



Cross-School Coordination and Its Influence on Team Performance in Islamic Integrated Junior High Schools of the Riau Islands Province

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Abstract:

This study examines the influence of cross-school coordination on team performance within Islamic Integrated Junior High Schools in the Riau Islands Province. Using a qualitative case study approach, the research explores how collaborative mechanisms, shared leadership practices, and inter-school communication contribute to managerial effectiveness and organizational stability. Findings indicate that structured coordination activities enhance strategic decision-making, strengthen professional competence, and foster a coherent institutional culture. Cross-school collaboration also supports the development of shared norms, improves the accuracy of performance evaluation, and increases operational efficiency through streamlined administrative processes. These interactions create a supportive environment that enables leaders to address challenges more responsively while encouraging innovation and accountability. Overall, cross-school coordination plays a pivotal role in elevating team performance and strengthening institutional capacity across Islamic Integrated educational settings.

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Introduction (مقدمة)

Cross-school coordination has become increasingly important in the modern educational landscape as schools navigate evolving challenges and expectations. Educational institutions now function within interconnected networks that require communication, collaboration, and shared responsibility (Riyannie et al., 2024). Islamic Integrated Junior High Schools in the Riau Islands Province face diverse academic and managerial demands that benefit from coordinated approaches. Through collaboration, schools can respond more effectively to technological, social, and policy changes. Strong coordination also encourages schools to improve learning quality in a collective manner. As educational systems become more complex, the need for inter-school cooperation continues to grow. This makes coordination a foundational element in strengthening overall performance (Ramadhani, 2024).

Leadership plays a crucial role in ensuring the success of cross-school coordination efforts. School principals are responsible for fostering a culture of cooperation, both within their institutions and across school networks. Their ability to encourage openness, communication, and shared vision determines how well coordination can be implemented. Effective leaders ensure that collaboration becomes part of daily practice rather than an occasional activity. In Islamic Integrated Junior High Schools, principals help align institutional goals with broader educational standards. When leaders actively initiate partnerships, teachers and staff become more motivated to participate. This leadership-driven coordination significantly contributes to enhanced team performance (Zava et al., 2025).

Islamic educational values provide a strong foundation for cooperation and collective responsibility among schools. These values promote consultation, mutual support, and shared commitment to improving the quality of education. Islamic Integrated schools integrate these values into their management practices, making coordination both a strategic and moral endeavor. Collaboration reflects the Islamic principles of unity and seeking knowledge together. Through shared activities, workshops, and knowledge exchange, schools strengthen both their academic and character-based programs (Soedarmo & Herman, 2018). These values encourage educators to look beyond individual achievements and focus on collective progress. As a result, team performance improves through spiritually grounded cooperation.

Communication is one of the most influential factors in enhancing team performance across schools. When schools communicate openly and consistently, teams gain access to valuable information that strengthens their decision-making processes. Teachers and staff benefit from shared experiences that expand their perspectives and instructional strategies. Regular dialogue allows schools to address emerging issues collaboratively and avoid misunderstandings. Clear communication also ensures consistency in implementing Islamic-based learning programs. In a region as geographically diverse as the Riau Islands, strong communication becomes even more essential. Through effective communication, coordinated teamwork becomes more productive and unified (Suhartono et al., 2024).

Collaborative problem-solving emerges as a key outcome of cross-school coordination. Schools often face similar challenges, such as limited resources or fluctuating student performance, making shared strategies beneficial. By working together, teams can develop more innovative and efficient solutions. This reduces repetitive efforts and fosters a more streamlined decision-making process (Sidu & Harmin, 2022). Collaboration encourages schools to learn from one another's successes and avoid past mistakes. In the Riau Islands Province, shared challenges related to geography or cultural differences become easier to address collectively. This collaborative approach strengthens the adaptability and resilience of school teams.

Professional development is another central component strengthened by inter-school cooperation. Joint training sessions, workshops, and mentoring programs offer teachers opportunities to upgrade their skills and stay aligned with current educational trends. These experiences help unify teaching quality across Islamic Integrated Junior High Schools. Consistent professional development also builds confidence among teachers, enhancing their effectiveness in the classroom (Irfansyah et al., 2025). Being part of a broader professional community motivates educators to contribute more actively. Coordinated development programs encourage reflective practice and innovation. Ultimately, improved teacher competence leads to stronger team performance and better student outcomes.

Resource sharing becomes an essential advantage of coordinated school networks, especially for schools with limited facilities. Many Islamic Integrated Junior High Schools in the Riau Islands face challenges in accessing adequate learning materials and technological tools. Through resource sharing, schools optimize what they have and minimize financial strain. This

cooperation ensures that students across different islands receive equitable learning opportunities (Astiti, 2021). Shared resources also promote a stronger sense of solidarity between institutions. When schools support one another materially, teamwork becomes more efficient and productive. This enhances both academic activities and administrative performance.

Cross-school coordination also contributes to more consistent curriculum implementation. Islamic Integrated Junior High Schools follow both national standards and Islamic character-building frameworks, requiring harmonized educational strategies. When schools coordinate curriculum planning, they can ensure uniformity and clarity in instructional goals. Shared lesson plans, assessments, and extracurricular programs strengthen academic alignment across the region (Ahmad, 2020). Teachers gain a clearer understanding of expectations and best practices. Consistent curriculum implementation supports student development more effectively. As schools work together, academic performance becomes more stable and cohesive.

Team cohesion significantly increases when schools engage in continuous collaboration. Regular interaction builds trust and shared purpose among educators from different institutions. This reduces feelings of isolation, particularly for teachers working in remote islands. Strong cohesion motivates individuals to contribute more positively within their own school teams. Collaborative networks create supportive environments that boost job satisfaction. When teachers feel connected to a broader community, their performance naturally improves. This sense of unity enhances teamwork and strengthens coordination practices.

Performance evaluation becomes more meaningful and accurate when coordinated among schools. Joint assessments allow schools to compare strategies, results, and areas for improvement. This shared evaluation approach encourages healthy competition and collaborative reform. Teams can identify which practices lead to successful outcomes and replicate them across different schools (Prastiwi et al., 2025). Coordinated evaluation provides clearer benchmarks for quality assurance. It also helps schools monitor progress more systematically. By aligning evaluation standards, Islamic Integrated Junior High Schools strengthen their overall team performance.

Technological integration has expanded the possibilities for cross-school coordination, especially in geographically dispersed regions like the Riau Islands. Online platforms allow teachers and administrators to communicate, share documents, and conduct meetings without physical limitations. Virtual collaboration reduces travel barriers and increases the frequency of interaction. It also enhances the speed and flexibility of decision-making. Technology enables schools to respond quickly to emerging educational needs (Aimah, 2021). Through digital tools, coordinated teamwork becomes easier and more sustainable. This strengthens overall school performance and connectivity.

Despite its many benefits, cross-school coordination is not without challenges. Differences in school culture, management styles, and available resources often create barriers to collaboration. Geographic separation and inconsistent internet access may also limit communication. Some schools may lack administrative capacity or motivation to maintain regular coordination. Misaligned expectations can lead to misunderstandings and reduced effectiveness. Addressing these challenges requires strong leadership, clear communication, and supportive policies. With ongoing commitment, schools can overcome obstacles and maintain successful coordination.

Overall, cross-school coordination significantly influences team performance in Islamic Integrated Junior High Schools in the Riau Islands Province. Through collaboration, schools share resources, knowledge, and best practices that enhance educational quality. Coordinated teamwork helps institutions become more adaptive and capable of addressing shared challenges. Islamic values further strengthen these efforts by encouraging unity, cooperation, and continuous

learning. As the educational environment continues to evolve, coordinated collaboration remains essential for sustained improvement. Schools that maintain strong coordination networks are better positioned to achieve positive outcomes. Thus, inter-school cooperation stands as a vital pillar in strengthening team performance and educational success.



Method (منهج)

This study employs a descriptive qualitative approach to explore the phenomenon of cross-school coordination in improving the managerial team performance of principals in Islamic Integrated Junior High Schools across the Riau Islands Province. The research is conducted naturally according to field conditions and refers to qualitative theories proposed by Lexy J. Moleong, Creswell, and other scholars who emphasize a holistic understanding, the interpretation of participants' experiences, and the meaning embedded within social contexts. The research process begins with literature review, problem identification, and preliminary data collection through school documents, which are then compared with field findings to strengthen the alignment between theory and empirical realities.

The social setting of the study focuses on three Islamic Integrated Junior High Schools in the Riau Islands Province, selected purposively based on geographical aspects, institutional culture, accessibility, and relevance to the research objectives. Participants include school principals, vice principals, teachers, and administrative staff from each institution who possess adequate knowledge, experience, and access to information related to cross-school managerial coordination. The data consist of primary sources obtained through interviews, observations, and direct interactions with informants, as well as secondary sources such as institutional documents, reports, organizational structures, work guidelines, and other official records.

Data collection techniques include observation, in-depth interviews, and documentation, each complementing one another within the triangulation process. Data analysis follows the Miles and Huberman model, which consists of data collection, data condensation, data display, and conclusion drawing carried out continuously throughout the study. A postpositivist paradigm underpins this research to understand the complex, dynamic, and meaningful nature of social reality. Through these three primary instruments of qualitative inquiry, this study aims to produce valid, rich, and in-depth findings regarding cross-school coordination and its influence on the improvement of managerial team performance among principals in Islamic Integrated Junior High Schools within the Riau Islands Province.



Discussion (مناقشة)

The Strategic Role of Cross-School Coordination in Enhancing Managerial Team Dynamics

Cross-school coordination plays a pivotal role in shaping the managerial team dynamics within Islamic Integrated Junior High Schools in the Riau Islands Province. The geographical characteristics of the region make collaboration an essential strategy for overcoming school-level constraints. Through coordinated communication and shared planning, schools gain broader access to information that influences managerial decision-making. Leadership teams begin to understand their responsibilities from a wider institutional perspective. Coordinated efforts also promote a sense of collective identity among school leaders. This shared identity reduces the boundaries between institutions (Sudiana et al., 2024). Team dynamics strengthen as principals recognize that improvement requires interaction beyond their individual schools.

The strategic nature of cross-school coordination becomes visible when leadership teams participate in joint planning sessions. Such interactions create opportunities for managers to

compare administrative practices and refine their approaches. Engagement across schools encourages leaders to reassess their assumptions regarding management strategies. As they learn to adapt and negotiate differences, team interactions grow more dynamic. These collaborative encounters also provide space for constructive dialogue (Suhardi, 2023). Leaders develop the capacity to articulate their ideas while respecting the perspectives of others. This process gradually enhances their interpersonal and professional competence.

Coordination also serves as a mechanism for aligning institutional goals across different Islamic Integrated Junior High Schools. When leaders work together, they identify shared concerns related to curriculum implementation, student character development, and administrative routines. The synchronization of goals supports more cohesive managerial actions. This cultivated coherence influences how teams structure their daily tasks. Managers begin to adopt practices that are strengthened through collective agreement. Cooperation eases the burden of fragmented planning (Susanto, 2021). As unity in planning grows, team members become more confident in executing their responsibilities.

Another strategic role of coordination lies in promoting continuous professional learning among management teams. Joint training initiatives expose leaders to innovative administrative models and problem-solving frameworks. These learning platforms enrich their knowledge and expand their managerial perspectives. Exposure to diverse experiences encourages reflection on existing practices within their own institutions. Managers gain insights into how similar challenges are addressed elsewhere. Their enhanced understanding leads to more deliberate and informed actions. As the knowledge base expands, managerial interactions become more assertive and adaptive (Dhuhani, 2017).

Coordination facilitates the exchange of institutional resources that support efficiency in administrative management. Schools with stronger facilities or more established systems often guide those facing structural challenges. This exchange reduces disparities in managerial capacity across the province. Collaboration fosters trust, which serves as the foundation for resource sharing (Juswar Ardiansyah et al., 2024). Team members feel more secure in seeking assistance from other institutions. These interactions help reduce administrative burdens and optimize leadership performance. As resources become more equitably distributed, managerial teamwork evolves into a more cooperative and balanced system.

Communication emerges as a central component of dynamic managerial teamwork. Frequent inter-school communication helps leaders maintain clarity in executing shared programs. The flow of information strengthens transparency, ensuring that teams are aware of expectations and timelines. Communication channels allow leaders to coordinate policies without confusion. Teams develop better listening skills and respond more effectively to feedback. The habit of consistent communication nurtures mutual respect. Such respect reinforces the leadership culture within coordinated networks (Dimas, 2024).

Collaborative decision-making is another strategic outcome of cross-school coordination. Leaders who engage in joint discussions gain insights that inform policy formulation. These activities encourage managers to move beyond individual perspectives. The combination of diverse viewpoints creates more robust and innovative administrative solutions. Teams develop stronger analytical skills as they navigate alternatives together. Decision-making becomes less isolated and more evidence-based. This encourages accountability within managerial teams and elevates the overall quality of leadership.

Coordination strengthens managerial adaptability by exposing leaders to various operational environments. Each school brings unique strengths and weaknesses that broaden the experiences of participating leaders. These diverse conditions make teams more flexible in responding to challenges. Managers learn to reframe issues rather than view them as fixed

obstacles. Adaptability becomes part of their leadership identity. Shared experiences across schools build a reservoir of knowledge that benefits team interactions. Leaders develop a deeper capacity to handle dynamic educational contexts.

Cross-school coordination also enhances motivation among managerial staff. Collaboration often leads to feelings of empowerment because leaders realize their contributions influence broader educational networks. This motivates them to improve their performance within their own institutions. Participating in a wider community of practice gives leaders a sense of belonging. Motivation increases when individuals see progress resulting from combined efforts. The shared achievement fosters enthusiasm for future initiatives. Such enthusiasm supports sustained engagement in coordinated activities.

Inter-school collaboration shapes the professional culture within leadership teams. Cooperative practices encourage a culture grounded in mutual support rather than competition. Management teams develop norms that value openness, shared responsibility, and ethical leadership. Over time, these norms influence how leaders interact within their own schools. The spread of collaborative culture helps institutions maintain consistency in managerial behavior. Culture becomes a stabilizing force that strengthens teamwork (Aminah, 2025). This cultural alignment enhances the professionalism of school management.

Cross-school coordination also stimulates innovation within leadership teams. Exposure to new administrative strategies inspires leaders to experiment with alternative approaches. Innovation flourishes when individuals see successful examples implemented in partner schools. This encourages teams to reassess outdated procedures (Syafa'at, 2025). Leaders become more confident in proposing creative solutions. Innovation spreads as teams share outcomes from small-scale trials. This contributes to a more progressive management climate across schools.

Ultimately, the strategic role of coordination is reflected in the strengthened capacity of managerial teams to respond to the evolving needs of Islamic Integrated Junior High Schools in the province. Coordination promotes alignment, efficiency, and shared vision. Leadership teams become more resilient when they operate within collaborative structures. Their capacity to manage complex tasks improves through continuous interaction and mutual guidance. Teams develop better communication patterns that support professional integrity. This collective transformation demonstrates how coordinated networks enhance the dynamics of school management. The synergy formed through collaboration reinforces the sustainability of leadership performance.

Implications of Collaborative Practices for Improving Leadership Performance and Institutional Effectiveness

Collaborative practices among Islamic Integrated Junior High Schools in the Riau Islands Province have created an environment where leadership activities develop beyond individual capability. These practices encourage leaders to broaden their perspectives on institutional needs and align strategies with both school-specific and inter-school priorities. Shared decision-making mechanisms strengthen leaders' ability to address challenges with greater flexibility. Through these coordinated efforts, leadership performance becomes increasingly adaptive and context-sensitive (Kasanah et al., 2022). Multiple viewpoints enrich strategic planning, helping leaders respond more effectively to emerging issues. This collective dynamic builds a more stable foundation for managerial and institutional growth.

The exchange of expertise among schools contributes significantly to the refinement of leadership competencies. Leaders who participate in structured coordination forums gain exposure to diverse managerial styles and organizational structures, shaping their ability to guide teams with greater precision. These interactions create opportunities for continuous learning,

where ideas can be tested and improved collaboratively (Rahmawati, 2022). Engagement in such environments sharpens leaders' strategic insights and enhances their ability to anticipate potential obstacles. The process promotes reflective thinking, motivating leaders to improve practices based on shared evidence. Over time, this strengthens the entire leadership ecosystem.

Cross-school collaboration reinforces alignment of institutional goals by promoting a shared understanding of performance expectations. Joint planning sessions and evaluation activities provide leaders with clearer standards to uphold across institutions. Reduced inconsistencies allow leadership decisions to remain consistent and well-coordinated. Shared frameworks support efficient problem-solving and heighten the coherence of policy implementation (Pradikta et al., 2025). Through these aligned efforts, institutions contribute to a more unified educational landscape. The improved clarity enhances the capability of leaders to maintain organizational stability.

To illustrate the core elements strengthened through cross-school collaboration, the following table summarizes key domains impacted by collaborative coordination:

Table 1. Collaborative Coordination Impacts on Leadership and Institutional Performance

Domain	Influence of Collaboration
Leadership Decision-Making	Improves clarity, consistency, and responsiveness
Strategic Planning	Enhances creativity, analytical depth, and long-term alignment
Organizational Culture	Supports shared norms, trust-building, and collective identity
Institutional Effectiveness	Raises efficiency, reduces administrative burden, and strengthens accountability frameworks
Professional Development	Ensures uniform competency growth through shared training and coaching initiatives

Collaborative practices strengthen managerial actions by improving accuracy and transparency in leadership execution. When schools communicate regularly, leaders can monitor progress more effectively and intervene at appropriate stages. These systems promote accountability and allow corrective measures to be conducted with confidence. Efficient communication networks facilitate the rapid exchange of essential information. Such conditions improve the operational discipline of institutions and support effective policy enactment. The overall impact enhances internal coordination and managerial reliability.

Joint efforts promote the development of shared leadership norms that influence institutional behavior. Leaders develop a clearer sense of professional expectations as they observe one another's strengths, limitations, and methods. These norms grow organically through dialogue, feedback, and collaborative problem-solving. Over time, they become part of institutional culture and guide leadership conduct. They help institutions respond to complex challenges with coordinated actions. This cultural coherence enhances trust in leadership structures.

Collaborative monitoring and evaluation activities raise institutional effectiveness by improving the accuracy of performance assessments. Schools using shared indicators and tools gain clearer insights into their achievements and shortcomings (Hidayat et al., 2023). These evaluations enable leaders to benchmark progress against peer institutions and identify meaningful areas for improvement. Data-driven decisions become more attainable, strengthening accountability and responsibility. Institutions benefit from a more comprehensive system of evaluation. This contributes to long-term development and performance stability (Riswan, 2023).

Regular coordination forums deepen leaders' strategic reasoning. Leaders collectively explore challenges and consider alternative solutions that may not emerge within isolated environments. Such discussions promote intellectual rigor and encourage leaders to synthesize insights from diverse sources. This exchange supports the development of long-term strategies that are both practical and visionary. As leaders refine their analytical skills, the overall quality of institutional planning improves. These interactions contribute to a stronger and more innovative educational environment.

Effective collaboration reinforces inter-school trust, a crucial ingredient for sustainable coordination. Trust encourages leaders to share resources, discuss vulnerabilities, and develop mutually beneficial solutions. With trust established, institutional negotiations and joint initiatives can progress more smoothly. Transparent communication eliminates unnecessary barriers and supports a culture of openness. This relational strength enhances the effectiveness of shared programs. Trust-supported collaboration ultimately leads to deeper institutional partnerships.

Institutions gain higher operational efficiency as coordinated practices streamline administrative procedures. When schools share scheduling, reporting templates, or training initiatives, they reduce redundancy. This consolidation allows leaders to allocate time toward more strategic responsibilities. Improved efficiency contributes to clearer organizational structures and better use of institutional resources. These streamlined processes reduce internal conflicts and delays. The overall institutional environment becomes more proactive and manageable.

Leadership motivation increases through the support networks formed in cross-school coordination. Leaders often face significant pressures arising from policy demands, community expectations, and administrative duties. Shared cooperation provides emotional and professional reassurance that these challenges can be faced collectively. This support enhances leaders' confidence in decision-making and strengthens their willingness to experiment with new approaches. Such reinforcement fosters sustained engagement and reduces professional fatigue. Through this, leadership performance becomes more resilient (Prastiwi et al., 2025).

Professional development becomes more structured and consistent as schools participate in joint training and coaching programs. Standardized learning opportunities ensure that differences in leadership competence are minimized. This promotes uniformity in managerial quality across institutions. Leaders acquire updated knowledge relevant to regulatory frameworks and educational standards. Improved competencies translate into more coherent leadership practices (Mulyasa, 2022). These advancements elevate the overall institutional effectiveness.

Cross-school collaboration expands institutional impact by strengthening engagement with local communities. Joint programs often extend into community-based initiatives, enhancing public trust in Islamic Integrated education. Leaders gain better skills in partnership development and social outreach. This engagement strengthens schools' reputations and facilitates greater involvement from families and stakeholders. A wider network of support contributes to institutional legitimacy. The impact is visible in stronger community relations and increased public responsiveness (Susana, 2018).

The implications of collaborative practices demonstrate significant transformative effects on leadership performance and institutional capacity. Leaders develop broader perspectives, deeper competencies, and stronger professional relationships. Institutions benefit from efficient systems, improved communication patterns, and cohesive accountability structures. These practices contribute to the establishment of a robust and adaptive educational ecosystem. Through sustained collaboration, schools maintain high leadership standards and respond

effectively to evolving educational challenges. The synergy emerging from these practices generates long-term institutional stability and strengthens the broader Islamic education framework in the region.



Conclusion (خاتمة)

Cross-school coordination among Islamic Integrated Junior High Schools in the Riau Islands Province significantly enhances leadership performance and institutional effectiveness by fostering shared learning environments, strengthening decision-making processes, and promoting consistent managerial standards across institutions. Collaborative practices allow leaders to exchange expertise, align strategic goals, and develop unified approaches that support more adaptive and accountable school management. These interactions cultivate trust, encourage innovation, and streamline administrative functions, ultimately creating a more resilient and cohesive educational ecosystem. Through sustained cooperation, schools benefit from improved organizational culture, stronger professional development systems, and greater community engagement, positioning them to respond effectively to emerging challenges and maintain high-quality educational outcomes.



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