

Teacher Quality Development Strategy through School-Based Management: A Qualitative Literature Review of Best Practices in Various Countries

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Abstrak

Penelitian ini bertujuan untuk menganalisis strategi pengembangan kualitas guru melalui implementasi Manajemen Berbasis Sekolah (MBS) menggunakan metode tinjauan literatur yang berfokus pada praktik terbaik dari berbagai negara. Penelitian ini menyoroti pentingnya memperkuat kapasitas institusional, mengelola otonomi, dan memperbarui kompetensi profesional guru sebagai landasan utama untuk meningkatkan kualitas pembelajaran. Analisis menunjukkan bahwa MBS memberikan ruang strategis bagi sekolah untuk memprioritaskan peningkatan kompetensi berdasarkan kebutuhan spesifik siswa dan dinamika lingkungan pembelajaran. Temuan literatur menegaskan bahwa pelatihan berkelanjutan, pengawasan akademik yang konstruktif, dan komunitas belajar kolaboratif memainkan peran penting dalam mendorong peningkatan kinerja guru. Praktik terbaik dari berbagai negara menunjukkan pola kesuksesan yang konsisten di sekolah-sekolah yang mampu mengintegrasikan otonomi, akuntabilitas, dan inovasi dalam mengelola kualitas pendidikan. Studi ini menyimpulkan bahwa SBM memiliki potensi untuk memperkuat pembaruan pengetahuan pedagogis melalui mekanisme pengambilan keputusan berbasis data, pengembangan profesional yang terarah, dan evaluasi berkelanjutan terhadap kualitas pembelajaran. Penelitian ini memberikan kontribusi konseptual untuk memperkuat model peningkatan kompetensi guru berdasarkan manajemen sekolah dan membuka peluang untuk mengembangkan strategi implementasi dalam konteks pendidikan yang beragam.

Kata Kunci: Pengelolaan Berbasis Sekolah, Pengembangan Kompetensi Guru, Studi Literatur

Abstract

This study aims to analyze strategies for developing teacher quality through the implementation of School-Based Management (SBM) using a literature review method that focuses on best practices from various countries. This study highlights the need to strengthen institutional capacity, manage autonomy, and update teacher professional competencies as the main foundation for improving the quality of learning. The analysis shows that SBM provides strategic space for schools to prioritize competency improvement based on the specific needs of students and the dynamics of the learning environment. Literature findings confirm that ongoing training, constructive academic supervision, and collaborative learning communities play a significant role in driving teacher performance improvement. Best practices from various countries demonstrate a consistent pattern of success in schools that are able to integrate autonomy, accountability, and innovation in managing educational quality. This study concludes that SBM has the potential to strengthen pedagogical knowledge renewal through data-driven decision-making mechanisms, targeted professional development, and continuous evaluation of learning quality. This research provides a conceptual contribution to strengthening the model for improving teacher competency based on school management and opens up opportunities for developing implementation strategies in diverse educational contexts.

Keywords: *School-Based Management, Teacher Competency Development, Literature Study*

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Introduction

Teacher quality is seen as a fundamental element determining the success of the educational process at various school levels. Numerous studies show that teachers' contribution to student learning outcomes far exceeds other educational input factors. Pedagogical competence, mastery of teaching materials, and adaptive skills are key determinants of learning effectiveness. Improving teacher quality faces various challenges, such as unequal access to training, weak models of continuous professional development, and limited innovation at the school level. Changing demands for 21st-century competencies add to the complexity of teacher professional development needs. Meeting teacher quality



standards requires measurable, systematic, and evidence-based strengthening strategies. National policies in various countries have prioritized teacher quality improvement, but their effectiveness is often uneven. Reliance on a centralized approach makes it difficult for innovation to develop in real-life learning environments (Maulana & Amrullah, 2024; Isa et al., 2020). Strengthening teacher capacity is a strategic issue that demands a more contextual, flexible, and adaptive managerial approach.

School-Based Management (SBM) offers managerial autonomy that allows schools to develop strategies to improve teacher quality more independently. This autonomy includes authority in managing resources, planning competency development programs, and directly monitoring teacher performance. Broader authority allows schools to design programs tailored to environmental conditions, teacher characteristics, and student needs. A more flexible organizational structure allows for more intensive collaboration between teachers. Granting autonomy also allows principals to optimally assume instructional leadership roles. The implementation of SBM opens up opportunities to create a school culture that supports pedagogical innovation. Adaptive learning environments provide opportunities for teachers to develop relevant learning practices. Changes in management design at the school level also strengthen teacher professional accountability. SBM provides a framework that enables schools to function as centers for continuous teacher competency development (Nomin et al., 2025).

The implementation of SBM across countries shows varying effectiveness, reflecting differences in governance, school capacity, and policy support. Some countries have successfully utilized SBM to improve the quality of learning through needs-based teacher training programs. This success is supported by strong coordination between schools, the government, and the education community. Other countries face obstacles such as limited school leadership, limited resources, and weak academic supervision systems. These obstacles result in suboptimal planning and implementation of teacher development programs. This situation indicates that the success of SBM is heavily influenced by structural readiness and organizational culture within schools. The disparity in implementation success underpins the need for cross-country comparative studies. Analysis of differences in implementation practices allows for the identification of supporting factors that consistently emerge in successful schools. A comprehensive understanding of implementation variations is crucial for designing more applicable strategies (Aryawan & Rai, 2024).

Cross-country reviews provide an opportunity to identify best practices proven effective in improving teacher quality through SBM. The experiences of countries that have successfully implemented SBM provide learning materials on designing teacher training programs that are responsive to real needs. Analysis of best practices provides insight into patterns of professional collaboration that can improve the quality of learning. Observing effective academic supervision mechanisms can enrich the formulation of strategies to improve teacher performance in school settings. Practices from developed countries often demonstrate the importance of pedagogical autonomy in tandem with increased accountability. Identifying superior practices helps guide schools toward more structured strategies. Cross-country reviews also reveal the critical role of transformational leadership in fostering a progressive learning culture. Involvement of the educational community is a factor that strengthens the sustainability of teacher competency development. Exploring various empirical evidence from developed and developing countries enriches theoretical understanding of the effectiveness of SBM.

A qualitative approach based on literature studies offers analytical depth, enabling researchers to understand the dynamics of SBM implementation more deeply. The literature review process allows for the identification of common patterns consistently found across best practices. Numerous previous studies provide empirical evidence regarding the interaction between school policies and teachers' professional practices. The literature review provides space for critical analysis of the successes and failures of teacher development programs. This approach provides flexibility to accommodate variations in context across countries. The use of multiple scientific sources strengthens the validity of the findings through conceptual triangulation. Thematic analysis can uncover effective and relevant strategic structures for adaptation. The in-depth literature review helps develop a holistic picture of the relationship between SBM and teacher quality (Novianti et al., 2025). The study results provide a strong foundation for formulating evidence-based teacher development strategies.

Utilizing a variety of cutting-edge scientific sources provides a more robust theoretical foundation for understanding the relationship between school management and teacher competency improvement (Azharuddin, 2024). Academic references offer empirical findings illustrating the effectiveness of the school autonomy approach. A comprehensive theoretical understanding strengthens researchers' ability to identify the determinants of successful teacher development strategies. Current literature provides managerial concepts relevant to contemporary educational demands. The juxtaposition of various theories enables the development of a more integrated conceptual framework. Adequate use of the literature helps critically examine the gap between the concept of SBM and its implementation practices. A robust theoretical framework provides the foundation for developing realistic implementation strategies. The contributions of theoretical studies support the development of evidence-based recommendations. The alignment between theory and empirical data strengthens the quality of the analysis.

Effective teacher development strategies require an integration of managerial approaches and teachers' professional needs. School autonomy influences how training programs are designed and



implemented. The diverse needs of teachers demand flexibility in competency development programs. A needs-based approach enables teachers to acquire professional learning relevant to classroom issues (Maesaroh, 2025). Continuous professional development programs strengthen pedagogical competence and adaptability. Integration of academic supervision strategies creates space for improving teaching quality. Objective performance evaluations help schools tailor training programs more appropriately. School organizational commitment is a prerequisite for the successful implementation of teacher development strategies. A school environment that supports continuous professional learning accelerates teacher quality improvement.

A literature review shows that the success of teacher quality development is greatly influenced by the synergy between school leadership, organizational culture, and educational policy support. Strong school leadership is the driving force behind the creation of a culture of professional quality improvement. A collaborative organizational culture strengthens teachers' motivation to continue learning. Policy support provides a structural foundation for the implementation of competency development programs. Accurate resource allocation also determines the sustainability of teacher quality improvement programs. Synergy between these elements creates a school system capable of functioning as a professional learning environment. Strengthening the academic supervision system contributes positively to improving teacher performance. Stable educational policies provide space for schools to implement long-term programs. Harmony between structural and cultural factors strengthens the effectiveness of SBM in improving teacher quality.

A cross-country literature review provides a strategic opportunity to formulate a more comprehensive, evidence-based model for teacher quality development. Identifying best practices provides insights into proven effective managerial mechanisms. Experiences from various countries enrich understanding of strategies for sustainable teacher capacity building. Critical analysis of research findings allows for the development of more adaptable recommendations for various educational contexts. The formulated strategy model can serve as a reference for schools to improve teacher professionalism. A deep understanding of the dynamics of SBM implementation helps maintain the relevance of the formulated strategy. Numerous scientific findings demonstrate the importance of balancing autonomy and accountability. Developing an evidence-based strategy strengthens the effectiveness of teacher development programs. The literature review provides a strong foundation for formulating a conceptual framework capable of addressing the need for sustainable teacher quality improvement.

Method

The research method employed a qualitative approach based on a literature review focused on the exploration, analysis, and synthesis of various scientific publications related to teacher quality development strategies through School-Based Management (SBM). This approach was chosen because it provides an in-depth understanding of the concepts, implementation patterns, and best practices identified in various educational contexts across several countries. The research process began with determining the focus of the study, encompassing key components such as school autonomy, instructional leadership, teacher professional development models, supervision mechanisms, and indicators of SBM effectiveness. Source searches were conducted through reputable scientific databases such as Google Scholar, Scopus, and DOAJ, taking into account publications spanning the last five to ten years to ensure the relevance and novelty of the findings. Literature selection was conducted using inclusion criteria such as direct relevance to the SBM topic, discussion of teacher quality development, use of accountable scientific methods, and the availability of sufficient empirical data.

The analysis process was conducted using thematic analysis techniques, which allow for the identification of patterns, concepts, and relationships between variables that emerged in various previous studies. Each article was reviewed using initial coding procedures, grouping categories, and drawing core themes related to teacher development strategies through SBM. The validity of the findings was strengthened through source triangulation by comparing the results of various studies across countries, distinguishing policy contexts, and identifying differences or similarities in managerial practices. The synthesis procedure was carried out by constructing a conceptual representation that shows how SBM affects teacher quality through the mechanisms of school autonomy, strengthening managerial capacity, professional collaboration, and academic supervision. The synthesis results were then used to develop a conceptual model and strategic recommendations that can be adapted to the national education context. This methodological approach ensures that all research findings are obtained systematically, objectively, and based on credible scientific evidence.

Results and Discussion

The Role of School Autonomy in Improving Teacher Professionalism

School autonomy provides strategic space for educational institutions to design teacher development programs tailored to local needs. This autonomy strengthens schools' ability to tailor training to student characteristics and the learning challenges teachers face. Decisions regarding professional development can be made more quickly by eliminating lengthy bureaucratic delays. Schools are able to



determine resource allocation based on priorities for improving teaching quality. This policy provides opportunities for teachers to access more relevant training. The implementation of autonomy expands the scope for pedagogical innovation, previously limited by centralized regulations. This change creates a more dynamic professional climate at the school level (Huriaty, 2022). School autonomy has been shown to strengthen internal capacity for sustainable teacher quality improvement.

Research shows that school autonomy contributes to the increased efficiency of teacher training programs. This efficiency arises because schools can adjust training schedules, methods, and formats based on real-world needs (Day, 2020). Professional development programs become more oriented toward solving learning problems. School-designed training is generally more applicable because it directly considers teachers' capacities and experiences. Interaction between teachers increases due to greater space for collaboration. This collaborative space fosters sustainable knowledge sharing. The collaborative process strengthens pedagogical reflection, which supports improvements in teaching quality. Autonomy enhances teachers' opportunities to develop competencies more independently and in a focused manner.

School autonomy allows principals to play a more significant instructional leadership role. Instructional leadership emphasizes the quality of learning and teacher academic development. Principals can conduct more systematic supervision according to field needs. Decisions regarding performance feedback can be delivered quickly and constructively. Mentoring programs can be developed based on classroom observation data. Teachers receive direct support that accelerates their competency development. This approach provides a closer link between teacher needs and school policies. Autonomy serves as a tool that strengthens the effectiveness of instructional leadership.

Needs-based training programs are easier to implement when schools have full management authority. Teachers can participate in training tailored to their competency readiness level (Jaja & Ofubaraibim, 2025). Different teacher competency backgrounds can be accommodated through varied training designs. Training can be combined with coaching, mentoring, or group discussions. This type of training model enhances the effectiveness of professional learning. Teachers feel more valued because their aspirations and needs are considered in program planning. Increased motivation impacts the quality of classroom learning interactions. Autonomy has been shown to strengthen the relevance and effectiveness of teacher training.

The implementation of school autonomy encourages a greater diversity of pedagogical innovation. Teachers have the opportunity to adapt teaching strategies to student characteristics. Innovative actions are easier to implement because they are not constrained by overly strict regulations. Learning technology can be applied more flexibly according to teacher initiative (Rarasati & Pramana, 2023). This freedom encourages teachers to experiment with learning design. Experimental activities strengthen teachers' adaptive abilities in dealing with changing learning needs. A supportive school environment plays a significant role in sustaining this innovation. Autonomy is the foundation for the development of pedagogical innovation in schools.

Teacher performance evaluations are more effective when schools have the authority to regulate the process. Assessments can be conducted in real time based on classroom conditions. Teachers receive more specific and contextual feedback. An internal evaluation system allows schools to develop more comprehensive improvement strategies. Performance improvements can be monitored through mutually agreed-upon indicators. This approach narrows the gap between national policy and classroom learning practices. Teachers better understand the performance standards to be achieved. Autonomy-based evaluations strengthen teachers' professional qualities.

Schools with autonomy tend to build a stronger learning culture. Teachers are involved in decision-making processes related to quality improvement programs. This involvement strengthens a sense of ownership of school policies. A collaborative culture develops more quickly due to intensive communication between teachers. Professional behavior develops due to structural support from the school. A shared vision between teachers and management accelerates the realization of quality improvement goals. Professional commitment becomes more stable because teachers feel valued. School autonomy creates an ecosystem that supports continuous professional learning.

School Leadership Effectiveness and Organizational Culture

School leadership plays a strategic role in determining the direction of teacher quality development. A competent principal is able to build a work environment that supports teacher professional growth. Instructional leadership actions are oriented towards improving the quality of learning. The principal can establish a work structure that facilitates collaboration between teachers. Appropriate decisions strengthen teacher motivation to improve their competence. Visionary leadership creates positive changes in school culture. Good interpersonal relationships strengthen teachers' trust in management. Effective leadership is a key catalyst for improving teacher professional quality.

A literature review shows that organizational culture significantly influences the successful implementation of teacher development programs. A collaborative culture encourages teachers to share teaching experiences openly. A supportive work environment makes teachers feel safe to try new strategies. These interactions foster continuous, collaborative learning. Peer support increases teachers' confidence in adopting pedagogical innovations. A positively developed culture reduces resistance to



change. Improvements in learning quality occur more rapidly in schools with a strong collaborative culture. A healthy organizational culture is the foundation for improving teacher professionalism.

Academic supervision is a crucial component of effective school leadership. The principal conducts structured observations of the learning process. Feedback is provided based on empirical findings from the observations (Aisyafarda & Sarino, 2019). Teachers respond to this feedback by making improvements to their teaching. This interaction enhances teacher competency in areas requiring reinforcement. High-quality supervision has been shown to significantly improve teacher performance. Supervisory activities also strengthen the professional relationship between teachers and the principal. Academic leadership directly contributes to improving the quality of learning.

The principal acts as a facilitator of teacher professional learning. Facilitation includes providing facilities, scheduling, and administrative support (Azizah et al., 2018; Suhardi, 2023). Teachers can participate in training without being burdened by a restrictive task structure. School policies are adjusted to ensure the implementation of professional development. Good facilitation results in higher teacher participation in training programs. Increased participation contributes to strengthening pedagogical competence. This relationship indicates that the principal's structural support directly impacts student learning outcomes. Effective facilitation is an integral part of quality school leadership.

Effective communication between principals and teachers is a key indicator of successful teacher quality development. Open communication allows teachers to express learning challenges. Principals can respond to these challenges with relevant policies. Clarity of information helps teachers understand the direction of quality improvement policies. Good communication builds trust between management and teachers. This trust serves as social capital for a stable work environment. Organizational stability encourages consistent implementation of quality improvement programs. Effective communication is a crucial factor in fostering a productive organizational culture.

A reflective culture is one of the hallmarks of schools with effective leadership. Teachers are accustomed to self-evaluating their teaching practices. Reflection activities are guided by the principal through discussion forums or academic meetings. The reflection process fosters teacher awareness of areas for improvement. This awareness encourages teachers to seek better teaching strategies. A reflective environment enhances the quality of interactions between teachers as they share experiences. Changes in teaching practices are more easily achieved through collective support. A reflective culture accelerates the development of teachers' professional competence.

Strong leadership influences the consistent implementation of teacher quality improvement programs. Consistent policies create stability in the education system at the school level. This stability enables teachers to participate in ongoing training programs. Sustainable programs result in more significant performance improvements. Policy consistency strengthens the integration between organizational goals and teacher competencies. This integration creates a focused and productive work structure. Schools with stable leadership are able to create a sustainable culture of quality. Consistent leadership has been shown to significantly support teacher professionalism.

Identification and Synthesis of Best Practices in Teacher Development Across Countries

Cross-country studies show that best practices in teacher development are strongly influenced by school management design. Countries that comprehensively implement SBM demonstrate more stable improvements in teacher professionalism. These practices include needs-based training, systematic supervision, and structured performance evaluation. Relevant training systems have been shown to be more effective in improving teachers' pedagogical competence. Countries with strong policy support are able to maintain teacher quality over the long term. Collaboration between the government and schools strengthens the sustainability of training programs. These findings demonstrate that the best strategies always involve a holistic approach. Strengthening policies and management are key factors in the success of teacher development.

The professional learning community model has emerged as a leading practice in various countries. Professional learning communities facilitate structured collaboration between teachers. Teachers share experiences, teaching strategies, and solutions to learning challenges. This collaboration strengthens professional awareness and improves the quality of learning. Developed countries use this model to maintain teacher professional dynamics. Regular interaction creates a culture of shared learning that fosters pedagogical innovation. The effectiveness of this model is recognized at various school levels. Professional learning communities have been shown to enhance the effectiveness of teacher development (Permana et al., 2025).

Another best practice is the implementation of ongoing academic supervision based on teacher needs. Supervision is conducted through systematic and planned classroom observations. Teachers receive clear and constructive feedback. Teaching improvements are made based on the supervision data. Countries that have successfully implemented this model have significantly improved the quality of learning. A data-driven supervision approach creates a measurable professional development process. Teachers have a better understanding of established quality standards. Ongoing supervision is a key pillar of teacher quality improvement.



A transparent performance evaluation system is a best practice in countries with high education standards. Evaluations are conducted based on mutually agreed-upon professional indicators. Teachers understand the assessment parameters and can prepare more effectively. Objective evaluations provide important information for subsequent professional development (Anggraheni et al., 2024). Developed countries use evaluation results to design appropriate training. The use of clear performance indicators increases teacher accountability. A robust evaluation system contributes to the consistency of learning quality. Clarity of indicators significantly enhances teacher professionalism.

The use of learning technology has become an innovative practice widely adopted by developed countries (Hendrik, 2024). Technology is used to improve learning effectiveness and teacher administrative efficiency. Technology training is conducted in stages according to teachers' level of proficiency. Technological adaptation accelerates pedagogical transformation in schools. Teachers use digital platforms to enrich learning methods. Countries implementing this strategy have demonstrated rapid improvements in teacher quality. Technology provides space for teachers to learn independently. Utilizing technology is a crucial strategy for improving teacher competency.

Strengthening partnerships between schools and local communities is a practice that supports teacher quality improvement. These partnerships provide additional resources and knowledge. Interactions between schools and communities strengthen the relevance of learning to community needs. Strong partnerships encourage teachers to understand students' social contexts more comprehensively. Teachers can design more applicable learning. Countries that have successfully developed these partnerships have shown increased teacher motivation. Cross-sector collaboration enriches teachers' professional experiences. Partnerships make teacher development programs more sustainable.

A synthesis of various best practices shows that successful teacher development is influenced by the integration of policy, management, and school culture. This integration results in a more stable and adaptive development strategy (Hidayah et al., 2025). Developed countries combine training, supervision, evaluation, and professional collaboration in a single, mutually supportive system. This systemic integration strengthens the effectiveness of each component of professional development. Teachers experience integrated and sustainable competency improvement. These findings form the basis for teacher development recommendations in other countries. Implementing an integrated strategy can significantly improve the quality of learning. Cross-national syntheses show that a holistic approach produces the most consistent improvements in teacher quality.

Conclusion

The research findings indicate that developing teacher quality through School-Based Management (SBM) requires systematic integration of institutional capacity, collaborative leadership, and strategies for sustainable pedagogical competency improvement. Efforts to strengthen school capacity have been shown to require self-management mechanisms supported by adaptive regulations and measurable resource support. Literature analysis indicates that the effectiveness of SBM is significantly influenced by schools' ability to responsibly manage their autonomy through evidence-based decision-making practices. Teacher competency develops more optimally when the learning process is directed at updating professional knowledge relevant to students' needs. Findings from various countries indicate that ongoing training contributes significantly to improving teacher performance in educational units that implement SBM comprehensively. The implementation of constructive academic supervision serves as an internal quality assurance system that accurately maps competency improvement needs. Adapting professional development models has been shown to be a key driver for improving learning quality. The implementation of a collaborative culture strengthens the role of teacher learning communities as arenas for the exchange of research-based best practices. Multi-layered, quality-oriented evaluation is crucial for the success of structured teacher competency development strategies. The integration of all these strategies demonstrates that SBM provides schools with greater scope to design relevant and measurable competency improvement programs. The integration of empirical perspectives across countries enriches our understanding of successful teacher quality improvement patterns applied in diverse educational contexts. The overall findings lead to the conclusion that SBM has the potential to serve as a strategic framework for strengthening teacher quality through enhanced management, collaboration, and continuous learning innovation.

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