



INPUT-PROCESS-OUTPUT-OUTCOME QUALITY IN MANAGING EDUCATION IN ELEMENTARY SCHOOLS

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MUTU INPUT-PROSES-OUTPUT-OUTCOME DALAM MENGELOLA PENDIDIKAN DI SEKOLAH DASAR

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ABSTRACT

Abstract: This paper documents an analysis result of various research articles that discuss aspects of educational quality, either the quality of input, process, output, and outcome. The articles that are analyzed are 20 articles from 2014-2022, which were accredited nationally and non-SINTA. It aims to determine the influence and role of the quality aspects of education that take place in an educational institution on the quality management of education in elementary schools. The type of research is a literature review using a systematic scheme that provides an overview of article publications with the number of data searches at 30 articles. After conducting the review process, 20 articles match the criteria. The research results reveal that there were 9 articles accredited SINTA 3, 2 articles SINTA 2, 3 articles SINTA 4, 2 SINTA articles 5, and 4 non-SINTA articles. Of the 20 articles analyzed, 14 articles discussed input aspects, 4 articles discussed process aspects, 1 article discussed input-process aspects, and 1 article discussed input, process, and output aspects. The analysis results indicate that the input aspects of school principals and teachers have a positive influence and a significant role in managing the quality of education in elementary schools. Nevertheless, there is still a lack of the influence and role of the process, output, and outcome aspects in managing the quality of elementary school education.

Keywords: quality of education, input, process, output, outcome, elementary school

Abstrak: Artikel ini melaporkan hasil analisis berbagai artikel penelitian yang membahas tentang aspek mutu pendidikan baik mutu *input*, proses, *output*, dan *outcome*. Artikel yang dianalisis sebanyak 20 artikel sejak tahun 2014-2022 yang terakreditasi secara nasional dan non-SINTA. Tujuannya untuk mengetahui pengaruh dan peran dari aspek mutu pendidikan yang berlangsung dalam suatu lembaga pendidikan terhadap pengelolaan mutu pendidikan di sekolah dasar. Jenis penelitian adalah studi kepustakaan dengan menggunakan skema sistematis yang memberikan gambaran publikasi artikel dengan jumlah pencarian data yang ditemukan 30 artikel. Setelah menggunakan proses *review* menghasilkan 20 artikel yang sesuai dengan kriteria. Hasil penelitian ditemukan bahwa terdapat 9 artikel terakreditasi SINTA 3, 2 artikel SINTA 2, 3 artikel SINTA 4, 2 artikel SINTA 5, dan 4 artikel non-SINTA. Dari 20 artikel yang dianalisis terdapat 14 artikel yang membahas mengenai aspek input, 4 artikel yang membahas aspek proses, 1 artikel yang membahas aspek proses *input*, dan 1 artikel yang membahas aspek *input*, proses, dan *output*. Hasil analisis ditemukan bahwa aspek *input* berupa kepala sekolah dan guru memiliki pengaruh positif dan peran besar dalam pengelolaan mutu pendidikan di sekolah dasar. Namun, masih minimnya pengaruh dan peran aspek proses, *output*, dan *outcome* dalam pengelolaan mutu pendidikan sekolah dasar.

Kata Kunci: mutu pendidikan, input, proses, output, outcome, sekolah dasar

CITATION

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INTRODUCTION

Education has a big responsibility in preparing human resources for development. Development is always closely related to the times and always raises new problems that have never been thought of before, but must still be addressed wisely and elegantly. Educational institutions such as schools are institutions that have an important role in achieving the glory and development of human civilization. Today, the quality of educational institutions must be able to compete with the quality of other institutions that prioritize general education. According to Syaefudin (2020) states that the welfare of a nation is closely related to education, especially to the quality of education as well as the educational input, process and output of the nation itself. Currently, nations that are able to achieve prosperity and prosperity are nations that are able to build quality education. With the development of science and technology, the quality of education will improve in various aspects. Such as aspects of input, process, and output. This becomes important when it is associated with the development of the current era where life is increasingly open.

In the world of education, quality is a very important issue for an educational institution to produce good output. This is because the higher the quality of graduates produced, the higher the selling value and interest of educational institutions. Vice versa, if educational institutions carry out education only, the quality of graduates will also be less than perfect (Ellong, 2018). The quality of education functions as a process for measuring progress, as a support in preparing plans, as well as improving an education system. In educational institutions, the quality of education functions as a responsibility and mandate in producing graduates who are able to become a driving force in social activities that are religious in nature, so that they can

solve problems with attitude and wisdom. Therefore, efforts are urgently needed to increase the capacity and quality of educational institutions.

This very noble goal will not succeed without the support of professional education staff. One of the education staff who is most decisive in the management of basic education is the principal who is responsible for the implementation of educational activities, school administration, the development of other educational staff and the utilization and maintenance of facilities and infrastructure. The duties and responsibilities that must be carried out by the principal in leading or managing all educational resources in the school, so as to be able to support the realization of educational goals to be achieved. This situation as expressed in the concept of Total Quality Management that the quality of a product is determined by the management of input, process up to output. In other words, the quality of a product will be good if the basic ingredients are properly processed and properly controlled. Likewise only in the implementation or management of educational institutions, including elementary schools. Meanwhile in basic education, especially elementary schools in Indonesia, students who enter (input) are not specifically selected, as long as they meet the administrative requirements they can be accepted. Another study that discusses the quality of education is research conducted by Achmad Sunani Miftachurrohman and Atika on the Management of Quality-Oriented

Educational Institutions at Ganwarno Elementary School. In his research discussing quality in educational institutions, it shows that quality is an important thing, starting from the process to the results, but the expected quality of education is still not going well. The same problem was also found in research conducted by (Hidayati et al., 2022) that the administration of elementary school education has not functioned according to its function in improving the quality of education. Then it is the same as the problems found in research (Atikah & Resisca, 2021) which states that education management in elementary schools is very influential in improving quality so good management is needed from the quality aspect of education which includes the quality of input, process and output which produces good outcomes. Good. From some of the problems that exist, researchers are interested in conducting a literature study on the influence and role of educational quality aspects on the management of educational quality in elementary schools. The purpose of this study was to determine the influence and role of the quality aspects of education that take place in an educational institution on the management of the quality of education in elementary schools.

THEORITICAL REVIEW

a. Educational Input

Educational input is everything that is required to exist and is already available because it is very necessary for the running of a process. According to Imam Machali, educational inputs include: (1) human resource input (school principals, teachers, employees, and students) and non-human resource input

(equipment, tools, materials, funds, and so on). (2) software input which includes school organizational structure, laws, assignment descriptions, educational planning, educational programs, and so on. (3) input expectations such as vision, mission, objectives, targets to be achieved by the madrasa. So that the higher the level of input readiness, the higher the quality of the input produced. To achieve quality, functional, productive, effective and accountable education, several things related to input are needed, including: students, staff, facilities, costs, curriculum, planning and evaluation, school community relations and an adequate school climate (Mulyasa, 2013). This input is the main capital of an education system in schools, so if the input is good with a good process it will produce good output as well.

b. Educational Process

The process of education is the change of one thing into something else. something that influences the running of the process is called input, while the process of a result is called output. Process is anything that can change input due to the continuity of the educational process, so that student input, for example, turns into a smart student. process of reviewing and evaluating. Which learning process should be prioritized because this learning process is the most important thing when compared to other processes.

c. Educational Output

Educational output is the result of madrasah performance processes in the form of achievements in elementary schools. Performance in elementary schools can be assessed in terms of quality, productivity, efficiency, innovation, and quality in work morale. The educational output that is understood is the finished material that is produced through transformation. This is concerned with students graduating from elementary school. By holding assessment

activities, it can help determine whether students can pass or fail.

d. Education Outcomes

Educational outcomes are benefits or benefits that are felt by both students, which are the output of education, as well as for education stakeholders in general. In the next phase, this educational outcome will produce an impact (effect) for the community. In other words, quality education will produce good outcomes and of course will have a good impact as well. So that graduates have adequate outcomes. Therefore, the school committee also needs to participate in formulating, providing input and evaluating the school's vision, mission, strategy so that what is produced by the school is relevant to what the community needs.

RESEARCH METHODS

The type of research used is a literature study using a systematic review that provides an overview of article publications. The data listed comes from sources that can be accounted for based on research recommendations. All data was obtained from searches via Google Scholar, Sinta, Garuda with the help of "Publish or Perish 7". This was done with the aim of accelerating data discovery with the keywords "quality of input,

"process", "output", "outcome", "elementary school". The data search carried out found 30 articles stored in research data documents. Then the articles were analyzed according to the criteria by looking at the quality of the input, process, output, and outcome of the elementary school which produced 20 articles that met the criteria. The article was chosen because it was considered the most relevant to the research conducted by the researcher. Data analysis techniques are descriptive and objective. After being analyzed and discussed, conclusions can be drawn as the final result of the research conducted. As additional data, namely a diagram showing the number of references used from each source and the number of aspects of education quality that are more widely studied from 2014-2022.

RESULTS AND DISCUSSION

The findings of research data based on literature studies conducted by researchers obtained 20 articles that were in accordance with the research topics that researchers conducted. The findings of the article publication data in this study can be seen in Figure 1 below.

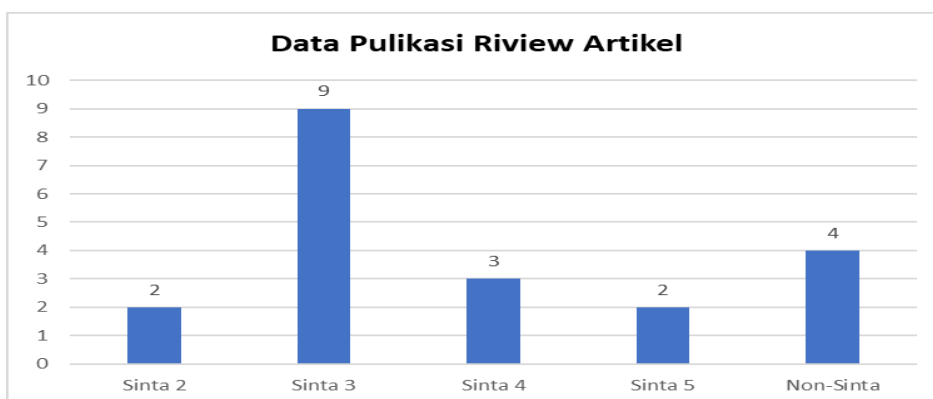


Figure 1. Article Review Publication Data for 2014-2022

Based on the figure, the results of a review of published articles for 2014-2022 consist of articles that are nationally accredited, namely 2 articles from Sinta 2, 9 articles from Sinta 3, 3 articles from Sinta 4, 2 articles from Sinta 5, and non-Synta 5. as many as 4 articles. The results of an analysis of 20 national and non-denominational journal articles related to aspects of education quality

show several problems that affect the quality of elementary school education experienced in the field. From the 20 articles analyzed, it was obtained aspects of the quality of education that have influence and role in managing the quality of education. The aspects of the quality of education obtained can be seen in Figure 2. below.

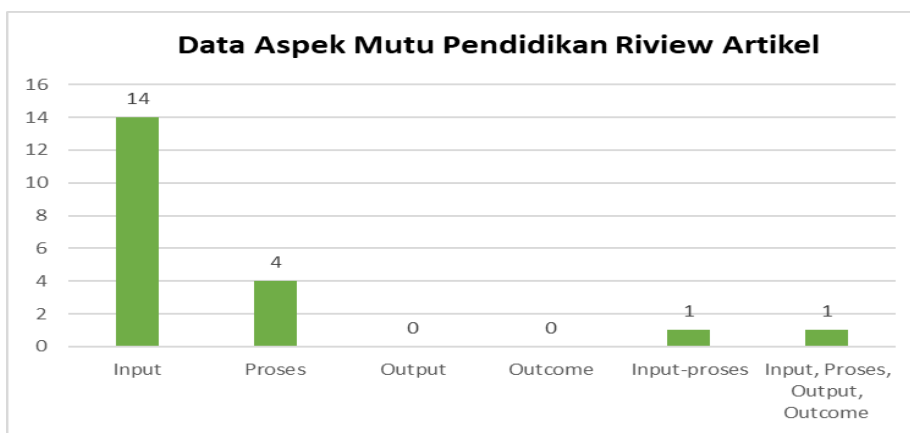


Figure 2. Aspects of Education Quality

Based on this figure, it can be concluded that out of 20 articles accredited nationally and non-synthetically, 14 articles discussed input aspects, 4 articles discussed process aspects, 1 article discussed input-process aspects, and 1 article discussed input,

process aspects. , and outputs. For more clarity regarding the results of the analysis of 20 articles related to the problems of aspects of education quality, it can be seen in table 1. below.

Table 1. Results of analysis of 20 articles in 2014-2022

Writer	Title	Aspects of Education Quality	Journal Type
(Fitrah, 2017)	The Role of the Principal in Improving the Quality of Education	Input	Sinta 3
(Dewi & Khotimah, 2020)	The Influence of Teacher Professionalism and Work Discipline on Improving the Quality of Education in Elementary Schools	Input	Sinta 2
(Aghniya, 2017)	Principal Performance and Teacher Teaching Performance in Improving the Quality of Public Elementary Schools	Input	Sinta 3
(Waluyo & Hadi, 2014)	The Influence of the Implementation of SBM, Management of Learning and School Committee Participation on the Quality of Education in Elementary	Input-Proses	Sinta 3

	Schools/Mi		
(Gustini & Mauly, 2019)	Implementation of Internal Quality Assurance System in Improving Basic Education Quality	Input	Sinta 4
(Fadila et al., 2020)	The effectiveness of school resource management in improving the quality of education	Input	Sinta 3
(Saleh & Malik, 2019)	Education Quality Improvement Strategy for Integrated Islamic Elementary Schools (Sdit) in East Kalimantan Province (Case Study of Sdit Cordova Samarinda and Sdit Yabis Bontang)	Input-Proses-Output	Non-Sinta
(Andriani, 2019)	The Role of Female Principals in Efforts to Improve the Quality of Education at Muhammadiyah 01 Pekanbaru Elementary School	Input	Non-Sinta
(Kusumadewi, 2019)	Development of a Curriculum Management Model Based on Strengthening Character Education to Improve the Quality of Learning in Elementary Schools	Proses	Sinta 3
(Sulastris et al., 2016)	The Effect of Principal Leadership and Work Motivation on the Quality of Elementary Schools in Jepara Regency	Input	Non-Sinta
(Mevlevi et al., 2021)	The Influence of the Principal in the Management of Education in Elementary Schools	Input	Sinta 3
(Sunaengsih, 2016)	The Effect of Learning Media on the Quality of Learning in Elementary Schools Accredited A	Proses	Sinta 2
(Azhari & Kurniady, 2016)	Educational Funding Management, Learning Facilities, and School Quality	Input	Sinta 4
(Muslimin & Kartiko, 2020)	The Influence of Facilities and Infrastructure on the Quality of Education in International Madrasah Nurul Ummah Pacet Mojokerto	Input	Sinta 3
(Mariana, 2021)	The Influence of the Principal's Leadership on the Effectiveness of Driving Schools in Improving the Quality of Education	Input	Non-Sinta
(Widyastuti, 2020)	The Impact of the Implementation of the Zoning System on the Quality of Schools and Students	Proses	Sinta 5
(Suwartini, 2017)	Principal Academic Supervision, Teacher Professionalism and Education Quality	Input	Sinta 4
(Ningsih et al., 2021)	The Influence of School Committees and Principal Leadership on Improving Education Quality	Input	Sinta 3
(Baridin, 2018)	The Influence of Teacher Competence and Learning Strategies on the Quality of Education in MTs Negeri 2 Brebes	Input	Sinta 5
(Dewi et al., 2018)	Teacher Professional Abilities and Work Motivation on Teaching Performance of Elementary School Teachers	Input	Sinta 3

Based on the results of the analysis of the 20 articles above, problems were found related to aspects of the quality of education from 2014-2022 which affected the

management of the quality of elementary school education. The problems found can be seen in table 2. below.

Table 2. Analysis of Research Results

Writer	Problem Analysis Results
(Fitrah, 2017)	The role of the school principal is one of the input factors in the educational aspect that influences the quality of education. The roles of school principals that affect the quality of education are educators, managers, administrators, supervisors, leaders, innovators, and motivators. The principal also plays a role in aspects of the process that will determine the quality of education, one example is accepting educators or teachers who are competent in the field of education.
(Dewi & Khotimah, 2020)	Teacher professionalism and teacher work discipline have a positive effect on the quality of education at SDN 04 Cipedak and MIN 08 Jagakarsa, South Jakarta. This means that the teacher as one of the input aspects of the quality of education greatly influences the quality of education where if the teacher does his job well, is competent, disciplined and so on, it will improve the quality of education in his school.
(Aghniya, 2017)	Principal performance and teacher teaching performance both have a significant positive effect on the quality of education. The performance of school principals in terms of policies, leadership, discipline, cooperation, competence, and others will affect the performance of teachers in their schools. The school principal is a role model for teachers, so if the performance of both is good it will lead to good results in terms of the quality of the input, process, output and outcomes of the school.
(Waluyo & Hadi, 2014)	The implementation of school-based management (SBM), management of learning, and participation of school committees together have a significant influence on the quality of education in SD/MI. The contribution of implementing school-based management (SBM), learning management, and participation of school committees together to the quality of SD/MI education is 58.9%.
(Gustini & Mauliy, 2019)	Implementation of an internal quality assurance system implemented in schools such as implementing a School Self-Evaluation (EDS) will make it easier for school principals, teachers or related parties regarding quality development in their schools. This system is implemented as an effort to continue to monitor and improve the quality of education in terms of input, process and output.
(Fadila et al., 2020)	In situational leadership, learning programs, partnership programs, infrastructure, educators and teaching staff, as well as outputs are quite effective. However, there are several infrastructure facilities that need improvement, such as facilities in the language laboratory, expansion of the canteen, and prayer room. Based on this, the results show that the management of school resources greatly influences the quality of education. If school resources are managed properly, they will produce good outputs and outcomes.
(Saleh & Malik, 2019)	In the input aspect, the strategy adopted is selecting human resources through a strict selection process according to predetermined criteria. In the aspect of the strategy process adopted, namely optimizing the process of decision making, institutional management processes, program management processes, teaching and learning processes, and monitoring and evaluation processes. Meanwhile, the increase in the output aspect is to improve academic achievement by optimizing existing components and trying to produce quality graduates and increasing non-academic achievement by trying to produce

- (Andriani, 2019) students who have Islamic character and excel in the arts, sports and extracurriculars. Principals of women's schools have the ability to improve the quality of education by being transparent as administrators, supervisors, innovators and motivators. The supporting factors are: (1) friendly and gentle nature; (2) the assertive side of women; (3) knowledge management; (4) willing to make sacrifices both in terms of material and time; and (5) collective and collegial leadership. While the inhibiting factors are: (1) it is still difficult for a female leader to hide/control her emotions; (2) weak physical condition or prone to disease, becomes one of the obstacles to women's leadership role; and (3) the difficulty in cooperating with foundations, so that it hinders women's leadership a bit.
- (Kusumadewi, 2019) The handbook for a curriculum management model based on strengthening character education to improve the quality of learning in elementary schools contains teaching and learning guidelines and the preparation of learning based on strengthening character education in elementary schools. Good student character will be a form of quality output from a school which is the main goal in the world of education to produce students who are not only smart but also have good character.
- (Sulastri et al., 2016) Principal leadership has a positive and significant effect on the quality of elementary schools in Tahunan District, Jepara Regency. This means that any improvement in the leadership of the school principal will tend to be followed by an increase in the quality of elementary schools in Tahunan District, Jepara Regency. Principal leadership and teacher motivation are positively and significantly related to the quality of elementary schools in Tahunan District, Jepara Regency. This means that the better the leadership of the principal and the work motivation of the teachers will be followed by an increase in the quality of elementary schools in Tahunan District, Jepara Regency.
- (Mevlevi et al., 2021) If the principal is competent, has awareness, sensitivity for quality improvement and can carry out management properly, such as using POAC, this can also provide good and optimal results. In addition, school principals who facilitate teachers with various kinds of platforms for self-development, increase the influence on teacher performance results and also influence student learning outcomes.
- (Sunaengsih, 2016) The relationship between learning media and the quality of learning is at a strong level with a significant value. This means that the research hypothesis which states "There is a significant influence of learning media variables on the quality of learning" is accepted with an influence level of 45.4%. Learning that is fun and supported by complete and up-to-date learning facilities and infrastructure and attracts students' attention will affect student learning outcomes which affect the quality of education at the school.
- (Azhari & Kurniady, 2016) Education financing management and learning facilities have a joint effect on improving the quality of education. Education financing management also has an influence on learning facilities, where every use of financing facilities must be based on the principle of efficiency in terms of the quality and quantity of equipment. This is influenced by how financing management is managed by the school so that it is able to support the procurement and planning of learning facilities. In the end, the two input instruments will support the improvement of the quality of education through the teaching and

- (Muslimin & Kartiko, 2020) learning process in schools. There is a significant influence between facilities and infrastructure on the quality of education. Of the two (2) research variables that have been analyzed, it is known that the facility variable is more dominant in influencing the quality of education than the infrastructure variable.
- (Mariana, 2021) The driving school principal is able to drive school operations and become a facilitator for teachers at school. Student-centered learning is carried out using a microlearning approach and is adapted to the talents and interests of students. Learning is planned according to students' abilities and various activities are expected to make students comfortable and happy when studying at school. The principal as a leader in the school is able to become a locomotive for change in the school.
- (Widyastuti, 2020) The driving school principal is able to drive school operations and become a facilitator for teachers at school. Student-centered learning is carried out using a microlearning approach and is adapted to the talents and interests of students. Learning is planned according to students' abilities and various activities are expected to make students comfortable and happy when studying at school. The principal as a leader in the school is able to become a locomotive for change in the school.
- (Suartini, 2017) The school principal's academic supervision has a significant effect on the quality of education through teacher professionalism in SD Negeri Purwakarta Regency. This means that school principals must optimize coaching for teachers as a form of follow-up to the academic supervision program they have made. Because supervision will be said to be meaningful if the principal provides guidance to teachers in an effort to increase their professionalism, especially in improving the quality of teacher knowledge and skills which have an impact on improving the quality of education in schools.
- (Ningsih et al., 2021) There is the influence of the school committee on improving the quality of education at SMP Negeri Sukarami District, Palembang City. Then there is the influence of the principal's leadership on improving the quality of education in the Sukarami District Public Middle School, Palembang City. In addition, there is also the influence of the school committee and the leadership of the school principal together on improving the quality of education at the Sukarami District Public Middle School, Palembang City.
- (Baridin, 2018) There is a significant influence between the competence of teachers on the quality of education. So in this study it can be concluded that teacher competence influences the quality of education, therefore it can be stated that there is an influence in the high category. Then there is a significant influence between the application of learning strategies to the quality of education. So in this study it can be concluded that the application of learning strategies affects the quality of education, therefore it can be stated that there is an influence in the high category. Both teacher competence and the application of learning strategies affect the quality of education, because these two variables are mutually sustainable.
- (Dewi et al., 2018) The influence of teacher professional abilities and teacher work motivation on teacher teaching performance in SD Kota Cimahi is in the high category, which means that both have a significant and positive influence. The hypothesis that the researchers proposed was accepted, meaning that there was a significant influence between the teacher's professional ability and

teacher's work motivation on teacher teaching performance at SD Kota Cimahi. The regression equation obtained was linear, meaning that the higher the teacher's professional ability and teacher's work motivation, the higher it will be teacher teaching performance at Cimahi City Elementary School.

The results of the synthesis show findings of problems regarding aspects of education quality from 2014-2022 which consist of 14 input aspects, 4 problems, process aspects, 1 problem, input-process aspects, problems, and 1 input, process, and output aspects. problem.

The input aspect is the aspect that is more widely studied for its influence on the quality of education. The input aspect is the basis of an educational management, so it is very necessary to know how the input aspect is managed in an educational institution, especially elementary schools. The input aspects that have been studied the most are school principals, teachers, facilities and infrastructure, financing, and school committees. Principals are more used as research variables aimed at finding out how they influence the quality of education. Based on the problems that have been analyzed by researchers, it can be concluded that school principals have an important role and great influence in managing the quality of elementary school education. The principal is the leader in a school organization where competence, discipline, responsibility, decisions, policies, cooperative attitudes, professionalism, social behavior, and ideas in developing the school will have a major influence on teachers and students. If the principal plays a professional and good role in carrying out his duties, it will affect the teachers at his school (Devi, 2021). So as to create habits, responsibilities, and good relations between school principals and teachers so that they work together to improve the quality of education in their schools (Salim, 2017).

Teachers also have a positive influence and have a major influence on the quality of

elementary school education. Teachers who interact and provide learning every day so as to create students who are smart and have character if the teacher is competent in the fields of education, professionalism, has good personality, social and pedagogy and is supported by complete advice and infrastructure (Divine, 2020). For this reason, a strict policy is needed from the school principal starting from accepting teachers who must be in accordance with their fields, not accepting teachers because of family and other factors. Because teachers who are competent in their fields have more of a basis for interacting, teaching, and educating students so that learning can take place well and achieve learning goals (Gunawan et al., 2020). Therefore, it is necessary to improve the quality of school principals, teachers, administration, facilities and infrastructure, as well as other input aspects in order to improve the quality management of elementary school education.

CONCLUSION

Based on the discussion above, it can be concluded that the input aspect is an aspect that has a major influence on improving the quality of elementary school education. The input aspects are school principals, administration, financing, facilities and infrastructure, systems/policies, and school committee participation. From the several input aspects it was found that the aspects that had the greatest influence were the school principal and teachers. It was found that the role of the principal in making decisions, work motivation, professionalism, personality, and others will affect the performance of teachers and other education personnel so as to create quality output so that the quality of school

education also increases. Likewise, teachers who are competent, have personality, pedagogic, social, and professional will improve the quality of learning so as to make students smart and with character. However, the influence and role of the process, output and outcome aspects in managing the quality of elementary school education is still minimal. It is hoped that this research will become one of the references for advancing the quality of education by analyzing aspects of the quality of education that have a major influence and have not yet affected the output of an elementary school. In addition, elementary schools both in cities and in rural areas, can optimize every aspect of the quality of education supported by policies, funds, and other from the government, student parents, and the community around the elementary schools. Thus it can support school programs.

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