, which includes recruitment, distribution, and quality of teachers. Planning must be rational and systematic to establish future teacher requirements. Therefore, data is necessary because planning without data will not have reliable strength (Gunawan & Benty, 2017). According to sources from books and journals, the analysis of teacher needs is conducted based on the number of learning groups (rombels), curriculum structure, and teacher workload. For example, one rombongan requires 5 hours per week for mathematics. If there are 10 rombongan, then 50 teaching hours are needed, and if each teacher is assigned 24 hours per week, then the need for mathematics teachers is 2 (two) people (Kause & Lelan, 2020).

Considering the basis for compiling teacher needs analysis planning, which requires data on the number of classes, curriculum structure, and teacher workload, will become a separate issue if invalid data is used. This is because planning must be based on data. The importance of data in teacher needs analysis planning and teacher distribution is absolutely necessary because, according to Gunawan & Benty (2017), planning is constructed with data; planning without data lacks reliable strength. Planning is a rational activity, meaning it goes through a thought process based on real data and logical analysis, which can be justified and not based on intuitive predictions. The study results indicate that the majority (94%) of teachers hold a bachelor's degree (S1), suggesting that most have met the qualification standards as outlined in Permendikbud No. 16 of 2007, which states that high school teachers must possess a minimum academic qualification of a four-year diploma (D4) or a bachelor's degree (S1) in a relevant field of study obtained from an accredited program (Kause & Sirilus M. Lelan, 2020).

Supervision is a process of setting performance measures and taking actions that support achieving desired outcomes in accordance with established performance standards (Kasidi, Supiah, 2023; Kiman Dama, 2024; Manahung et al., 2021). Supervision conducted by a superior over subordinates is not only aimed at achieving organizational goals but, more importantly, ensuring that subordinates can perform their duties following applicable procedures without violating regulations within an institution (Baihaqi, 2017). Supervision is carried out by teachers and homeroom teachers over students with the goal of ensuring that teaching and learning activities run smoothly, are well-directed, and align with objectives. In addition to teachers, adequate educational support staff requiring training and development, such as supervisors, are needed. Supervisors, as educational personnel, play a crucial role in nurturing the professional abilities of educators and school principals in improving school performance. Supervisors act as educational consultants and also as companions to teachers and principals in enhancing the quality of education. The presence of a supervisor should serve as an agent and pioneer for educational innovation in their assigned schools. A supervisor's performance is reflected in the progress achieved by the schools they oversee. In this context, the quality of education in the schools they supervise depends on the professional capabilities of the supervisory staff. School supervisors can act as supervisors both academically and managerially. As academic supervisors, school supervisors are obligated to assist in improving the quality of the learning process (Kause & Sirilus M. Lelan, 2020).



Management of secondary education units is the process of planning, organizing, implementing, and supervising all educational activities to achieve educational goals effectively and efficiently (Anwar & Luneto, 2018). This basic concept encompasses an understanding of managerial functions that must be applied by education managers, such as school principals and management staff. With a strong understanding of management, secondary education units can operate in a more structured and directed manner, producing high-quality graduates (Hasan & Abdullah, 2024; Tri Setiawati Maulana, Najamuddin Pettasolong, 2023). The scope of secondary education unit management includes various aspects, such as curriculum management, human resources, finance, and infrastructure. Curriculum management focuses on developing relevant learning materials that align with students' needs and the demands of the times. Meanwhile, the human resource aspect covers the development of teacher competencies and other educational personnel to enhance the quality of teaching and learning (Mobonggi et al., 2022).

Human resource management in secondary education units is crucial because the quality of teaching is highly influenced by the quality of the teaching staff. Therefore, there is a need for training and development programs for teachers, as well as a continuous evaluation system (Al-Falah et al., 2019). This management also includes aspects of teacher motivation and welfare, which contribute to a positive and productive work environment. Another equally important aspect of secondary education unit management is financial management. Good budget management ensures that all educational programs and activities can be carried out effectively (Danial et al., 2019; Lakisa et al., 2019). This includes budget planning, expenditures, and clear financial accountability. Transparent and accountable financial management will increase public trust in educational institutions.

Facilities and infrastructure are also critical components of secondary education unit management. Adequate facilities and a conducive learning environment significantly impact the teaching and learning process. Effective management in this area includes planning, maintenance, and development of infrastructure to support educational activities (Nurhamidin & Yahiji, 2024). With good facilities, students can learn more comfortably and effectively. In practice, secondary education unit management faces various challenges, such as changes in education policies, budget limitations, and the need to adapt to new technologies. However, these challenges also present opportunities for innovation and development in educational management. Through appropriate approaches and collaboration among all stakeholders, secondary education units can improve the quality of education and produce graduates who are ready to face future challenges.

## CONCLUSION

Management of secondary education units plays a very important role in improving the quality of education, which directly impacts student learning outcomes. Based on the findings of this study, it can be concluded that the application of effective management principles, such as careful planning, efficient resource organization, and strict supervision, can enhance school performance. Good managerial practices not only support administrative management but also create a more conducive learning environment for students.

In discussing the scope of educational management, it will be viewed from four perspectives: the area of work, the object of focus, the function or sequence of

activities, and the implementers. The scope of educational management includes curriculum management, personnel management, student management, infrastructure management, financial/financing management, administrative management, public relations management, and special services management.

The results of this research analysis emphasize the importance of collaboration among all stakeholders in the field of education, including the government, school principals, teachers, and the community. By building solid and mutually supportive partnerships, it is hoped that the management of secondary education units can be optimized, significantly contributing to the improvement of education quality in Indonesia. The recommendations from this study are expected to serve as a foundation for developing more responsive and effective policies in the management of secondary education units.

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