

Strategy for Strengthening Quality Culture Through School Quality Management Team and Teacher Working Group Activation in Elementary Schools

Astari¹, Nuryati², Riza Fauzia³, Asmawi⁴, Nurajizah⁵, Mutoharoh⁶

^{1,2,3,4,5,6}Postgraduate Program, Bina Bangsa University, Indonesia

¹astarimujahid86@gmail.com, ²nuryatimamah98@yahoo.com, ³izzacute2783@gmail.com,

⁴asmawi.sdngowok13@gmail.com, ⁵najizah18@gmail.com,

⁶mutoharohmutoharoh435@gmail.com

ARTICLE INFO

Article History:

Received : 27-06-2026

Revised : 29-09-2026

Accepted : 07-10-2026

Online : 15-10-2026

Keywords:

PPEPP cycle;

Strengthening Quality

Culture;

School Quality Management

Team;

Teacher Working Group.



ABSTRACT

The implementation of the Internal Quality Assurance System (SPMI) in elementary schools is often trapped in merely fulfilling formal administrative documents (document-oriented), while the quality assurance cycle in the classroom tends to stagnate. This study aims to analyze the effectiveness of the implementation of the PPEPP cycle after quality document mentoring through the activation strategy of the School Quality Management Team (SQMT) and the Internal Teacher Working Group. Using a qualitative approach with an evaluative case study method, data were collected through focus group discussions (FGDs), document reviews, and structured reflective interviews with the principal, SQMT members, and non-SQMT teachers at SDN Sindangraksa, Serang City. The results show that the Determination (P) and Evaluation (E) aspects were significantly strengthened through the ratification of the SQMT Decree that decentralizes the burden of quality control, as well as the implementation of a written Feedback Form that transforms the tradition of verbal supervision into an objective and accountable track record. However, at the Implementation (P) and Control (P) stages, the sustainability of the system still faces institutional challenges in the form of teacher time management dilemmas due to the dense teaching load and daily administrative tasks. As a tactical solution, the school permanently locked the Internal Teacher Working Group's activity schedule into the academic calendar to secure teacher reflection time, close the digital divide between teachers, and independently resolve learning issues. This study concluded that strengthening a culture of quality in elementary schools is not measured by the thickness of documents in filing cabinets, but by the consistency of collaborative quality organ activation integrated into daily classroom routines.



Crossref



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

The transformation of education in the modern era has brought a new paradigm that demands a complete repositioning of the governance of educational units. The implementation of a dynamic curriculum, the widespread digitalization of learning, and the integration of data through Education Report Card indicators are clear evidence that schools can no longer be managed conventionally. Amidst this wave of macro-change, elementary schools are required to be constantly adaptive, innovative, and agile in responding to emerging dynamics. Consequently, the success of an educational institution today is no longer measured simply by the completeness of classroom material transfer,

but rather by the extent to which the school is able to establish an internal control system that can ensure continuous quality improvement (Menteşoğulları, 2023).

Ideally, national education governance laws and policies stipulate that every educational unit is required to implement an Internal Quality Assurance System (SPMI). Through the universal PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement), schools are expected to have a clear compass in overseeing every academic process (Siswanto & Silitonga, 2023). Conceptually, SPMI is designed as an organic instrument that involves the active participation of the entire school community, from the leadership to the teaching staff (Irnawati et al., 2025). The primary expected outcome of this cycle is the emergence of a vibrant quality culture, where self-reflection, periodic evaluation, and follow-up on improvements become integral parts of daily classroom routines (Ridwan, 2026).

However, the reality on the ground paints a stark contrast. The general reality in many public elementary schools is that quality assurance documents are neatly stacked administratively in filing cabinets, but barely reflected in daily teaching practices (Maulana et al., 2025). Educational Unit Operational Curriculum documents, teaching materials, and even supervision sheets are often compiled solely to meet bureaucratic requirements or to meet accreditation requirements (Amri et al., 2022). When the quality assurance process is viewed as merely a document-oriented routine, the substance of improving student learning outcomes is neglected.

The root of this stalled quality cycle is triggered by two main issues at the implementation level: the centralization of the supervisory burden and an unmeasured evaluation tradition. In most elementary schools, quality control still rests solely on the shoulders of the principal without a structured division of tasks. This phenomenon is exacerbated by the persistence of oral traditions in the implementation of academic supervision. Feedback, criticism, and appreciation following classroom observations are typically conveyed briefly orally without a consistent written record (Riwanto et al., 2023). Without written documentation, recommendations for improving teachers' teaching competencies are vulnerable to being forgotten, and schools lack an objective database for monitoring teacher progress over time.

This situation is further complicated by the acute time management dilemma among elementary school teachers. Educators today are squeezed between the obligation to teach in class with a dense number of study groups, the demands of completing time-consuming administrative tasks, and the need to independently adapt to new digital learning platforms (Hidayatullah, 2025). When quality improvement programs such as internal Teacher Working Groups or reflection sessions are designed separately as optional agendas, teachers automatically view them as a tiring additional workload. As a result, a new work culture of inertia emerges, where quality improvement programs are implemented half-heartedly to escape administrative sanctions.

Theoretically, various educational management literature has confirmed that internal quality assurance will never become a vibrant work culture if imposed through top-down or centralized instructions. A successful quality culture requires decentralization of roles and collective collaboration that fosters a sense of ownership within the workplace (Abbaspour et al., 2024). Previous research also shows that external interventions such as seminars or formal training outside of school often have no significant impact on changing teachers' classroom behavior if they are not followed up by a consistent clinical mentoring system within the school itself (Utami et al., 2025).

Herein lies the fundamental gap between quality assurance theory and the reality of its implementation at the elementary school level. Most previous studies on SPMI tend to

focus on theoretical analysis of quality assurance regulations at the macro level (Gusti & Masduki, 2022) or retrospective evaluation of post-accreditation documents (Arzani, 2025). Very little research examines the clinical transition process in the field, namely how an elementary school, initially pre-SPMI, is gradually stimulated through the legal compliance of the quality assurance structure and the shift from oral to written learning evaluation instruments.

At the targeted research site, SDN Sindangraksa, baseline observations and historical quality evaluation data from the previous year revealed a pronounced gap between formal compliance and operational quality control. While basic administrative documents (such as KOSP, RKAS, and individual teaching files) achieved 100% formal completion, internal quality assurance instruments were virtually non-existent. Specifically, prior quality reports showed that academic supervision was conducted purely verbally without standardized evaluation forms, and no dedicated internal quality team existed. As a result, 85% of identified classroom learning challenges, such as low numeracy adaptation and digital divide among senior teachers, remained unaddressed in follow-up action plans. This baseline condition reflects a common phenomenon where quality assurance stops at compliance rather than driving institutional reflection.

To address these limitations, this study fills a crucial empirical gap by adopting a micro-level approach directly within the educational unit. Unlike macro-policy studies that analyze top-down regulations, this research investigates the granular, day-to-day mechanisms of quality culture transformation at the school site level. Furthermore, this study explicitly analyzes the cultural shift from a purely "administrative culture", where document completion is treated as an end in itself, to a "reflective culture," where data-driven evaluation and peer feedback continuously reshape classroom instructional practices.

The scientific novelty of this research lies in its comprehensive analysis of the activation strategy for two vital school organs: the School Quality Management Team (SQMT) and the Internal Teacher Working Group, as key drivers in re-energizing the previously stagnant PPEPP cycle. This research not only describes the success of document management on paper but also critically evaluates teachers' psychological responses and the real-time management obstacles educators face when new written instruments are tested in the field. A collaborative-participatory approach that integrates the roles of senior and junior teachers within the quality control structure serves as the strategic model proposed in this article.

Based on the background and problems mentioned above, the main objective of this study is to analyze the effectiveness of the implementation of the PPEPP cycle after the quality document mentoring in elementary schools. More specifically, this study aims to map the achievements of the school quality governance transition, identify institutional barriers and time management perceived by the teacher council, and formulate a realistic and sustainable strategy for strengthening a quality culture by locking the SQMT and Internal KKG activity schedules into the school academic calendar. The results of this study are expected to provide a practical contribution in the form of a reference model for other elementary schools in grounding SPMI from mere administrative formalities to a real culture in the classroom.

B. METHODS

This research employed a qualitative approach with an evaluative case study method designed to map the dynamics of quality assurance transitions in elementary schools. The research was conducted at Sindangraksa Public Elementary School (SDN) in Serang City during the even semester of the 2025/2026 academic year. Subjects, or informants, were selected through purposive sampling, representing all stakeholders at the school. These included the Principal as the managerial leader, two teacher representatives from the School Quality Management Team (SQMT), and two implementing teachers outside the SQMT organizational structure. This division of subjects was deliberate to obtain balanced data from the perspectives of system administrators and system users in the field.

Data collection was conducted in stages using three main techniques: focus group discussions, document reviews (desk research), and structured reflective interviews. The initial phase began with a focus group discussion (FGD) to garner commitment, followed by assistance in drafting new quality documents, including the SQMT Decree, written Academic Supervision Feedback Form, and Internal Teacher Working Group Standard Operating Procedures (SOP). Next, a document review was conducted to validate the formal legal aspects of the approved quality instruments. The final phase concluded with in-depth reflective interviews to explore the responses, level of understanding, and psychological and technical barriers experienced by principals and teachers after the new quality instruments were socialized and piloted.

Data analysis in this study employed an interactive analysis model that encompasses three simultaneous activity streams: data condensation, data presentation, and conclusion drawing or verification. During the data condensation phase, all document review results and reflective interview transcripts were sorted and focused on the five stages of the PPEPP managerial cycle. The data was then systematically presented in a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis matrix to objectively map the school's internal and external factors. The final stage is filled with inductive drawing of conclusions to formulate the most relevant and applicable Follow-up Action Plan and roadmap for strengthening quality culture in accordance with the real capacity of the educational unit.

C. RESULT AND DISCUSSION

1. Initial Portrait of Governance and Readiness of Quality Assurance System Structure

Based on the results of initial quality mapping and administrative observations conducted at Sindangraksa Public Elementary School (SDN) in Serang City, the institution's management governance demonstrates a fairly high level of formal compliance. Basic curriculum documents, such as the current academic year's Educational Unit Operational Curriculum, budget details listed in the School Activity Plan and Budget Application (ARKAS), and individual administrative documents, including teacher teaching materials, are neatly archived within the school environment. Indicators of the completeness of the vision, mission, objectives, and written rules for both teachers and students are also displayed on strategic walls in the school. This empirical evidence indicates that administratively, the school has met the minimum standards for elementary education governance (Sumaryanti & Purwanto, 2023).

However, the availability of these administrative documents has not been directly proportional to the internalization of a structured internal quality assurance system. Prior to the implementation of the mentoring program, SDN Sindangraksa was identified as

lacking a formal body specifically overseeing quality assurance at the educational unit level. The absence of a School Quality Management Team (SQMT) resulted in the entire burden of quality control, monitoring, and evaluation being placed solely on the principal. This reality led to suboptimal oversight and governance of school programs, as the span of management control became too broad and exceeded the principal's personal capacity.

Efforts to address this governance stagnation were carried out through Focus Group Discussions (FGDs) (Carroll et al., 2022) and assistance in the preparation of supplementary quality documents, involving all school stakeholders (Guzman, 2022). This collaborative and participatory intervention successfully formulated and ratified the Decree establishing the SQMT at Sindangraksa Elementary School for the 2026/2027 academic year. Through the ratification of this structure, the previously centralized quality assurance workload is now structuredly delegated to internal quality assurance committees.

This new organizational structure was designed proportionally, with the principal as the highest policy-maker, a Senior Teacher as the Head of the SQMT to coordinate the PPEPP cycle, and a Junior Teacher with good technological literacy as Secretary and Quality Operator. This personnel placement was based on a strategy of combining the mature managerial experience of senior teachers with the digital technical agility of junior teachers (Mushadi et al., 2025). Furthermore, the active involvement of coordinators from each class group—namely, the Phase A/B Coordinator for basic literacy and numeracy, the Phase C Coordinator for Computer-Based National Assessment (ANBK) readiness, and the Islamic Religious Education Teacher as the guardian of religious character standards—successfully shifted the school community's perception that quality assurance is a collective responsibility, not merely an administrative task for the leadership (Galdames-Calderón, 2023).

Although the formal legal aspects of establishing the SQMT were met following the mentoring, data from reflective interviews indicated that ratifying the draft on paper was only the first step in a lengthy process of adapting to the work culture. Teachers, both those within the SQMT and those not within the SQMT, reflected that they were still in the initial stages of adaptation. All implementing elements noted the urgent need for continued technical guidance and regular clinical mentoring to align operational perceptions regarding the details of the main tasks and functions of each quality position that had been assigned.

2. Reconstruction of Evaluation Instruments and Transformation of Academic Supervision Culture

The next fundamental aspect identified during the initial observation period was the ineffectiveness of the accountability documentation function in the Evaluation (E) stage of the PPEPP cycle. Academic supervision by the principal had been routinely conducted twice a semester through a combination of scheduled observations and unannounced inspections. This method was quite effective in comparing teachers' actual teaching performance under fully prepared conditions with their daily routines. However, a fundamental weakness lay in the method of delivering feedback for performance improvement, which had previously relied solely on verbal or direct feedback delivered directly to teachers.

This tradition of verbal feedback was deemed ineffective and detrimental to the acceleration of teacher professional competence. Important input provided by principals after classroom observations was easily forgotten and eroded without concrete follow-up for improvement (Jones et al., 2022). Furthermore, the absence of physical documents

serving as control sheets meant that school management lacked a historical track record for monitoring, measuring, and comparing progress in teacher teaching quality over time. Without a standardized written instrument, the objectivity and accountability of teacher professional development in schools became difficult to ensure.

Through a mentoring program, the student team, along with the school administration, designed a new Quality Evaluation Form in the form of a written Academic Supervision Feedback Sheet. This new instrument is designed to systematically record three key components of classroom learning: the appropriateness of the draft teaching module to actual classroom conditions (Barus, 2025), the level of utilization of information technology (David-West & Akameze, 2022), and the degree of active student involvement in strengthening literacy and numeracy (Ramdhani & Khadafie, 2026). This written feedback sheet also includes a structured improvement action plan column that outlines concrete steps for classroom management and a target implementation timeframe mutually agreed upon by the principal and the teacher.

The transition from a culture of verbal evaluation to a formal written instrument received a very positive response from all research informants. The principal of Sindangraksa Elementary School emphasized that the written form facilitated the leadership's managerial function in implementing objective and measurable learning quality control. Similarly, teachers—both members of the SQMT and non-SQMT—stated that the formal written record provided a sense of professional security and instructional clarity. Teachers could review the improvement recommendations at any time without worrying about losing information, serving as a guide for independent reflection to improve classroom governance at subsequent meetings.

However, the results of the post-mentoring document review indicate that the administrative status of this instrument is still classified as "Not Yet Used" on a mass scale in the school environment. Technical obstacles encountered include the physical draft and written records of the clinical supervision trial results still being in the portfolio development and archival documentation stages by the SQMT administrators. This indicates a barrier to the transition from the idea acceptance phase to the full implementation phase in the field, necessitating a periodic clinical simulation program for completing the instrument to familiarize all school personnel with the new quality administration system (Parveen et al., 2024).

3. Optimizing Internal Teacher Working Group and Mitigating Teacher Time Management Constraints

The Control (P) and Improvement (P) stages of the PPEPP cycle at SDN Sindangraksa also face complex operational challenges. Prior to the intervention program, the school had not yet activated an internal Teacher Working Group as an official forum for resolving the root causes of classroom instructional problems. Discussions regarding learning challenges were confined to the monthly global teacher council meeting agenda, resulting in remedial measures for lagging students remaining the sole initiative of individual classroom teachers, unaffected by the institution's established Standard Operating Procedures (SOPs).

This lack of an internal KKG forum has directly impacted the widening digital divide among educators. The principal actively motivates teachers to participate in various online and offline competency training programs. However, participation in independent online training via the Merdeka Mengajar Platform has been dominated by younger, more technologically savvy teachers (Rohimat, 2023). Conversely, senior teachers experience physical and technical barriers in operating laptops or computers. As a result, teacher

competency development across schools has been unevenly distributed, which in turn has resulted in suboptimal utilization of government-assisted ICT resources and low student adaptation to digital assessment instruments such as the ANBK (National Assessment and Computer-Based Test).

As a tactical mitigation measure, this mentoring program successfully developed a POS (Position for Activating the Internal Teacher Working Group) for SDN Sindangraksa. This POS establishes a standardized workflow that locks in the Teacher Working Group's routine implementation schedule once a month in the fourth week. The forum's main agenda is designed to accommodate two crucial activities: a digital literacy peer-mentoring session—where junior teachers personally assist senior teachers in operating laptops and accessing the PMM—and a session to discuss clinical learning issues in the classroom, such as handling overloaded classes and strategies for improving student numeracy scores.

Although the Internal Teacher Working Group POS scheme has been successfully socialized and is well understood by the teachers' council, reflection interview data identified the biggest control challenge felt uniformly by all teachers: the dilemma of time management and consistent commitment. Informants from both SQMT and non-SQMT teacher groups expressed similar concerns that the heavy daily teaching load, the obligation to complete official administration, and other additional tasks have the potential to disrupt their focus. As a result, quality improvement activities such as the Internal Teacher Working Group risk reverting to mere routines of fulfilling administrative obligations without in-depth reflection (Zumpe, 2024).

Theoretically, teacher resistance or apprehension towards the addition of new programs is normal during an organizational transition. The concept of change management states that the inertia of old work cultures will always emerge when new standardization demands arise (Brem & Nylund, 2024). The best solution to overcome this is not to impose sanctions, but rather to integrate the quality assurance system into existing work routines. The policy of locking the Internal Teacher Working Group schedule into the school's academic calendar from the beginning of the year—as agreed by the Principal of Sindangraksa Elementary School—is a very appropriate mitigation measure to protect teachers' reflection time from clashing with other incidental official agendas.

4. Recommendations for a Sustainable Quality Culture Action Plan and Roadmap

To ensure that the developed draft quality document did not end up as another pile of paperwork in the filing cabinet, this research formulated a tactical Follow-Up Plan. At the beginning of the odd semester of the new academic year (July 2026), the school's primary focus was on implementing internal technical guidance on the SQMT's duties and collaborative work. This step was crucial for establishing a common understanding among the team administrators regarding the operational mechanisms of quality control (Amalia & Faslah, 2025). Next, in August 2026, the agenda continued with a clinical simulation of completing a written supervision instrument to create a physical sample of the teacher's teaching performance track record document.

The RTL series was then integrated into the Three-Year Quality Culture Strengthening Roadmap to ensure the sustainability of the SPMI at SDN Sindangraksa. In Year One (2026/2027), the school focused on the Legal Governance Strengthening and Human Resource Readiness Phase, marked by a comprehensive trial of the written Supervisory Feedback Form and the initiation of the first Internal Teacher Working Group. This phase

emphasized teachers' adaptation to the habit of recording and documenting every clinical development in classroom learning.

Entering the Second Year (2027/2028 Academic Year), the strategy shifted to the Clinical Habituation Phase and Consistency of Monthly Teacher Working Groups. Time management challenges were addressed by standardizing monthly discussion forum schedules in the academic calendar and directing Teacher Working Group materials to address real-world student challenges, such as low basic numeracy skills or managing overcrowded classes. Physical data from written supervision during this phase must also serve as an absolute evaluation material and the primary basis for developing the annual RKAS program.

By the Third Year (2028/2029 Academic Year), schools are projected to have reached the Sustainable Quality Culture and Independence Phase. At this stage, the PPEPP cycle is expected to run automatically and independently under the full control of the SQMT, without relying on centralized instructions from the leadership. Teacher learning independence through Internal Teacher Working Groups will organically impact the quality of learning, which in turn will directly impact student Education Report Card (ANBK) scores. With a vibrant, documented, and accountable SPMI portfolio, SDN Sindangraksa will be fully prepared to upgrade its institutional accreditation status in the future.

A critical question regarding the sustainability of this quality governance transformation is whether the SQMT structure and PPEPP cycle can survive potential principal leadership changes. Historically, elementary school quality initiatives in centralized systems suffer from the "principal-centric trap," where programs collapse as soon as the initiating principal is transferred. To insulate the SQMT against leadership turnover, two structural mechanisms were embedded during the mentoring phase. First, the institutionalization of the SQMT through a formal Decree (SK Kepala Sekolah) and its integration into the school's official organizational charter converts individual leadership intent into a binding legal mandate that survives administrative successions. Second, by permanently locking the monthly Internal Teacher Working Group (KKG) schedule into the school's annual academic calendar, quality assurance is embedded into the operational routine of the school rather than remaining a personal project of the sitting principal.

Furthermore, the permanent acceptance of these changes by the teaching staff depends on shifting their psychological perception of quality assurance from an "imposed administrative burden" to an "instrument of professional empowerment". When supervision transitions from unrecorded verbal feedback to written, collaborative action plans, teachers gain tangible evidence of their own pedagogical growth. The peer-mentoring dynamic within the internal KKG, where junior teachers assist senior colleagues with digital tools while senior teachers share classroom management strategies, fosters psychological safety and a shared sense of ownership. When quality tools actively solve daily classroom challenges rather than merely filling filing cabinets, teachers permanently internalize reflective practices as a non-negotiable norm of their professional identity.

D. CONCLUSION AND SUGGESTIONS

The implementation of the Internal Quality Assurance System (SPMI) through a series of mentoring sessions and interventions on new quality documents at SDN Sindangraksa has proven effective in laying the initial foundation for a collaborative transformation of school quality governance. The ratification of the organizational structure of the School Quality Management Team (SQMT) successfully decentralized the oversight burden, initially centered on the principal, to the collective responsibility of the teaching staff. Furthermore, the shift in academic supervision from verbal methods to written Feedback Forms has been positively received, providing a more objective, measurable, and accountable track record of teacher teaching competency development. In general, in the Determination (P) and Evaluation (E) aspects, the school has demonstrated excellent administrative and legal readiness, providing the foundation for building a culture of quality.

However, the sustainability of the PPEPP cycle at the Implementation (P) and Control (P) stages still faces institutional challenges in the form of teacher time management dilemmas due to heavy teaching loads and administrative duties. These limitations have the potential to trigger cultural inertia, where the quality assurance program risks reverting to mere paperwork. As a strategic solution, activating the Internal Teacher Working Group forum, with its schedule permanently locked into the school's academic calendar, is the most realistic key to quality control. By consistently optimizing the Internal Teacher Working Group and SQMT according to a three-year roadmap, schools can narrow the digital divide among teachers, independently resolve clinical problems in the classroom, and transform quality documentation from mere piles of files in filing cabinets into a vibrant, vibrant work culture within the classroom.

REFERENCES

- Abbaspour, F., Hosseingholizadeh, R., & Bellibaş, M. Ş. (2024). Uncovering the role of principals in enhancing teacher professional learning in a centralized education system. *International Journal of Educational Management*, 38(3), 873–889.
- Amalia, I. D., & Faslah, R. (2025). Teachers' and Principals' Perceptions of the Implementation of the Internal Quality Assurance System (SPMI) at MAN 1 Nganjuk. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 8(7), 6975–6981.
- Amri, K., Riyantini, S., Hasri, S., & Sohiron, S. (2022). Quality Improvement and Accreditation Strategies in Madrasahs Facing Revolution 5.0. *Jurnal Sustainable*, 5(2), 172–182.
- Arzani, M. (2025). Kolaborasi Strategis Pasca-Akreditasi: Efforts to Improve the Quality of Educational Units in Sumbawa Regency on a Continuous Basis. *Jurnal Sistem Informasi Pengabdian Kepada Masyarakat*, 1(2), 49–51.
- Barus, C. C. B. (2025). Development of A Teaching Module on the Material of Constitution and Norms in Society for Grade IV Students Muhammadiyah Elementary School 13 Medan. *Mesada: Journal of Innovative Research*, 2(2), 1029–1045.
- Brem, A., & Nylund, P. (2024). The inertia of dominant designs in technological innovation: An ecosystem view of standardization. *IEEE Transactions on Engineering Management*, 71(2024), 2640–2648.
- Carroll, A., Bower, J. M., Chen, H., Watterston, J., & Ferguson, A. (2022). Schoolwide approaches for promoting social and emotional well-being in Australian school contexts: Focus group interviews with system and school stakeholders. *American Journal of Education*, 129(1), 109–138.
- David-West, B. T., & Akameze, J. N. (2022). Gender differences in utilization of information and communication technology among students in library and information science. *American Journal of Education and Information Technology*, 6(2), 96–102.

- Galdames-Calderón, M. (2023). Distributed leadership: School principals' practices to promote teachers' professional development for school improvement. *Education Sciences*, 13(7), 715.
- Gusti, G., & Masduki, M. (2022). Regulasi Penjaminan Mutu Pendidikan di Indonesia. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 11(1), 35–40.
- Guzman, J. (2022). Stakeholders' participation in School Improvement Plan and School Performance of Secondary Schools. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 51–66.
- Hidayatullah, M. S. (2025). The transformation of educational administration in primary schools: Towards modern and adaptive school management. *Khatulistiwa*, 6(1), 1–14.
- Irnowati, D., Haryati, T., & Wuryandini, E. (2025). Implementation of the Internal Quality Assurance System (SPMI) to Improve School Quality at MAN 2 Rembang. *Akademik: Jurnal Mahasiswa Humanis*, 5(1), 449–457.
- Jones, E., Bergin, C., & Murphy, B. (2022). Principals may inflate teacher evaluation scores to achieve important goals. *Educational Assessment, Evaluation and Accountability*, 34(1), 57–88.
- Maulana, M. M., Masruri, M. S. I., & Sari, M. K. (2025). *Education Quality Assurance System. PENERBIT KBM INDONESIA*.
- Menteşoğulları, E. (2023). Total quality management in education: A strategic approach for continuous improvement and success. *Uluslararası Sosyal Bilimler Dergisi*, 7(29), 184–198.
- Mushadi, M., Usman, N., & Bahrin, B. (2025). Empowering teachers in the digital age: Leadership strategies for enhancing pedagogic competencies in high schools. *Journal of Educational Management and Learning*, 3(1), 32–43.
- Parveen, K., Phuc, T. Q. B., Alghamdi, A. A., Kumar, T., Aslam, S., Shafiq, M., & Saleem, A. (2024). The contribution of quality management practices to student performance: Mediated by school culture. *Heliyon*, 10(15).
- Ramdhani, Y., & Khadafie, M. (2026). Innovation in the Use of Interactive Media to Increase Students Interest and Numeracy Literacy Ability. *Golden Ratio of Mapping Idea and Literature Format*, 6(2), 1416–1425.
- Ridwan, H. (2026). *Educational Guidance and Supervision Model: A Systematic Strategy to Enhance Teacher Performance and School Quality*. Goresan Pena.
- Riwanto, A., Haryati, T., & Sudana, I. M. (2023). Academic Supervision in Improving the Quality of Instruction in Public Elementary Schools. *Jurnal Manajemen Pendidikan (JMP)*, 12(2).
- Rohimat, S. (2023). Independent Training on the "Merdeka Belajar" (Emancipated Learning) Framework via the "Merdeka Mengajar" Platform. *PREDIKSI (PROFESI PENDIDIKAN INDONESIA)*, 2(2), 111–120.
- Siswanto, D. J., & Silitonga, F. (2023). Quality culture as a reflection of PPEPP and EPP at the Magelang Military Academy.. *Jurnal Mahatvavirya*, 10(1), 53–70.
- Sumaryanti, S., & Purwanto, N. A. (2023). Achieving the quality of education through the application of eight national education standards using school-based management. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 135–146.
- Utami, M. W., Maulida, R. S., Rohimat, S., Zohriah, A., & Muin, A. (2025). IGI Serang City's Strategy To Improve Teacher Competence. *Journal of Educational Review and Research*, 8(2), 101–111. <https://doi.org/10.26737/jerr.v8i2.7935>
- Zumpe, E. (2024). School improvement at the next level of work: the struggle for collective agency in a school facing adversity. *Journal of Educational Change*, 25(3), 485–529.