

Implementation of Educational Administration Theory to Improve the Performance of *Madrasah Ibtidaiyah*

***Shintya Rahma Fatunnisa¹, Dien Majid Ikhwan², M. Abdillah Subhin³**

^{1,2}Universitas Muhammadiyah Tangerang, Jl. Perintis Kemerdekaan, No. 1/33,
Cikokol, Kec. Tangerang, Kota Tangerang, Prov. Banten, Indonesia

³Sekolah Tinggi Agama Islam Muhammadiyah Tulungagung, Jl. Pahlawan,
Gg. III No.27, Dusun Kedungsingkal, Kec. Kedungwaru,
Kab. Tulungagung, East Java, Indonesia

*rshintya22@gmail.com

Keywords:	Abstract
<i>Educational Administration, Institutional Performance, Educational Management</i>	<i>This study aims to examine the implementation of educational administration concepts and theories in efforts to improve the performance of the educational institution at MIM 1 Simo Jenangan, Ponorogo Regency, as well as to analyze the extent to which their application contributes to improving institutional performance. The study employs a descriptive qualitative approach, with data collection techniques including observation, in-depth interviews, and documentation. Data were analyzed using an interactive analysis model comprising data reduction, data presentation, and drawing conclusions, with data validity tested through triangulation of sources and methods. The results indicate that the concepts and theories of educational administration were applied in a structured and consistent manner across the functions of planning, organizing, implementing, controlling and evaluating. This application has led to improved quality of educational services, optimized management of human and non-human resources, and increased stakeholder satisfaction (students, teachers, parents, and the community). It can be concluded that sound educational administration plays a crucial role in promoting the effectiveness and progress of educational institutions. The consistent application of educational administration theory not only supports operational efficiency but also fosters improvements in the quality of learning and the sustainable development of the institution.</i>
Kata Kunci: Administrasi Pendidikan, Kinerja Lembaga, Manajemen Pendidikan	Penelitian ini bertujuan untuk mengkaji implementasi konsep dan teori administrasi pendidikan dalam upaya meningkatkan kinerja lembaga pendidikan di MIM 1 Simo Jenangan, Kabupaten Ponorogo, serta menganalisis sejauh mana penerapannya berkontribusi terhadap peningkatan kinerja institusi. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Data dianalisis menggunakan model analisis interaktif meliputi reduksi data, penyajian data, dan penarikan kesimpulan, dengan uji keabsahan data melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa konsep dan teori administrasi pendidikan diterapkan secara

terstruktur dan konsisten pada fungsi perencanaan, pengorganisasian, pelaksanaan, serta pengendalian dan evaluasi. Penerapan tersebut berdampak pada peningkatan mutu layanan pendidikan, optimalisasi pengelolaan sumber daya manusia dan non-manusia, serta meningkatnya kepuasan stakeholder (siswa, guru, orang tua, dan masyarakat). Dapat disimpulkan bahwa pengelolaan administrasi pendidikan yang baik berperan penting dalam mendorong efektivitas dan kemajuan lembaga pendidikan. Penerapan teori administrasi pendidikan secara konsisten tidak hanya mendukung efisiensi operasional, tetapi juga mendorong peningkatan kualitas pembelajaran dan keberlanjutan pengembangan institusi.

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1. Introduction

Educational institutions today operate in an era where administrative quality directly shapes learning outcomes. Sound administration matters because it translates policy and curriculum into daily practice organizing schedules, staffing, and resources so that teaching can actually take place (Skerritt et al., 2023). National data illustrate this link: Indonesia's *Statistik Pendidikan 2024* records that the proportion of students meeting minimum literacy competency rose from 59.49% in 2022 to 68.13% in 2023, while numeracy competency rose from 45.24% to 62.51% over the same period, gains attributed partly to more systematic school-level planning and evaluation (Kemendikdasmen, 2024). Yet these national averages mask uneven implementation, since smaller, community-based institutions such as madrasah often still rely on manual and poorly coordinated administrative systems. Consequently, understanding how administration is actually practiced at the institutional level remains an urgent social concern, not merely a technical or academic one.

Scholars generally agree that educational administration cannot be understood through a single lens; it requires theories addressing motivation, adaptability, and ethics simultaneously (Urhahne & Wijnia, 2023). This matters because each dimension shapes how leaders and staff translate policy into performance: Humanistic Learning Theory (Maslow; Rogers) explains why meeting individuals' psychological needs increases motivation, Dewey's Theory of Progressivism explains why flexible, technology-responsive systems keep institutions relevant, and the Qur'anic concept of education management supplies an ethical compass of flexibility, effectiveness, and participation for value based institutions (Sumantri & Ahmad, 2019). Complementing this, Winarsih (2022) traces how leadership functions, planning, organizing, directing, and controlling, have evolved historically and remain central amid Indonesia's education decentralization. Together, these frameworks establish administration as a multidimensional practice, though most discussions remain theoretical rather than grounded in a single institutional case.

A parallel body of empirical research reinforces this theoretical claim with field evidence. Strategic planning and financing management were found to influence school quality more directly than curriculum or student management themselves, based on a path-coefficient study of public elementary school principals in East Java (Triwiyanto et al., 2023). This matters because it shows that administrative

competence, not instructional content alone, ultimately differentiates well-performing institutions from struggling ones. Supporting evidence comes from Nuraini (2025), who links regular managerial and academic supervision to improved teacher professionalism, and from Handayani et al. (2024), who show that an integrated administrative service policy in Cianjur Regency expanded access to education through innovation rather than curricular change. Collectively, these studies confirm administration as the operational backbone of institutional performance, yet most were conducted quantitatively in public schools, leaving qualitative accounts of small, religiously affiliated institutions comparatively scarce.

While prior studies firmly establish the theoretical and empirical importance of educational administration, they share two limitations relevant here. First, quantitative studies such as Triwiyanto et al. (2023) measure administrative variables statistically across many public schools but cannot capture how administration is actually lived and negotiated day to day within a single institution. Second, studies using qualitative or case-based approaches (Handayani et al., 2024) focus on general public-service innovation rather than on faith-based elementary institutions, where administrative practice is expected to be interwoven with religious and organizational values. This research addresses that gap by examining the implementation of educational administration theory spanning humanistic, progressivist, and Qur'anic management perspectives within a single Muhammadiyah-affiliated *Madrasah Ibtidaiyah*, MIM 1 Simo Jenangan, through an in depth qualitative field approach. This combination of theoretical integration and institutional specificity distinguishes the present study from previous work and sets up the discussion that follows on how these theories manifest concretely in planning, supervision, and leadership practice at the research site.

Building on this gap, the present study aims to examine how the concepts and theories of educational administration are implemented at MIM 1 Simo Jenangan, Ponorogo Regency, and to analyze the extent to which this implementation contributes to improving the institution's performance. Specifically, the research seeks to describe administrative planning, implementation, and supervisory practices as they occur in the field, and to assess their relationship with the theoretical frameworks discussed above. These objectives directly inform the discussion presented in the following sections, which examines planning meetings, digital administration challenges, and supervisory practices found at the research site.

2. Methods

This study employed a qualitative field-study approach to gain an in-depth understanding of how educational administration concepts and theories are implemented and how they contribute to institutional performance at MIM 1 Simo Jenangan, Ponorogo Regency. This approach was selected because it enables the researcher to explore the meaning, lived experience, and perspectives of research subjects within their natural setting, without manipulating variables or imposing predetermined categories on the phenomena under study. Through direct engagement in the field, the researcher was able to observe administrative practices as they naturally unfolded, capturing nuances that might be lost through purely quantitative measurement. This design is particularly suited to institutional case studies, where administrative processes are shaped by local structures, relationships, and routines that are difficult to isolate from context. The research was guided by two main questions: first, how educational administration is implemented at the institution; and second, the extent to which this

implementation contributes to improved institutional performance (Miles et al., 2015).

Participants in this study consisted of teachers, administrative staff, and other stakeholders directly involved in the educational administration process at the institution. Data were collected through three complementary techniques: in-depth interviews lasting 45 to 60 minutes with each participant, two weeks of continuous participatory observation of administrative activities in the field, and written documentation, including administrative reports and institutional performance evaluation records. This triangulation of methods was intended to strengthen the credibility and depth of the findings. Data were analyzed using an inductive approach, in which information was systematically classified, coded, and interpreted to identify emerging patterns rather than testing predetermined hypotheses. Throughout the analysis, the researcher gave particular attention to the local socio-cultural context that shapes administrative practice at MIM 1 *Simo Jenangan*, since institutional dynamics cannot be fully understood in isolation from the surrounding community values and norms. This process aimed to produce a comprehensive, contextually grounded picture of the institution's administrative dynamics.

3. Result and Discussion

The results of studies and interviews related to educational administration in madrasas, the administrative planning process is carried out through periodic meetings at the beginning of each semester involving teachers and administrative staff to prepare schedules, division of tasks, and work programs. The implementation and monitoring of administration runs regularly through classroom supervision, document checks, and weekly evaluations. In administrative management, the main obstacle is the delay in collecting important files such as grades, attendance, and teaching materials. Some teachers also face challenges adapting to the digital administration system that has just been implemented through a simple application, so they need extra assistance from school operators for teachers who are less familiar with technology.

Regarding learning administration, teachers are responsible for preparing lesson plans, grade recording, attendance, and evaluation reports, which are considered quite burdensome and sometimes reduce their focus on teaching preparation. Student data, finances, and correspondence are managed by administrative staff using a combination of digital and manual methods as the available digital facilities are still limited. Although the madrasah administrative facilities are sufficient for basic operational needs, there are shortcomings in computer equipment, internet network stability, and limited administrative space. The madrasah hopes that in the future it can add digital devices, improve the internet network, and provide technology training to improve the efficiency of administrative management.

3.1. Implementation of Education and Leadership Administration

The findings of the study show that the implementation of educational administration at MIM 1 *Simo Jenangan* is in line with basic administrative theory, which emphasizes four main management functions: planning, organizing, implementing, and supervision. This administration is seen as a cooperative process that involves two or more people to achieve educational goals effectively

and efficiently. In this context, the Head of the Madrasah holds a central role as the main driver of the administrative system. The main focus is on the management of resources, both personnel and materials, to ensure that the teaching and learning process runs in an orderly manner and supports the improvement of the institution's overall performance, so that the institution's educational goals can be achieved optimally.

The implementation of educational administration requires strong leadership to succeed. Nurhidayati (2022), This implementation is supported by transformational leadership that formulates a clear vision. Effective leadership implements administration through planning and supervision, which improves the quality of education. Administrative implementation requires participatory leadership. Principals who involve staff in administrative decision-making result in more effective implementation (Hasan & Anita, 2024). Leadership supports implementation. Muthiah K et al. (2024), highlighted that in educational institutions, visionary principals implement administration through innovation, which improves the educational process.

Leadership in educational administration at MIM 1 *Simo Jenangan* places the Head of Madrasah as a multifunctional figure with seven main roles: educator, manager, administrator, supervisor, leader, innovator, and motivator. This leadership role not only includes administrative tasks, but also focuses on building a collaborative work culture, supporting innovation, and improving staff competencies. The leadership concept that is applied must be humanist (humanizing humans), non-authoritarian, and responsible for socializing the organization's goals to all parties. Nonetheless, practice in the field faces significant obstacles, especially in terms of digital literacy and Human Resources (HR) capacity in the administrative field, which creates a gap between the theory and the demands of information technology developments.

The implementation of educational administration that involves planning, organizing, implementing, and evaluating a structured curriculum is essential to achieving educational goals. Administrative leadership plays a vital role in organizing and directing all resources and activities to run effectively and efficiently. School principals must be able to combine vision, mission, and human resource management to achieve comprehensive educational success, where comprehensive administration will improve the quality of learning and student learning outcomes in an ongoing manner (Sarwadi et al., 2022)

The implementation of educational administration cannot be separated from the role of effective leadership. According to Hasba (2020), it is necessary to implement good educational administration, where the principal, as a leader, must formulate a clear vision and mission. Hasba (2020), explained that at Madrasah Ibtidaiyah Ummu Shabri, the implementation of administration is supported by the role of leadership as a pioneer, coordinator, and empowerment, which results in superior performance of school residents.

Saputra et al. (2024) highlight that the implementation of educational administration requires strong leadership from the principal. Principals implement academic supervision through planning, implementation, and evaluation, supported by participatory leadership to improve the quality of learning. Khairani et al. (2024) Emphasizing that the implementation of educational administration is influenced by leadership that is able to manage human resources, the principal implements personnel administration with a clear

organizational structure, which is supported by leadership that encourages employee coaching and empowerment.

Maulidi & Sari (2023), explained that the implementation of educational administration requires effective leadership in supervision. The principal implements educational supervision with direct and indirect methods, which is supported by leadership that provides direction and motivation to teachers, the implementation of educational administration is influenced by strategic leadership. Aji et al. (2023), pointed out that in educational institutions, leadership that implements strategic management in administration can increase the efficiency and effectiveness of institutional management (Aji et al., 2023).

3.2. *Digitization of Administration and Its Influence on Performance*

Administrative digitalization is a strategic opportunity to improve the efficiency and effectiveness of education management, which includes administrative, operational, and various aspects such as students, teachers, curriculum, infrastructure, finance, governance, and public relations. MIM 1 Simo Jenangan has adopted management information applications and systems to manage student data, finances, and curriculum. This effort is in line with the Theory of Progressivism, which requires educational institutions to adapt to the advancement of information technology.

The application of this digital technology has a significant positive impact on improving institutional performance. The digitalization process can speed up workflows, facilitate real-time monitoring, evaluation, and reporting, and increase transparency and accountability. In Muhammadiyah schools, digitalization specifically supports planned and controlled performance management. This, in turn, strengthens the competitive advantage of institutions through improving the quality of educational services, educators, and infrastructure.

Digitization of administration has revolutionized the performance of educational institutions by increasing efficiency and accuracy, as explained by Nurhidayati (2022), who found that digital systems in elementary schools reduce manual administration time and increase teacher productivity; Hasan & Anita (2024), highlighted that in madrasas, digital applications allow real-time monitoring that accelerates strategic decision-making; Irfandi & Murwindra, (2022), emphasized better transparency in secondary schools, so that the performance of institutions is more measurable; operational efficiency in madrasas through technology that reduces human error; stated that digitalization increases the motivation of staff in elementary schools with accurate data; Muthiah K et al. (2024), explained the integration of data that helps evaluate student performance directly; Astika (2022), found that in madrasas, digital staffing applications increase accountability; Hasba (2020), emphasized data analysis innovations that make institutions more adaptive to challenges, overall resulting in more optimal and sustainable performance (Pardi & Abbas, 2024).

Digitization of administration has become the main focus in improving the performance of educational institutions. According to Nurhidayati (2022), this process affects performance by reducing manual administration time and improving the accuracy of student data. Nurhidayati (2022), found that in elementary schools that implemented digital systems, teacher and staff performance increased due to efficiency in document management. Administrative digitalization has a positive effect on institutional productivity.

Hasan & Anita (2024), highlighted that in madrassas that use digital applications, the performance of students and teachers is more measurable through real-time data, which accelerates strategic decision making (Hasan & Anita, 2024).

Digitalization affects performance by increasing transparency and accountability. A digital system for performance evaluation helps identify strengths and weaknesses, so that the institution's performance is more optimal (Irfandi & Murwindra, 2022). Digitization improves performance with data integration. Highlighted that in educational institutions, digital technology helps monitor performance in real-time, which improves student learning outcomes (Muthiah K et al., 2024). Astika (2022), in his research on digitalization, school administration stated that digitalization affects performance in terms of time efficiency. Astika (2022), found that in madrasahs, digital applications for personnel administration increase staff work motivation, which contributes to the performance of the institution.

Saputra et al., (2024) highlighting that administrative digitalization has a positive effect on the performance of teachers and students. Saputra found that through academic supervision supported by a digital system, school principals can monitor learning in real-time, so that learning performance improves. This influence is reflected in the improvement of teachers' ability to develop learning tools and evaluate student learning outcomes, which ultimately contributes to the overall performance of the institution. Khairani et al. (2024) emphasizing that the digitization of personnel administration affects employee performance by increasing transparency and accountability, digital systems for job classification and salary planning help reduce administrative errors, so that employee performance is more measurable and efficient. The effect is increased work motivation and a reduction in wasted time on manual processes.

The use of digital-based technology increases transparency, accelerates reporting, and facilitates monitoring, but obstacles in the form of limited technology infrastructure and digital literacy gaps among teachers and administrative staff are significant inhibiting factors. Technology integration must be accompanied by capacity building and organizational culture change to succeed sustainably, taking into account the principles of education management in the view of the Qur'an that emphasize flexibility, effectiveness, efficiency, openness, cooperation, and participation.

3.3. *The Role of Human Resource Management (HR) in Education Administration*

Effective human resource management at MIM 1 Simo Jenangan is crucial for the quality of the institution's administration. Madrasah heads strive to improve the performance of human resources which are considered as strategic assets through training and capacity building for teachers and staff. This effort is in line with the concept of administrative leadership which includes seven functions (educator, manager, administrator, supervisor, leader, innovator, and motivator) and the principle of progressivism which demands adaptation to information technology advancements.

Nonetheless, there is a significant competency gap among administrative staff, especially in digital literacy and efficient administrative skills. To overcome these barriers, the main solution is the strengthening of ongoing training and specialized mentoring. This approach must be considered by integrating the concept of Qur'an-based management that prioritizes flexibility, effectiveness, efficiency,

openness, cooperative, and participatory, as well as applying humanistic theory in Islamic Religious Education to maximize one's potential (Winarsih, 2022).

Human resource (HR) management plays a crucial role in education administration. According to Hasba (2020), human resource management through empowerment leadership helps improve performance in educational institutions. Hasba (2020), explained that human resource management includes recruitment, coaching, and empowering educators, which contributes to superior performance (Saputra et al., 2024). His research highlights that human resource management in educational administration involves academic supervision. HR management through teacher performance evaluation and professional development to improve the quality of learning.

Khairani et al. (2024) emphasized that human resource management is the core of personnel administration. SD Muhammadiyah 03, human resource management includes determining organizational structure, position classification, and salary planning, which ensures optimal employee performance. Maulidi & Sari (2023) explained that human resource management through educational supervision improves teacher professionalism. HR management involves coaching and evaluating teachers, which has an impact on improving administrative performance.

Government policies, such as national standards of education, affect the administration of education, where the process of cooperation between two or more people achieves educational goals effectively and efficiently. At MIM 1 *Simo Jenangan*, the implementation of this policy supports quality improvement, which is in line with the theory of progressivism and the principles of education management in the view of the Qur'an. Leadership must be responsive to policies to ensure administration runs to standards, with a focus on human resource capacity development.

3.4. *Obstacles and Solutions in the Digitization of Education Administration*

The administrative digitalization that began to be implemented at MIM 1 *Simo Jenangan* presented significant technical and cultural obstacles, such as limited internet infrastructure and computer equipment, as well as resistance to change among administrative staff. This is in accordance with the basic concept of educational administration, which includes the scope of administrative and operative management, as well as the principles of education management in the view of the Qur'an, which emphasizes flexibility, effectiveness, efficiency, openness, cooperation, and participation.

The most dominant obstacle at MIM 1 *Simo Jenangan* is the lack of ability of administrative staff in mastering digital administrative technology and procedures, similar to the findings of research on digital madrasas. Technology infrastructure and managerial support are the key to strengthening the digitalization of administration so that it can take place optimally. The main obstacles in the digitalization of education administration include the limitations of technological infrastructure, the low understanding and skills of human resources in the use of technology, and resistance to changes in work culture. The solutions implemented include providing intensive training and assistance to administrative staff and educators, improving technological facilities, and forming a user-friendly and flexible system so that it can be well-received by all stakeholders. This strategic approach helps to streamline the digitalization process

and supports the continuity of effective administrative management (Anam & Malikkhah, 2020).

The countermeasures implemented include intensive training, technical assistance, and systematic SOP development. In addition, effective communication and participation of all stakeholders in planning and decision-making are considered essential to ensure smooth implementation, which is in line with the concept of leadership in educational administration, which emphasizes the seven main functions and principles of education management in the view of the Qur'an (Winarsih, 2022).

3.5. *Evaluation of the Impact of Administration on Institutional Performance*

The evaluation shows that the administration that is carried out effectively is able to improve the performance of the institution, with indicators in the form of improving the quality of the curriculum, educational services, and satisfactory accreditation results. The performance of teachers and administrative staff has improved along with the use of technology, which has started to run and a consistent supervision system.

The evaluation of the education administration program is a crucial stage to measure the success of implementation, which is basically a cooperative process that utilizes all resources (personnel and materials) to achieve educational goals effectively and efficiently. At MIM 1 *Simo Jenangan*, this evaluation specifically measures the level of effectiveness of the activities that have been carried out and the level of efficiency in the use of educational components.

Evaluation covers the entire administrative function, planning, organizing, implementing, and supervising, with the primary goal of improving the overall administrative program. Educational supervision acts as an integral part of the evaluation, providing planned coaching activities and constructive feedback to improve the teaching and learning process. The results of the evaluation also show that there is a need for continuous improvement, especially in human resource empowerment and the improvement of technology facilities. This is important so that the administration remains dynamic and responsive to the needs of the institution, in line with the theory of progressivism and supports the application of humanistic theory in Islamic Religious Education (Handayani et al., 2024).

4. Conclusion

The implementation of educational administration at MIM 1 *Simo Jenangan*, *Ponorogo* Regency, has been carried out in accordance with the basic administrative functions of planning, organizing, implementing, and supervising, guided by a leadership approach that integrates humanistic, progressivist, and Qur'anic management values. Administrative planning is realized through periodic semester meetings, while monitoring is sustained through classroom supervision, document checks, and weekly evaluations; nevertheless, the process still faces obstacles in the form of delayed document collection, limited digital literacy among staff and teachers, and inadequate technological infrastructure. These findings confirm that the implementation of administrative theory contributes meaningfully to institutional performance, as reflected in improved curriculum quality, more accountable educational services, and better accreditation outcomes, thereby validating administration as the operational backbone connecting policy and daily educational practice rather than a merely technical function. Based on

these findings, it is recommended that the madrasah strengthen ongoing digital literacy training for administrative staff and teachers, improve internet and computer infrastructure, and reinforce participatory leadership practices, while future research is encouraged to conduct comparative studies across multiple faith-based institutions to test the generalizability of these findings beyond a single case.

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