

Strengthening Islamic Education Leadership: An Analysis of School-Based Management Training Follow-up Programs

Fahrurrozi 

Program Studi Manajemen Pendidikan Islam (S2), Universitas Islam Negeri
Walisongo Semarang, Semarang, Indonesia

✉ fahrurrozi@walisongo.ac.id

Article History:

Received: May 24, 2024

Revised: August 18, 2024

Accepted: August 21, 2024

Published: August 28, 2024

Abstract

This study explains the approaches used by the Institute for Research and Community Development Studies in School-Based Management (SBM) training for Islamic elementary schools in the Magelang Regency. The data in this qualitative study were collected through observation techniques, interviews, and documentation studies obtained from training facilitators, principals, supervisors, school boards, and training organizing committees. Furthermore, the data were analyzed using qualitative techniques. The results of the study showed that the leadership enculturation approach was used in training to strengthen the leadership of Islamic elementary schools. The leadership enculturation approach was adjusted to the stages of SBM training as follows: 1) Partnership leadership enculturation was used to strengthen school leadership in preparing follow-up plans after SBM training. (2) Mentoring collaborative leadership enculturation was used to strengthen school leadership in the implementation of school actions. 3) Evaluative leadership enculturation was used to strengthen school leadership by measuring and assessing the training process, training outcomes, and the impact of change on schools. The school leadership enculturation approach adjusted to the training stages can be used to ensure the implementation of the SBM in schools after training.

Keywords: Islamic Education; Leadership Strengthening; School-Based Management; Training Follow-up Programs



INTRODUCTION

The biggest challenge of any training lies in ensuring that the knowledge and skills acquired are applied and continue to develop after the training is completed. School-Based Management (SBM) is a mandate of the National Education System Law of 2003; therefore, SBM is often trained to educate administrators. Since the issuance of the School-Based Management (SBM) implementation policy, most components of SBM have not been implemented well in schools. For example, Mustiningsih's research comparing the indicators of SBM with its implementation in Indonesian schools and showed that 100% of financing management, 88% of educator and education staff management, 75% of school culture and environment management, 73% of student management, 71% of facilities and infrastructure management, 60% of public relations management, and 40% of learning management have not been implemented (Mustiningsih, 2015). This indicates that the existing training system is not optimal enough to support the sustainability of SBM training in schools, which hampers their progress.

The problem of suboptimal application of SBM knowledge and skills in schools after training has not been specifically studied, even though it is key to the success of training. To date, there have been several studies on school-based management. Zhang & Usaho (2019) and Moradi et al. (2012) illustrated the factors that influence the successful implementation of School-Based Management. Meanwhile, Brown's study showed a difference in opinions about School-Based Management and the factors that influence it (Brown & Ph, 2004). Dempster's study showed that SBM leads to greater decision-making flexibility, changes the work role, increases the workload of principals, improves student learning outcomes, increases innovation, increases competition, results in reduced funding, and affects the standing of the public education system (Dempster, 2000). Mehner et al., (2024)

found that both peer and supervisor support functioned as antecedents for training transfer and knowledge sharing. Martin's study showed that peer and supervisory support positively impacts the workplace environment (Martin, 2009). They found that action planning has a positive impact on the effectiveness of entrepreneurship education (Thein et al., 2023). Research results on leadership in Islamic schools in Indonesia showed that school principals apply Islamic religious values in leading their schools (Kusumaputri et al., 2023). Another study showed that Islamic school leadership adopts transformative, open, collaborative, democratic, participatory, and uphold moral and religious values (Thohri, 2022).

These studies illustrate that the follow-up of School-Based Management training has not received sufficient attention. The main factors inhibiting the implementation and follow-up of School-Based Management training must be studied. O'Day also said in this context that professionalism and information technology embodied school reform and quality improvement (O'Day, 2002). The findings above explain that factors such as the principal's leadership, government policies, teacher performance, and community role determine the success of School-Based Management training follow-up. Training is successful if the acquired knowledge and skills have been applied and the school has changed in the desired direction. The success of a training does not lie in the completion of the training event but in the changes that result (USAID Prioritas, 2014).

The purpose of this study was to complement the shortcomings of previous studies that did not focus on aspects of strengthening follow-up leadership after SBM training. This aspect is important to ensure the implementation and sustainability of training. In addition, the trend of participation of Islamic religious schools in several modern management system training activities, such as school-based management, presents a new face for Islamic educational institutions

that are accommodating to change and ready to compete with other schools, both public and private. In line with this, the question that will be answered in this paper is: What approaches are used to strengthen the leadership of Islamic elementary schools in developing follow-up plans, implementing follow-up, and measuring and assessing the impact of School-Based Management (SBM) training on schools? The answer to this question allows an understanding of effective approaches to strengthen the leadership of Islamic primary school principals following school-based management training.

This study is based on the argument that the sustainability of training, especially school-based management, is strongly influenced by school leadership in preparing follow-up plans, implementing plans, and controlling the implementation of school-based management at the school unit level. School leadership, especially as indicated by principal's performance, is critical aspect in improving school capacities as suggested by previous works ([Hambali et al., 2024](#); [Purwanto et al., 2024](#)). The impulse of an organization to become more advanced or backward is determined by how a leader can influence the movement of the organization ([By, 2021](#)). Leadership is becoming an important aspect of every domain, including business, politics, education, social organizations, and community organizations. A leader must have a clear vision of what they want to achieve, and be able to communicate effectively with others ([Eva et al., 2019](#); [Kelly & Nicholson, 2022](#)).

School-based management training has been motivated by efforts to improve the quality of education in Indonesia. Furthermore, the successful implementation of school-based management has had an impact on school independence ([Tanoto Foundation Team, 2018](#)), school transparency and accountability, and increased community participation in school management ([Moradi et al., 2012](#); [Leithwood &](#)

Menzies, 1998; Cheng, 2012; Zhang & Usaho, 2019). These three factors have an impact on school quality (Leithwood & Menzies, 1998).

If the three things above are not realized in schools, then it means that it has threatened and hindered the continuation of various school quality improvement training, especially school-based management, which has been mandated by National Education System Law No. 20 of 2003 article 51 and PP number 19 of 2005 article 49. Based on the reasons above, the follow-up of SBM training at the school unit level requires a wise and thorough response from education administrators. The effectiveness of school leadership largely determines the sustainability of SBM training and the improvement in school quality.

METHOD

This study uses qualitative research methods and a phenomenological approach to explore the stages and processes of SBM training organized by the Institute for Research and Community Development Studies (IRCOS) in 2022. Furthermore, this approach is expected to identify the training approaches used to strengthen school leadership so that SBM training materials can be followed up in Islamic elementary schools. This study focused on 14 Islamic religious elementary schools located in Magelang Regency, Central Java Province, Indonesia, which participated in a follow-up program of SBM training. The Islamic elementary schools are: SD Al Karomah, SD Al-Husain, SD Tahfidz Qur'an As-Syafi'iyah, SD Muhammadiyah Borobudur, SD Muhammadiyah Sirojuddin, SD Terpadu Ma'arif Gunungpring, SD IT Maarif Maahidul Irfan, SD Islam Al Firdaus, SD IT Al Muhajirin, SD IT Al-Madinah Tempuran, SD IT At-Taqwa Grabag, SD IT Lab. Riyadlush Sholihin, SD IT Almakruf Tegaltrejo, and SD Islam Al Umar Srumbung.

This study adopts Creswell's phenomenological research design or procedure: 1) The researcher ensures that the study problem is

suitable for research using a phenomenological approach. The problem of how to strengthen the leadership of Islamic schools so that training is followed in each school is appropriate to be studied using a phenomenological approach. Furthermore, the researcher collected as many informants' experiences as possible. 2) Data were collected from individuals who had experienced this phenomenon. The data focused on how informants experienced the process of training, mentoring, and evaluation of School-Based Management (SBM) training as well as the context that influenced their experiences. 3) Phenomenological data analysis was carried out by describing and inventorying phenomena relevant to the study question and classifying them into meaningful themes. 4) The construction of the meaning and essence of the phenomenon is then used to write about the experiences of informants/participants, especially regarding the approaches used to strengthen the leadership of Islamic schools to implement the SBM training program. 5) Based on the above description, the researcher writes the essence of the phenomenon in the report of the research results ([Creswell, 2007](#)).

Data were collected through observations, interviews, and document studies. The researcher observed the process of the workshop "*Perencanaan Aksi Menuju Sekolah Penggerak*" and the training evaluation. Recording and taking photos of all important events in the two activities were used in this observation. The researcher interviewed several informants, consisting of two provincial facilitators, three regional facilitators, and facilitators of the implementation of the action, three school principals, one supervisor, and three school boards. The interviews were conducted in an unstructured and informal atmosphere with the aim of conveying factual information. Data were also obtained through the study of documents from the results of the 2021 SBM training activities, action plans, and action implementation reports obtained from two

committee members as well as the IRCOS staff. The informants were selected purposively to convey their experiences during the process of SBM training and mentoring. The obtained data were then tested for validity using triangulation techniques of sources and methods. Then, the valid data are analyzed using data reduction analysis techniques, data display, and conclusion initiated by Miles & Huberman (1994).

RESULTS AND DISCUSSION

Strengthening Islamic School Leadership in Designing Follow-up Plans

School-Based Management (SBM) training organized by the Institute for Research and Community Development Studies (IRCOS) is part of the *Program Organisasi Penggerak (POP)* for 2021-2022. SBM training is considered important because it is a mandate of Government Regulation Number 19 of 2005. Article 49 point 1 concerning National Education Standards affirms that School-Based Management is a school management concept aimed at improving the quality of education in the era of education decentralization. Thus, the success of SBM training is expected to make the trained schools become school movers for surrounding schools and make SBM a system that can improve the quality of schools in the Magelang Regency (IRCOS Indonesia, 2022).

The SBM training idea organized by IRCOS is one of the efforts to improve the quality of educational services in Indonesian schools/madrasas, especially in Islamic elementary schools in the Magelang Regency. The main focus is on improving the quality of teachers, principals, and education staff to improve student learning outcomes (IRCOS Indonesia, 2022). A study conducted by the Asian Network of Research and Training Institutions in Educational Planning in seven Asian countries showed that school autonomy is not an important issue for school principals. They are more concerned

with matters related to internal organization, community relations, student discipline, teacher incentives, and the use of assessment results to improve quality (De Grauwe, 2005). To realize this, all schools and teachers need capacity building through education and training (King, 2018). Training is one way to improve the knowledge and skills, as well as the attitudes and behavior of teachers in educational organizations (Harrison, 2019).

The provision of SBM training materials by the IRCOS considers the sustainability aspect after training and its implications for positive changes in school management. The success of SBM training depends on how much change is generated after training (USAID Prioritas, 2014). The SBM training materials were delivered in two stages. The first phase of training materials consisted of active learning, reading culture, community participation, school-based management, follow-up plans, and practices by school groups. The second phase of training materials, two weeks after the first phase of training, included review and reflection of practices, transparency and accountability, supervision of learning, effective principals, follow-up plans, and practices by school groups. The materials above require two things: the characteristics of schools that implement SBM, and follow-up after training.

The SBM training material above accommodates government policies on the characteristics of SBM in Indonesia. Government Regulation No. 19 of 2005 Article 49 affirms that the management of education units at the primary and secondary education levels applies school-based management, which is shown by independence, partnership, participation, openness, and accountability. The four elements of SBM in the above regulations are the minimum standards that must be applied in schools. The delivery of active learning materials and reading culture in training aims to remind trainees that

the quality of education in schools is characterized by the existence of active learning and reading culture in schools.

The characteristics of SBM are similar to those of some previous studies; for example, Cheng's research summarizes the basic characteristics of school-based management in two ways: (a) increased school autonomy in the areas of finance, as well as management and reduced control from the central office. (b) Community participation in decision making (Cheng, 2012). Zhang & Usaho (2019) conveyed four characteristics of SBM: effective school leadership, teacher effectiveness, educational resources, and organizational communication.

The success of SBM training follow-up is determined by common views among school communities. The entire school community must have shared knowledge and awareness of self-reliance, partnerships, participation, transparency, and accountability. Therefore, this SBM training was attended by principals, supervisors, school board delegations, and teacher delegations from 14 Islamic elementary schools, along with other schools in Magelang Regency, Central Java Province. The four elements of the school community were officially assigned by the Education and Culture Office of Magelang Regency to actively participate in SBM training. Government support for training activities in the form of school community assignments greatly influences their commitment to jointly improve the quality of their schools.

All SBM trainees, consisting of principals, supervisors, and school boards, were gathered and conditioned again in the workshop "*Perencanaan Aksi Menuju Sekolah Penggerak*" in June 2022. Participants were grouped based on their respective schools, consisting of principals, supervisors, committees, and teacher representatives. The workshop material focused on reviewing and refreshing 2021 training material, which was held online because it was still in the pandemic

period. This workshop activity reflects an effort to form and increase mutual commitment among the communities in each school. The high commitment of trainees causes them to feel comfortable with SBM in school and there is no desire to leave it. They compete to do everything to improve their schools.

The commitment-building model in IRCOS training aligns with Tishman et al. (1993)'s enculturation learning model, which explains the key aspects of learning culture building, and Trube et al. (2012)'s view of a teacher professional development model that emphasizes the integration of regional cultural values and learning techniques in the classroom. Therefore, SBM training requires a foundation of values that lead to the growth and strengthening of trainee commitment, especially regarding their commitment to follow-up on SBM after the training is completed. Without strong commitment from all elements of the school community, training will be futile.

Through the workshop above, participants consisting of principals, supervisors, school board delegations, and teacher delegations were conditioned to jointly review the follow-up plans that had been prepared during the 2021 training and agreed on follow-up action plans for SBM training to be implemented in 2022. In general, the action plan made by the school group is derived from the main material of SBM training that has been delivered, namely, active learning, reading culture, community participation, transparency, and accountability (Tim IRCOS, 2021a). The four main materials above were then translated into an action plan format prepared by IRCOS facilitators, as shown in Figure 1. Meanwhile, the principal's effective supervision of learning and leadership is outside of the action plan. These two materials became the spirit for the principal and supervisor to support and succeed in implementing the action plan.

Figure 1
Action Plans Format of SBM Training

ACTION PLANS TOWARDS SCHOOL MOVER

SCHOOL :
ADDRESS :

NO	ACTION PLANS	MONTH															
		JULY				AUGUST				SEPTEMBER				OCTOBER			
1																	
2																	
3																	
4																	
5																	

Magelang, July 7, 2022
Principal

Name

Source: Primary data.

The phenomenon of activities after the training above explains that follow-up activities are an important part of the success of SBM training. Follow-up activities are applied to overcome obstacles that occur during the training process (Martin, 2009). Continuous interaction between trainees and follow-up activities with colleagues after training are two critical factors in achieving positive long-term changes (Goldsmith, 2020). In addition, the benefit of follow-up plans for trainees is that participants can further improve their ability to identify, analyze, and solve problems so that their performance improves (Hardjono, 2020).

Preparation of action plans in workshop "Rencana Aksi Menuju Sekolah Penggerak" is the first step to ensure that training will be followed up and change the schools positively. The preparation of an action plan illustrates an effective way to overcome the dilemma of theory and practice (Tishman et al., n.d.). In the context of learning,

this is known as the integration of cognitive and behavioral aspects. The process of delivering material in training illustrates the use of cognitive learning, which involves trainees deeply in terms of the concepts and relationships among participants. Behavioral learning is applied when preparing action plans ([Martin, 2009](#)).

The involvement of principals, supervisors, school boards, and teachers in the formulation of the action plan after SBM training reflects an enculturation of partnership leadership that also accommodates the principle of community participation in Islamic elementary schools. The process of preparing a follow-up training plan teaches how a school quality development plan should be prepared. School development plans must be prepared by jointly involving all the elements of the school community. This practice automatically reflects the implementation of the SBM principle, namely, community participation in school management. Involvement of school community elements in school quality development planning indirectly affects school transparency and accountability.

The findings on the enculturation of the involvement of elements of the school community in the preparation of the action plan are in line with Valli's findings on the partnership leadership model, which emphasizes strengthening relationships with the wider community and is based on the values of trust, respect, and autonomy ([Valli et al., 2018](#)). The goal of partnership leadership is to create positive experiences for stakeholders, promote innovation, and lead to organizational success ([Santosh G, 2023](#)). In addition, the involvement of several elements of the community in school management also aims to realize the spirit of the SBM itself, especially related to community participation. Organizational culture and teamwork effectively lead an organization to achieve its goals ([Morales-Huamán et al., 2023](#)).

Team design, training, and leadership shape team processes and improve team performance (Kozlowski & Ilgen, 2006).

Strengthening Islamic School Leadership in Implementing Follow-up Activities

The implementation of the follow-up plan is an activity carried out by the principal, supervisors, teachers, and school boards of each school in a synergistic and integrative manner. Each party performs activities in accordance with its main duties and functions to achieve its goals. The purpose of implementing the follow-up plan was to consolidate the internal and external parties of each school towards a school mover (IRCOS Indonesia, 2022).

The follow-up activities of the SBM training were carried out for two months by all schools, consisting of principals, supervisors, school boards, and teachers. The implementation of actions focused on four aspects of the training materials: active learning, reading culture, community participation, transparency, and accountability. While the material of the principal is effective and supervision is an integral part of the main duties and functions of the head of the school and supervisor in ensuring the implementation of the other four materials

In terms of follow-up to active learning, upper-grade teachers practiced active learning in mathematics, science, and Indonesian Language subjects. Meanwhile, early grade teachers implemented literacy and numeracy learning (IRCOS Indonesia, 2022). The principals and supervisors oversaw and guaranteed the implementation of the action plan in the implementation of active learning from the beginning of preparation to implementation. In addition, the facilitator accompanied the implementation of active learning in the classroom as well as in charge of monitoring and evaluation. The form of follow-up implementation is documented in the form of videos, photos, and documents reported through the application of Google Forms. The results of the follow-up

implementation will be used as material to reflect the achievement of the foundation of the school mover ([IRCOS Indonesia, 2022](#)).

Lesson study is a method used in active learning assistance to improve teachers' pedagogical ability. This method includes three stages: Plan, Do, See. At the 'Plan' stage, teachers in one school created teaching modules or lesson implementation plans that represented learner-focused learning. In the 'Do' stage, two activities were carried out. The first was the learning activity carried out by each teacher. Here, the teachers implemented a learning design that was designed in the classroom according to the schedule. Second, the principal, supervisors, and other teachers in one school observed the learning practices of practical teachers. At the 'see' stage, there is an implementation in the form of discussion and reflection between teachers. The observer group provided appreciation, criticism, and advice to practical teachers. Practical teachers also responded to criticism and suggestions from the observers.

The implementation of an active learning-based lesson study emphasizes a collaborative learning process, where teachers learn from each other about the best practice of effective learning. Team of teachers collaborate to develop student learning by designing, teaching, observing, and evaluating lessons ([Jansen et al., 2021](#)). The teacher's analytical power will be tested when investigating the learning activities carried out in the lesson study process. New knowledge will emerge and further improvements and evaluations will be made to increase the follow-up level after 'See' or reflection activities ([Mulyana, 2007](#)). Teachers can learn how to motivate students in learning; they are more aware of students' thinking processes and can improve student learning outcomes using a lesson study approach ([van den Boom-Muilenburg et al., 2022](#)).

All active learning training participants, consisting of teachers in one Islamic Elementary School, applied the concept of Experiencing,

Interaction, Communication, Reflection (MIKiR) in learning under the supervision of the principal and supervisor. Mengalami (M): Conducting observations during the learning process that can be achieved through observation, experimentation, and interviews. Interaksi (I): The process of exchanging thoughts between two or more people that can be realized through discussion and responding to others' ideas or opinions. Komunikasi (Ki): The process of conveying ideas, thoughts, or feelings from one person to another. Communication activities can be realized by presenting ideas, sharing work, reporting experimental results, and presenting group discussion outcomes either verbally or in writing. Refleksi (R): Activities involving reviewing learning experiences and drawing lessons learned to improve future learning ([Tim Tanoto Foundation, 2018](#)).

Active learning of MIKiR is applied by accommodating the achievement of literacy and numeracy competencies. Teachers realize literacy competence by building their students' phonological awareness, ability to read words, reading fluency, reading comprehension, and writing performance. The achievement of numeracy competence is realized by teachers by honing their understanding of mathematical concepts, number patterns, exploring numbers, place values, addition, and subtraction ([Tim Tanoto Foundation, 2018](#)).

Assistance in the implementation of action plans with a lesson study approach in the fields of reading culture, community participation, transparency, and accountability is different from the field of active learning. Assistance in this field adopts and modifies the lesson study approach to learning. The aim of using this pattern is to enable each school to learn from the experiences of other schools regarding the implementation of action plans so that they can then be adapted into their respective schools' action plan programs. Lesson

study groups were formed based on the geographical distance of schools within the sub-district area in Magelang Regency (Tim IRCOS, 2021b). The technical aspects of lesson study-based assistance by facilitators that will be carried out over a period of two months, namely, July-August 2022, are as follows:

Firstly, 'Plan' is carried out once at the designated school. At this stage, all school groups completed the preparation of action plans during the workshop "Rencana Aksi Menuju Sekolah Penggerak." In addition to determining the program of activities, each school group must determine the time of its implementation in preparation for its action plan. At this stage, the facilitators also began to assist each school group in agreeing on the activity plan and implementation time.

Secondly, 'Do' is performed in fourteen Islamic elementary schools participating in SBM training. Each Islamic school conducts activities arranged in the action plan at this stage. There are two types of implementation groups, namely, school groups and school area groups, based on the proximity between schools. School groups, as previously described, consist of principals, supervisors, school boards, and teacher representatives. The regional group consisted of four or five schools that were close to each other in terms of geographical location. Each member of the regional group has also agreed on the schedule for the implementation of 'Do' so as not to clash with each other.

During the 'Do' phase at one school, other schools within the same regional group and regional facilitator came to observe SBM practices in the fields of reading culture, community participation, transparency, and accountability. At this stage, other schools in the group can witness and learn about the best practices of SBM at the observed school, both during the process and through evidence provided by the observed school. This is followed by a small 'See'

activity coordinated by the regional facilitator after the activity ended. Other schools and facilitator can ask questions and provide suggestions and critiques regarding the observed school in this small 'See.'

Thirdly, big 'See' are conducted once after all schools have implemented their action plans. At this stage, all groups are invited by IRCOS in one evaluation event, which is explained in the next subsection.

Research reports on the application of the lesson study method in SBM training, particularly those related to reading culture, community involvement, transparency, and accountability, have not yet been found. Existing research reports describe lesson studies as a method of collaborative learning. The United States Aid Foundation implemented the lesson study method in SBM training in Indonesian schools/madrasas around 2016-2018, but no research reports have been published. The lesson study approach can be applied in any field as long as three key components are implemented: phases, products, and collaboration ([Hervas & Medina, 2020](#)).

In relation to the lesson study component above, the 'phases' component in the lesson study is difficult to meet in SBM training. This phase requires the steps that the researcher must meet, namely:

- a. Setting Research Lesson (RL) goals according to the subject, topic, and students' knowledge gaps or learning challenges. Objectives may differ depending on where the lesson study is applied and where the focus is set (student learning, teacher training, and curriculum development).
- b. Designing the RL (instructions, methodology, activities, materials, etc.) that the teacher will do so that they can later analyze the RL. The teacher also considered the possibility of providing responses to student activities during this phase.

- c. Carrying out RL (usually one teacher) while other group members observe and collect data according to the research proposal.
- d. Reflecting collaboratively in post-lesson discussions to analyze RL based on what teachers have experienced and observed so that it can be improved and implemented in different classrooms and disseminated to the educational community ([Hervas & Medina, 2020](#)).

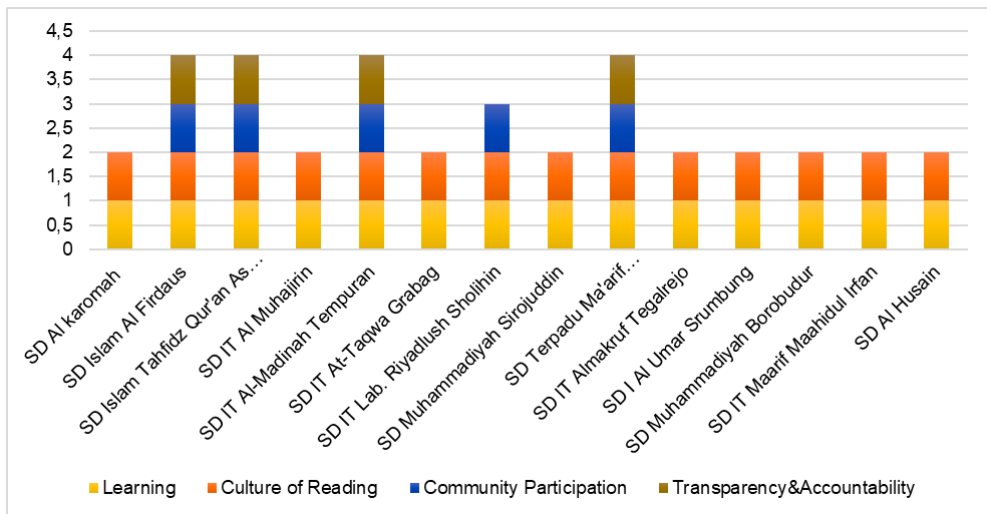
All four steps of lesson study must be applied to learning, especially in SBM training. Lesson study will not yield optimal results if any of the steps are not adequately implemented. Among the four stages, the third stage, implementing a Research Lesson (RL), requires further examination. In practice, during the implementation of SBM actions in schools, observer schools only observe the products of action implementation and not the process. For example, the products observed by observer schools include reading corners or reading gazebos at schools, documents of community involvement, and documents on school transparency and accountability, all of which are products rather than processes.

The activity of observing the process of implementing MBS actions is a crucial stage, because with it, the techniques, methods, and art of how a product is produced will be known. However, observing the implementation process is not simple. Building a reading culture, community participation, transparency, and accountability requires a significant amount of time, far exceeding a single day. This is different from implementing active learning actions, which only require approximately two class periods of approximately 70 minutes. Therefore, it is necessary to effectively manage observation time to minimize obstacles ([Wilson et al., 2021](#)).

Facilitators and supervisors provided joint assistance to Islamic school principals to implement their respective action plans in schools. Based on the activity report document of action implementation, it is known that all Islamic schools implemented the prepared action plan. All schools followed up on active learning training and reading culture activities. Meanwhile, some Islamic schools have not implemented activities related to community participation, transparency, and accountability in their action plans and implementation (IRCOS Indonesia, 2022), as shown in figure 2.

Figure 2

Action Implementation of School-Based Management Training in Islamic Elementary Schools



Source: Primary data.

The figure above explains that all Islamic elementary schools implement active learning activities 'MIKiR' with a lesson study approach, as outlined earlier. In addition, all Islamic elementary schools have implemented reading culture activities, such as building reading gazebos, reading corners in the classroom, school reading corners (outside the classroom), mobile libraries, and scheduling book

reading. Even in some schools, such as SD Terpadu Ma'arif Gunungpring, parents can access the school reading corner while waiting for their children to leave school.

Five Islamic elementary schools implement activities related to community participation. Islamic schools achieve this by involving the school committee and parents in school meetings and class meetings through class associations. Schools engage parents in classroom learning, encourage them to contribute ideas and materials for class development, and involve them in the distribution of school development proposals to the business community. Additionally, four Islamic elementary schools engaged in activities related to transparency and accountability. They achieved this by presenting school activity reports through class and school forums, providing financial reports on student contributions in class forums, and sharing school and class programs and finances via the school's website and social media.

Based on [Figure 2](#), not all schools planned and implemented community participation, transparency, and accountability activities. This may be because schools currently prioritize school quality improvement through active learning and school culture. Meanwhile, some other schools actually make community participation, transparency, and accountability as means and media to improve the quality of learning and reading culture towards quality schools. Several studies have shown that transparency and accountability are positively related to community participation ([Susisanti, 2022](#)), and community participation has a positive impact on accountability and the quality of education in schools ([Ahmad al., 2020](#); [Leithwood & Menzies, 1998](#); [Ahmad, 2013](#)).

The most important part of the action implementation is how the enculturation of Islamic school leadership is formed. The enculturation of Islamic school leadership in implementing SBM is

carried out using a mentoring-collaborative model. Mentoring is a holistic concept suitable for professional development (Clutterbuck, 2005; Parsloe & Wray, 2000). Mentoring relationships are social relationships in which the mentor is the key to socializing mentees into the culture of an organization. From a professional standpoint, mentoring offers a special relationship that allows mentees to test new ideas and examine issues from a fresh perspective in a safe environment without threats (Stead, 2005; Murrell, 2022). Facilitators in this context can strengthen school leadership through collaborative mentoring, with the aim that the action plan that has been prepared can be implemented properly and become a shared responsibility.

The mentoring-collaborative model applied by the IRCOS through facilitators in strengthening school leadership to implement follow-up plans is in line with the mentoring stages found by Stead in his study. He said that the mentoring model goes through two stages: the development program stage for mentors and the development program stage for mentees. Specifically, the development program for mentees goes through three stages: the introduction workshop stage, action-centered workshop and learning stage, and action-centered learning and review stage (Stead, 2005). Assistance in the implementation of actions is a reflection of action-centered learning.

Strengthening Islamic School Leadership in Evaluating Follow-up Activities

IRCOS applied several techniques to measure and assess the success of school-based management training programs for school movers, namely, training process assessment techniques, follow-up process assessment, follow-up result assessment, and assessment of participants' attitudes and views towards training.

First, the training process was assessed by providing opportunities for facilitators and trainees to reflect both orally and in writing. The process assessment by the facilitator was performed daily

after the last training session. The IRCOS and facilitator coordinator coordinated the implementation of reflections on the training process on the day. The problems found during the training process on that day were resolved jointly and were followed up on the delivery of the material the following day. The assessment of the process carried out by the trainees was carried out at the end of each unit of material. The facilitator provided an opportunity for participants at the end of the unit to convey an oral reflection on the training process. In addition, the coordinator of the facilitators distributed reflection sheets for participants to complete before the closing ceremony of the training.

Second, assessment of the follow-up process was carried out by regional facilitators during mentoring activities. The follow-up process assessment, carried out in conjunction with mentoring activities, aims to remind and motivate Islamic elementary schools to implement agreed action plans. School communities' commitment was strengthened through this mentoring and assessment to follow up on the training materials received. As explained earlier, the lesson study approach is used in mentoring activities in the field of active learning, as well as reading culture, community participation, transparency, and accountability.

Third, the assessment of follow-up results was conducted by collecting evidence of follow-up at school. The IRCOS staff shared a Google Forms link that was filled out by each school. The evidence to be sent was in the form of videos uploaded on YouTube and Google Drive, photos, and written documents. All Islamic elementary schools were proven to have submitted best-practice evidence of school-based management as a result of the training.

Fourth, the attitudes and views of the participants were assessed by holding an online evaluation meeting. This evaluation meeting is also called the 'See' stage and is one of the steps in the application of lesson study. IRCOS facilitated an online evaluation meeting via

Zoom and was attended by all training participants and regional facilitators. Several participants conveyed positive changes experienced by the school after participating in training activities in the fields of active learning, reading culture, community participation, transparency, and accountability. The facilitators said that the realization of the training follow-up plans went well, especially related to lesson studies in active learning conducted by teachers and the development of the school reading culture, such as school reading corners, classroom reading corners, and community participation as well as transparency and accountability in school management, as illustrated in [Figure 2](#).

The scope of evaluation above illustrates an effort to encurcate evaluative leadership that emphasizes measuring and assessing the implementation of SBM training, its follow-up, and its impact on the change in Islamic elementary schools after training. This evaluation model should be used as a basis for developing policies to improve school quality. The evaluation practice above is similar to Kirkpatrick's evaluation model, which focuses on measuring four aspects: reaction, learning, behavior, and results. Reactions evaluated how participants felt about the program they had attended. Learning evaluates the extent to which trainees acquire information and skills. Behavior evaluates the extent to which job behavior has changed as a result of attending training. The extent to which the results were affected by the training program was evaluated ([Topno, 2012](#)).

The evaluation results explained two things: participants had a good view of the training process, the process of implementing actions, and the impact of training on the change of Islamic schools on the one hand, but data on the implementation of actions also showed an imbalance in the implementation of program actions. All Islamic elementary schools implemented active learning programs and reading culture, while other Islamic schools implemented community

participation and transparency-accountability programs, as shown in [Figure 2](#). Weak community participation, transparency, and accountability in Islamic schools and other schools in the Magelang Regency are also experienced by schools in other countries. Several studies have identified challenges and barriers related to autonomy, partnership, and transparency in improving school quality ([Alajmi, 2022](#); [Ehren & Perryman, 2018](#); [Gaspar et al., 2022](#)).

According to several principals, supervisors, and Islamic elementary school boards in this study, there are several factors that hinder the implementation of community participation and transparency in schools: 1) low public awareness and support for the importance of community participation; 2) the busyness of parents, so it is not possible for all of them to participate in school development activities; 3) limited technical personnel who specifically operate information media and technology to implement the principles of transparency and accountability; and 4) the busyness of teachers and existing staff does not allow them to be given additional tasks as web or social media technical personnel.

The findings on the inhibiting factors of community participation in this study are in line with Godfrey's findings, which show that weak community participation is caused by parents' low living standards, community attitudes towards education, and family income levels ([Godfrey, 2016](#); [Azizah et al., 2024](#)). According to several studies, in addition to the above factors, schools are also the cause of weak community participation. The lack of community participation in school development is due to the lack of good governance and leadership qualities of the principal, low commitment of the school community to involve the community in school improvement programs ([Dinie, 2017](#)), and weak school strategies to provide services to the community and up-to-date information about school programs ([Dinie, 2017](#); [Mohammed et al., 2022](#)).

Studies on transparency and accountability in programs and finance have focused on problems that are similar to community participation. These studies illustrate that the implementation of transparency and accountability in schools has different levels (Buanaputra et al., 2022; Hidayat & Tolla, 2022; Lee et al., 2021). The factors causing the lack of transparency and accountability of schools in this study are reinforced by Kentab's findings that the most important of these obstacles are the lack of technically qualified human cadres needed for the implementation of accountability, scarcity of training programs directed at the implementation of accountability in work, limited availability of appropriate measures to measure performance, and low level of awareness of the role of the media (Kentab, 2016).

Schools play a decisive role in addressing issues of transparency and accountability programs. The school's commitment to transparency and accountability is the key to solving problems. This is followed by evaluation, strengthening the definition of authority and integrating administrative accountability and professionalism (Grinshtain & Gibton, 2018; Prior et al., 2021; David & Ali, 2022). The use of modern technology to support the implementation of transparency and accountability is a tool to demonstrate commitment and professionalism. O'Day (2002) also stated that professionalism and information technology realize school reform and quality improvement.

Falecia's analysis of "stakeholder perspectives on the accessibility of publicly shared information", showed that all principals stated that the form of presentation should be easy to understand and efficient. In addition, information should be placed in a place that is easily accessible to stakeholders, both online and offline. One principal also noted that schools need to allocate human resources and budget for website development and improving Internet connection, so that data

shared online can be updated in a timely manner and easily accessible to all stakeholders (Bordoloi & Kapoor, 2018).

Strengthening Islamic school leadership, especially related to community participation, transparency, and accountability, is important to ensure the implementation of SBM, as mandated by law and Government Regulations. If SBM is successfully implemented at the school level, SBM will be able to provide comprehensive education services that are responsive to the needs of the community. The characteristics of SBM can be seen from the perspective of the extent to which the school can optimize the performance of the school organization, human resource management, teaching and learning processes, and other resources in the school (Tim Tanoto Foundation, 2018).

CONCLUSION

This study concludes that strengthening school leadership is needed to encourage the Islamic school community to follow up on SBM training. The enculturation of training leadership based on methods and local-Islamic values such as partnership, collaborative mentoring, and evaluation is an approach that can be used to strengthen school leadership so that training is followed up in Islamic schools. Partnership leadership enculturation was used to develop a follow-up plan after the training. Leadership enculturation with a mentoring-collaborative method was used to implement the action. Evaluative leadership enculturation is used to assess and measure the effectiveness of training in terms of the process, results, and impact of training on Islamic schools. However, intense coordination is needed among facilitators, supervisors, and school principals to develop SBM best practices, especially in the areas of community participation, transparency, and accountability. The findings of this study have theoretical implications for the development of a school leadership

enculturation approach with various methods based on the local wisdom of the surrounding community and the school community so that training is followed up. In terms of policy, the findings of this study on school leadership enculturation as a training approach can be used as a reference for schools and the government in planning and implementing capacity-building programs so that training provides benefits and has a positive impact on the development of school quality, especially related to the implementation of school-based management.

Author Contributions

Conceptualization: F.; Data curation: F.; Formal analysis: F.; Funding acquisition: F.; Investigation: F.; Methodology: F.; Project administration: F.; Resources: F.; Software: F.; Supervision: F.; Validation: F.; Visualization: F.; Writing – original draft: F.; Writing – review & editing: F.

Funding

This study received no direct funding from any institution.

Institutional Review Board Statement

This study was approved by Program Studi Manajemen Pendidikan Islam (S2), Universitas Islam Negeri Walisongo Semarang, Semarang, Indonesia.

Informed Consent Statement

Informed consent was obtained before an interview with respondents.

Data Availability Statement

The data presented in this study are available upon request from the corresponding author.

Acknowledgments

The authors thank Program Studi Manajemen Pendidikan Islam (S2), Universitas Islam Negeri Walisongo Semarang, Semarang, Indonesia, for administrative support for the research on which this article was based.

REFERENCES

- Ahmad, I. (2013). Effect of community participation in education on quality of education: Evidence from a developing context. *Journal of Education and Vocational Research*, 4(10), 293–299. <https://doi.org/10.22610/jevr.v4i10.133>
- Alajmi, M. (2022). School principals' experiences of autonomy and accountability: Outcomes of the school education quality improvement project in Kuwait. *International Journal of Educational Management*, 36(4), 606–617. <https://doi.org/10.1108/IJEM-09-2021-0366>
- Aman, A. (2016). *Factors hindering school community participation in co-curricular activities in secondary schools of Arsi Zone, Oromia Region* [Doctoral thesis, Haramaya University]. <http://ir.haramaya.edu.et/hru/handle/123456789/2603>
- Azizah, N., Diniarti, G., Umar, V., & Suharmini, T. (2024). The role of parents in implementing the post-school transition. *Jurnal Ilmiah Peuradeun*, 12(1), 183-202. <https://doi.org/10.26811/peuradeun.v12i1.961>.
- Bordoloi, M., & Kapoor, V. (2018). India: Using open school data to improve transparency and accountability. *Ethics and corruption in education*. International Institute for Educational Planning. <https://www.iiiep.unesco.org/en/india-using-open-school-data-improve-transparency-and-accountability>
- Brown, D. S., & Ph, D. (2004). Managing from the inside out: Debating site-based management in public schools. *Public Administration and Management*, 9(2), 128–136. <https://spaef.org/article/193/Managing-from-the-Inside-Out-Debating-Site-based-Management-in-Public-Schools>
- Buanaputra, V. G., Astuti, D., & Sugiri, S. (2022). Accountability and legitimacy dynamics in an Islamic boarding school. *Journal of Accounting and Organizational Change*, 18(4), 553-570. <https://doi.org/10.1108/JAOC-02-2021-0016>

- By, R. T. (2021). Leadership: In pursuit of purpose. *Journal of Change Management*, 21(1), 30-44. <https://doi.org/10.1080/14697017.2021.1861698>
- Cheng, Y. C. (2012). The theory and characteristics of school-based management. *International Journal of Educational Management*, 7(6), 6-17. <https://doi.org/10.1108/09513549310046659>
- Clutterbuck, D. (2005). Establishing and maintaining mentoring relationships: An overview of mentor and mentee competencies. *SA Journal of Human Resource Management*, 4(1), 1-9. <https://doi.org/10.4102/sajhrm.v3i3.70>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (Second Edition). SAGE Publications.
- David, M. K., & Ali, A. (2022). Every challenge is an opportunity: Teaching reading in the post-pandemic period. *Unisia*, 40(1), 27-44. <https://doi.org/10.20885/unisia.vol40.iss1.art2>
- Dempster, N. (2000). Guilty or not: The impact and effects of site-based management on schools. *Journal of Educational Administration*, 38(1), 47-63. <https://doi.org/10.1108/09578230010310975>
- De Grauwe, A. (2005). *School-based management (SBM): Does it improve quality?* UNESCO. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.547.1470&rep=rep1&type=pdf>.
- Dinie, D. (2017). Factors that affect community participation in the implementation of school improvement program in primary schools of Damot Woide District, Wolaita Zone. *International Journal of Advanced Research*, 5(10), 1589-1599. <https://doi.org/10.21474/ijar01/5675>
- Ehren, M., & Perryman, J. (2018). Accountability of school networks: Who is accountable to whom and for what? *Educational Management Administration and Leadership*, 46(6), 942-959. <https://doi.org/10.1177/1741143217717272>

- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *Leadership Quarterly*, 30(1), 111-132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- Gaspar, M. R., Gabriel, J. P., Manuel, M. B., Ladrillo, D. S., Gabriel, E. R., & Gabriel, A. G. (2022). Transparency and accountability of managing school financial resources. *Journal of Public Administration and Governance*, 12(2), 102-115. <https://doi.org/10.5296/jpag.v12i2.20146>
- Godfrey, S. M. (2016). Challenges impacting community participation and their effect on teaching and learning: A case study of rural areas. *European Scientific Journal*, 12(25), 345-364. <https://doi.org/10.19044/esj.2016.v12n25p345>
- Goldsmith, M. (2020). The "Follow-up Factor" in management development. *Archives of Psychiatry and Mental Health*, 4, 63-69. <https://doi.org/10.29328/journal.apmh.1001022>
- Grinshtain, Y., & Gibton, D. (2018). Responsibility, authority, and accountability in school-based and non-school-based management: Principals' coping strategies. *Journal of Educational Administration*, 56(1), 2-17. <https://doi.org/10.1108/JEA-01-2017-0005>
- Hambali, H., Siregar, M., Sulaiman, S., Asiah, N., Makmur, T., Ashlan, S., & Muchsin, M. (2024). Effects and influential factors on the performance of state elementary school principals in North Sumatra. *Jurnal Ilmiah Peuradeun*, 12(1), 223-248. <https://doi.org/10.26811/peuradeun.v12i1.792>
- Hardjono, W. (2020). Analisis efektivitas rencana tindak lanjut peserta pelatihan pertanian. *Jurnal AgriWidya (Menginspirasi Untuk Pelatihan Yang Lebih Baik)*, 1(1), 119-127. <https://repository.pertanian.go.id/items/00eb35cc-b936-4331-8c06-80ba44b2ee05>

- Harrison, J. (2019). Building advocacy capacity in a teacher training program. In H. A. Linville & J. Whiting (Eds.), *Advocacy in English language teaching and learning* (pp. 44-56). Routledge.
- Hervas, G., & Medina, J. L. (2020). Key components of lesson study from the perspective of complexity: A theoretical analysis. *Teachers and Teaching: Theory and Practice*, 26(1), 118-128. <https://doi.org/10.1080/13540602.2020.1745174>
- Hidayat, F., & Tolla, I. (2022). Transparansi dan akuntabilitas penggunaan dana bantuan operasional sekolah (BOS) [Transparency and accountability in the use of school operational assistance funds]. *Jurnal Administrasi, Kebijakan, dan Kepemimpinan Pendidikan (JAK2P)*, 3(1), 66-74. <https://doi.org/10.26858/jak2p.v3i1.16167>
- IRCOS Indonesia. (2022). *Laporan kegiatan implementasi aksi menuju sekolah penggerak program POP - IRCOS Indonesia 2022 [Activity report on the implementation of action towards the POP program driving school - IRCOS Indonesia 2022]*. IRCOS Indonesia.
- Jansen, S., Knippels, M. C. P. J., & van Joolingen, W. R. (2021). Lesson study as a research approach: A case study. *International Journal for Lesson and Learning Studies*, 10(3), 286-301. <https://doi.org/10.1108/IJLLS-12-2020-0098>
- Kelly, D., & Nicholson, A. (2022). Ancestral leadership: Place-based intergenerational leadership. *Leadership*, 18(1), 140-161. <https://doi.org/10.1177/17427150211024038>
- Kentab, M. Y. (2016). Barriers to accountability implementation in the education directorates in the Kingdom of Saudi Arabia. *Journal of Education and Practice*, 7(4), 129-152. <http://files.eric.ed.gov/fulltext/EJ1092348.pdf>
- King, E. F. (2018). Developing teacher capacity in Cambodia: an expanded model. *Asian Education and Development Studies*, 7(1), 2-14. <https://doi.org/10.1108/AEDS-06-2017-0053>
- Kozlowski, S. W. J., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public*

Interest, 7(3), 77-124. <https://doi.org/10.1111/j.1529-1006.2006.00030.x>

- Kusumaputri, E. S., Muslimah, H. L., & Hayati, E. I. (2023). The case study of Islamic-education leadership model: What we can learn from the dynamics of principals' leadership in Indonesian excellence Islamic boarding-schools. *Jurnal Psikologi*, 50(1), 18-44. <https://doi.org/10.22146/jpsi.78892>
- Lee, E., Neumann, M., Boese, S., & Maaz, K. (2021). Implementation processes of site-based management at schools in challenging circumstances in Germany: Principals' and teachers' perceptions of openness and consensus in target setting processes. *Studies in Educational Evaluation*, 70, 101003. <https://doi.org/10.1016/j.stueduc.2021.101003>
- Leithwood, K., & Menzies, T. (1998). Forms and effects of school-based management: A Review. *Educational Policy*, 12(3), 325-346. <https://doi.org/10.1177/0895904898012003006>
- Martin, H. J. (2009). Improving training impact through effective follow-up: Techniques and their application. *Journal of Management Development*, 29(6), 520-534. <https://doi.org/10.1108/02621711011046495>
- Mehner, L., Rothenbusch, S., & Kauffeld, S. (2024). How to maximize the impact of workplace training: A mixed-method analysis of social support, training transfer and knowledge sharing. *European Journal of Work and Organizational Psychology*. <https://doi.org/10.1080/1359432X.2024.2319082>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd edition). Sage Publications, Inc.
- Mohammed, I., Abdulal, R., & Seidu, A. A. (2022). Constraints and restrictions to community participation in school developments at primary schools in the Sagnarigu Municipal, Ghana. *Journal of Educational Review*, 14(1), 41-51. <https://www.researchgate.net/publication/363896448>

- Moradi, S., Bin, S., & Barzegar, N. (2012). School-based management (SBM), opportunity or threat (Education systems of Iran). *Procedia - Social and Behavioral Sciences*, 69, 2143–2150. <https://doi.org/10.1016/j.sbspro.2012.12.179>
- Morales-Huamán, H. I., Medina-Valderrama, C. J., Valencia-Arias, A., Vasquez-Coronado, M. H., Valencia, J., & Delgado-Caramutti, J. (2023). Organizational culture and teamwork: A bibliometric perspective on public and private organizations. *Sustainability*, 15(18), 13966. <https://doi.org/10.3390/su151813966>
- Mulyana, S.. (2007). *Lesson study*. LPMP Jawa Barat.
- Murrell, A. (2022). Peer mentoring and the importance of identity work: A case study on increasing study abroad participation among African American students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 34(2), 235–256. <https://doi.org/10.36366/frontiers.v34i2.786>
- Mustiningsih. (2015). Masalah implementasi manajemen berbasis sekolah di sekolah dasar [Problems of implementing school-based management in elementary schools]. *Manajemen Pendidikan*, 4(6), 498–505. <http://ap.fip.um.ac.id/wp-content/uploads/2015/05/04-mustiningsih.pdf>
- Nadeem, M., Khan, A. N., & Gul, M. (2020). Community participation in improving quality of education at secondary school level. *Sir Syed Journal of Education & Social Research (SJSR)*, 3(2), 115-120. [https://doi.org/10.36902/sjsr-vol3-iss2-2020\(115-120\)](https://doi.org/10.36902/sjsr-vol3-iss2-2020(115-120)) 3(2), 115–120.
- O’Day, J. (2002). Complexity, accountability, and school improvement. *Harvard Educational Review*, 72(3), 293–329. <https://doi.org/10.17763/haer.72.3.021q742t8182h238>
- Parsloe, E. & Wray, M. J. (2000). *Coaching and mentoring: Practical methods to improve learning*. Kogan Page Publishers.
- Prior, L., Jerrim, J., Thomson, D., & Leckie, G. (2021). A review and evaluation of secondary school accountability in England: Statistical strengths, weaknesses and challenges for ‘Progress 8’

- raised by Covid-19. *Review of Education*, 9(3), e3299. <https://doi.org/10.1002/rev3.3299>
- Purwanto, N. A. ., Yuliana, L. ., Surya, P. ., Suharyadi, A. ., Mat Nashir, I. ., Abullah Kamal, S. S. L. ., & Darmadji, A. . (2024). Government Direction on the Vocational School's Performance Evaluation in Indonesia and Malaysia: Some Notes from Islamic Education's Perspective. *Millah: Journal of Religious Studies*, 23(1), 331-374. <https://doi.org/10.20885/millah.vol23.iss1.art11>
- Santosh G. (2023, March 2). *Partnership leadership: Opportunities and challenges in a global context* [Post]. LinkedIn. <https://www.linkedin.com/pulse/partnership-leadership-opportunities-challenges-global-g-/>
- Stead, V. (2005). Mentoring: A model for leadership development? *International Journal of Training and Development*, 9(3), 170-184. <https://doi.org/10.1111/j.1468-2419.2005.00232.x>
- Susisanti, S. (2022). Hubungan transparansi dan akuntabilitas dengan partisipasi komunitas SMA Negeri 26 Bone [The relationship between transparency and accountability with community participation at SMA Negeri 26 Bone]. *Manajemen Pendidikan*, 17(1), 22-35. <https://doi.org/10.23917/jmp.v17i1.15407>
- Thein, K., Takahashi, Y., & Soe, A. (2023). The impact of action planning after causation-and-effectuation-based entrepreneurship education. *Behavioral Sciences*, 13(7), 569. <https://doi.org/10.3390/bs13070569>
- Thohri, M. (2022). Islamic school leadership model: The challenge in digital era. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 225-232. <https://doi.org/10.35445/alishlah.v14i1.1939>
- Tim IRCOS. (2021a). *Modul pelatihan manajemen berbasis sekolah IRCOS Indonesia* [IRCOS Indonesia school-based management training module]. IRCOS Indonesia.
- Tim IRCOS. (2021b). *Materi PPT. rencana tindak lanjut workshop "Perencanaan aksi menuju sekolah penggerak" tanggal 7-9 Juni 2022* [Power Point material for the follow-up plan for the workshop "Action

- planning towards a driving school" on June 7-9, 2022]. IRCOS Indonesia.
- Tim Tanoto Foundation. (2018). *Modul I Praktik yang baik dalam manajemen berbasis sekolah [Module I Good practices in school-based management]*. Tanoto Foundation.
- Tishman, S., Jay, E., & Perkins, D. N. (1993). Teaching thinking dispositions: From transmission to enculturation. *Theory Into Practice*, 32(3), 147–153. <https://doi.org/10.1080/00405849309543590>
- Topno, H. (2012). Evaluation of training and development: An analysis of various models. *IOSR Journal of Business and Management*, 5(2), 16–22. <https://doi.org/10.9790/487x-0521622>
- Trube, M. B., Prince, B. L., & Middleton, R. A. (2012). Collaborative partnerships for capacity building through professional development. *Advances in Educational Administration*, 16(January 2012), 81–105. [https://doi.org/10.1108/S1479-3660\(2012\)0000016008](https://doi.org/10.1108/S1479-3660(2012)0000016008)
- USAID Prioritas. (2014). *Modul II: Praktik yang baik MBS di SD/MI dan SMP/MTs: Bahan rujukan bagi LPTK [Module II: Good practices of school-based management in elementary schools/Islamic elementary schools and junior high schools/Islamic junior high schools: Reference materials for Teacher Training Institutions]*. USAID Prioritas. https://ierc-publicfiles.s3.amazonaws.com/public/resources/BAHAN_RUJUKAN_LPTK_MBS.pdf
- Valli, L., Stefanski, A., & Jacobson, R. (2018). School-community partnership models: Implications for leadership. *International Journal of Leadership in Education*, 21(1), 31–49. <https://doi.org/10.1080/13603124.2015.1124925>
- van den Boom-Muilenburg, S. N., de Vries, S., van Veen, K., Poortman, C., & Schildkamp, K. (2022). Leadership practices and sustained lesson study. *Educational Research*, 64(3), 295–316. <https://doi.org/10.1080/00131881.2022.2090982>

- Wilson, R., Joiner, K., & Abbasi, A. (2021). Improving students' performance with time management skills. *Journal of University Teaching and Learning Practice*, 18(4), Article 16. <https://doi.org/10.53761/1.18.4.16>
- Zhang, S., & Usaho, K. (2019). Factors affecting school administration effectiveness in public upper secondary schools of Heze City , Shandong Province , the People's Republic of China. *EAU Heritage Journal Social Science and Humanities (Online)*, 9(3), 108-121. <https://so01.tci-thaijo.org/index.php/EAUHJSocSci/article/view/229844>