



## **Headmaster's Strategies to Improve the Quality of Education: A Case Study at Kindergarten ABA Warungboto**

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*Received: 29 November 2023*

*Reviewed: 7 December 2023*

*Accepted: 15 December 2023*

### **Abstract**

Improving the quality of schools is basically a strategy to improve the quality of education by giving authority and responsibility to school leaders to make decisions. The principal as the leader of an educational institution and of course being the key holder of the school's success needs to have various methods and efforts made to achieve the stated goals. desired. The aim of this research is to determine the school principal's efforts to improve the quality of education at the ABA Warungboto Kindergarten. The approach used in the research is a descriptive qualitative type approach. The subjects in this research were the principal and two homeroom teachers who were the main sources for obtaining research data. Three methods were used to collect research materials, namely interviews, observation and documentation. The data analysis techniques used in this research are data reduction, data display, and drawing conclusions. The results of the research show that there are various efforts made to improve the quality of education, including a) Division of tasks and responsibilities b) Improving the quality of teachers c) Increasing student achievement d) Improving infrastructure. Various efforts made by school principals can ensure quality that can help improve schools in the future.

**Keywords:** Headmaster, Strategies, Education Quality, Kindergarten.

### **Introduction**

Education is something that must be experienced by students, both directly and indirectly, as a form of learning experience to become the basis for mature behavior (Rohmah & Fatimah, 2017). Children who grow normally will automatically develop their thinking and be wiser in making decisions if their growth towards adulthood is balanced with good education. Education is the most important factor in the development of a person's personality. Knowing this, the government takes a very serious approach to education and continues to strive to improve the quality of education, because with a good education system it is hoped that the nation's next generation will be born with quality and capability. to improve life in society, nation and state (Hayudiyani et al., 2020).

Apart from fast-moving global challenges, there are even greater challenges in the world of education, which encourage students to achieve their best. Globalization as an integral part of modern life can be seen increasingly clearly in its influence on the implementation of free markets and open competition (Widiansyah, 2019). In circumstances like this, all educational institutions, especially education, must be able to create efficiency, prioritize quality, customer satisfaction and quickly take advantage of opportunities to compete and survive. The existence of competition is an element that cannot be denied (Sudrajat et al., 2020).

Changes that are always dynamic and ongoing require improvements in the quality of school institutions. To maintain its existence as an open system, schools must continue to innovate (Latifah, 2022). Therefore, it is said that all institutional units must maintain their existence. The principal, as a leader who directs the progress and decline of the school, must be able to improve the quality of teaching (Maros et al., 2016).

School quality improvement management is basically a strategy to improve the quality of education by giving authority and responsibility to school leaders to make decisions, both involving school staff and community members. Implementation of school-specific quality management leads to changes in management models (Rosyadi & Pardjono, 2015). from a centralized education system to a decentralized system. Decentralization is an approach where the implementation of education is entrusted to the regions to design it to be effective and efficient. Community involvement in fostering creativity and increasing productivity as well as accountability for use and results (Sudrajat et al., 2020).

Quality education is achieved when it is supported by all educational components that are well organized. These components are input, process, output, teachers, facilities, infrastructure, costs, all of which require full support from parties who play an important role in educational institutions, in this case the school principal (M. S. Fauzi & Falah, 2020). The principal is an educational leader who is directly involved in implementing educational programs at the school. As a school decision maker, the principal must function optimally and be able to manage the school wisely and directedly, and strive to achieve maximum goals to improve the quality of education (Muflihah & Haqiqi, 2019).

The principal's strategy is an important school policy to achieve the goal of improving and developing school quality. The right strategy can influence a school's success in achieving its goals (Sabariah, 2021). In order to have the right strategy, schools must know the school factors that can support the achievement of goals. Therefore, schools must analyze these factors. Through analysis, it is hoped that it can provide information that can be used as a benchmark in developing strategies for providing quality education. Quality is what separates good products from bad ones (A. Fauzi, 2020). A product is considered high quality if the product can satisfy consumers according to predetermined standards. Quality education involves three things, namely input, process, output and results. In other words, quality is the fulfillment of individual requirements or conditions. According to Ishikawa, Octavia said "quality is customer satisfaction (Octavia, 2014).

In efforts to improve the quality of an educational institution, of course the principal is the key to the success of the school, so various methods and efforts are needed to achieve the desired goals. This research aims to determine the efforts made by the school principal to improve the quality of education at the ABA Warungboto Kindergarten. The efforts made by the school principal are useful and can guarantee quality that can help the school progress in the future.

### **Literature Review**

Previous research reviews used as a reference in writing this journal are Rita Rapang, et al (Rapang et al., 2022) Majidah Khotimatul (Khotimatul, 2019) Noprika (Noprika et al., 2020) from the three journals, the research results show that The school principal's efforts to improve the quality of education have a big influence through various approaches. Improving the quality of education is creating an appropriate, efficient and effective management system that can be implemented and achieve the goals set in the institutional structure model which is carried out with a clear division of tasks and responsibilities between the management and all institutional parts.

The principal's leadership style has a meaningful, positive and significant influence on the performance of teachers and employees through work motivation. Apart from that, improving teacher performance is the most important position to improve the quality of education, which will have an impact on the quality of graduates and the achievement of national education goals. That is why the government continues to look for various things to strengthen and improve teacher skills so that teachers can excel. Improving the quality of education requires mastery of school resources, both human resources and infrastructure. Danarwati also expressed something similar, namely that efforts to improve the quality of education include management of workforce, facilities and infrastructure, division of tasks and responsibilities in integrated management. Carrying out functions (such as determining responsibilities and types of authority and tasks and formulating rules within the organization (Danarwati, 2013).

Improving school quality is basically a strategy to improve the quality of education by giving authority and responsibility to school leaders to make decisions so as to make it easier to improve performance (Yukl, 2012). This theory is strengthened by the results of Lisa Gracia Kailola's research that improving the quality of education will have an impact on work commitment. In this case the school principal as a role model tries to improve existing learning activities; school principals can motivate teachers in the learning process at school; the principal reminded them of the goals of shared education. As well as fostering teacher work commitment (Kailola, 2016).

### **Methods**

The approach used in research is a descriptive qualitative type of approach, the data obtained in the field is not in the form of symbols and numbers but in the form of facts or

phenomena that occur. In this way, the data and information that researchers obtain will be scrutinized, regularly and systematically in accordance with qualitative research in order to find valid data regarding the school principal's efforts to improve the quality of education. The subjects of this research are school principals and teachers who are involved and play an active role in educational institutions.

This research was carried out at the ABA Warungboto Kindergarten. The implementation of this research went through several procedural steps, including: 1) Conducting preliminary research to determine the problem to be researched 2) Identifying research topics related to the problem to be researched 3) Conducting interviews regarding the school principal's efforts to improve the quality of education 4) Data classification obtained 5) Analysis of material obtained from the interview results 6) final conclusion of the research.

Three methods were used to collect research materials, namely interviews, observation and documentation. Semi-structured interviews, ie. type of interview, used as an interview that can be developed while in the field. Data was collected from informants in order to obtain clear and open data regarding the scope of the research. In its implementation, interviews will be conducted with school principals and teachers within the school. The data obtained from this interview is data related to the research focus, then observations are carried out to obtain valid data and information by observing with full attention related to the research focus. This research uses non-participant observation to obtain valid data and information regarding school principals' efforts to improve the quality of education. as well as supporting documents such as data or notes that support the school principal's efforts to improve the quality of education.

The data analysis technique used in this research is data reduction, data obtained from interviews and observations in the field, as well as information relating to the object of the research being carried out, then recorded in detail and summarized and selecting data that is in accordance with the focus of the research, then displayed data, in order to present data obtained through observations and interviews regarding the school principal's efforts to improve the quality of education in the form of written descriptions. The next step is decision making and carrying out verification. Conclusions are drawn by comparing the results, namely data from observations and interviews, and researchers can draw conclusions from the data that has been reduced and presented.

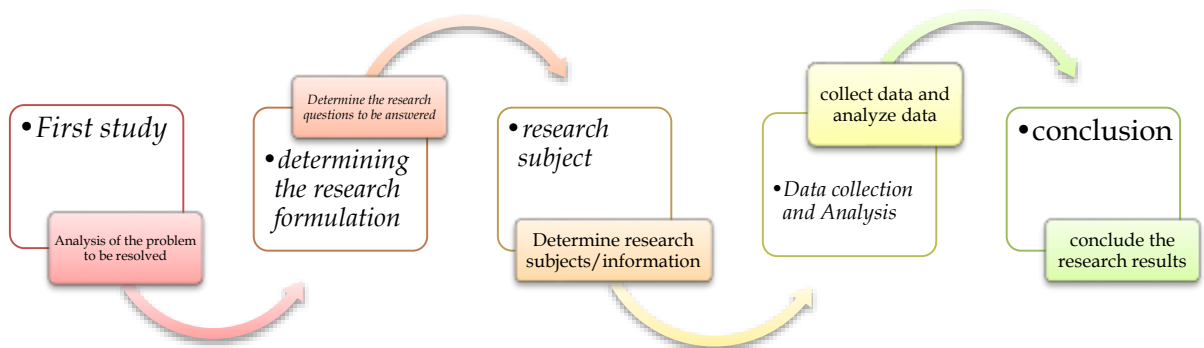


Figure 1. Research Flow.

## Result

Leaders as educators must be able to master various approaches, techniques, methods and strategies in learning. The principal must also be a pioneer for teachers in implementing active, creative, effective and enjoyable learning. In this way, the quality of education can be improved. In other words, the key to successful learning is determined by the leadership and policies of the school principal.

Based on the results of research regarding the school principal's efforts to improve the quality of education at the ABA Warungboto Kindergarten, the following results were found Division of Duties and Responsibilities. The distribution of tasks and responsibilities is carried out at the beginning of every month, the principal of Kindergarten ABA Warungboto holds a monthly meeting with the teacher council and staff. Apart from that, the division of tasks of teachers and education personnel in educational and school education activities is a strategy to improve the academic and non-academic quality of schools. To create a safe and comfortable school atmosphere, the principal together with the deputy principal prepare school rules and regulations.

Based on an interview with Mrs. Nurhayati as the principal at Kindergarten ABA Warungboto, she said, "once every month of course I start holding meetings with teachers and other employees involved in the school to discuss the activities that we will carry out in the future which can help the benefit of the school by dividing the duties and responsibilities of each.

An interview with Mrs. Suryanti as a teacher at Kindergarten ABA Warungboto said "yes, it is true that we hold regular meetings once a month which are directed by the head, there we discuss the division of tasks and responsibilities. For example, next month there will be a competition which of course we will start preparing from now, like that."

Based on the explanation and results of the interview above, it can be concluded that one of the efforts made by school principals is to improve the quality of education by dividing the duties and responsibilities given to principals, teachers and employees involved in the school environment. Meetings are held at the beginning of every month and discuss matters relating to the good of the school.

### *Improving Teacher Quality*

To improve the quality of learning in the classroom, school principals always do everything they can to improve the quality of teachers. The activities or functions that will be carried out are: First, carrying out educational activities, workshops, orientation and training seminars or sending teachers to take part in these activities, and from the Ministry of Religion and other institutions or institutions. Second, provide guidance and direction to teachers at monthly meetings. Third, monitor and evaluate the implementation of teacher and staff duties, as well as leadership in the implementation of learning tasks and leadership in teacher and staff discipline.

Based on an interview with Mrs. Nurhayati as the principal at Kindergarten ABA Warungboto, she said "in efforts to improve quality in schools, of course the quality of teachers is at the forefront because they can transmit knowledge to children. Therefore, in improving the quality of teachers, we carry out activities such as sending teachers to seminar

activities or training or workshop activities that can increase their experience and insight. And from this we evaluate the tasks that have been carried out."

A subsequent interview with Mrs. Suryanti as a teacher at Kindergarten ABA Warungboto said "it is true that we were sent several times to take part in various seminars and training activities or workshops, by being given this platform and the opportunity to take part in training or seminars we learned so that we could apply it at school."

Based on the explanation and interview results above, it can be concluded that one of the school principal's efforts to improve the quality of education is by improving the quality of teachers which is carried out by providing forums and opportunities for teachers to take part in various seminar and training activities and workshops which can provide learning experiences to teachers so that able to apply it in educational institutions. After that, an evaluation of the tasks carried out is carried out.

#### *Increasing Student Achievement*

Schools improve student achievement by providing activities that can hone their creativity and development. Various activities such as intracurricular and extracurricular and involve students taking part in various competitions which can help and hone children's learning abilities, children's level of self-confidence and creativity.

Based on an interview with Mrs. Nurhayati as the principal at Kindergarten ABA Warungboto, she said "increasing student achievement is something we must do as educators at school, we provide various extracurricular activities such as drum band, karate, drawing, singing, and telling stories to children. With these various activities, we take part in various competitions which will later become valuable experiences for children. "Our kindergarten has also won several times at the district, city and provincial levels."

A subsequent interview with Mrs. Suryanti as a teacher at Kindergarten ABA Warungboto said, "There are lots of extracurricular activities here such as drum band, karate, drawing, singing, and fairy tales that are given to children which are taught directly by experts. From these activities, we took part in various competitions and I often accompanied the children in taking part in competitions.

Based on the explanation and results of the interview above, it can be concluded that one of the school principal's efforts to improve the quality of education is by increasing student achievement by providing various intracurricular and extracurricular activities that can hone children's abilities and experiences as well as children's participation in various competitions which become special experiences for them. child.

#### *Improvement of Infrastructure*

Improving infrastructure is one of the things that exist in educational institutions. Infrastructure helps in the learning process or teaching and learning activities in the classroom and outside the classroom. Based on an interview with Mrs. Nurhayati as the principal at Kindergarten ABA Warungboto, she said "facilities are also something that we really need in school institutions because they can help with activities in the school. Improving infrastructure starts with planning infrastructure, procuring infrastructure and maintaining infrastructure. The infrastructure in this kindergarten is made safe and comfortable and not dangerous to children.

"Something that really requires vigilance, such as outdoor games, we provide full supervision of children."

Based on the explanation and interview results above, it can be concluded that one of the school principal's efforts to improve the quality of education is by improving infrastructure. Improvement of infrastructure is carried out by planning infrastructure, procuring infrastructure and maintaining infrastructure in educational institutions.

## **Discussion**

Kindergarten as an educational unit that serves early childhood development requires a process-based approach, because the development of children's thinking at this age is very rapid, so that all children's potential abilities can develop optimally (Sudrajat et al., 2020). Therefore, the success of kindergarten education cannot be achieved overnight, but rather through a mature process to produce quality products. The educational product is a quality graduate, with a high quality product, influencing the school in such a way that it reflects the quality of the kindergarten itself (Muliastri, 2020).

The role of the school principal in improving the quality of teaching is very important, because it can influence the success or failure of the quality of the teaching itself (Alia & Irwansyah, 2018). In general, the scope of a school principal's duties can be divided into two main areas, namely work carried out in the field of school organization and work related to professional development in the field of education (Rosyadi & Pardjono, 2015).

According to the understanding of many teachers, the basis for the success of a school principal's leadership lies primarily in his leadership abilities. The key to the smooth running of a school principal's duties is emotional stability and self-confidence. It is the psychological basis for fair treatment of personnel, setting an example in attitude, behavior, and task performance. In this context, school leaders are required to be able to promote cooperation with all employees in an open work atmosphere that is a partnership and increases active participation. from students' parents (Maiti & Bidinger, 1981).

In developing the quality of kindergarten education, every activity carried out must go through a systematic process flow to achieve good quality. The relevant process flow is the management process which starts from planning, implementation, evaluation and control (Mulyasa, 2012). In kindergarten education, the management process is very important so that the programs and curriculum offered can go through this process. We start with analysis, then make a plan, continue with implementation and evaluation, and of course check whether it is in accordance with the plan or not. In other words, the process approach strategy is applied in all kindergarten activities, so that through a good process the quality of activities is maintained and developed further to reach the level of quality of school activities (Saifulloh et al., 2012). Based on the results of the research above, the school principal's efforts to improve the quality of education include the following

Division of tasks and responsibilities. The division of tasks and responsibilities as an effort to improve the quality of education is in line with the opinion of Mia Noprika, et al in her research which states that in order to improve academic and non-academic quality, the school divides tasks between teachers and employees in implementing the teaching and learning process at school. To create a safe and comfortable school atmosphere, the principal

together with the deputy principal prepare rules and regulations within the school (Noprika et al., 2020).

The same thing was also expressed by Kuntoro who stated that the aim of improving the quality of education is to create an appropriate, efficient and effective management system that can be implemented and achieve the goals set in the institutional structure model which is carried out with a clear division of tasks and responsibilities between management and all parts of the institution. Kuntoro also stated that the main aspect of the process of organizing an organizational structure is the division of departments and division of work (Rapang et al., 2022). Departmentalization is the grouping of organizational work activities in such a way that similar activities are related to each other and can be carried out together. This is reflected in the formal structure of the organization and can be seen or visible on the organization chart. Division of labor is the distribution of work tasks in such a way that each individual in the organization is responsible for carrying out certain functions. These two aspects are the basis for the process of organizing an organization to achieve the stated goals effectively and efficiently (Sabariah, 2021).

Danarwati also expressed something similar, namely that efforts to improve the quality of education include management of workforce, facilities and infrastructure, division of tasks and responsibilities in integrated management. Carrying out functions (such as determining responsibilities and types of authority and tasks and formulating rules within the organization (Danarwati,).

Furthermore, improving the quality of teachers. Improving teacher quality as an effort to improve the quality of education is in line with Ratnasari who said that professional skills refer to qualities or characteristics that are used as characteristics of a profession or practitioner (Ratnasari, 2019). The realization of teacher professionalism can be seen as teachers who learn from responsibility, learning leaders and planning students' futures.

Teacher professional development must be carried out, because professional teachers will support improving the quality of education. Therefore, improving the quality of professional teachers can no longer be underestimated or underestimated, because most universities in Indonesia also have qualified teachers. Djamarah (2000) and Gunawan and Benty (2017) argue that apart from educational knowledge, teachers must also have various definitions of professional competence, including: (1) experts in the field they teach; (2) physically and mentally healthy; and (3) good behavior (Fatikah & Fildayanti, 2019).

Teachers are an educational profession that is classified as a professional workforce, so the teaching profession is very important in the context of community life, especially in improving the quality of education in Indonesia, because there are professional staff in the world of education. its implementation can run well to achieve quality education in Indonesia (Ratnasari, 2019). The same thing was expressed by Saadah who stated that improving teacher performance is the most important position to improve the quality of education, which will have an impact on the quality of graduates and the achievement of national education goals. That is why the government continues to look for various things to strengthen and improve teacher skills so that teachers can excel (Lailatussaadah, 2015). These include, for example, offering higher education opportunities, requiring teachers to have at least a bachelor's degree, organizing training and seminars and certification compensation arrangements. In line with



what Erwinsyah said, the training and seminars that teachers attend gradually help them grow and develop in handling problems and situations, in recognizing and understanding problems and in the ability to solve them. Various learning experiences in classes, seminars, workshops, research and community activities support creative personal development to achieve quality education (Erwinsyah, 2017).

Erwinsyah also stated that teachers are a very crucial spearhead in the entire education system which must receive primary attention (Erwinsyah, 2017). Therefore, improvements made to improve the quality of education will not make a meaningful contribution without the support of skilled and qualified teachers. In other words, improving the quality of education must start from teachers (Baro'ah, 2020). As a professional, the position of a teacher is that of a student to improve the quality of education in Indonesia, in this case a teacher is expected to have good skills. Regarding learning success, Sanjaya in Nurfadillah said that "learning success depends on the teacher. Therefore, the success of learning is largely determined by the quality or ability of the teacher" (Nurfadhillah et al., 2021).

Furthermore, student achievement increases. increasing student achievement as an effort to improve the quality of education is in line with what was stated by Mia Noprika who stated increasing student achievement by providing various intracurricular and extracurricular activities as an effort to improve the quality of education (Noprika et al., 2020).

Furthermore, improving infrastructure. Increasing infrastructure is an effort to improve the quality of education as expressed by Tanjung et al., educators, financing, etc. in accordance with anticipated needs to reap the best education (Tanjung et al., 2022). Likewise, infrastructure such as buildings, computer labs, etc. are available to support the quality of education. Yeni Fitria also stated that to improve the quality of education it is necessary to master school resources, both human resources and infrastructure. This is done to see how large these resources are (Fitria, 2021).

## Conclusion

Improving school quality is basically a strategy to improve the quality of education by giving authority and responsibility to school leaders to make decisions, both involving school staff and community members. The implementation of school-specific quality management leads to changes in management models. In an effort to improve quality in an educational institution, of course the principal is the key holder of the school's success, it is necessary to have various methods and efforts made to achieve the desired goals. The efforts made by the school principal can guarantee quality which can help improve the school in the future. The research results found that various efforts were made to improve the quality of education, including a) Division of tasks and responsibilities b) Improving the quality of teachers c) Increasing student achievement d) Improving infrastructure.

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