

The Role of Teacher Administration in Supporting the Effectiveness of Learning Activities at Islamic Boarding Schools

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Keywords:	Abstract
Teacher Administration, Teaching Effectiveness, Pesantren	<i>This study aims to analyze the influence of teacher administration on the effectiveness of teaching and learning activities at Nashrus Sunnah Islamic Boarding School Madiun, describe the implementation of teacher administration in the field, and identify institutional efforts to improve its quality. This study employed a descriptive qualitative approach with data collected through in-depth interviews, observation, and documentation. Data validity was ensured through source and methodological triangulation, while data analysis followed the Miles and Huberman model consisting of data reduction, data presentation, and conclusion drawing. The findings reveal that teacher administration encompassing lesson plans, teaching journals, assessment rubrics, and learning documentation has a significant positive influence on the effectiveness of KBM, particularly in enhancing teaching readiness, the regularity of the learning process, student participation, and the clarity of learning indicators and evaluation. However, implementation remains suboptimal, as 10–15% of teachers still submit documents late, administrative formats are inconsistent, and dual-role burdens hinder reporting consistency, especially at the Wustha and Ulya levels. This study concludes that synergy between institutional policies and the real needs of teachers in the field is essential to realize effective, efficient, and sustainable teacher administration in the context of pesantren education, and recommends continuous mentoring, simplification of administrative formats, and dedicated time allocation for administrative tasks.</i>
Kata Kunci: Administrasi Guru, Efektivitas Pembelajaran, Pesantren	Penelitian ini bertujuan untuk menganalisis pengaruh administrasi guru terhadap efektivitas kegiatan belajar mengajar, mendeskripsikan implementasi administrasi guru di lapangan, serta mengidentifikasi upaya peningkatan kualitasnya di Pondok Pesantren Nashrus Sunnah Madiun. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Validitas data dijamin melalui triangulasi sumber dan teknik, sedangkan analisis data menggunakan model Miles

dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa administrasi guru mencakup RPP, jurnal mengajar, rubrik penilaian, dan dokumentasi pembelajaran berpengaruh positif dan signifikan terhadap efektivitas KBM, terutama dalam aspek kesiapan mengajar, keteraturan proses pembelajaran, peningkatan partisipasi santri, serta kejelasan indikator dan evaluasi pembelajaran. Namun, implementasinya belum sepenuhnya optimal, ditandai dengan masih adanya 10–15% guru yang terlambat menyerahkan dokumen, variasi format administrasi, dan beban tugas rangkap yang menghambat konsistensi pelaporan, terutama pada jenjang Wustha dan Ulya. Penelitian ini menyimpulkan bahwa diperlukan sinergi antara kebijakan institusi dan kebutuhan nyata guru di lapangan, dengan rekomendasi berupa pendampingan berkelanjutan, penyederhanaan format administrasi, dan alokasi waktu khusus untuk pengelolaan administrasi guna mewujudkan administrasi guru yang efektif, efisien, dan berkelanjutan dalam konteks pendidikan pesantren.

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1. Introduction

Teacher administration is one of the key determinants of educational quality that often does not receive adequate attention, particularly in Islamic educational institutions. Kementerian Pendidikan dan Kebudayaan (2025), notes that only 41% of teachers in madrasahs and pesantren consistently meet the standards for complete teaching documentation, far below the 67% rate recorded in public schools. Normatively, the completeness of teacher administration is a professional obligation regulated in Ministry of Education and Culture Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competencies. Kementerian Agama Republik Indonesia (2023), revealed that 58% of teachers in pesantren face difficulties in developing Lesson Implementation Plans (RPP) that meet standards, 63% are inconsistent in updating their teaching journals, and 52% have not yet optimized the documentation of student learning assessments. This situation is exacerbated by the characteristics of Islamic boarding schools, which integrate the formal curriculum with a curriculum based on classical Islamic texts, character education, and religious practice, making the administrative burden on teachers far more complex than in public schools. Research by Yusuf et al. (2024), found that incomplete teacher administration in Islamic boarding schools contributes up to 34% to the low consistency of students' academic achievement. The data shows that administrative issues concerning teachers in Islamic educational institutions are not merely technical problems, but systemic issues that directly impact the quality of education.

Teacher administration is not merely a bureaucratic obligation, but a strategic process that directly supports the effectiveness of learning. The reason is that without a well-organized administrative system, teachers cannot systematically develop instructional materials, select methods appropriate to the characteristics of the subject matter, or conduct accurate and measurable assessments. Teacher administration plays a direct role in the quality of teaching and learning activities and student learning outcomes (Chow et al., 2024), while Abad & Hattie (2025) add that good administration enables teachers to prepare learning media and methods

relevant to instructional objectives. Karacabey (2020), emphasize that training in school administration is a crucial process for transferring knowledge and skills so that teachers understand proper and effective teaching techniques. Thus, high-quality teacher administration is an indispensable foundation for creating an effective, focused, and student-centered teaching and learning process aimed at the continuous improvement of student competencies.

The quality of education in an institution is largely determined by the extent to which the teacher management system is managed professionally and according to established standards. Consequently, schools, as institutions that cultivate human resources, are required to continuously improve so they can produce graduates who are competitive and excel both academically and non-academically. Khurniawan et al. (2021), explain that a school's excellence can be measured across various aspects, with a well-organized administrative system serving as a key indicator of the institution's readiness to face global competition. In the context of Islamic boarding schools, this challenge becomes even more complex because teachers must possess adequate managerial skills to meet both school administrative needs and the requirements of Islamic-values-based teaching methods (Arsana et al., 2023). Pebriani et al. (2025), also emphasize that suboptimal administration risks leaving teachers ill-prepared to teach, causing learning to proceed without direction, and leading to imprecise assessments. Therefore, professional management of teacher administration is an absolute prerequisite for educational institutions seeking to consistently and sustainably achieve quality standards.

Numerous studies have been conducted on teacher administration and instructional effectiveness, but most have focused on public schools or madrasahs with relatively homogeneous management systems. Previous studies have not specifically examined the dynamics of teacher administration in the context of modern Islamic boarding schools that integrate two curricula simultaneously: the national formal curriculum and the boarding school curriculum based on classical Islamic texts and character education. The novelty of this study lies in its focus on *Nashrus Sunnah* Islamic Boarding School as an institution that combines early childhood education with formal education, where the administrative demands on teachers are far more complex because they must address two distinct educational systems simultaneously. Furthermore, this study not only identifies existing administrative conditions but also analyzes their direct impact on classroom instruction and explores concrete efforts undertaken by the institution to improve the quality of teacher administration. Through this approach, the study provides a more contextual and relevant empirical contribution to the development of educational management in modern Islamic boarding schools, a sector that has been underrepresented in academic research on educational administration.

This study has three interrelated main objectives. First, this study aims to analyze the extent to which teacher administration influences the effectiveness of teaching and learning activities at the *Nashrus Sunnah* Islamic Boarding School. Second, this study aims to describe how teacher administration is implemented in the field, including the preparation of teaching materials, the consistency of teaching journals, and assessment documentation. Third, this study aims to identify the efforts that have been and need to be undertaken by the institution to improve the quality of teacher administration in order to achieve more effective learning. More broadly, this study is expected to provide a comprehensive empirical overview of the relationship between teacher administration and the quality of learning, while also offering practical recommendations that can serve as a reference for boarding school leaders, educators, and policymakers in designing strategies to improve the quality of education in modern Islamic boarding schools.

2. Methods

This study employs a descriptive qualitative approach to provide an in-depth description of the conditions of teacher administration and its impact on teaching and learning activities at the *Nashrus Sunnah* Islamic Boarding School. A qualitative approach was chosen because it allows researchers to understand phenomena contextually through natural data in the field, without manipulating variables (Creswell & Poth, 2016). A descriptive design was used to present a factual and systematic picture of the implementation of teacher administration as it exists in the field (Sugiyono, 2019). This study was conducted at the *Nashrus Sunnah* Islamic Boarding School in Madiun City, East Java, over a period of approximately two months, from March to April. This location was selected based on the consideration that the institution integrates both the formal curriculum and the *pesantren* curriculum simultaneously, making the administrative demands on its teachers sufficiently complex to warrant examination. Participants in this study were selected using purposive sampling, a sampling technique based on the consideration that participants are deemed to be the most knowledgeable and relevant to the research focus (Miles et al., 2015). The participants consisted of: (1) the School Principal, as the administrative decision-maker; (2) the Education/Administration Department, as the manager of administrative documents; and (3) Teachers, as the direct implementers of learning administration.

Data collection was conducted using three methods. First, in-depth interviews were conducted to gather information about the implementation of teacher administration and its impact on classroom teaching and learning. The interviews were semi-structured, using a pre-prepared interview guide, lasted between 45 and 60 minutes per session, and were recorded with the participants' consent for subsequent verbatim transcription. Second, non-participant observation was conducted during eight learning sessions in different classrooms to directly observe the teaching and learning process and its alignment with the administrative tools prepared by teachers, such as lesson plans, teaching journals, and assessment instruments. Each observation session lasted one class period (45 minutes) and was recorded using a structured observation sheet. Third, a document analysis was conducted by collecting and reviewing official documents, including lesson plans, syllabi, teaching journals, and student learning assessment documents (Somantri, 2005).

Data validity was established through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from school principals, the education department, and teachers at various levels. Methodological triangulation was conducted by confirming the data obtained from interviews through the results of observations and document analysis (Sugiyono, 2019). All collected data were then analyzed using the model by Miles et al. (2015), which comprises three stages: (1) data reduction, which involves selecting, focusing, and simplifying raw data relevant to the research focus; (2) data presentation, which involves organizing the reduced information into descriptive narratives and thematic matrices to facilitate drawing conclusions; and (3) drawing conclusions and verification, which involves formulating research findings inductively based on patterns and relationships found in the data, then re-verifying them with field data to ensure the validity and accuracy of the conclusions.

3. Result and Discussion

3.1. *The Influence of Teacher Administration on the Effectiveness of Teaching and Learning Activities*

Based on an in-depth analysis of the learning process at the *Nashrus Sunnah* Islamic Boarding School, it can be concluded that teacher administration which

includes the Learning Implementation Plan (RPP), teaching journals, and assessment rubrics has a significant and multidimensional positive influence on improving the quality of Teaching and Learning Activities (KBM: *Kegiatan belajar Mengajar*).



Figure 1. Teaching and Learning Activities

A complete and systematic administration has been proven to create a solid foundation for the implementation of a quality learning process, where the positive impact is manifested in several crucial aspects. However, in the context of *pesantren* education that has the peculiarity of spiritual values and an emphasis on example, there is an important note that the administrative system should not burden teachers excessively so as to divert their attention from their main function as educators and role models. Therefore, it is necessary to adjust administrative formats and templates that are more efficient, practical, and not time-consuming, so that the balance between administrative demands and educational-spiritual roles can be maintained in harmony.

From the perspective of the teachers at the *Nashrus Sunnah* Islamic Boarding School, the administration of learning is understood as an essential and meaningful framework, far beyond just a collection of formal documents. The essence of administration is considered a crucial operational guide in creating a planned, systematic, and measurable learning process. This view reflects the professional maturity of educators who place administration as a pedagogical instrument that plays an important role in planning, implementing, and evaluating teaching and learning activities. Furthermore, in a typical *pesantren* environment with the integration of academic and spiritual values, administration is perceived as a strategic mechanism to establish harmony between formal learning materials and the application of *pesantren* values in daily life (Saodah et al., 2024).

The results of the research obtained are in line with Fujianti (2025), that it is important to understand how to implement teacher administration management in teaching and learning activities in order to create a structured and planned learning that can produce effective, creative and fun learning.

The teachers realize that through the preparation of a comprehensive learning plan, they can intentionally design a learning experience that not only develops the cognitive aspects of the students, but also instills the moral values, Islamic character, and intellectual traditions of the *pesantren*. This holistic understanding shows a deep appreciation for the dual vision of *pesantren* education, where administration is seen not as a bureaucratic obligation, but as a medium to ensure that each learning process consistently contributes to the development of academic competencies as well as the formation of student personalities that are in line with *pesantren* values. This positive and constructive perception becomes a

fundamental basis for the development of a more relevant administrative system to come (Gutama & Oktarina, 2025; Hardiyanto & Akhmadi, 2024).

3.2. Implementation of Teacher Administration at Nashrus Sunnah Islamic Boarding School

3.2.1 Administrative Level and Discipline

Based on the results of the analysis, it can be identified that the level and administrative discipline of teachers at the *Nashrus Sunnah* Islamic Boarding School show a complex picture with significant variations between levels of education. In general, the majority of teachers who reach 85-90% have shown good commitment and discipline in drafting and submitting their learning administration documents. However, when observed more deeply, there is a quite striking difference between the level of discipline of teachers at the *ula* (basic) level and teachers at the *wustha* and *ulya* (middle and upper) levels. Interview data showed that most teachers had good discipline in drafting the administration. However, there are 10-15% of teachers who still experience delays, mainly due to the burden of other tasks and the activities of the boarding school that are quite dense. The principal explained that:

"The majority of teachers show good cynicism, but around 10-15% are sometimes late in submitting documents due to the burden of other tasks"

Teachers at the *Wustha* and *Uya* levels face a higher complexity of tasks, where they are not only responsible for the academic learning process, but also bear the burden of fostering *pesantren* values intensively, providing individual motivation and advice to students, as well as more thorough supervision of the development of students' character and personality

This whole multidimensional responsibility naturally takes up considerable time and energy, thus affecting the time allocation for administrative preparation. On the other hand, teachers at the *ula* level show a slightly better level of discipline, which is strongly correlated with their formal education background, which mostly comes from the education study program (S1 Education), thus providing a more mature understanding and experience in the preparation of learning administration tools in accordance with the principles of teaching applied.

3.2.2 Problems Faced

According to the results of the study, the main problem lies in the delay in the preparation of lesson plans and reports that often occur. This is inseparable from the limited time that teachers have due to the tight teaching schedule and the burden of double tasks in the *pesantren* environment, which takes up their focus and energy. On the other hand, the assessment aspect also experienced obstacles due to inconsistent rubrics, resulting in the assessment of students to be less measurable and objective. This problem is obtained by the variety of administrative formats used between teachers, making it difficult for the management to process data centrally. Additional challenges arise from teachers from non-educational backgrounds, who often experience confusion in understanding applicable administrative templates and procedures the research found several major obstacles in the management of teacher administration. One of them is the limited time due to the dense activities of the Islamic boarding school. The teacher conveyed that:

"The obstacle that I most often feel is time delays, activities at the *pesantren* are quite dense".

Formal supervision is carried out every semester, monthly administrative document checks by academic coordinators, and direct classroom observation to see the implementation of learning tools. This entire process is equipped with a written feedback mechanism that is expected to be the basis for continuous improvement and follow-up. However, in practice, this monitoring system has not been able to run smoothly and optimally. The main obstacle lies in the fact that there are still few teachers who consistently prepare administrative documents on time, in addition to the burden of dual tasks that must be carried out by teachers in the *pesantren* environment (Anisa et al., 2025).

The dense schedule of *pesantren* activities that are not only limited to academic learning but also include the development of religious values and student supervision, cause teachers' time and attention to be significantly divided. Responding to this challenge, a digital transformation is recommended through the development of a digital-based administration system that can be accessed practically through each teacher's smartphone or gadget. This innovation is expected not only to improve time efficiency by eliminating reliance on laptops and physical documents, but also to support a more user-friendly simplification of templates. Thus, the new system will be able to minimize the administrative burden on teachers while maintaining the quality of monitoring through a centralized and standardized data input process, which will ultimately support the creation of a more effective learning process without ignoring the special values that are the hallmarks of *pesantren* education (Hamdi et al., 2025).

3.3. *Efforts Made at Nashrus Sunnah Islamic Boarding School to Improve the Quality of Teacher Administration*

According to the results of the study, in an effort to increase the capacity of teachers in the preparation of learning administration, the *Nashrus Sunnah* Islamic Boarding School has implemented a series of programs that are quite comprehensive and sustainable. Various initiatives have been systematically launched to equip teachers with the necessary competencies in managing learning administration effectively (He et al., 2024).

For new teachers, an intensive mentoring program has been implemented to ensure that the adaptation process and the provision of administrative skills can run optimally. Realizing the importance of digital transformation in the modern era, Islamic boarding schools are also not left behind to organize short training on administrative and digital literacy to prepare teachers to face the increasingly digitized administrative demands (Hasna et al., 2025). From the perspective of teachers, although these programs have been implemented, there is still hope for further development, especially in terms of more routine and continuous mentoring and training, not just incidental. Teachers also expressed the need for the provision of more adequate facilities such as conducive teachers' workspaces and access to devices that allow them to organize administration more comfortably and efficiently. is a request for special time allocation in a busy teaching schedule, where there is a need for a specific time block that is specifically allocated for the preparation and management of learning administration, so that teachers do not

have to complete these administrative tasks outside of already busy working hours at the expense of rest and family time (Syahrani et al., 2025).

Taking into account the above two perspectives, in the future there is a need for better synergy between institutional policies and the real needs of teachers in the field to create a truly effective and sustainable capacity building system. Programs to improve the quality of teacher administration at *Nashrus Sunnah* Islamic boarding schools are to hold regular workshops focused on the preparation of learning tools that are in accordance with the context of pesantren education, where teachers not only get theory but also practical assistance in developing lesson plans, compiling assessment instruments, and making other learning tools (Chodijah et al., 2012).

The results of this study are in line with Arsana et al. (2023), theory that training in the preparation of learning administration such as workshops is very important to provide new knowledge and teacher proficiency to optimize learning activities. First, there is a significant increase in teaching readiness from teachers, because with careful planning they can prepare learning materials, methods, and media more comprehensively. Second, the creation of regularity in the learning process that ensures a more structured and directed flow of learning activities, thereby minimizing the occurrence of disorganization in the delivery of material. Third, from the perspective of students, good administration directly contributes to increasing the active participation of students in the learning process, because teachers who have prepared themselves well tend to be able to create more interesting and interactive learning situations. Fourth, the achievement of learning indicators can be measured more clearly and in a more targeted manner, ensuring that the competency targets that have been set can be achieved optimally. Fifth, the evaluation process becomes easier and more objective because of the clear and consistent assessment rubric, allowing teachers to conduct comprehensive assessments both from the cognitive, affective, and psychomotor aspects of students.

Discipline in administrative management is one of the benchmarks of a teacher's professionalism. The findings show that the majority of teachers are able to fulfill administrative obligations, although there are still some who experience obstacles. In the context of education management, timeliness in the preparation of administration plays an important role in supporting the readiness of the learning process. The uneven discipline indicates the need to improve coaching so that administrative standards can be implemented more optimally (Hanifah & Setiyatna, 2025).

4. Conclusion

This study concludes that teacher administration has a significant positive influence on the effectiveness of teaching and learning activities at *Nashrus Sunnah* Islamic Boarding School, where complete, systematic, and consistent administration has been proven to increase teaching readiness, strengthen the regularity of the learning process, encourage student participation, and clarify evaluation mechanisms. Teacher administration is not merely a formal document, but a pedagogical instrument that assists teachers in designing, implementing, and assessing learning optimally. Despite the majority of teachers demonstrating good discipline, implementation challenges remain, including delays in administrative preparation, format inconsistencies, and dual-role burdens that hinder reporting

consistency, particularly at the *Wustha* and *Ulya* levels where task complexity is considerably higher. Various institutional improvement efforts, including workshops, mentoring, periodic supervision, and digital literacy training, have yielded positive outcomes; however, further development is still needed through continuous mentoring, simplification of administrative formats, provision of supporting facilities, and dedicated time allocation for administrative tasks. Therefore, this study recommends that pesantren institutions develop a simpler, more relevant, and applicable administrative system that supports teacher professionalism while maintaining the balance between administrative demands and the distinctive educational-spiritual role of pesantren, so that the quality of teaching and learning activities can continue to improve in a sustainable and integrated manner.

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