School Management Strategies to Improve Education Quality

Sonia Putri Melani[1*], Silvia Safitri[2*], Saras Candriani[3*], Syartika Afna[4*], Tiara Indika Nurwinata[5*]

[123345] Department of Education Administration, Padang State University, Padang, Indonesia

A R T I C L E   I N F O

A B S T R A C T

Education management is an integral part of school management because it is related to managing human resources, curriculum, facilities, learning resources and finances to achieve school goals in a sustainable manner. The research method applied in this article is literature study to collect, analyze and interpret data relevant to the topic under study. These sources are analyzed to identify patterns, themes and best practices in school management that contribute to improving the quality of education. The purpose of this paper is to provide a reference for school management in the field of education management. This article is aimed at analyzing the current state of the art in education management and the importance of the school management.

Corresponding Author:
Sonia Putri Melani, Silvia Safitri, Saras Candriani, Syartika Afna, Tiara Indika
Email: : soniaputrimelani@gmail.com , silviasafitri791@gmail.com , sarascandriani@gmail.com , afnasyartika2409@gmail.com , tiaraindika740@gmail.com

1. INTRODUCTION

According to Sonia (2020), education is an effort to brighten the life of the nation and develop Indonesian people who are faithful, devout, have noble character, and have knowledge and skills. Through education, individuals can express themselves more fully. According to Law Number 20 of 2003 concerning the National Education System, the aim of national education is "Developing the potential of students to become human beings who believe, are devoted to God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become citizens. Democratic and responsible."

A school management strategy is a series of steps and policies designed to optimize all existing resources in a school in order to achieve the desired educational goals. This involves various aspects, starting from leadership, human resource management, curriculum management, facilities and infrastructure management, to relationships with the surrounding community. These strategies must be prepared carefully and implemented consistently to ensure that the educational process can run well and produce quality output.

One important aspect of school management is leadership. Principals as leaders in educational institutions have a big responsibility in directing, motivating and inspiring all staff and students to achieve high educational standards. Visionary, inclusive and collaborative leadership can create a conducive learning environment and support the achievement of academic and non-academic achievements. School principals must be able to formulate a clear vision and mission, and implement them through measurable and sustainable programs.

Human resource management is also a key component in school management strategies. Competent, professional and dedicated teachers and administrative staff are important assets for schools. Efforts to improve teacher competence through training and professional development, providing appropriate motivation and rewards, and creating a conducive working atmosphere are some of the steps that can be taken to optimize the performance of human resources in schools. Apart from that, proper curriculum management is also very important. The curriculum must be prepared and implemented in such a way that it meets the needs and developments of the times, and is able to provide a meaningful learning experience for students.

Apart from internal aspects, school management strategies must also pay attention to external aspects, such as relationships with parents, school committees and the surrounding community. Good collaboration between schools and external stakeholders can provide significant support in efforts to improve the quality of education. Active participation from parents in their children's education process, support from the school committee in developing programs and facilities, and community contribution in creating an environment that supports learning are some forms of synergy that can be strengthened.

Overall, school management strategies to improve the quality of education must be comprehensive, adaptive and innovative. An integrated approach involving all school components and external stakeholders can create a dynamic and quality educational environment. With good management, it is hoped that schools can produce graduates who not only have high academic knowledge, but also good skills and character, so that they are able to contribute positively to society and the nation.

2. METHOD, DATA, ANALYSIS

The research method applied in this article is literature study to collect, analyze and interpret data relevant to the topic under study. This method was chosen because it allows researchers to gain comprehensive insight into previously published concepts, theories and empirical findings. These sources are analyzed to identify patterns, themes and best practices in school management that contribute to improving the quality of education.

3. RESULT AND DISCUSSION
a. Definition of school management and education quality

In the world of education, there is controversy and inconsistency in the use of management terms. Some people tend to use the term "educational management", while others prefer the term "educational administration". In this research, the author considers these two terms to have the same meaning and can be used interchangeably. Several general definitions of management are presented by experts. Kathryn M. Bartol and David C. Martin, as quoted by A.M. Kadarman SJ and Jusuf Udaya (1995), stated that "Management is the process of achieving organizational goals by carrying out four main functions: planning, organizing, leading and controlling". Meanwhile, Hadari Nawawi (1992) defines "educational administration as a series of activities or the entire process of controlling the cooperative efforts of a number of people to achieve educational goals systematically in a certain environment, especially formal educational institutions".

Although there are various definitions of management or administration, both in general and in the educational context, essentially the author concludes that educational management involves a series of activities ranging from planning, organizing, leadership, to controlling to achieve certain goals (in this case educational goals). Thus, the function of management is to ensure that the implementation of a business is planned systematically and can be evaluated correctly, accurately and completely so that goals can be achieved productively, with quality, effectively and efficiently.

When discussing the meaning of quality, each person can have a different understanding. This is because quality has many criteria and is very dependent on the context. In defining quality, there are four main experts in Total Quality Management (TQM) who have different opinions, but actually have the same meaning. According to Joseph Juran, as quoted by M. N. Nasution, quality is defined as suitability for product use (fitness for use) to meet customer needs and satisfaction or as conformity to specifications. Meanwhile, W. Edwards Deming stated that quality is conformity with market needs or whatever the consumer's needs and desires are. Philip B. Crosby defines quality as conformance to requirements, that is, in accordance with what is required or standardized, which means zero defects and perfection. Feigenbaum defines quality as full customer satisfaction. The approach to defining quality requires a comprehensive view. There are several elements that determine whether something can be called quality. First, quality includes efforts to meet or exceed customer expectations. Second, quality includes products, services, people, processes and the environment. Third, quality is an ever-changing condition; something that is considered quality today may be considered less quality at another time. Fourth, quality is a dynamic condition related to products, services, people, processes and environments that meet or exceed expectations.

In the context of education, Dzaujak Ahmad stated that the quality of education is the school's ability to manage components related to the school operationally and efficiently, thereby producing added value in accordance with applicable norms/standards. Sudarwan Danim has another view regarding the quality of education. According to him, the quality of education refers to input, process, output and impact. The quality of input can be seen from several sides: the condition of human resources (school principals, teachers, laboratory assistants, administrative staff, and students), material input criteria (visual aids, books, curriculum, infrastructure, school facilities), software input criteria (

regulations, organizational structure, job descriptions), and the quality of input in the form of hopes and needs (vision, motivation, perseverance, and ideals).

From the various definitions above, it can be concluded that quality of education is the level of excellence in managing education effectively and efficiently to produce academic and extracurricular excellence in students who are declared to have graduated from one level of education or completed a certain learning program. Quality education is not a simple effort, but a dynamic and challenging activity. Education will continue to change along with changing times, because education is a reflection of the times themselves. Therefore, education requires continuous improvement and quality improvement efforts, in accordance with the increasing needs and demands of society.

b. Basic principles of school management

According to Mulyasa (2003), management is everything related to managing processes to achieve various goals, both short and long term. The presence of management in an organization aims to carry out activities to achieve goals effectively and efficiently. Meanwhile, in terms of language, school comes from Latin, namely "skhhole," "scola," or "scolae," which means free time. School is also defined as activities that children do in their free time, where the main activity is playing and enjoying childhood and adolescence. If these two words are combined, it will become school management, which basically has the same meaning as educational management. However, educational management has a broader scope than school management. According to Rohiat (2009), school management is the process of managing the resources owned by the school. From the explanation above, the author concludes several understandings regarding management as a process of managing and regulating activities carried out in a structured manner to achieve certain goals. School, on the other hand, is a place to carry out processes that aim to find out things that were previously unknown as activities carried out to fill time. So, school management is a process carried out to organize all school needs so that goals can be achieved easily.

Education management is a combination of two words that have one meaning, namely management and education. In simple terms, educational management is management that is applied in the world of education with the specifications and characteristics that exist in the field of education. Educational management is basically a tool necessary to achieve educational goals. The management element in education is the application of management principles in the field of education. Education management is a series of processes consisting of planning, organizing, mobilizing and monitoring related to the world of education. Odden and Busch (Aslam, 2013) state that School Based Management (SBM) systems are more successful when schools use their decision-making authority to recruit and select staff who support and agree with the school's vision. The SBM system creates opportunities for school administration to achieve autonomy, flexibility, participation, and accountability.

According to the Department of National Education, SBM is a management model that provides flexibility and freedom to schools, enabling decision making through deliberation and consensus between all school parties, including principals, teachers and parents, in an effort to improve school quality based on national education policy. The implementation of SBM in each educational unit requires an understanding of the basic things regarding the beginning of its wider application. Education unit managers need to understand the problems in decentralization and the implementation of SBM. In order to improve the quality of education by implementing SBM, it is necessary to understand the concepts that guide its implementation. With a good understanding of the concept, its application will be easier because the concept is basic knowledge about the topic being discussed.

The basic principles of school management include several principles that are important in managing education in an educational institution. The following are some basic principles of school management that are commonly applied:

1) Equifinality Principle: This principle gives schools the authority to manage independently with policies that have been determined collaboratively. Thus, schools have the autonomy to develop teaching objectives, management strategies, distribution of human resources, etc.
2) Decentralization Principle: This principle gives schools the authority to manage independently and make decisions that are appropriate to their respective conditions. This allows schools to be more flexible and responsive to internal and external changes.
3) Self-Management Principle: This principle gives schools the authority to manage available resources independently. This allows schools to more effectively manage human, financial and material resources.
4) Principle of Human Initiative: This principle recognizes that humans are not a static resource, but a dynamic one. Therefore, the potential of human resources must always be explored, discovered and developed. Educational institutions must use this principle, which has a dynamic connotation and considers and treats people in schools as very important assets and has the potential to continue to be developed.

5) Principle of Independence: This principle emphasizes the importance of school autonomy in managing its own resources and decisions. This allows schools to be more responsive to change and more effective in achieving goals.
6) Partnership Principle: This principle emphasizes the importance of cooperation between schools, teachers, students, parents and the community in improving the quality of education.
7) Participation Principle: This principle emphasizes the importance of active participation of all school members, including teachers, students, parents and the community, in decision making and school management.
8) Principle of Openness: This principle emphasizes the importance of transparency and accountability in school management, including information about finances, resources, and decisions.
9) Accountability Principle: This principle emphasizes the importance of accountability in school management, including accountability for the use of resources and decisions taken.

c. Goals and benefits of quality improvement

According to Sudarwan Danim, as explained in Sri Minarti's book entitled "School Management," the quality of education includes aspects such as input, process, output and impact. Meanwhile, Garvin and Davis, quoted in Abdul Hadis and Nurhayati's book entitled "Educational Quality Management," stated that quality is a dynamic condition related to products, labor, processes, and tasks as well as the environment that meets or exceeds customer needs.

1) Quality improvement goals
a) Improving Learning Quality: Quality improvement aims to improve the quality of learning by continuously improving the quality of the learning process, so that learning can run effectively and efficiently.
b) Increasing Responsibility (Accountability): Improving quality helps increase school accountability to the community and government which has provided funds, as well as guaranteeing the quality of its graduates.
c) Increasing Healthy Competition: Improving quality allows schools to compete fairly with others, by providing quality education for all students.
d) Improving Student Learning Outcomes: Quality improvement aims to improve student learning outcomes, so that they can become complete human beings.
2) Benefits of quality improvement
a) Improving the Quality of Education: Improving quality helps improve the quality of education by providing quality education to all students.
b) Increase Awareness About Education: Improving quality helps raise awareness of parents, community members, and local businesses about the benefits of a good education.
c) Improving Teacher Performance: Quality improvement helps improve teacher performance by providing better training and increasing awareness about the importance of education.

Improving School Quality: Quality improvement helps improve the quality of schools by promoting a culture of learning, effective education systems, and achievement.

d. SWOT Analysis
1) Definition of SWOT Analysis

Analysis is the process of finding solutions based on investigating an event to understand the actual situation; This involves chemical analysis by breaking down the components to find out the constituent substances, as well as breaking down a topic into parts to understand the overall meaning and relationships between the parts. SWOT analysis is the identification of systematic factors to formulate educational strategies. This analysis is based on logic that maximizes strengths and opportunities and minimizes weaknesses and threats. SWOT examines an organization's internal strengths and weaknesses, as well as external opportunities and threats. This tool is used in decision making and strategic planning.

a) Strength (Strength)

Strengths are internal states that provide advantages. In the context of educational institutions, strengths can take the form of special abilities, competent human resources, organizational image, and good leadership. Examples of strengths include strong recruitment, an enthusiastic management team, good exam results, an active extracurricular unit, and good parental support.

b) Weakness (Weakness)

Weaknesses are limitations or deficiencies in resources, skills, and capabilities that hinder organizational performance. Examples of weaknesses in educational institutions include the low quality of human resources, limited facilities and infrastructure, and inadequate managerial and marketing capabilities.

    c) Opportunity (Opportunity)

Opportunities are possibilities that can occur if the potential in a school is developed or optimized. Examples of opportunities include collaboration with other institutions, developing sports facilities, and providing opportunities for staff to develop skills.

    d) Threats

Threats are possibilities that can disrupt the continuity of activities at school. Examples of threats include loss of identity and reputation, risk of losing experienced teachers, and competition from other educational institutions.

2) SWOT analysis factors

a) Internal Factors
- i. The strengths of educational institutions include knowledge and expertise, quality of graduates, strategic location, and use of technology by teachers.
- ii. Weaknesses include lack of socialization knowledge, uncompetitive graduates, remote location, and low quality of graduates.

b) External Factors
- i. Opportunities include the existence of internationally based education, the increasing demand for education, and the inability of other institutions to meet community demand.
- ii. Threats include the emergence of new educational institutions, price competition, and other institutions holding the largest market share.

3) SWOT Analysis in Educational Institutions

a) internal Environmental Analysis
- i. Includes examining internal conditions such as organizational effectiveness, human resources and infrastructure.
- ii. Student analysis includes needs, recruitment, selection, orientation, coaching and development.
- iii. Analysis of educational personnel includes teacher qualifications and their contribution to the quality of education.
- iv. Analysis of physical facilities includes good management of facilities and infrastructure to support the educational process.
- v. Curriculum analysis and teaching and learning processes are important for awareness of achievement and improving human resources.
- vi. Analysis of school administration and finance emphasizes the importance of financial support for the continuity and progress of educational institutions.

b) External Environmental Analysis
- i. Includes an examination of external environmental conditions such as economic, technological, social, cultural and political.
- ii. Social environmental analysis emphasizes the role of society in supporting or rejecting the existence of educational institutions.
- iii. Analysis of the role of government and foundations in dealing with policies that influence the development of educational institutions.

4) Preparation of School Mission and Vision

a) School Mission

A mission is a way to realize a vision through tasks, commitments and action plans that serve as a guide to achieving the vision. The mission is also a statement about what the institution must do to realize its vision, providing a concrete picture of the steps that need to be taken. The mission includes activities that must be carried out by the school or madrasah to achieve the vision that has been set (Imam Machali and Ara Hidayat, 2016: 261). Apart from that, missions can also be interpreted as strategic and effective steps to achieve this vision (Aminatul Zahroh, 2014: 55). Edward Salis (2012:216) states that mission statements are closely related to vision and provide clear guidance for the present and future, and are an important part of education.

Mission is a step or effort to achieve a vision. A mission is an explanation of a vision in the form of tasks, obligations and actions directed at achieving the vision. So, mission is a service to meet vision demands with various indicators. There are several criteria in formulating a mission, including:
- i. Explain products or services that are really needed by the community.
- ii. Have clear public targets to achieve.
- iii. The quality of products and services must have a competitive edge that can convince the public.
- iv. Explain the desired business aspirations for the future and the benefits for society through the products and services available.

Things that need to be considered in formulating a school mission are:
- i. A school's mission statement should clearly state what the school wants to achieve.

ii. The school mission must be formulated in the form of actions, not conditions, as described in the vision.

iii. Visual indicators can be formulated as more than just a mission statement. There must be a clear connection between the vision indicators and the mission statement.

iv. The school mission should describe the product or service provided to the community (students).

v. The quality of the product or service offered must be competitive and easily adaptable to school conditions (Calam & Qurniati, 2016).

2) School Vision

The word "vision" comes from the English word "vision," meaning view, dream, or image. Etymologically, vision can also be interpreted as a deep and clear idea for achieving a distant future. Vision is the ability to see the heart of a problem. Therefore, a vision is not just an ideal ideal or dream for the future, but also includes a broad, deep and meaningful meaning (Minan, 2019). According to Wibisono (2006: 43), vision is a series of words or sentences that describe dreams, aspirations, plans and hopes for the future of an association, company or organization.

An educational vision is an aspirational statement that describes the desired institutional identity in the future, anticipating the challenges and opportunities that will be faced. To develop a vision, it is necessary to understand future progress. In schools, a vision is a picture of the future that is achieved by taking into account future developments and challenges. According to Akdon in Calam et.al. (2020), there are several criteria for formulating a vision, namely:

i. A vision is an ideal picture of a desired future, not a fact.

ii. Vision provides direction to organizational members to achieve good performance.

iii. Vision can inspire and prepare members to face challenges.

iv. Vision becomes a bridge between the present and the future.

v. The vision must be realistic and reliable, depict an exciting future and be dynamic, not static or eternal (Calam et.al., 2020).

A vision is a dream about the future state of the school which becomes a motivation and framework for action for the school community. The vision must be realistic, in accordance with the school's potential, both in terms of human resources and facilities and infrastructure. The vision must also be dynamic, able to adapt to changes in policy, developments in information and technology. The vision is the school's branding, so it must be formulated briefly, easy to understand, motivating, and not excessive.

In schools, vision is a picture of the future that is expected to face future developments and challenges. The school's vision plays a very important role. There are several things to consider when crafting or defining a vision. When formulating a vision, consider the following:

i. The vision must explain the goals of the institution in the future, describe the situation to be achieved so that the government can determine the managerial capabilities needed to anticipate developments in science and technology and support the vision of National Education.

ii. The vision should provide a focus on all educational activities with a clear time frame, establishing a basis for Islamic institutions to adapt to change.

iii. Islamic educational institutions must not be commercially oriented or pursue material gain. The vision must lead to adapting educational programs to the needs of current developments, using Islamic values as a guide for interacting with society and facing change.

iv. Preparing a vision is not only based on the views of executives and top managers. A good vision must involve the views of various elements of the institution's members, be discussed and agreed upon as a common goal, so that it becomes a shared commitment.

v. The vision must be stated in short and clear text, so that it is easily understood by all members of the institution and the surrounding community.

5) Determination and Targets of School Quality

Determining school quality is a process that involves assessing and monitoring various aspects of school performance to ensure that educational quality standards are met. This involves evaluating student achievement, teacher and school staff performance, school management, curriculum, facilities and infrastructure, as well as relationships with the community and other stakeholders. The steps required in determining school quality include data collection and analysis, identification of areas for improvement, development of improvement plans, implementation of corrective actions, and ongoing monitoring and evaluation to ensure continuous quality improvement.

Quality targets are goals or targets that an organization, such as an educational institution, wants to achieve within a certain time period. Quality targets are used as a method to maintain the

organization's focus on achieving predetermined quality standards and planning ways to achieve them. Every activity carried out by a work unit or provider of goods/services must have an appropriate quality plan. The work unit's quality targets must be relevant and in line with the quality policy of the organization above.

The method for creating quality targets in quality management standards can be carried out using the SMART principle approach, namely:

a) Specific. The targets set must be clear and specific. A specific goal has a greater chance of being achieved than a general goal.
b) Measurable. Goals must be measurable. There needs to be established criteria or parameters to measure progress towards achieving each set goal.
c) Achievable. The goals set must be reasonable and achievable.
d) Relevant. The quality targets set must be relevant and in accordance with the process or function of the relevant work unit.
e) Time Bound. To achieve a target, it is necessary to set a clear and expected time limit.

In implementing quality objectives, an organization must follow the following steps:

a) Determine the action to be taken. Actions that are clear, measurable, and can lead to achieving quality targets.
b) Identify required resources. All requirements to achieve quality targets must be met.
c) Determine the person responsible. It is important to appoint a person responsible for carrying out the action. The presence of a responsible person ensures the smooth implementation of the plan.
d) Schedule implementation and completion of targets. Quality objectives must have clear deadlines as part of a continuous improvement process. Different timings can produce different quality targets.
e) Evaluate the results. Regular evaluations help determine whether the action plans that have been implemented are appropriate or not. Evaluation results can also help determine whether a more effective action plan is needed to achieve quality targets.

6) The Importance of School Management in Improving the Quality of Education

School management is the process of managing educational institutions through planning, organizing, directing and supervising in order to achieve predetermined educational goals. As a school manager, the principal occupies a predetermined position in the school organizational structure. One of the principal's priorities in school management is managing the learning process. In general, there are four widely known management functions, namely planning, organizing, directing and controlling. Among these functions, organizing also includes staff formation.

Educational management is an integral part of school management because it is related to managing human resources, curriculum, facilities, learning resources and finances to achieve school goals in a sustainable manner. This includes the management and regulation of various educational resources, such as teaching staff, students, community, curriculum, finances, and facilities and infrastructure.

School management has a very important role in improving the quality of education. There are several reasons why school management is important in improving the quality of education as follows:

a) School management is responsible for organizing and managing school resources, including teaching staff, physical facilities, and budget. With efficient management, resources can be allocated optimally to support a quality learning process.
b) School management is involved in planning, implementing and evaluating the curriculum. By designing a curriculum that is relevant and appropriate to student needs, school management can ensure that learning is focused on developing relevant competencies and skills.
c) School management is responsible for developing school staff through training and professional development. By providing support and opportunities for self-development, teachers and school staff can improve the quality of teaching and educational services.
d) School management monitors and evaluates the learning process and student performance regularly. By monitoring student development and teacher performance, school management can identify areas that require improvement and take steps to improve the quality of education.
e) School management interacts with various stakeholders, including teachers, students, parents and the community. By building good cooperation with all related parties, school management can create an educational environment that is conducive and supportive for student growth and development.

4. CONCLUSION

Education in Indonesia aims to develop individuals who are noble, knowledgeable and skilled. Effective school management strategies, including leadership, human resource management and

curriculum management, are essential for creating a conducive learning environment and producing quality outputs. Quality education involves managing resources efficiently to achieve students' academic and extracurricular excellence, which requires continuous improvement and adaptation to the changing needs of society.

5. REFERENCES

Abdul Hadis & Nurhayati, *Manajemen Mutu Pendidikan,* (Bandung: Alfabeta 2010), Cet 1, hal. 86

Baidowi, A., Publistik, S., & Jakarta, T. (2020). *Manajemen Sekolah dalam Meningkatkan Mutu* (Vol. 6, Issue 2).

Sabariah, S. (2021). *Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan. EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), 116–122. https://doi.org/10.31004/edukatif.v4i1.1764

Ayu, I., & Septi, Y. (n.d.). *Strategi Peningkatan Mutu Manajemen Melalui Pengembangan Program Sekolah.*

Marjohan & cucu atikah. 2024. *Analisis SWOT pada lembaga pendidikan. Journal on Education Volume 06*, No. 02, Januari-Februari 2024, pp. 11197-1120. E-ISSN: 2654-5497, P-ISSN: 2655-1365. http://jonedu.org/index.php/joe

Mujiburrahman, *Manajemen Berbasis Sekolah Berorientasi Pelayanan Publik: Teori dan Implementasinya,* (Yogyakarta: Zahir Publishing, 2018), hal. 5-9.

Yuyun Elizabeth Patras, dkk, *Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah dan Tantangannya, Jurnal Manajemen Pendidikan*, Vol. 7 No. 2- 2019, hal. 801.

Alif Achadah, *Manajemen Berbasis Sekolah (MBS): Konsep Dasar Dan Implementsinya Pada Satuan Pendidikan*, *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, Vol. 4 No. 2-2019, hal. 84

Hadiyanto, *Mencari Sosok Desentralisasi Manajemen Pendidikan Di Indonesia*, (Jakarta: PT. Rineka Cipta, 2004), hal. 67

Ernawatie, Wisman, Y., & Syarif, A. (2023). *Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Tingkat SD. Jurnal Ilmiah Kanderang Tingang*, *14*(2), 410–418.

FIANDI, A. (2023). *Implementasi Standar Mutu Dan Sasaran Mutu Pada Lembaga Pendidikan. EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran*, *4*(1), 34–40.

Ginanjar, M. H., & Purwanto, E. (2022). *Implementasi Manajemen Pembiayaan Pendidikan di SMK Informatika Bina Generasi 3 Kabupaten Bogor. Islamic Management: Jurnal Manajemen Pendidikan Islam*, *5*(01), 67.

Patmawati, I., Ma'arif, M. N., Toyibah, E. H., & Rasmanah, C. (2023). *Pentingnya Visi, Misi, dan Tujuan Sekolah. Jurnal Pelita Nusantara*, *1*(2), 182–187.

Purba, F. E., & Naibaho, D. (2023). *Memahami Visi Dan Misi Sekolah. Jurnal Pendidikan Sosial Dan Humaniora*, *2*(4), 12617–12626.