

School Management in the Implementation of the Seven Great Indonesian Children's Habits Movement

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Article history

Received October 28, 2025

Revised November 17, 2025

Accepted November 30, 2025

Keywords: School Management,
7 KAIH, Independence,
Habituation

ABSTRACT

This research is motivated by the importance of school management in implementing the Seven Habits of Great Indonesian Children Movement in elementary schools. This movement includes the habits of waking up early, praying, exercising, eating healthy and nutritious food, a love of learning, being social, and going to bed early. Elementary School 4 Bendungan Kulon Progo implements this program as a habit-forming activity to foster students' independence. This study aims to analyze school management in implementing the Seven Habits of Great Indonesian Children Movement at Elementary School 4 Bendungan Kulon Progo. This research used a qualitative approach with a case study approach. Data were obtained through observation, interviews, and documentation with informants consisting of the principal, teachers, students, and parents. The sampling technique used snowball sampling. The data obtained were analyzed qualitatively to gain a comprehensive understanding of program implementation. The results show that school management in implementing the Seven Habits of Great Indonesian Children Movement has progressed through the stages of organization, implementation, and supervision. The principal plays a role in organizing and supervising the program, teachers assist students in implementing activities, and parents support the habit-building process at home. The program is implemented routinely and integrated into students' daily activities, helping to foster discipline and independence.

I. INTRODUCTION

Education functions to shape the personality of students, so that they are able to make human beings who are responsible, independent and have noble morals[1]. Basic education has the main purpose of fostering an attitude of independence, an attitude of responsibility in thinking and acting, so that they have the ability to manage themselves and also be able to carry out their responsibilities that do not depend on others. The role in education related to environmental factors and exercise is to be able to create a conditioned atmosphere and provide the *stimulus* of training needed with problems in life.

School management has a very strategic role, schools need to have school management that can run programs in schools. The Great Indonesian Children's Seven Habits Movement program is an effort by the government in the formation of character and also student independence that has not been fully integrated optimally with learning and cultural activities in schools[2]. School management needs to integrate with the Great Indonesian Children's Seven Habits Movement program with student independence which is based on Islamic values to the school aspect of school life[3]. The school aspect in this case is learning activities, habituation and school culture. Through good management, independence and Islamic values can be the foundation of educational policies and activities so that a

school environment will be created that supports the formation of independent, disciplined students and have an Islamic character. This research is very important to discuss how school management implements the Great Indonesian Children's Seven Habits Movement program to form student independence at SD Negeri 4 Bendungan.

The reality is that student independence is still a problem that needs serious attention. Based on the results of initial observations at SD Negeri 4 Bendungan, it was found that some students still showed dependence on teachers and parents in learning activities and daily activities at school. Students are not used to preparing their own equipment, are not able to manage their study time, and still need encouragement from outside to complete their assignments. This condition indicates that students' independence in learning activities and school life is still relatively low. Apart from this, students' habits of discipline and responsibility have not been formed consistently or have not been able to be realized permanently. There are still students who come to school often late, some who have not completed their assignments on time or some even lack initiative in school activities. The lack or weakness of aspects of discipline, responsibility and independence of students is one of the weaknesses of character formation that should be a concern in terms of the implementation of education[4]. In the goals of education, a process is needed to achieve it including cooperation, planning, organizing, directing and controlling all stakeholders in the institution[5]. Islamic education is an important thing in national education which has a role in its development[6]. This research is expected to provide an overview of the planning, implementation, and evaluation of the programs implemented, and can also offer effective school management solutions and models to foster student independence in accordance with Islamic values.

II. METHODS

According to Sugiyono, qualitative research is a type of research that is carried out in real situations or as it is, not in artificial conditions such as experimental research. The researcher in this study has a direct role as the main tool in data collection. Data is collected through various complementary techniques, then analyzed inductively, namely drawing conclusions based on data found in the field[7]. According to Moleong, qualitative research is a research approach that aims to understand the phenomena experienced by the research subject, such as behavior, perception, motivation, and other actions as a whole, through descriptions carried out in a natural context[7]. Meanwhile, according to David and Wiliam, qualitative research is research that is carried out in a natural setting using natural methods by researchers who have sensitivity and attention to the natural context[8].

Case study types are used in this qualitative research and tend to use analysis. According to Creswell, explaining that qualitative research is an approach to explore and understand the meaning of an individual or group to a social or human problem[9]. In this study, more emphasis is placed on the process and meaning that occurs, with theory used as a frame of reference to direct the focus of

the research to be in harmony with the facts found in the field. The researcher is directly involved in the situation or condition that is the object of the study. Therefore, the results of qualitative research require the ability of researchers to conduct in-depth and comprehensive analysis and also generally obtain key data from interviews and observations[10]. The researcher conducted school management research in the implementation of the Seven Great Indonesian Children's Habits Movement SD Negeri 4 Bendungan, from the data of written results, preparations, observations, interviews and documentation from informants involved in the school and the environment.

The source of the data in the study is the subject from which the data is obtained. Data is the results obtained by researchers in the form of facts or numbers[11]. This study uses *the non-probability sampling technique* as a determinant of the sample or research subject, i.e. the researcher does not provide the same opportunity or opportunity for every individual in the population to be selected as a resource person[12]. This study uses a type of *Snowball Sampling*, which means *Snowball Sampling* is a multi-stage technique based on the analogy of a snowball, which starts with a small snowball and then grows gradually because there is an addition of snow when rolled in a snowpack. It starts with a few people or cases, then expands based on relationships with respondents[13].

III. RESULTS AND DISCUSSION

According to James, school management is a process of structuring educational institutions, by involving potential resources, both human and non-human in nature, to achieve educational goals effectively and efficiently[14]. According to Bedjo Sujanto, school management functions for planning to evaluating school programs, starting from curriculum management, management of the teaching and learning process, manpower management, management of equipment and equipment and also related to education costs. School management also affects the results or *outputs* in a school starting from planning, organizing, managing or implementing supervision, to evaluating the results obtained. The school's commitment to implementing the Seven Habits of Great Indonesian Children Movement is the background for the implementation of school management in implementing the Seven Habits of Great Indonesian Children Movement at SD Negeri 4 Bendungan.

The school management discussed in this study focuses on the Great Indonesian Children's Seven Habits Movement, while the habits carried out at school and those at home are assisted by parents. In this regard, parents are needed to accompany the habits that students do at home. School management has differences in regulating the implementation of positive habits programs, especially in certain habits that require direct involvement from students' parents. This difference arises that not all habits can be formed optimally only through activities at school. Some of the habits in the Great Indonesian Children's Seven Habits Movement such as time discipline, independence in daily activities, responsibility and habituation of positive behavior at home, are greatly influenced by the

family environment. Therefore, school management needs to arrange a special strategy that involves students' parents as educational partners, in contrast to habits that are sufficiently fostered through learning and school culture.

The Seven Great Indonesian Children's Habits include waking up early, worshipping, exercising, eating healthy and nutritious, liking to learn, socializing, and sleeping fast, but in this study it focuses on exercising, eating healthy and nutritious and loving to learn. The research focuses on three aspects of exercising, eating healthy and nutritious and liking to learn because these aspects are habits carried out at school and also with the reason to facilitate the research process. School management in regulating school activities and in the activities of the Seven Habits of Great Indonesian Children Movement includes planning, organizing, implementing, supervising and evaluating the following are the results of research on school management in the implementation of the Seven Habits of Great Indonesian Children Movement at SD Negeri 4 Dam as follows:

Planning

According to Hasan, observation is a technique of collecting data through observation and recording of the object being studied, meaning that researchers must live among the community, learn the language, see with their own eyes what happens, listen to what residents say, think and feel the situation around them[15]. In observation, the researcher found that there is school management, starting from program planning, program organization, implementation of supervision programs and follow-up. Program planning includes annual or semester planning, in addition to the involvement of the Principal, teachers and education staff in the formulation of school programs[16].

In addition, the author also found in the school planning document in the form of the Curriculum of the Education Unit (KSP) of SD Negeri 4 Bendungan which contains activities related to the Movement of the Seven Habits of Great Indonesian Children. On the curriculum of the education unit page 10 point (j) which reads "*The realization of the implementation of the 7 Great Indonesian Children's Habits*". The statement shows that there is clear evidence of school management, especially in the planning aspect. In management theory, planning is the first step that determines the direction and goals that the school wants to achieve. This means that when the curriculum has written a target for the realization of the Seven Habits of Great Indonesian Children's Movement, then the school has a clear direction in running the program. Managerially, the formulation became the basis for the preparation of the Great Indonesian Children's Seven Habits Movement program. Schools do not only carry out spontaneous activities but also arrange them through systematic plans, such as setting goals, determining activities, compiling schedules, dividing teachers' tasks and preparing success indicators. With this statement in the curriculum, the Gerakan Tujuh Kehabitan Anak Anak Hebat program is not just an additional activity, but part of the school's official program that is carefully planned.

School management is also a measurable and planned aspect, in accordance with Stoner's opinion that management is a business based on planning, organizational or regulatory aspects and also the Principal has a leadership spirit in terms of controlling his subordinates and getting success for the

school. Therefore, the Principal in the preparation of the program involves school residents, the Principal said:

“Penyusunan rencana program Kepala Sekolah melibatkan wakil kepala sekolah, guru, tenaga kependidikan, serta perwakilan dari orang tua siswa. Dalam pelaksanaannya, sekolah juga menjalin kerja sama dengan pihak seperti pengawas sekolah dan pemangku kepentingan lainnya”. (Wawancara Kepala Sekolah, 12 Desember 2025).

According to Sri Minarti, the leadership of the Principal has a major role in the implementation of education as seen through the interaction between various elements that have different characters, experiences, backgrounds and scientific fields, but all are directed to achieve the same goal[17]. Thus, the principal has a very big responsibility, which is to carry out the role of supervisor manager and also as administrator in school management[18].

According to Stoner, management is an effort based on aspects of planning, organizing and being able to have a leadership spirit to control organizational resources to get success achieved in accordance with goals[19]. In line with the importance of the planning output put forward by George R. Terry in his book *Principles of Management, Actuating and Controlling* [20]. He stated that planning is a way to determine goals and a good way to achieve them and also explained that without clear planning other management functions such as organizing, implementing, and evaluating will not be able to run effectively. Planning is also the first step to ensure coherence between the goals, programs, and outcomes that the school wants to achieve. *The planning output* at SD Negeri 4 Bendungan is an important foundation in ensuring that all school programs run systematically, consistently and have a real impact on improving the quality of education as well as the formation of student character and independence.

Organizing

Organizing in school management is important to ensure the implementation of the Seven Habits of Great Indonesian Children Movement so that it runs in a directed manner and involves all elements of the school. At SD Negeri 4 Damungan, organizing is carried out through a clear division of roles and responsibilities as well as good cooperation between the Principal, teachers, students and parents. The Principal plays the role of the main coordinator who regulates policies, prepares the program implementation structure, and coordinates all parties so that they have the same understanding and goals in the implementation of the Great Indonesian Children's Seven Habits Movement. The Principal also provides direction and support so that the program can be implemented consistently.

The organization of the Seven Habits of Great Indonesian Children, the school regulates by making a schedule and the person in charge. For the sports aspect, the team in charge is a classroom teacher and a Physical Education, Sports and Health (PJOK) teacher. The schedule for gymnastics is arranged twice a week, namely in the morning before going to class on Wednesday and Friday. For the arrangement of managing Free Nutritious Meals (MBG), each time it is placed in one place, then the class teacher to instruct students to take food according to the number of students in their class. Organizing the learning aspect is by making a schedule related to the use of *Interactive Flat Panels*

(IFP) or interactive digital touch screens. In addition, coordinate with the Principal and also the subject teacher to plan discussions after the implementation of learning in the classroom.

Based on the opinion of Ana Widarini as a 5th grade teacher, it can be understood that organizing in school management is an effort to organize all elements of the school so that they work in a directed and mutually supportive manner. The formation of the implementation team structure aims to ensure that each party such as the Principal, teachers and education staff has a clear role in accordance with their duties. The division of duties and responsibilities is carried out so that the implementation of the program can run well and optimally. In addition, timing and schedules help schools carry out activities in an orderly and planned manner. Then coordination and communication that are the elements of the school are the key so that every activity can run well. Monitoring is carried out to ensure the implementation is as planned, then the support of infrastructure facilities, as well as human resources is needed so that the entire organizing process can run effectively and achieve goals as expected.

The output of school management at this organizing stage has an important role in ensuring that all plans that have been prepared can be implemented properly and effectively at SD Negeri 4 Damungan. *The organizational output* includes the organizational structure of the school, the division of duties and responsibilities of teachers and education personnel, the determination of program coordinators, the formation of work teams and a clear coordination flow. With a good organizational output, each school citizen understands their respective roles and duties, so that the implementation of school programs can run in an orderly, coordinated and mutually supportive manner. This kind of thing can also prevent overlapping tasks and can increase the sense of responsibility and cooperation between school residents.

Related to the importance of this organization is in line with the opinion of George R. Terry. According to Terry, organizing is a basic activity of management to and manage all the resources needed, including human elements, so that work can be completed successfully[21]. He explained that *organizing* is the process of grouping activities, assigning, and determining authority so that organizational goals can be achieved efficiently. Terry also emphasized that good organization will create clarity of working relationships and the flow of command or command in the organization in this case Is school. Thus, the organizational *output* at SD Negeri

4 Bendungan is focused on the implementation of the Seven Habits of Great Indonesian Children Movement is the key to realizing the implementation of a structured, effective, and sustainable school program and supporting the achievement of educational goals and the formation of student independence character optimally.

Program Implementation

Furthermore, after the arrangement is the implementation process, in this case the Principal also plays the role of the main coordinator who directs the policy, while the teacher acts as an implementer who relates to the values of positive habits in the classroom teaching and learning process and daily habituation activities of students[22]. In this case, the teacher motivates the students and explains the habits associated with the attitude of independence. According to the document data found by the author related to the implementation of this program in the school activity agenda book which has been divided into daily, weekly, monthly and yearly activities. In the implementation of the Great Indonesian Children's Seven Habits Movement program at SD Negeri 4 Bendungan which involves teachers, students and even parents or guardians of students.

The implementation of the Great Indonesian Children's Seven Habits Movement program must be in accordance with the schedule and carried out with cooperation in the team in charge. In the aspect of morning exercise habits, classroom teachers and teachers of Physical Education, Sports and Health (PJOK) direct and prepare supporting equipment in the form of loudspeakers or *sound systems* and digital touch screens or called *Interactive Flat Panels (IFP)*. The implementation of gymnastics was carried out in the school yard attended by all students, teachers, principals and also education staff. In the aspect of healthy and nutritious eating habits to train students to grow their independence, it is done by how students take food according to the number of their classes. Furthermore, before eating, students are accustomed to washing their hands in the sink that is already available in front of the class, then students eat in the classroom starting by praying first. In addition, students also return their food containers or *ompreng* in a predetermined place. For the aspect of students who like to learn, they are invited to learn in a fun way, teachers use appropriate methods and strategies so that learning in the classroom can be as expected. Teachers in learning can also take advantage of *the Interactive Flat Panel (IFP)* in which there are already features related to learning. In addition, in the *Interactive Flat Panel (IFP)* there are games or fun games installed, by using the digital touch screen, learning becomes fun and has an impact on students who are more fond of learning.

The Great Indonesian Children's Seven Habits Movement program is implemented systematically and sustainably through the integration of positive habituation values into all school activities. This program is not only applied in classroom activities or learning processes, but also carried out in daily habituation activities, school culture, and extracurricular activities. Teachers as a role in guiding and exemplifying students to get used to disciplined, responsible, independent behavior and being able to manage themselves in various situations[23]. The

principal as a driving force and policy director by ensuring that all school residents understand the purpose and implementation of the Great Indonesian Children's Seven Habits Movement program. The implementation of the program is also supported by the involvement of parents through good communication so that positive habits are not only carried out at school but also at home. Thus, the implementation of the Great Indonesian Children's Seven Habits Movement program is running well, it can be integrated and collaborative in shaping student independence as a whole.

This is in line with the theory of policy implementation put forward by George C, Edward III which states that the success of implementation is highly determined by aspects of implementation in the field, such as communication of program clarity, commitment of implementers or resources and consistency of actions[24]. In the context of schools, teachers and education personnel play the role of the main implementers who will translate the Great Indonesian Children's Seven Habits Movement into concrete and sustainable activities. In addition, according to Gerge R. Terry, actuating is a management function that moves all members of the organization to be willing and able to carry out the action according to the plan that has been set. Therefore, *the output* of the implementation of the Great Indonesian Children's Seven Habits Movement program at SD Negeri 4 Bendungan is an important indicator of the success of school management in building a positive culture and instilling sustainable good habits in students.

Supervision or Controlling

According to Syafaruddin, supervision in the world of education has a meaning or term supervision that indicates the process, while a supervisor is a person who supervises the education and learning process[25]. Furthermore, according to Sondang P. Siagian, what is meant by supervision is the overall effort to strengthen the implementation of operational activities to ensure that the situation is in accordance with the plan that has been determined[26]. According to Candra Wijaya and Muhammad Rifa'i in their book "*The Basics of Management*" explained that supervision or evaluation is an effort to systematically and also continuously, recording, providing explanations, coaching, instructions and also straightening out various things that are not appropriate and correcting mistakes[27]. Evaluation is an activity to collect, analyze, and present information about an object to be evaluated, where the results of the evaluation are used for consideration in making appropriate, accurate and reliable decisions[28].

School management in the last stage is the evaluation of the implementation of the program, *the output* of this stage has a role that is no less important than the previous stages in the implementation of the Seven Habits of Great Indonesian Children, because evaluation is a means to assess the extent to which the program has been implemented in accordance with the planned goals. *The output* of the evaluation can be in the form of a report on the results of monitoring, data on program achievement, observation results, teacher reflections and

recommendations for program improvement. Through this, schools can find out the successes, obstacles and shortcomings in the implementation of the Great Indonesian Children's Seven Habits Movement, so that the program does not only run routinely, but continues to improve continuously.

The importance of this evaluation output in accordance with the theory of *controlling in management* was explained by George R. Terry explained that control aims to monitor that the implementation of activities is in accordance with the plan and objectives that have been set[27]. Evaluation is a tool to compare plans and the results achieved, as well as a basis for follow-up decision-making. In the context of the Seven Great Indonesian Children's Habits, the evaluation helps schools understand the effectiveness of habituation, example, and involvement of school residents in shaping student independence. Thus, *the evaluation output* of the implementation of the Great Indonesian Children's Seven Habits Movement program at SD Negeri 4 Bendungan is an important foundation to maintain the quality of the program, increase the effectiveness of implementation, and ensure the sustainability of the formation of positive habits in students.

School management implemented at SD Negeri 4 Bendungan in the implementation of the Seven Great Indonesian Children's Habits Movement is divided into two categories, *First*, positive habits carried out at school include: exercising, eating healthy and nutritious and fond or liking to learn, which is accompanied by teachers. *Second*, positive habits that are carried out at home include: waking up early, worshipping, socializing and sleeping quickly, which in this case parents accompany.

School management chart in the implementation of the Seven Great Indonesian Children's Habits.

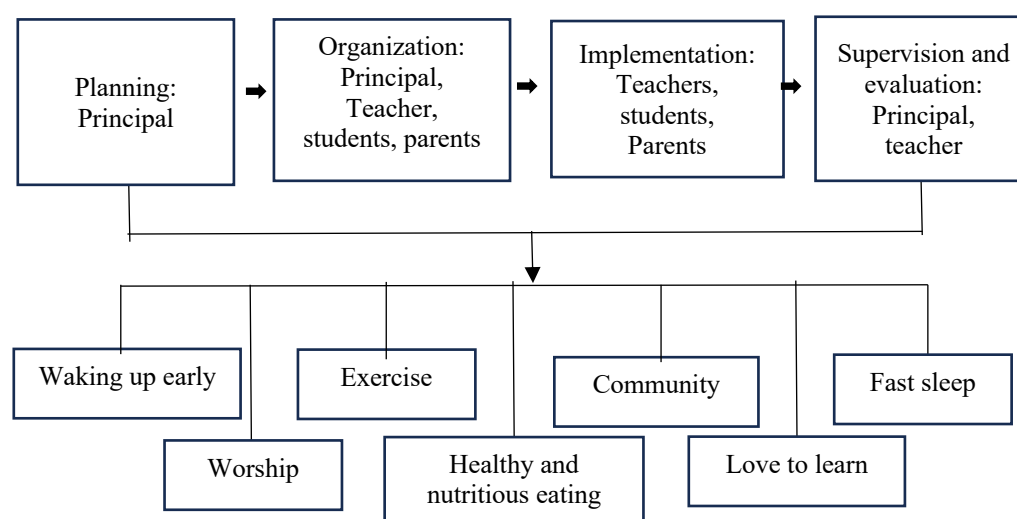


Figure 1.1. School management chart in the implementation of 7 KAIH.

School management chart in the implementation of the Seven Great Indonesian Children's Habits researched and carried out in schools.

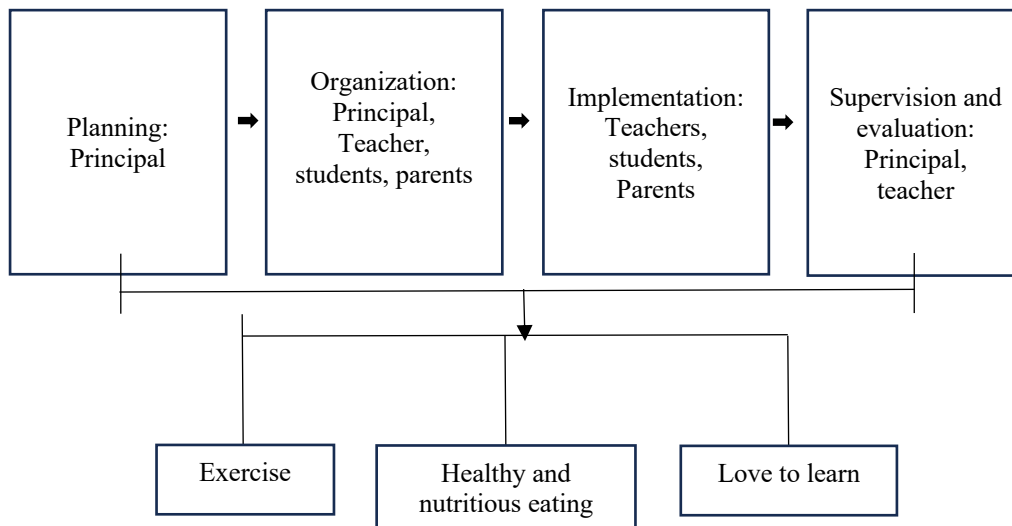


Figure 1.2. School management chart in the implementation of habits carried out in schools.

School management chart in the implementation of the Seven Great Indonesian Children's Habits accompanied by parents at home.

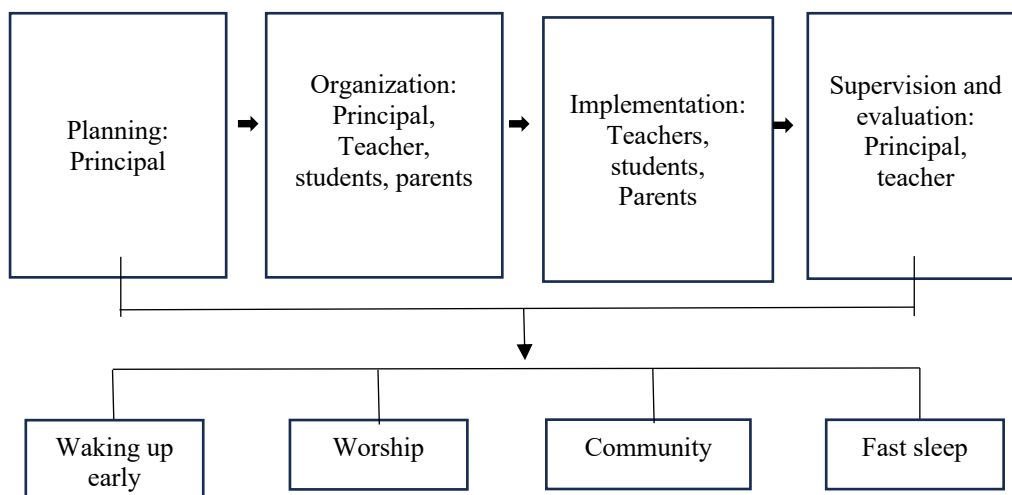


Figure 1.3. School management chart in the implementation of habits carried out at home.

The school management in the implementation of the Seven Habits of Great Indonesian Children Movement shows that the success of the program is highly determined by the involvement of various school elements gradually and continuously. At the planning stage, the principal plays an important or main role in determining the policy direction, goals, and implementation strategy of the Seven Great Indonesian Children's Habits. The principal designed a positive habituation program including waking up early, worshipping, exercising, eating healthy and nutritious, liking to learn, socializing and sleeping quickly to be in harmony with the school's vision and student needs. Clear planning is the basis so that all activities can run in a directed and measurable manner.

The organizing stage involves the Principal, teachers, students and parents. At this stage, the roles and responsibilities of each party are clearly divided. The principal plays the role of coordinator, teachers as the implementation and companion of activities at school students as the main subject of habituation, and parents of most of the Seven Great Indonesian Children's Habits such as waking up early, eating healthy and sleeping fast, fostering continuity between the school environment and family. Furthermore, at the implementation stage, teachers, students and parents play an active role in carrying out the planned program. Teachers guide and set an example in school through routine activities and integration in learning. Students practice the habits of the Seven Great Indonesian Children's Habits in their daily lives, both at school and at home. Meanwhile, parents play a role in strengthening habits in the family environment, so that positive habits are not broken and become part of children's lives.

The last stage is supervision and evaluation involving the principal and teachers. The evaluation was carried out to assess the extent to which the implementation of the Seven Great Indonesian Children's Habits was effective and had an impact on the formation of students' character. The principal and teachers jointly examine the results of the implementation, the obstacles faced, and the improvements that need to be made. With continuous evaluation, the Seven Habits of Great Indonesian Children program can continue to be perfected in order to truly form students who are healthy, disciplined, independent, and have positive character.

IV. CONCLUSION

School management that has been carried out through the stages of planning, organizing, implementing and supervising or controlling in an integrated manner. At the planning stage, the school prepares the Seven Great Indonesian Children's Habits program by setting goals, habituating activities, implementation schedules, and involving teachers and parents so that the program can run well. This planning is the basis for forming positive habits that support student independence. The organizing stage of the school principal divides the duties and responsibilities, teachers, students and parents. Good cooperation between all parties helps the implementation of the Great Indonesian Children's Seven Habits Movement to be directed and structured. The implementation of the Great Indonesian Children's Seven Habits Movement program through routine habituation activities that are integrated into learning activities and extracurricular activities. Supervision carried out by schools with periodic monitoring and evaluation to determine the success or not of the implementation of the Seven Habits of Great Indonesian Children's Movement. The school management in implementing the Seven Great Indonesian Children's Habits Movement at SD Negeri 4 Bendungan has gone well and made a positive contribution in positive habits. Through habituation that is carried out continuously and supported by cooperation between school and parents, students become more accustomed to being independent in daily activities at school and at home.

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