

Good Governance in Principal Leadership in Improving School Brand Image

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Abstract:

This study explores the application of the concept of Good Governance in the leadership of the Principal of SDN 2 Gunung Malang as an effort to improve the school's brand image. Using a qualitative approach with a case study type, this study focuses on how the application of Good Governance principles, such as transparency, accountability, and participation, can strengthen the principal's leadership in creating a conducive educational environment and improving the school's reputation. The case study was conducted in depth, highlighting aspects of human resource management, infrastructure, student achievement, and graduate quality at SDN 2 Gunung Malang. The results of this study provide insight into the influence of Good Governance implementation on school image and how appropriate policies can support the continued development of schools effectively and sustainably.

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INTRODUCTION

Good Governance is a concept used by the government to build and implement principles of professionalism, transparency, democracy, accountability, efficiency, service that prioritizes customer satisfaction, is effective and accepted by the entire community, prioritizing the less fortunate in political, economic and social aspects.(Abdullah & Burhanuddin, 2023). Good governance is a necessity in transparency, increasing efficiency in all areas to achieve a desire (efficiency), obligation or responsibility (responsibility) and fairness. Good governance is conveyed by Anggara in his book "State Administration Science (a study of concepts, theories and facts in an effort to create Good Governance)" which is a concept of governance to build and apply the principles of professionalism, transparency, democracy, accountability, efficiency, service, prime principles and can be accepted by the entire community.

In Sartono's view, leadership has two strategic roles: influencing and motivating. These strategic roles must be fulfilled by a leader in an effort to build good governance



with effective and efficient employee performance. Meanwhile, administrative staff, or clerical workers, play a key role in building good governance in schools, as they work in leadership, finance, registration, personnel, and other areas.(Astuti & Winarni, 2023).

The achievements of students and qualified and competent human resources are a form of public service. Student achievement is crucial for the community in enhancing the brand image and quality of education, improving the quality of teaching and non-teaching staff, and ensuring high-quality educational service management. In this modern era, leadership, especially in the field of educational leadership, is essential for creating good governance, including honesty, openness, accountability, and so on.

As a primary education institution, Gunung Malang 2 Public Elementary School faces challenges in building a positive image and reputation in the eyes of the public. One effective way to achieve this is by improving the school's brand image. A good brand image will reflect the quality of education provided and create trust among students, parents, and the surrounding community. Therefore, the leadership of the principal who prioritizes the principles of Good Governance plays a crucial role in improving the school's brand image, by realizing transparent, participatory, and responsible management. Furthermore, adequate and high-quality facilities are crucial in improving the school's brand image. Facilities include not only physical buildings but also various infrastructure that support the learning process and other activities at the school.

Educational institutions are currently competing to create a good brand image to attract the interest of the public/new students, thereby increasing the competitiveness of education. Therefore, educational institutions must be able to develop their brands by coming up with new innovations by finding ideas to improve the brand so that they can compete with other educational institutions, by competing to attract interest from the public and forming a brand image that sticks in the minds of the public.(Karim, 2024).

Governance at SDN 2 Gunung Malang must be better than the previous government. In the context of developing an educational institution, the implementation of Good Governance is very important to create an effective, efficient, and responsive government to the needs of students, teachers and staff, and especially to the community to create a good school brand image. These principles aim to ensure that the policies taken by the Principal reflect the interests of the school and are implemented in a fair and transparent manner.

The brand image of SDN 2 Gunung Malang is the public's perception or image of an educational institution, formed from experiences, information, and interactions between the school and students, parents, and the general public. In the context of education, brand image serves as a representation of the quality of education offered, the values upheld, and the learning environment within. A positive brand image can significantly impact a school's reputation, increase public trust, and attract students and parents to choose the school as a place to continue their education.

So from That, It is important to understand how a school's brand image is built, the factors that influence public perception of a school, and how schools can manage this image to create an environment that supports optimal student development. This study will discuss various strategies and challenges faced by schools in building and

maintaining a positive brand image amidst increasingly complex competition.

A principal with strong leadership skills must be able to make wise decisions, manage school resources efficiently, and motivate all stakeholders to achieve desired educational goals. This leadership is not merely transactional but also transformational, encouraging positive change and innovation in educational practices. In this context, the principal must be able to adapt to changing times, overcome existing challenges, and strengthen collaboration between teachers, parents, and the surrounding community to create an optimal learning environment.(Muttaqien et al., 2024).

In Indonesia, the role of the principal is receiving increasing attention in the context of improving the quality of education. Principals with a clear vision, strong managerial skills, and the ability to innovate are expected to be agents of change, leading their schools to success. Therefore, it is important to delve deeper into the leadership styles of principals, the challenges they face, and how such leadership can contribute to improving the quality of education at the elementary and secondary levels.

The author hopes that this research will serve not only as a new reference for developing brand image in educational institutions, specifically SDN 2 Gunung Malang, but also as information on the importance of principal management and leadership. This will enable the program at SDN 2 Gunung Malang to be beneficial and to disseminate its noble goal of creating a school community that is responsible for management, leadership, and good school governance, in order to support sustainable development.

RESEARCH METHOD

This study aims to explore and understand how good leadership and governance contribute to brand image at SDN 2 Gunung Malang, both within and outside the school environment. Using a qualitative approach, this study will explore the principal's experiences and perspectives regarding the implementation of leadership at SDN 2 Gunung Malang.

This research approach is qualitative, employing a case study method. This method was chosen because it can provide a deeper understanding of the leadership phenomenon at SDN 2 Gunung Malang. Case studies in this research involve in-depth research on an individual, a group, an organization, a program, and so on over a specific period of time.

The data collection techniques in this study were carried out in three ways, namely: 1) participant observation; 2) in-depth interviews with the principal, staff and teachers at SDN 2 Gunung Malang (in-depth interview); and 3) documentation.

RESULTS AND DISCUSSION

Table 1. StagesBrand Image

BRAND IMAGE	DESCRIPTION
1. Improving HR (Human Resources)	develop individual skills, knowledge and competencies, both in academic and non-academic fields.
2. Institutional Accreditation	to determine the extent to which an educational institution meets the established standards.

3. Improvement of Facilities and Infrastructure	efforts to improve and update facilities that support the learning process in schools, such as classrooms, equipment, and other infrastructure.
4. Student achievement	the results achieved by students in the learning process, both in academic and non-academic fields.
5. Quality of Graduates	the level of ability, knowledge and skills possessed by students after completing their education at a school.

1. Human Resource Development

Human resource development and enhancement are key factors for sustainable progress in all sectors. Education is no exception. Human resource development, across all education sectors, involves developing the skills and knowledge of teachers, support staff, and others involved in the learning process. Teaching can be enhanced through training, courses, and the ability to innovate. This will not only ensure high-quality teaching but also maximize the learning process for each student. The well-being and motivation of educators also contribute to a more positive and productive educational environment.(Wuli, 2023).

Human resource development in education encompasses not only physical skill development but also character building and leadership skills among educational administrators, such as school principals. Good leadership plays a crucial role in creating a conducive learning environment.(Purwanti, 2013)For example, a principal who possesses strong leadership skills can motivate teachers and staff to perform better, manage resources efficiently, and make informed decisions for the benefit of students and the school.(Rahmalia, 2024). Based on research conducted by Leithwood & Jantzi (2005), effective principals in leadership can improve the quality of learning by creating a clear vision, as well as supporting and inspiring all elements of the school to work together. Leadership training that focuses on character development, such as empathy, integrity, and the ability to manage conflict, is also very necessary, because this can influence relationships between staff and create a positive climate in the school. With optimal human resource management, both in terms of technical skills and character, schools can improve the quality of education, build a supportive environment, and encourage the achievement of better and more sustainable educational goals.

Walid Hadad, the principal, stated that human resources (HR) at SDN 2 Gunung Malang, especially among teachers, are still limited. Furthermore, students at this school also have minimal understanding and application of discipline. The main factors influencing this condition are the school's location in a rural area and the lack of attention and support from the local government. However, Walid Hadad explained to the author what steps he has taken to address these problems, one of which is by continuously teaching his students about the importance of discipline and what can be gained when we are accustomed to discipline, one example of which is discipline has the benefit of shaping character and improving learning abilities.

Therefore, the author can conclude that SDN 2 Gunung Malang emphasizes the importance of collaboration in solving existing problems. As a concrete step, this school established a teacher assistant program involving teachers who still have sokwan

status, as a means to create more adequate human resources. This forum aims to address the shortage of teaching staff in learning activities, thereby avoiding potential inconduciveness in the teaching and learning process (KBM). This statement is also supported by Mardiyana, a senior teacher at SDN 2 Gunung Malang, who emphasized that every problem must be solved together and through the formation of a program, because without the right solution, it will be difficult for the school to maintain sustainability and achieve its commitment to the organization.

2. Institutional Accreditation

Institutional accreditation is one of the requirements as a factor in forming the brand image of SDN 2 Gunung Malang. With the accreditation of the school, SDN 2 Gunung Malang receives recognition and excellent assessment of their suitability and performance. This is one part of the brand image element criteria in the form of protectability, meaning the suitability or performance of the principal, teachers, staff, and students is legally recognized according to applicable laws and regulations, and is under legal protection.

One of the essential requirements for an educational institution to issue certificates or diplomas is accreditation at both the institutional and program levels. This accreditation serves as a benchmark for assessing the quality of education provided by an institution. According to Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning National Education Standards, accreditation is carried out to ensure that educational institutions meet established standards and are fit to provide education. In this process, the government authorizes designated national accreditation institutions to assess and determine the eligibility of an educational program or institution.(Mansyuri et al., 2024)This accreditation not only serves as official recognition of the quality of education, but also as an important indicator in increasing public trust in the quality of education provided by the school or educational institution.(Yaqin et al., 2022).

The accreditation of SDN 2 Gunung Malang aims to obtain a clear picture of the school's performance in providing education. This accreditation process provides an objective assessment of various aspects of the school, from teaching quality and facilities and infrastructure to school management.(Kogoya & Uruwaya, 2022). Furthermore, accreditation also serves as an important foundation that can be used as a coaching and development tool to improve the quality of education at the school. With accreditation, SDN 2 Gunung Malang can evaluate the extent of its achievements and identify areas that still need improvement. This, in turn, will encourage the school to continue making improvements and innovations to achieve higher educational standards. Accreditation serves not only as an evaluation tool but also as a reference for planning strategic steps to improve the quality of education and ensure the continuity of a quality learning process.(Sari et al., 2024).

However, in reality, this school still has shortcomings related to accreditation, because this school is still accredited B-. This is one of the factors that influence the lack of brand image of the school. This statement was also reinforced by Putri Widiya, a teacher at the school, who emphasized that improving accreditation is very important to be able to gain public trust in this school. In addition, school accreditation is very

important to improve the brand image of the school, accreditation determines how the quality of education is guaranteed, improves the quality of graduates and finally increases public trust in this institution (SDN 2 Gunung Malang).

From Mrs. Putri Widiya's explanation above, the author can conclude that what she said is indeed true, that poor accreditation can be a factor in the lack of public trust in an educational institution. This also presents a major challenge for an educational institution to then increase public trust. Of course, good accreditation alone is not enough, supporting facilities and infrastructure, good quality graduates, and much more. These are no less important in improving the brand image of an educational institution.

3. Improvement of Facilities and Infrastructure

Facilities and infrastructure are crucial components in creating a quality education system. At SDN 2 Gunung Malang, facilities include the facilities and equipment used in the teaching and learning process, such as classrooms, textbooks, computer equipment, and teaching aids. Meanwhile, infrastructure encompasses broader aspects, such as school buildings, yards, water systems, electricity, and other supporting facilities that must be adequate to support the smooth running of educational activities. To improve the school's brand image, the quality and adequacy of the available facilities and infrastructure significantly influence the school's image in the eyes of the community. This demonstrates the commitment of the principal and management to providing optimal facilities to support the success of students and teachers.

In the implementation of good governance, the principal's role in managing facilities and infrastructure is vital. According to Leithwood & Jantzi (2005), effective principal leadership focuses on managing existing resources to create a conducive learning environment. A principal who is able to manage facilities and infrastructure well will ensure that educational facilities are managed safely and efficiently, and can be utilized optimally to support a quality learning process. Success in this management demonstrates the principal's ability to respond effectively to educational needs.(Rozi et al., 2024).

In addition, a strategy that can be implemented to improve the school's brand image is utilizing social media which is currently being widely used by the public, including While utilizing social media platforms (WhatsApp, Facebook, Twitter, websites, and TikTok) for school promotion, the school continues to utilize traditional strategies such as brochures and pamphlets to promote the school to the surrounding community. However, social media is not the only strategy needed; it also requires the support of the principal as a leader in making informed decisions, adequate teacher resources for community promotion, and teachers who are skilled at using technology to manage websites and the latest smartphone applications.(Elyus & Sholeh, 2021)

Hernaningsih, as the Deputy Head of Public Relations of SDN 2 Gunung Malang also stated the relationship between public relations and social media to improve the brand image of an educational institution, she emphasized that brand image through social media is very crucial because the digital platform is the center of interaction

between brand image and audience. Public relations must play an active role in social media to create a brand image in schools, one example is by responding to comments, messages, and mentions quickly to show concern for the audience. Furthermore, Mrs. Hernaningsih explained to the author about the importance of public relations in creating a brand image in schools. In addition to what she has explained above about public relations must play an active role, such as replying to comments etc., storytelling (sharing stories about the school) is also no less important in creating a brand image in schools. Public relations can promote SDN 2 Gunung Malang through videos, short story content etc. Said Mrs. Hernaningsih to the author.

By managing facilities and infrastructure efficiently and effectively, the principal can improve the school's image in the eyes of the community. According to Daresh (2007), transparent and accountable school management can build public trust in the quality of education provided. At SDN 2 Gunung Malang, successful management of facilities and infrastructure can improve the school's brand image, demonstrating the principal's commitment to creating a quality school with the capacity to provide the best education for students.

Improving the quality of facilities and infrastructure has a direct impact on improving a school's brand image. Adequate facilities that support student comfort and quality learning will increase parents' confidence in the school's ability to provide a quality education.(Yakin et al., 2021)This, in turn, helps build a positive reputation for SDN 2 Gunung Malang in the community. To improve its brand image, the principal needs to ensure that facilities and infrastructure not only meet existing standards but are also continuously updated and adapted to current developments and dynamic educational needs. Through optimal management of facilities and infrastructure, SDN 2 Gunung Malang can strengthen the school's image as a professional educational institution, concerned with the quality of education, and committed to the welfare of its students and teachers.

Didik Sulaiman, as the Deputy Head of Facilities and Infrastructure, stated that although the facilities provided by the school are adequate, the involvement of all school residents, both teachers and students, is still needed to jointly maintain and care for these facilities. Thus, various activities that are part of the school program can run more effectively and optimally. He further explained to the author that the use of facilities and infrastructure at SDN 2 Gunung Malang has not been optimal, because those who use it are still children, so it is necessary to provide direction and guidance regarding the proper use of facilities and infrastructure. So that the facilities at this elementary school can last a long time and are not easily damaged.

The author also added that in relation to what he said, in addition to the school community maintaining and caring for school facilities, Mr. Didik, as the Deputy Head of Facilities and Infrastructure, also has a role in maintaining these facilities, by reprimanding students who do not use school facilities properly, and providing education on how to maintain the facilities properly. Because considering that in this school the school community, in this case the students, are still minors, therefore they also need to be given education.

4. Student Achievement

Based on field findings, student achievement at SDN 2 Gunung Malang can be seen through their achievements in both academic and non-academic fields. Academic achievement demonstrates the school's dedication to improving the quality of learning, with students actively involved in various olympiads and competitions. Meanwhile, non-academic achievement is more emphasized on student achievements in various extracurricular activities held by the school. Both types of achievements play a significant role in strengthening the school's brand image, demonstrating that SDN 2 Gunung Malang focuses not only on academic aspects, but also on developing students' potential holistically. The principal's effective leadership in managing these academic and extracurricular programs will have a positive impact on the school's image in the eyes of the community.

Yogi Sumarta, a Physical Education teacher, stated that the students' achievements at SDN 2 Gunung Malang were quite satisfactory. However, he emphasized that the students needed to be more diligent in their studies. Their achievements are a source of pride for the school, as each achievement a student makes contributes to building a positive brand image for the school. He further explained that achievement should not only be interpreted as being good at math and other subjects, because there are other achievements, namely non-academic achievements, for example winning in competitions, whether soccer, volleyball, basketball, etc. These are also achievements and are one of the reasons for improving the school's brand image.

Learning achievement in education is the result of student evaluation, which encompasses three domains: cognitive, affective, and psychomotor. The cognitive domain focuses on thinking or intellectual abilities, which involve mental processes in understanding and remembering information.(Achmad et al., 2022)This domain measures students' understanding, analysis, synthesis, and evaluation. Meanwhile, the affective domain relates to students' attitudes, values, and feelings toward a subject or learning experience, encompassing motivation, interest, and desire to learn. Finally, the psychomotor domain encompasses students' physical skills or abilities in performing practical tasks that require physical coordination, such as skills in sports, art, or engineering.(Rozi & Jannah, 2022).

These three domains are measured using relevant instruments, such as tests, observations, or other assessments that can measure these three aspects. As explained by Anderson and Krathwohl (2001), measuring these three domains provides a comprehensive picture of student achievement, which is seen not only from academic results alone but also from the attitudes and skills they possess. Therefore, the results of the evaluation of these three domains will determine whether or not students are considered to have achieved success in the learning process they are undergoing.(Priowuntato, 2020)

From the explanation above, the author can conclude that true academic achievement is a combination of achievements in these three domains. This also reflects the importance of a holistic approach to education, where education prioritizes not only cognitive aspects but also develops students' attitudes and practical skills.

Achievements in these three domains will significantly influence student success and also impact the school's image in providing quality education.

5. Graduate Quality

The quality of graduates is crucial in enhancing the brand image of an educational institution, in this case SDN 2 Gunung Malang, as it can boost public trust. The wider community, or school residents who wish to send their sons or daughters to school, no longer need to go to the school to conduct a survey. Although it is also mandatory, simply assessing the quality of the school's graduates is often considered sufficient. The quality of graduates determines whether the school's image or brand image is good or bad in the eyes of the public.

Based on the researchers' findings in the field, SDN 2 Gunung Malang places great emphasis on graduate quality in its efforts to build the school's brand image. The principal, along with educational administrators, works hard to ensure that students who graduate from this school are accepted into higher education or even the workforce. Therefore, graduate quality is a key factor in shaping the school's positive image. This step aligns with the principles of good governance in the principal's leadership, which prioritizes quality over quantity in every policy implemented.

One of the strategic steps to improve the quality of graduates is to implement a selection system that focuses on quality, not just the number of students.(Albab et al., 2023)According to Darling-Hammond (2000), quality-based student selection enables schools to attract students with high potential and motivation, which will impact the achievement of optimal learning outcomes. By selecting students based on strict criteria, schools can more easily produce graduates who possess not only strong academic knowledge but also relevant skills to face the challenges of the workplace.(Sappaile et al., 2024).

The principal's leadership is crucial in establishing student admissions policies. As explained by Leithwood & Jantzi (2005), an effective principal will direct admissions policies that support the school's vision and mission of producing quality graduates.(Albab et al., 2023)A wise admissions policy ensures that only those with the best potential are accepted, thereby continuously improving the quality of graduates. This also aligns with the principles of good governance, which emphasize transparency and accountability in every decision made, including student admissions policies.(Khaidir, 2024).

The quality of graduates depends not only on academic education but also on the development of practical skills relevant to the demands of the times. This will make SDN 2 Gunung Malang an educational institution capable of producing graduates who are ready to compete in both the educational world and the workplace. Graduate quality also plays a crucial role in establishing a positive brand image at the school, one of which is increasing public trust. The public's view of an institution can also be seen from the quality of its graduates.

Thus, the author concludes that the quality of graduates at SDN 2 Gunung Malang plays a crucial role in building a positive school brand image. Effective principal leadership focused on improving educational quality will ensure that graduates from this school become a source of pride for both the school and the community. High-

quality graduates will be a key factor in strengthening the school's image and gaining greater public trust.

CONCLUSION

Based on the discussion above, it can be concluded that SDN 2 Gunung Malang has taken strategic steps to enhance its positive brand image, which is crucial for the sustainability of its programs and the achievement of good governance. Improving human resources is a key factor in creating sustainable progress across various sectors. The accreditation this school has received provides recognition and a positive assessment of its eligibility and performance in providing education. Meanwhile, improving facilities and infrastructure also plays a significant role in enhancing the school's brand image, as adequate facilities support a smooth learning process.

The benefits of social media in enhancing a school's brand image are significant, as it can expand the reach of information quickly and effectively. Through platforms like Instagram, Facebook, or Twitter, schools can publicize activities, student achievements, and the flagship programs they offer.(Robby et al., 2024)This helps create a positive image in the eyes of the public, including parents of prospective students and alumni, which can strengthen the school's reputation. Engaging content, such as profile videos, testimonials, or photos of activities, also allows the public and prospective students to more easily connect with the school's values and vision.

Furthermore, social media allows for direct interaction between schools and the community, creating a more personal and transparent relationship. Through comments or direct messages, schools can answer questions and provide clarification regarding educational programs or facilities. This interaction fosters trust and loyalty among the community, which is crucial for enhancing brand image.(Muslim et al., 2024)With consistent communication and relevant information, social media can be an effective tool for building a positive image and supporting a school's goal of attracting prospective students and parents.

Good governance also encourages innovation in school public relations, such as social media reporting to promote press reputations or training programs. A participatory and accountable policy approach to school aspirations will help develop the school's reputation as a dynamic and educationally oriented entity. Researchers have found that combining low tuition fees and effective communication will increase student enrollment in public schools both locally and nationally.

Good governance in the leadership of a school principal plays a crucial role in building a positive brand image. By adhering to the principles of transparency, accountability, and participation, a principal can create an educational environment trusted by students, parents, and the community. For example, through transparent budget management, inclusive policies, and collaboration with teachers and stakeholders, a school can project an image as a professional, high-quality, and integrated institution.

Furthermore, student achievement, encompassing cognitive, affective, and psychomotor domains, is an important indicator in building a school's reputation. The quality of graduates can also be improved by implementing a selection system that

focuses on quality, not just the number of students. A proper selection process will produce graduates who are ready to compete and contribute in both education and the workplace. All of these steps are interconnected and form a strong foundation in building a positive brand image at SDN 2 Gunung Malang, enabling the school to continue its leadership baton effectively and sustainably. Thus, SDN 2 Gunung Malang has successfully created a positive brand image and is ready to face future challenges.

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