

Implementation Based Educational Management in Developing Student Leadership at Student Organization (OPPM) Pondok Modern Darussalam Gontor

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ABSTRACT

This study aims to analyze the implementation of POACE-based educational management in developing student leadership at the Organisasi Pelajar Pondok Modern (OPPM) of Pondok Modern Darussalam Gontor. This research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, and documentation involving OPPM administrators, organizational supervisors, teachers, and students. The data were analyzed using the interactive analysis model consisting of data condensation, data display, and conclusion drawing. The findings revealed that the implementation of the five POACE management functions, namely planning, organizing, actuating, controlling, and evaluating, significantly contributed to the development of student leadership within the pesantren environment. The planning and organizing functions strengthened students' responsibility, managerial competence, teamwork, and communication skills. Furthermore, the actuating function became the dominant aspect in shaping leadership character through direct organizational involvement and leadership habituation. Meanwhile, the controlling and evaluating functions contributed to strengthening organizational discipline, accountability, and continuous leadership improvement through supervision and regular evaluation. The study concludes that POACE-based educational management at OPPM effectively creates a sustainable leadership development system characterized by discipline, participatory leadership, collective responsibility, and value internalization.

Keywords: POACE, educational management, student leadership, OPPM, pesantren

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi manajemen pendidikan berbasis POACE dalam pengembangan kepemimpinan santri pada Organisasi Pelajar Pondok Modern (OPPM) Pondok Modern Darussalam Gontor. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi yang melibatkan pengurus OPPM, pembimbing organisasi, guru, dan santri. Data dianalisis menggunakan model analisis interaktif yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi lima fungsi manajemen POACE, yaitu planning, organizing, actuating, controlling, dan evaluating memberikan

kontribusi signifikan terhadap pengembangan kepemimpinan santri di lingkungan pesantren. Fungsi planning dan organizing memperkuat tanggung jawab, kompetensi manajerial, kerja sama tim, dan kemampuan komunikasi santri. Selain itu, fungsi actuating menjadi aspek dominan dalam pembentukan karakter kepemimpinan melalui keterlibatan langsung dalam organisasi dan pembiasaan kepemimpinan. Sementara itu, fungsi controlling dan evaluating berkontribusi dalam memperkuat disiplin organisasi, akuntabilitas, dan peningkatan kepemimpinan secara berkelanjutan melalui pengawasan dan evaluasi rutin. Penelitian ini menyimpulkan bahwa manajemen pendidikan berbasis POACE di OPPM mampu menciptakan sistem pengembangan kepemimpinan yang berkelanjutan, partisipatif, disiplin, dan berbasis internalisasi nilai.

Kata Kunci: POACE, manajemen pendidikan, kepemimpinan santri, OPPM, pesantren

INTRODUCTION

Islamic boarding schools play a strategic role in shaping students' character, discipline, spirituality, and leadership through an integrated educational system that combines formal education, value internalization, and organizational activities. In the context of modern pesantren, student organizations are not merely extracurricular platforms but also function as instruments for leadership regeneration and character development. One of the Islamic educational institutions recognized for its systematic leadership development is Pondok Modern Darussalam Gontor through its student organization known as Organisasi Pelajar Pondok Modern (OPPM).

The educational system implemented in modern pesantren emphasizes the importance of organizational experiences as part of students' holistic education. Through organizational activities, students are trained to develop responsibility, discipline, communication skills, and leadership competencies within their daily social interactions. Shobirin et al. (2023) explained that student organizations in pesantren contribute significantly to the internalization of Islamic leadership values, responsibility, and social awareness among santri (Shobirin et al., 2023).

Leadership development in pesantren cannot be separated from the implementation of effective educational management. Educational institutions require systematic management functions to ensure that organizational activities operate effectively and support institutional goals. One management approach widely applied in educational organizations is POACE, consisting of planning, organizing, actuating, controlling, and evaluating. These management functions provide a structured framework for organizing educational activities, coordinating organizational members, supervising implementation, and evaluating program effectiveness. Recent studies show that the implementation of POAC functions in pesantren management contributes positively to students' discipline, organizational effectiveness, and character formation (Murobbi & Mardiyah, 2024). The implementation of POACE-based educational management also supports leadership formation among students through practical organizational experiences.



Figure: 1 Conceptual Framework of POACE-Based Educational Management

Figure 1 illustrates the relationship between the implementation of POACE-based educational management and the development of student leadership within the Organisasi Pelajar Pondok Modern (OPPM). The POACE management functions consist of planning, organizing, actuating, controlling, and evaluating, which function as the primary managerial processes in organizing student activities within the pesantren environment. These five management functions contribute to the development of student leadership competencies, including responsibility, discipline, teamwork, communication skills, decision-making ability, and organizational accountability. The framework indicates that the more systematic and effective the implementation of POACE management functions, the stronger the leadership development process among students within OPPM.

Leadership within pesantren is developed through habituation, role modeling, collective responsibility, and direct involvement in organizational management. Research conducted by Mahfudhoh et al. (2023) revealed that leadership development in modern pesantren is closely related to systematic management practices, institutional values, and the internalization of pesantren traditions in students' daily life (Mahfudhoh et al., 2023).

Furthermore, educational leadership in pesantren has increasingly become an important topic in contemporary Islamic education studies. Modern pesantren are expected to maintain Islamic values while adapting to contemporary educational challenges through effective leadership and management systems. Wahrudin and Maunah (2023) emphasized that transformational leadership within Islamic educational institutions contributes significantly to institutional excellence and educational quality improvement (Wahrudin & Maunah, 2023). Similarly, Dewi et al. (2024) argued that pesantren leadership in the disruption era requires adaptive educational management capable of responding to social and technological developments while maintaining Islamic educational values (Dewi et al., 2024).

Several previous studies have discussed pesantren leadership, organizational culture, and Islamic educational management. However, most studies focus on kyai leadership, transformational leadership, or pesantren management in general. Research specifically examining the implementation of POACE-based educational

management in developing student leadership within pesantren student organizations remains limited. In particular, studies focusing on OPPM at Pondok Modern Darussalam Gontor are still rarely explored in academic literature. Therefore, this study has significant academic urgency in analyzing how POACE management functions are implemented within OPPM and how these functions contribute to the development of student leadership.

This study aims to analyze the implementation of POACE-based educational management in developing student leadership at OPPM Pondok Modern Darussalam Gontor. In addition, this study seeks to identify supporting and inhibiting factors affecting the implementation of management functions within the student organization. The findings of this study are expected to contribute theoretically to the development of Islamic educational management studies and practically provide references for Islamic boarding schools in developing organizational-based leadership systems for students.

METHODS

This study employed a qualitative research design using a case study approach to explore the implementation of POACE-based educational management in developing student leadership at Pondok Modern Darussalam Gontor. A qualitative approach was considered appropriate because this study aimed to understand organizational processes, leadership development patterns, educational management practices, and social interactions occurring naturally within the pesantren environment. Qualitative research enables researchers to obtain in-depth and contextual understanding of educational phenomena through direct interaction with participants and the social setting being studied (Creswell & Creswell, 2023).

The case study design was selected because it allows comprehensive exploration of complex organizational and managerial phenomena within real-life contexts. According to recent studies, qualitative case studies are effective in examining leadership practices, institutional culture, and management systems in Islamic educational institutions because they provide rich and contextual data regarding social and organizational realities (Wisudaningsih et al., 2024). Furthermore, qualitative case studies are widely used in pesantren management research due to their ability to capture leadership values, educational traditions, and organizational dynamics comprehensively (Fatmawati et al., 2023).

The research was conducted at OPPM of Pondok Modern Darussalam Gontor, one of the largest modern Islamic boarding schools in Indonesia known for its systematic student leadership development and organizational management system. The subjects of this study consisted of OPPM administrators, organizational supervisors, teachers, and students involved in organizational activities. Informants were selected using purposive sampling techniques based on their involvement, experience, and understanding of the implementation of POACE-based management within the student organization. Purposive sampling is commonly applied in qualitative studies to obtain participants who possess relevant knowledge and experiences related to the research focus (Sugiyono, 2022).

Table: 1 Research Informants

No	Informants	Position	Research Role
1	OPPM Supervisor	Teacher	Organizational supervision
2	Chairman of OPPM	Student Leader	Leadership management
3	Language Division	Student Administrator	Organizational implementation
4	Security Division	Student Administrator	Discipline management
5	Students	Organization Members	Leadership participation

Data were collected through in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted to explore participants' perspectives regarding leadership development, organizational management practices, and the implementation of POACE functions within OPPM. Observation techniques were used to examine organizational activities, leadership interactions, disciplinary systems, and managerial practices in the pesantren environment directly. Documentation analysis included organizational reports, activity programs, regulations, meeting notes, and institutional archives related to student organizational management (Nizar & Churrahman, 2022; Nugraha et al., 2024).



Figure: 2 Research Data Collection Process

Figure 2 illustrates the qualitative research process employed in this study to analyze the implementation of POACE-based educational management within OPPM. The research process consisted of several stages, including in-depth interviews, participatory observation, documentation analysis, data condensation, data display, and conclusion drawing. These stages were conducted systematically to obtain comprehensive and contextual data regarding organizational management practices, leadership development processes, and educational interactions within the pesantren environment. The framework demonstrates that the integration of

multiple qualitative data collection techniques contributes to the validity and trustworthiness of the research findings.

Data analysis in this study employed the interactive analysis model developed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing or verification. Data analysis was conducted continuously throughout the research process to identify patterns, themes, and relationships among findings related to POACE-based educational management and student leadership development. The interactive analysis model is widely used in qualitative educational management studies because it facilitates systematic interpretation of complex social phenomena (Miles et al., 2020).

To ensure data validity and trustworthiness, this study applied triangulation techniques involving source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing information obtained from different participants, while technique triangulation involved comparing interview results with observations and documentation findings. In addition, member checking was carried out by confirming interview results with participants to ensure the accuracy of data interpretation. Lincoln and Guba emphasized that credibility, transferability, dependability, and confirmability are essential criteria for establishing trustworthiness in qualitative research (Lincoln & Guba, 1985).

This study focused on analyzing the implementation of the five management functions within the POACE framework, namely planning, organizing, actuating, controlling, and evaluating, in developing student leadership within OPPM. The findings were interpreted within the framework of Islamic educational management and leadership development theories to provide both theoretical and practical contributions to the field of pesantren educational management.

RESULTS AND DISCUSSION

The findings of this study indicate that the implementation of POACE-based educational management at the Organisasi Pelajar Pondok Modern (OPPM) of Pondok Modern Darussalam Gontor plays a significant role in developing student leadership through systematic organizational activities, leadership habituation, and institutional discipline. The implementation of management functions consisting of planning, organizing, actuating, controlling, and evaluating was carried out comprehensively within the organizational structure of OPPM and became an integral part of the pesantren educational system.

Table: 2 Implementation of POACE Functions in Student Leadership Development

POACE Function	Implementation in OPPM	Leadership Impact
Planning	Work program meetings	Responsibility
Organizing	Organizational structure	Teamwork
Actuating	Leadership habituation	Self-confidence
Controlling	Supervision system	Discipline
Evaluating	Organizational evaluation	Reflective thinking

Planning Function in Leadership Development

The planning function was implemented through structured organizational work programs, annual meetings, leadership regeneration programs, and daily student activity scheduling. OPPM administrators prepared organizational agendas collectively under the supervision of teachers and organizational advisors. Planning activities included the formulation of organizational objectives, division of responsibilities, preparation of activity programs, and scheduling of student leadership training activities.



Figure: 3 OPPM Work Program Meeting

Figure 3 illustrates the implementation of the planning function within OPPM through organizational work program meetings and leadership coordination activities. In this process, OPPM administrators collectively formulate organizational objectives, prepare activity programs, determine implementation strategies, and coordinate leadership responsibilities under the supervision of teachers and organizational advisors. The planning activities contribute to strengthening students' responsibility, organizational commitment, communication skills, and participatory leadership practices within the pesantren environment.

The findings reveal that systematic planning contributes positively to students' sense of responsibility, discipline, and organizational commitment. Students were trained to formulate activity concepts, determine implementation strategies, and solve organizational problems collaboratively. This finding supports Nugraha et al. (2024), who argued that structured educational management systems in pesantren contribute to improving organizational effectiveness and educational quality through planned managerial activities (Nugraha et al., 2024).

Furthermore, planning activities in OPPM reflected participatory leadership practices because students were directly involved in organizational decision-making

processes. This condition aligns with the findings of Wahrudin and Maunah (2023), who emphasized that participatory and transformational leadership models in Islamic educational institutions strengthen organizational commitment and leadership quality among students (Wahrudin & Maunah, 2023).

Organizing Function in Student Organizational Management

The organizing function was implemented through the formation of organizational structures, division of work responsibilities, coordination systems, and organizational communication patterns. OPPM administrators were assigned specific responsibilities according to their organizational departments, such as discipline, language, security, education, arts, and public relations.

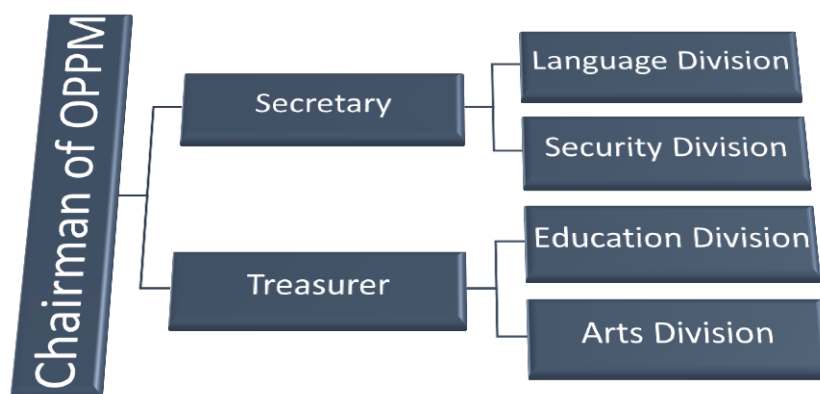


Figure: 4 Organizational Structure of OPPM

Figure 4 illustrates the organizational structure implemented within OPPM as part of the organizing function in POACE-based educational management. The organizational structure consists of leadership coordination systems, division of responsibilities, and functional departments such as language, security, education, and arts divisions. This structure enables effective organizational coordination, teamwork, communication, and managerial responsibility among students. The framework indicates that systematic organizational arrangements contribute significantly to the development of students' leadership competence and organizational discipline.

The study found that the organizing process developed students' managerial competence, communication ability, and teamwork skills. Organizational structures within OPPM also trained students to understand leadership hierarchy, institutional discipline, and collective responsibility. Through these organizational practices, students learned how to manage programs, coordinate members, and maintain organizational stability.

This finding is consistent with Mulyana et al. (2023), who explained that educational management in pesantren requires systematic organizational arrangements to maintain institutional effectiveness and leadership development

among students (Mulyana et al., 2023). In addition, Fatmawati et al. (2023) stated that well-organized educational management systems contribute to institutional professionalism and organizational sustainability within pesantren-based educational institutions (Fatmawati et al., 2023).

Actuating Function through Leadership Habituation

The actuating function was reflected in the implementation of organizational activities, leadership practices, disciplinary systems, and direct student involvement in daily organizational responsibilities. Students were encouraged to lead activities, supervise junior students, coordinate programs, and solve practical organizational challenges independently.

The findings indicate that leadership habituation became one of the most influential aspects in developing student leadership at OPPM. Through continuous organizational involvement, students developed self-confidence, emotional control, communication competence, and decision-making abilities. Organizational activities also strengthened students' sense of responsibility and institutional loyalty.

This finding supports Shobirin et al. (2023), who argued that leadership values in pesantren organizations are internalized through direct organizational experiences, collective responsibility, and daily social interactions among students (Shobirin et al., 2023). Similarly, Mahfudhoh et al. (2023) emphasized that leadership development in modern pesantren is strongly influenced by habituation systems, organizational culture, and the internalization of institutional values within students' daily life (Mahfudhoh et al., 2023).

Controlling Function in Organizational Discipline

The controlling function was implemented through disciplinary supervision, organizational monitoring, routine evaluations, and teacher guidance. OPPM supervisors and pesantren teachers continuously monitored organizational activities to ensure that programs were implemented according to institutional regulations and educational objectives.



Figure: 5 Organizational Supervision Activities

Figure 5 illustrates the implementation of the controlling function through organizational supervision and disciplinary monitoring activities within OPPM. Teachers and organizational supervisors continuously monitor student activities, organizational programs, and disciplinary systems to ensure that organizational objectives are achieved effectively and consistently with pesantren regulations. The supervision process contributes to strengthening students' accountability, discipline, organizational awareness, and leadership responsibility within the educational environment.

The findings demonstrate that the controlling system at OPPM created a disciplined organizational culture and strengthened students' accountability in carrying out their responsibilities. Organizational supervision was not merely punitive but also educational, aiming to guide students toward self-improvement and leadership maturity.

This finding aligns with Aldeia et al. (2023), who explained that modernization of pesantren management requires systematic supervision and organizational control to maintain institutional effectiveness and educational quality in contemporary educational settings (Aldeia et al., 2023). In addition, Musaddad (2024) emphasized that leadership supervision in pesantren combines managerial authority and moral guidance within the educational process (Musaddad, 2024).

Evaluating Function in Leadership Improvement

The evaluating function was carried out through regular organizational meetings, program assessments, leadership reflections, and performance evaluations conducted by organizational supervisors and teachers. Evaluation activities were intended to identify organizational weaknesses, improve future programs, and strengthen leadership quality among students.

The findings reveal that evaluation activities contributed significantly to students' critical thinking, self-reflection, and organizational learning processes. Students learned to evaluate program implementation, identify mistakes, and formulate organizational improvements collectively. This process strengthened students' leadership maturity and organizational awareness.

This finding is supported by Yuniarti et al. (2025), who explained that evaluation within student organizational management contributes to the integration of leadership ethics, responsibility, and organizational accountability in pesantren educational systems (Yuniarti et al., 2025).

Table: 3 Summary of Research Findings

Main Findings	Description
Participatory leadership	Students involved in decision making
Leadership habituation	Daily organizational practices
Organizational discipline	Continuous supervision system
Value internalization	Islamic leadership values
Organizational responsibility	Collective accountability

Overall, the implementation of POACE-based educational management at OPPM Pondok Modern Darussalam Gontor demonstrates that structured management functions contribute significantly to developing student leadership through organizational experiences, leadership habituation, institutional discipline, and value internalization. The integration of managerial practices and pesantren educational values creates a leadership development system that is participatory, disciplined, and sustainable.

CONCLUSION

The implementation of POACE-based educational management at the Organisasi Pelajar Pondok Modern (OPPM) of Pondok Modern Darussalam Gontor has demonstrated a significant contribution to the development of student leadership through systematic organizational management, leadership habituation, and institutional discipline. The five management functions consisting of planning, organizing, actuating, controlling, and evaluating were implemented integratively within the organizational system and became an essential part of the pesantren educational process. The planning function contributed to developing students' responsibility, discipline, and participatory decision-making skills through structured organizational programs and leadership regeneration activities. The organizing function strengthened students' managerial competence, teamwork, communication ability, and organizational awareness through clear division of responsibilities and systematic coordination mechanisms. Furthermore, the actuating function became the most dominant aspect in shaping leadership character because students were directly involved in organizational practices, program implementation, and daily leadership responsibilities within the pesantren environment.

The controlling function played an important role in maintaining organizational discipline, accountability, and institutional stability through continuous supervision and educational guidance from teachers and organizational supervisors. Meanwhile, the evaluating function supported students' reflective thinking, organizational learning, and leadership improvement through regular assessments and collective evaluations of organizational programs and performance.

Overall, the implementation of POACE-based educational management at OPPM Pondok Modern Darussalam Gontor has created a sustainable leadership development system characterized by discipline, collective responsibility, participatory leadership, and value internalization. This study confirms that organizational management within pesantren can function effectively as an educational instrument for developing leadership competencies among students. The findings of this study are expected to contribute theoretically to the development of Islamic educational management studies and practically provide references for Islamic boarding schools in strengthening organizational-based leadership development systems for students.

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