

STRATEGY OF MADRASAH PRINCIPAL IN IMPLEMENTING MADRASAH PILOT PROJECT INTEGRITY ZONE TO IMPROVE TEACHER PERFORMANCE AND EDUCATIONAL SERVICES AT MAN 1 MUSI BANYUASIN

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Abstract: *The implementation of the Integrity Zone Madrasah Pilot Project at MAN 1 Musi Banyuasin aims to improve teacher performance and educational services through strengthening the principles of integrity, transparency and accountability. This research explores the strategies applied by madrasa heads in implementing the project, as well as the factors that support and hinder its success. Using qualitative methods, data was collected through in-depth interviews and observations of madrasa heads, deputy heads of public relations, teachers and administrative staff. The research results show that the main strategies implemented include transparent resource management, objective evaluation of teacher performance, as well as providing rewards and coaching. Apart from that, a responsive complaints system and openness in decision making also supports the implementation of the Integrity Zone. Supporting factors for success include strong leadership, adequate human resource quality, government policy support, community participation, and an organizational culture that supports integrity. However, the challenges faced include limited human resources, inadequate infrastructure, and lack of support from local policy makers. In conclusion, the implementation of the Integrity Zone Madrasah Pilot Project at MAN 1 Musi Banyuasin was successful in improving teacher performance and the quality of educational services, however further monitoring and evaluation is needed to ensure the sustainability and effectiveness of the policies implemented.*

Keywords: *Madrasah Pilot Project, Integrity Zone, Teacher Performance, Education Services*

INTRODUCTION

State Islamic Senior High School (MAN) 1 Musi Banyuasin, as one of the madrasah education units, continues to strive to improve the quality of education and services for students. One of the real steps in this commitment is to participate in the Madrasah Pilot Project Integrity

Zone program initiated by the Ministry of Religion of the Republic of Indonesia. Education is an influential and important means for humans,¹²³⁴ through education humans can learn to study the universe in order to maintain their lives. Teachers have an important role in various aspects of the Integrity Zone program.⁵⁶⁷ They are role models for students and the community in behaving with integrity, implementing Integrity Zone policies effectively, and encouraging the creation of a positive culture in the madrasah. As agents of change, teachers can initiate and lead various activities that promote the values of integrity and honesty. Teachers also play a role in maintaining the quality of public services and accountability in the management of madrasah resources.

Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 17 of 2021 concerning Guidelines for the Development of Integrity Zones Towards Corruption-Free Areas and Clean and Serving Bureaucratic Areas within the Ministry of Religious Affairs, This ministerial regulation specifically regulates the implementation of the Integrity Zone program within the Ministry of Religious Affairs. This regulation provides guidelines for madrasahs in building Integrity Zones, including in terms of assessment and awards.⁸⁹¹⁰ Its commitment to realizing quality and integrity madrasahs through the Integrity Zone program, places teachers as the main pillar in achieving these goals. The strategic role of teachers in building a work culture with integrity, improving the quality of public services, and realizing

¹ Aceng Muhtaram Mirfani, “Manajemen perubahan pada satuan pendidikan dasar,” *Jurnal Administrasi Pendidikan* 13, no. 1 (2016), <https://ejournal.upi.edu/index.php/JAPSPs/article/view/5575>.

² Dodi Ilham, “Menggagas pendidikan nilai dalam sistem pendidikan nasional,” *Didaktika: Jurnal Kependidikan* 8, no. 3 (2019): 109–22.

³ Dwi Iwan Suranto, Saipul Annur, dan Afif Alfiyanto, “Pentingnya manajemen sarana dan prasarana dalam meningkatkan mutu pendidikan,” *Jurnal Kiprah Pendidikan* 1, no. 2 (2022): 59–66.

⁴ Isnawardatul Bararah, “Pengelolaan sarana dan prasarana pendidikan dalam meningkatkan kualitas pembelajaran,” *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 10, no. 2 (2020): 351–70.

⁵ Nur Qudus dkk., “Quality Education Development: The Role of Teacher Competence in Achieving Integrity Zone and Excellent Services for Students,” dalam *5th Vocational Education International Conference (VEIC-5 2023)* (Atlantis Press, 2024), 934–39, <https://www.atlantis-press.com/proceedings/veic-23/125997691>.

⁶ Yudo Adiananto, Roos Widjajani, dan Agus Sholahuddin, “Implementation of Integrity Zones Towards Clean Bureaucracy in the Lamandau State,” *International Journal of Research in Social Science and Humanities (IJRSS) ISSN: 2582-6220, DOI: 10.47505/IJRSS* 5, no. 2 (2024): 1–8.

⁷ Nancy M. Maurer dan Liz Ryan Cole, “Design, teach and manage: ensuring educational integrity in field placement courses,” *Clinical L. Rev.* 19 (2012): 115.

⁸ Adiananto, Widjajani, dan Sholahuddin, “Implementation of Integrity Zones Towards Clean Bureaucracy in the Lamandau State.”

⁹ Abdul Kadir dan Fitri Ida Laela, “Prevention of corruption crimes through the corruption-free area integrity zone program at state offices and institutions,” *International Journal of Accounting, Management, Economics and Social Sciences (IJAMESC)* 1, no. 4 (2023): 389–402.

¹⁰ Andreas Ariyanto Rangga, Djoko Budiyo Setyohadi, dan Albertus Joko Santoso, “Strategic planning of information system (case study: Ministry of religious affairs in Southwest Sumba),” *International Journal of Computer Engineering and Information Technology* 9, no. 7 (2017): 143–49.

clean and accountable governance in madrasahs cannot be denied.¹¹¹²¹³ Measurable and accountable teacher performance and services are important indicators in realizing clean and accountable governance in madrasahs. Teachers who are responsible for the effective and efficient use of madrasah resources, as well as transparent in the management of madrasah finances and assets, will contribute to the creation of good and accountable madrasah governance.

State Islamic Senior High School (MAN) 1 Musi Banyuwasin, in its commitment to improving the quality of education and services for students, also participated in the Integrity Zone program initiated by the Ministry of Religion of the Republic of Indonesia. This Integrity Zone program has a strong legal basis, namely Law Number 25 of 2000 concerning the National Development System. This law regulates the national development system which aims to create a just, prosperous, and dignified society. Based on the results of the researcher's documentation on May 31, 2024, regarding the attendance list of teachers in class through the teacher's duty agenda, every day there are still teachers who are unable to attend class for various reasons with an average attendance of teachers in each month in class of 87% so that there are still 13% of teachers who are unable to attend class every month, this causes empty classes and the learning process only through assignments. MAN 1 Musi Banyuwasin realizes the important role of teachers in the success of the Integrity Zone program. Therefore, this madrasah has made various efforts to empower teachers, such as training and coaching, encouraging active participation, awards for achievement, and creating a conducive work environment. By empowering teachers and providing optimal support, MAN 1 Musi Banyuwasin can achieve its goal of building a quality and integrity madrasah through the Integrity Zone program.

Based on the results of an interview with the deputy head of public relations and the person in charge of the Integrity Zone Program at MAN 1 Musi Banyuwasin on May 31, 2024, it was stated that the purpose of the Integrity Zone is to build a work culture with integrity by implementing ethical and moral values in carrying out duties and functions. Improve the quality of public services by providing excellent, easily accessible, and transparent services to students and the community. The implementation of the Integrity Zone program at MAN 1 Musi

¹¹ Apud Apud, "Manajemen mutu pendidikan man insan cendekia: analisis terhadap pengelolaan mutu program akademik di man insan cendekia serpong-tangerang selatan," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 4, no. 02 (2018): 171–90.

¹² Tisna Ayu Selvia, Sofwan Adi Putra, dan M. Badrun, "Peran Kepala Sekolah dalam Meningkatkan Budaya Kerja Para Guru Sekolah Dasar," *Manajemen Pendidikan*, 2024, 209–23.

¹³ Joko Santoso dan Panir Selwen, "Penerapan Strategi Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Organisasi Pendidikan," *Jurnal Ilmiah Kanderang Tingang* 14, no. 2 (2023): 400–409.

Banyuasin is expected to have a positive impact on teacher performance and services. One form of supporting program for the integrity zone, especially services, is the implementation of a digital-based one-stop madrasah service, digital student attendance and a madrasah call center starting during the online new student admission period, entrance tests using the Computer Assisted Test (CAT) model to transparency regarding cost needs. Meanwhile, for the performance of madrasah teachers, a periodic supervision schedule has been implemented including the installation of several interactive CCTVs in the classroom with the aim of monitoring teacher performance while teaching.

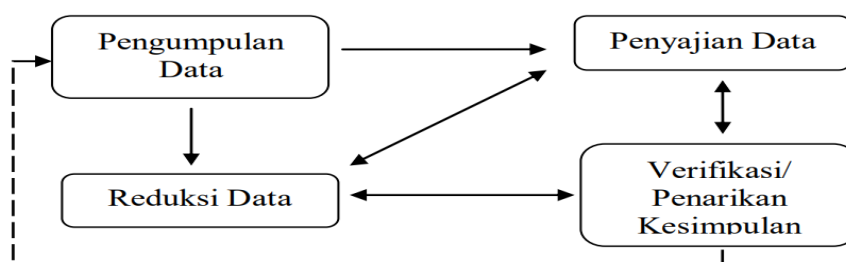
However, even though public services are increasingly providing excellent services, there are still some teachers who are human resources (HR) in the implementation of the Integrity Zone Pilot Project, lacking integrity, such as teachers who are absent during teaching hours without reason. This was seen during the initial observation on May 30, 2024, and also the results of an interview with Mardiana as the head of the madrasah who stated that: employee performance assessments at MAN 1 Musi Banyuasin were carried out objectively and transparently, with reference to clear indicators and involving various parties to provide feedback and support professional development. The implementation of the Integrity Zone SOP faces challenges such as uneven understanding, difficulties in supervision, and limited resources and time.

METHOD

This study uses a qualitative method.¹⁴¹⁵ The researcher chose qualitative research with the consideration that he would research the Madrasah Principal's Strategy in implementing the integrity zone pilot project. This study took place at MAN 1 Musi Banyuasin as a pilot project madrasah for the integrity zone in the 2024-2025 academic year. The data collection technique was through observation, documentation and interviews. Data analysis through Milles Huberman, namely data reduction, data presentation, data verification and drawing conclusions.

¹⁴ Karin Hammarberg, Maggie Kirkman, dan Sheryl De Lacey, "Qualitative research methods: when to use them and how to judge them," *Human reproduction* 31, no. 3 (2016): 498–501.

¹⁵ Shoshanna Sofaer, "Qualitative methods: what are they and why use them?," *Health services research* 34, no. 5 Pt 2 (1999): 1101.



DISCUSSION

Madrasah principal's strategy in implementing the madrasah pilot project integrity zone to improve teacher performance and education services at MAN 1 Musi Banyuasin

MAN 1 Musi Banyuasin has implemented the Madrasah Pilot Project Integrity Zone. This program aims to build a work culture that is accountable, transparent, and free from corrupt practices, as well as to improve teacher performance and overall education services. In this effort, the Head of Madrasah plays a very important role in leading the implementation of various policies and strategies that support the achievement of these goals. Based on the results of interviews and observations, the Head of Madrasah implemented six main indicators of the in-depth Integrity Zone, which include resource management, performance evaluation systems, complaint management, and openness in every decision-making process. This strategy not only focuses on internal improvements to the madrasah, but also on efforts to create transparency and accountability in every operational aspect. The following are the six indicators of the Integrity Zone implemented at MAN 1 Musi Banyuasin to improve teacher performance and education services.

Transparent and accountable resource management is one of the main indicators of the Integrity Zone.¹⁶¹⁷¹⁸ At MAN 1 Musi Banyuasin, the Principal emphasized the importance of using the budget and educational resources appropriately. Every use of funds for learning activities, infrastructure, or madrasah activities is reported openly through deliberations and

¹⁶ Ranga, Setyohadi, dan Santoso, "Strategic planning of information system (case study)."

¹⁷ Jurni Biahimo dkk., "Transformasi Zona Integritas Menuju Birokrasi Bebas Korupsi: Tinjauan Kebijakan dan Strategi Implementasi di Pemerintah Provinsi Gorontalo," *Jurnal ISO: Jurnal Ilmu Sosial, Politik dan Humaniora* 5, no. 1 (2025): 14–14.

¹⁸ Fitriaman Fitriaman dkk., "PENERAPAN TATA KELOLA DESA MELALUI PENDEKATAN PEMBANGUNAN ZONA INTEGRITAS DESA (ZiDes) DI DESA MATA WAWATU KECAMATAN MORAMO UTARA KABUPATEN KONAWE SELATAN," *JURNAL PENGABDIAN MASYARAKAT AKADEMISI* 2, no. 4 (2024): 50–54.

public forums involving all relevant parties, including teachers, parents of students, and the community. All expenditures are clearly accounted for through budget reports published to all parties. This ensures that there is no misuse of the budget and that available resources are utilized to improve the quality of education optimally. According to Gultom, Customer trust is a perception of reliability from a consumer's perspective based on experience or a sequence of transactions or interactions characterized by the fulfillment of expectations of product performance and satisfaction.¹⁹ Customer trust is formed from consumer perceptions of the reliability of a product or service based on previous experiences and interactions. Trust also involves a deeper emotional connection between customers and service providers. This trust is not only obtained from quality products, but also from how the company treats customers, especially in terms of transparency, consistency, and integrity.²⁰ Transparent resource management is key to creating a fair and sustainable educational environment. With budget transparency, relevant parties have the opportunity to monitor and provide input. In addition, transparency in resource management supports the principle of accountability, which allows responsible parties to be held accountable for every financial decision taken, reduces the potential for misuse of funds, and ensures that the budget is truly used for the benefit of educational development.

The transparent and accountable service system at MAN 1 Musi Banyuasin is implemented through open communication between the school and parents. The Principal ensures that all policies and procedures, such as new student admission procedures, curriculum determination, and teaching and administration policies, are clearly published on the school website, bulletin boards, and social media. Announcements related to school activities, such as exams, extracurricular activities, or student achievement announcements, are also made openly to ensure that all parties have equal access to the information. Transparent public services serve to increase public trust in educational institutions. When parents and the community feel that they have full access to important information that affects their children's education, they will feel more valued and involved in the educational process. In addition, transparency helps reduce

¹⁹ Miranda Sesilia Gultom dan Muhammad Dharma Tuah Putra Nasution, "Peran Etika Bisnis Dalam Membangun Kepercayaan Konsumen," *Sinergi Multidisiplin Sosial Humaniora dan Sains Teknologi* 1, no. 1 (2024): 204–10.

²⁰ Gultom dan Nasution.

²¹ Delyanti Putri Sitorus, "Analisis Faktor Keberhasilan Aplikasi E-Commerce dalam Meningkatkan Penjualan di Era Digital," *Modem: Jurnal Informatika dan Sains Teknologi*. 3, no. 1 (2025): 57–66.

the potential for misunderstanding and dissatisfaction that can arise from decisions made without providing sufficient explanation to the community.

The Principal of MAN 1 Musi Banyuasin implements a teacher performance evaluation system that focuses not only on the final results, but also on the teaching process that each teacher goes through. Evaluations are carried out periodically using clear indicators, such as teaching quality (methods, materials, and approaches), attendance, and teacher participation in madrasah activities. This evaluation involves feedback from students, parents, and colleagues to provide a more objective picture of teacher performance. According to Imam Gunawan, performance evaluation is to accurately assess the contribution of individual performance as a basis for making decisions on reward allocation. Objective and structured evaluations are essential to improving teacher performance in the long term. This system not only functions as a tool to measure results, but also to provide coaching and improvement. Feedback-based evaluations from various parties (students, parents, and colleagues) create a more comprehensive assessment and reduce subjectivity in assessment. The evaluation results are then used to provide awards to outstanding teachers or coaching for those who need improvement, thus supporting the continuous professional development of teachers.

The Principal of MAN 1 Musi Banyuasin does not only rely on performance evaluation as a measuring tool, but also implements a reward system for teachers who show extraordinary performance. This award is given in various forms, such as award certificates, performance allowances, or public recognition in madrasah activities. On the other hand, teachers who show inadequate performance are given coaching in the form of additional training or mentoring, with the aim that they can continue to improve their competence. The awarding of awards is not only intended to appreciate teacher performance, but also to create motivation for all teaching staff. On the other hand, coaching for teachers who need improvement is very important in improving the overall quality of teaching. With this system, the madrasah creates a culture of healthy competition, where teachers strive to improve the quality of their teaching for the benefit of students and the madrasah. Coaching also ensures that every teacher has an equal opportunity to develop, so that the quality of teaching can be maintained and evenly distributed. The Head of Madrasah ensures that there is a complaint handling system that is responsive to complaints from the community, parents, and students. Every complaint can be submitted through various channels, such as a suggestion box, email, or directly to the authorities. The Head of Madrasah is committed to resolving every complaint within a reasonable time and providing adequate solutions. This system is also strengthened by periodic

evaluations to measure how effective complaint handling is and whether there are improvements that need to be made. According to Styawan, the complaint handling system is a form of voice mechanism approach carried out by the community in responding to the services they receive by conveying aspirations, complaints about existing services, and becoming part of the public service delivery system. An effective complaint handling system is an important indicator in building public trust in the madrasah. When the community or parents feel that their complaints are heard and handled seriously, they will feel appreciated and have more trust in the management of the madrasah. This system also reflects the madrasah's commitment to providing responsive and solution-oriented services, as well as improving the quality of service based on feedback from related parties.

The Principal prioritizes openness in every decision-making process related to education policies, curriculum, and madrasah activities. All decisions taken are conveyed to all stakeholders, from teachers, students, to parents of students. The Principal also involves various parties in decision-making, such as through discussions with teachers and the madrasah committee, to ensure that the decisions taken represent common interests. Transparency in the decision-making process is a real form of accountability applied in madrasahs. By involving various parties in decision-making, the Principal not only creates a sense of involvement and ownership among madrasah residents, but also enriches the decision-making process itself. This openness also allows each decision to be clearly accounted for, reduces the potential for conflict, and ensures that the policies implemented truly reflect the values of integrity.

Factors influencing the strategy of the madrasah principal in implementing the madrasah integrity zone pilot project to improve teacher performance and educational services at MAN 1 Musi Banyuasin.

Factors that contribute positively to the successful implementation of the Integrity Zone program in madrasahs, Leadership and Commitment of the Principal of Madrasah, Quality Human Resources (HR), Support from the Government and National Policy, Community and parent participation, madrasah organizational culture, the role of supervision and accountability.²² The success of the implementation of the Integrity Zone program in madrasahs is greatly influenced by various supporting factors that interact positively with each other. Strong and committed leadership of the Principal of Madrasah is the main key in motivating

²² Mirfani, "Manajemen perubahan pada satuan pendidikan dasar."

the madrasah community to follow the principles of integrity, while adequate quality of human resources, through continuous coaching and training, supports the implementation of the program effectively. Support from government policies, active participation of the community and parents of students, and an organizational culture that supports integrity values also play an important role in creating a conducive environment for the success of this program. In addition, a good supervision and accountability system ensures that every step taken can be accounted for and in accordance with the established integrity standards. All of these factors work together to create an ecosystem that supports the successful implementation of the Integrity Zone in madrasas.

Other factors are negative factors. Factors that have the potential to become obstacles or barriers in the implementation of the Integrity Zone program: Limited Competent Human Resources (HR), limited facilities and infrastructure, organizational culture that does not support integrity, lack of support from local government policy makers.²³²⁴ Several factors can be obstacles in the implementation of the Integrity Zone program in madrasas, including limited competent human resources, where the lack of understanding and training on the principles of integrity among teachers and education personnel can hinder the implementation of the program. In addition, limited facilities and infrastructure, especially those that support digital learning and online administration management, are also significant obstacles. An organizational culture that does not fully support integrity values, such as honesty and transparency, as well as resistance to change, also slows down the implementation of the Integrity Zone. Finally, the lack of support from local policy makers, despite support from the central government, can slow down or hinder the effective implementation of the program at the madrasah level.

CONCLUSION

The implementation of a strategy that focuses on transparent and accountable management, as well as an objective teacher performance evaluation system, providing routine coaching, awards based on performance results, and constructive feedback, this strategy has succeeded in creating a culture of integrity in the madrasah environment is a strategy for implementing the integrity zone pilot project at MAN 1 Musi Banyuasin. As a result, the quality

²³ Mirfani.

²⁴ Mirfani.

of teaching and education services continues to increase, driven by a commitment to the principles of transparency and accountability. The implementation of the Integrity Zone pilot project in madrasahs is supported by strong leadership, government support, community participation, a culture of integrity, and good supervision. However, obstacles such as limited human resources, inadequate facilities and infrastructure, a culture that is not yet fully supportive, and lack of support from local policy makers can hinder the success of the program.

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