
Study of Educational Administration in Primary Schools

Ansar^{1*}, Kaharman², Yustari³

Universitas Negeri Makassar, Indonesia

Email: ansarpammana@gmail.com*, kaharmanibo@gmail.com, yustaritarar@gmail.com

ABSTRACT

This study examines the implementation, challenges, and strategies of educational administration at the primary school level in Makassar City. Basic education plays a crucial role in human resource development, and its effectiveness relies on quality school management. The study employs a qualitative approach, including interviews, participatory observation, and document analysis at three representative primary schools: a core public school, a peripheral public school, and a private school. The research covers eight areas of educational administration: curriculum, student affairs, educators and educational staff, facilities, finance, school-community relations, special services, and IT implementation. The findings reveal significant variation in educational administration practices across schools. Transformational leadership emerged as a key factor in successful administration, with such schools demonstrating innovation in curriculum and technology. Challenges include budget constraints affecting facility maintenance, excessive administrative workloads on teachers, and gaps in PTK's ability to adapt to modern technology. Parental involvement in school activities remains largely ceremonial, failing to effectively support school programs. Effective strategies identified include fostering internal learning communities, forming partnerships with local businesses for facility procurement, and using simple digital platforms for communication and data management. The study concludes that improving basic education quality in Makassar requires strengthening school leadership, providing ongoing PTK training, ensuring proportional budget allocation, and implementing policies to enhance collaboration between schools, parents, and the community.

Keyword: Educational Administration; School Management; Elementary School; Qualitative Research; Makassar City.

Corresponding Author: Ansar
E-mail: ansarpammana@gmail.com



INTRODUCTION

Education is a major pillar of a nation's progress. It is a social escalator that enables vertical mobility and a fundamental instrument in shaping civilization. In a global context characterized by fierce competition and rapid change (the VUCA era: Volatility, Uncertainty, Complexity, Ambiguity), the quality of a country's education system determines its competitiveness and national resilience. Indonesia, as the country with the fourth largest population in the world, places education as a top priority in its national development agenda, as mandated in the Preamble to the 1945 Constitution, namely "to educate the nation."

Basic education, which is provided at the elementary school (SD) and *Madrasah Ibtidaiyah* (MI) levels, plays a very strategic role in the overall national education system (Baharun & Mukarramah, 2023; Kusnanto et al., 2023; Latief et al., 2021; Priatna, 2020). It is at this level that the foundations of knowledge, skills, attitudes, and basic values are instilled in students. The success of education at subsequent levels—secondary school, higher education, and preparation for entering the workforce—is largely determined by the quality of basic education output. Therefore, ensuring the implementation of quality, effective, and efficient basic education is a non-negotiable necessity (Kariuki & Reddy, 2017; Matusov, 2015; Mulawarman et al., 2022).

To achieve this goal, the educational process cannot run naturally without good management. This is where the vital role of educational administration comes in. Educational administration, in a broad sense, is the entire process of cooperation to achieve educational goals through the effective and efficient use of available resources (Kumar & Limbachiya, 2023; Usman, 2016). It is the "art and science of managing educational resources" which includes planning, organizing, actuating, and controlling (Islam et al., 2024; Noor & R, 2021; Saidin et al., 2023). Educational administration is not merely a matter of administration or record-keeping, but rather a support system that ensures all components of education—curriculum, teachers, students, facilities, costs, and environment—function harmoniously and synergistically to create an optimal learning process.

The focus of educational administration in elementary schools covers a very broad spectrum. It ranges from curriculum administration, which ensures that teaching materials comply with national standards and are relevant to the local context, to student administration, which manages student admission, guidance, and graduation; to educator and educational personnel (PTK) administration, which regulates the professional development and welfare of teachers; to financial and infrastructure administration, which provides the "fuel" and "container" for all school activities. Without neat and visionary administration, schools would only be physical buildings without an educational "soul."

The city of Makassar, as the capital of South Sulawesi Province and the main gateway to Eastern Indonesia, is a center of economic, social, and educational growth. With its high urban dynamics, Makassar faces unique challenges and opportunities in the implementation of basic education (Rahim & Abbas, 2024; Soraya et al., 2025; Surya et al., 2020, 2021). On the one hand, as a city center, access to information, technology, and other resources is relatively easier than in other areas. However, on the other hand, challenges such as urbanization, socio-economic disparities, cultural heterogeneity, and increasingly high demands for quality education are issues that must be managed properly (Song, 2023; Yu et al., 2024). Educational problems in urban areas are often more complex, including school overcrowding, competition between educational institutions (public and private), and more critical demands from parents.

Initial observations and various local media reports in Makassar show significant disparities in quality between elementary schools. Some schools show outstanding achievements, have adequate facilities, and implement modern management. However, there are also many schools that still struggle with classic problems, such as inadequate infrastructure, a shortage of teachers with the right qualifications, overlapping administrative burdens, and suboptimal curriculum implementation (Buabeng & Amo-Darko, 2025; Fasinro, 2024; Nguyen et al., 2023; Raghunathan et al., 2022). This phenomenon indicates that educational administration practices in the field may not yet be uniform and in line with expected standards. Issues such as the management of School Operational Assistance Funds (BOS) that are not yet fully transparent, the stalled implementation of administrative digitization, and strategies for building relationships with parents and the community that are still traditional in nature are major questions that need to be explored further.

Research on educational administration in general has been conducted extensively. However, research that specifically, deeply, and comprehensively examines educational administration practices at the elementary school level in the sociocultural context of Makassar City is still limited. Most studies tend to be quantitative in nature, measuring the level of effectiveness or correlation between variables, but they are less able to capture the complexity, dynamics, and meaning behind the daily administrative practices experienced by actors in schools (principals, teachers, and administrative staff).

Therefore, this research is considered important to fill this gap. Using a qualitative survey approach, this study aims not only to capture "what" is happening in administrative practices in Makassar City elementary schools, but also to understand "why" and "how" these practices were formed, what challenges were faced, and what innovative strategies emerged from the bottom up to overcome these various issues. The results of this study are expected to provide a comprehensive and rich picture of the reality of educational administration in the field, which can ultimately serve as the basis for the formulation of more contextual policies and more targeted capacity building programs for education managers in Makassar City and other regions with similar characteristics.

Based on the background described, the main problem in this study is formulated as the question: "What are the practices, challenges, and implementation strategies of educational administration in elementary schools in Makassar City in an effort to achieve national education goals?" To address this, the study will focus on specific sub-questions, including: 1) How is the implementation of educational administration in elementary schools in Makassar City viewed across eight key areas. 2) What are the main challenges, obstacles, and constraints faced by principals, teachers, and administrative staff in implementing educational administration. 3) What strategies have been developed and implemented by these schools to overcome these challenges and improve the effectiveness of school management.

The research objectives include: 1) to describe and analyze the implementation of educational administration in eight key areas—curriculum, student affairs, PTK, facilities, finance, public relations, special services, and IT use—at elementary schools in Makassar City; 2) to identify and analyze the challenges and constraints faced by school actors; and 3) to explore the strategies developed by elementary schools to address these challenges and improve management effectiveness.

This research is expected to provide both theoretical and practical benefits. The theoretical benefits include enriching scientific knowledge in educational administration, offering empirical data for developing more relevant educational management theories, and contributing ideas for adaptive and innovative models in the digital era. The practical benefits include providing insights for school principals, education managers, and the Makassar City Education Office to improve school administration and policies, enhancing teachers' understanding of their role, and offering future researchers a reference for further studies in educational administration.

METHOD

This research uses a qualitative approach. This approach was chosen because the purpose of the research is to understand the phenomenon of educational administration in a deep, holistic, and contextual manner. This approach allows researchers to dig "behind the numbers," capturing the processes, dynamics, perceptions, and experiences of the actors involved in school administration.

The type of research used is a qualitative survey study. This term may seem contradictory, as surveys are often associated with quantitative methods. However, in this context, "survey" refers to research that does not focus solely on a single case (single case study), but rather explores phenomena in several locations or cases to obtain a broader and more varied picture (Jansen, 2010). In other words, this study does not aim for statistical generalization, but rather "analytical generalization" by comparing and contrasting patterns that emerge in several elementary schools in Makassar City. This allows researchers to gain a rich understanding of the variations in practices, challenges, and administrative strategies in various school contexts (e.g., public schools in the city center, public schools in the suburbs, and private schools).

This research was conducted in Makassar City, South Sulawesi Province. The location was chosen based on the consideration that Makassar is representative of a large city in Eastern Indonesia with the dynamics and complexity of urban education issues that are relevant for study.

This research sampled three elementary schools selected through purposive sampling with the following criteria:

1. Public Elementary School A (Leading Category/City Center): Represents schools with relatively adequate resources, good student input, and often serve as references or models. It is located in one of the city center subdistricts.
2. Public Elementary School B (Standard/Suburban Category): Represents typical public schools located in suburban areas, with specific challenges such as limited facilities and a more diverse student background.
3. Private Elementary School C: Represents schools managed by foundations, which have greater autonomy in financial management and curriculum, as well as different dynamics in their relationships with parents.

The selection of these three schools with different characteristics aims to obtain varied and rich data, enabling in-depth comparative analysis. This research was conducted over a period of six months, covering the preparation stage (preliminary studies and permit processing), data collection in the field, data analysis, and the preparation of the final report.

To obtain comprehensive and in-depth data, this study used three main data collection techniques (method triangulation):

1. In-depth Interviews: This technique was the main instrument. The researcher will conduct semi-structured interviews with selected informants. Interview guidelines will be prepared to guide the conversation, but the researcher will be flexible in asking follow-up questions (probing) to elicit more in-depth information. Interviews will be

recorded using a voice recorder (with the informant's permission) and noted in field notes.

2. **Participant Observation:** Researchers will go directly to the research location to observe daily administrative activities. This observation is not only passive; researchers will occasionally engage in informal conversations to understand the context. The focus of observation includes: the atmosphere of the office space, interactions between the principal, teachers, and staff, the process of administrative services to students or parents, the physical condition of facilities and infrastructure, and the use of bulletin boards or other information media.
3. **Document Analysis:** Researchers will study various documents relevant to school administration to supplement and verify data from interviews and observations. These documents include: *a) School Work Plan (RKS) and RKAS. b) Operational Curriculum Document for Education Units (KOSP). c) Student and Teacher Master Books. d) Minutes of Teacher Meetings or Meetings with Parents. e) BOS Fund Accountability Reports. f) School Organizational Structure.*

Data analysis in qualitative research is conducted continuously from the moment data collection begins. The data analysis model used is the interactive model developed by Miles, Huberman, and Saldaña (2014), which consists of three simultaneous processes:

1. **Data Condensation:** This is the process of selecting, focusing, simplifying, abstracting, and transforming "raw" data that emerges from field notes, interview transcripts, and documents. In this stage, researchers create summaries, code the data (labeling data segments according to specific themes or concepts), and develop categories.
2. **Data Display:** Once the data has been condensed, the next step is to present the organized information in an easily understandable form. Data display can take the form of matrices, graphs, networks, or structured narratives. The goal is to help researchers see patterns, relationships, and trends in the data so that they can draw valid conclusions.
3. **Conclusion Drawing/Verification:** From the beginning of data collection, qualitative researchers begin to look for meaning in what they encounter, noting regularities, patterns, explanations, and cause-and-effect relationships. These initial conclusions are tentative and will continue to be tested (verified) throughout the research by seeking new data or comparing it with existing data. Final conclusions are drawn when all data has been collected, condensed, and presented, and is considered to be saturated and consistent.

RESULTS AND DISCUSSION

This chapter presents the research findings obtained from the data collection process in three elementary schools in Makassar City (hereinafter referred to as SDN Pusat, SDN Pinggiran, and SDS Cendekia to maintain anonymity). The presentation of the results will be organized based on the research questions, followed by a discussion linking the findings to relevant literature and theories.

Findings in the field show a spectrum of curriculum administration implementation, ranging from procedural compliance to innovative contextualization.

- a. At SDN Pinggiran, curriculum administration focused more on fulfilling the administrative requirements of the office. The KOSP was prepared by adopting examples from other schools and adjusting them as necessary. A senior teacher stated:

"For the KOSP, sir, we usually wait for instructions from the cluster. Later, there will be examples, and we just need to adjust the school name and several programs. The important thing is that the documents are available in case of supervision."

The lesson schedule tends to be rigid, and the distribution of teaching duties is based on seniority. Supervision by the principal is carried out periodically, but it seems more like a formality to fill out the instruments (). The main focus is to ensure that teachers attend class and that the teaching materials are in accordance with the textbooks.

- b. At SDN Pusat, implementation is more structured. The KOSP is developed through a series of workshops involving all teachers and the school committee. The principal of SDN Pusat explains:

"We don't want KOSP to be just for show. At the beginning of each school year, we analyze it together. We analyze last year's achievements and the diverse needs of our children. So programs such as morning literacy or projects to strengthen the Pancasila student profile are really designed from the bottom up."

Learning administration is supported by the use of a digital platform for sharing teaching modules and assessment instruments. Academic supervision is carried out periodically with a more collegial approach, where after classroom observation, there is a reflective discussion session between the principal and teachers.

- c. At SDS Cendekia, we found the most innovative practices. As a private school, they have the flexibility to integrate the national curriculum with the foundation's internal curriculum, which focuses on character development and entrepreneurship. Their curriculum administration is very dynamic.

"Every semester we have a 'curriculum review day'. We invite teachers, parents, and even outside practitioners to provide input. Our lesson schedule is also not rigid; there is a 'block system' for project-based learning. Everything is neatly documented in our school management information system," said the principal of SDS Cendekia.

This finding is in line with the concept that curriculum administration is not merely the preparation of documents. At SDN Pinggiran, administrative practices are still at a technical-procedural level. Meanwhile, at SDN Pusat and SDS Cendekia, curriculum administration has functioned as a tool for improving learning, in line with the role of the principal as an instructional leader (Hallinger, 2003). The flexibility possessed by private schools (SDS Cendekia) allows them to be more adaptive and innovative. This difference shows that principal leadership and organizational culture are key variables that determine the quality of curriculum administration, more than just the availability of resources.

All schools have carried out basic student administration functions such as student admission and recording student data in Dapodik. However, significant differences can be seen in the aspects of guidance and development.

- a. At SDN Pinggiran, student services are more reactive. Guidance and counseling (BK) are only provided when there are students with problems. Extracurricular activities are limited to scouting and several sports due to limited funds and coaches.
- b. At SDN Pusat, the student guidance program is more structured. There is a talent and interest identification program starting from the early grades. The school collaborates with psychologists to handle students with special needs or psychological problems. Extracurricular activities are more diverse and often achieve achievements at the city level.
- c. SDS Cendekia demonstrates the most personalized approach. Each classroom teacher also serves as a mentor to a small group of students. Student development portfolios contain not only academic grades, but also records of character development, talents, and projects that have been completed. Communication with parents regarding their children's development is carried out intensively through a special application.

Effective student administration goes beyond data recording. It must be oriented towards service and the development of each student's potential. These findings show a shift from a 'one-size-fits-all' approach (at SDN Pinggiran) to a more personalized and holistic development-oriented approach (at SDS Cendekia). This is relevant to the concept of student-centered management, where all school administration systems must be focused on the best interests of the students.

A. Educator and Education Personnel Administration (PTK): Double Burden and Capacity Building

PTK management is one of the most crucial issues in all three schools.

1. Teachers' Administrative Burden: At all locations, teachers complained about the heavy administrative burden outside of their teaching duties. A teacher at SDN Pusat said: "In addition to teaching, we also serve as administrators. We fill out online report cards, update Dapodik, create BOS reports, not to mention classroom administration. The time to prepare creative lessons has been reduced."

This complaint is more pronounced in public schools due to the many reporting requirements to the local education office. At SDS Cendekia, this burden is slightly lighter because most administrative tasks have been integrated into the management information system and are supported by more administrative staff.

2. Professional Development: At SDN Pinggiran, PTK development is highly dependent on government programs (department/central). Internal initiatives are still lacking. In contrast, SDN Pusat and SDS Cendekia have more structured internal development programs, such as regular In-House Training (IHT) and active learning communities (Kombel). The principal of SDS Cendekia even has a special budget to send teachers to attend certified training outside the city.

Discussion: The phenomenon of teachers' administrative burden is a classic problem in education in Indonesia. This shows that administrative efficiency has not been achieved. Administration should serve to facilitate, not burden, the core process of education (learning). Regarding PTK development, these findings confirm the importance of the role of schools as learning organizations. Schools that are proactive in developing their internal capacity (SDN Pusat and SDS Cendekia) tend to have better service quality.

B. Facilities and Financial Administration: The Art of Managing Limitations

The management of infrastructure and finance is greatly influenced by funding sources:

1. SDN Pusat and Pinggiran are highly dependent on BOS funds. The principal of SDN Pinggiran said: "The BOS funds have been allocated, sir. They are used to pay honoraria, electricity, and routine activities. For repairs to severely damaged buildings, we have to wait for assistance from the agency, which can take years."

Asset inventory has been conducted, but maintenance is often constrained by funding. As a result, many facilities with minor damage are not repaired promptly.

2. SDS Cendekia, with funding from parental tuition fees and foundation donations, has more flexibility. They are able to provide modern facilities such as computer labs, multimedia rooms, and comfortable libraries. Their financial administration is professionally managed by a dedicated finance manager and audited internally and externally.

However, smart practices have also been found in public schools. The principal of SDN Pusat, for example, actively builds partnerships with companies through CSR (Corporate Social Responsibility) programs to obtain assistance in the form of computer equipment and renovation of the reading park.

Discussion: Dependence on a single source of funding (BOS) is the main weakness of public schools in terms of infrastructure and financial administration. This limits the school's ability to respond to urgent needs. On the other hand, the success of SDN Pusat in establishing partnerships shows that proactive leadership and an entrepreneurial spirit can be a solution to overcome budget constraints. This is in line with the concept of School-Based Management (MBS), which encourages school independence and initiative.

C. Public Relations Administration and Technology Utilization

1. Relationships with Parents: At SDN Pinggiran, relationships with parents are more transactional (during report card distribution or when there are problems). At SDN Pusat and SDS Cendekia, the pattern is more participatory. They use class WhatsApp groups effectively for daily communication and have parent engagement programs, such as "Inspiration Class" where parents with certain professions are invited to teach.
2. Technology Utilization: The use of technology for administration still varies. All schools already use Dapodik and the BOS reporting application. However, for internal management, only SDS Cendekia has an integrated Management Information System (SIM). SDN Pusat has started using Google Workspace for Education for document management and internal communication. Meanwhile, at SDN Pinggiran, the use of

technology is still limited to standard office applications. The school operator at SDN Pinggiran said:

"I am the one who understands IT the most here, sir. So all the data is centralized with me. The teachers mostly just use WhatsApp. IT training for administrative staff is very rare."

Discussion: Modern public relations administration requires intensive two-way communication. The use of technology such as WhatsApp Groups is a good first step, but it needs to be developed towards more substantive involvement. The gap in the adoption of administrative technology (MIS) shows that there is a digital divide between schools. This is not only due to cost factors, but also to the readiness of human resources and leadership vision.

D. Challenges and Obstacles in the Implementation of Educational Administration

From the analysis in three locations, several main challenges were identified that are common across schools, although with varying intensity.

1. **Budget Constraints and Delays:** This is the most fundamental challenge, especially for public schools. Delays in the disbursement of BOS funds often disrupt school operations. In addition, the amount of funds calculated per student is often insufficient to cover actual costs, especially for the maintenance of infrastructure, which requires large expenditures.
2. **Excessive Administrative Burden:** As discussed, teachers and principals feel overwhelmed by repetitive administrative and reporting tasks. Frequent policy changes from the central government require rapid administrative adaptation, but often without adequate technical guidance, adding to confusion and workload.
3. **Digital Competency Gap among PTKs:** Despite increasing demands for digitalization, the digital competency of PTKs (especially the older generation) remains a major obstacle. The lack of systematic and continuous training has slowed the adoption of technology for administrative efficiency.
4. **Lack of Professional Administrative Staff:** In many public elementary schools, there are only one or two administrative staff (often temporary employees) who must handle all administrative matters, from student affairs and personnel to financial. This results in suboptimal administrative work quality.
5. **Low Parent Participation and High Demands:** On the one hand, schools (especially in suburban areas) complain about the low level of active participation by parents in school programs. On the other hand, especially in inner-city and private schools, schools face very high demands and expectations from parents, which are sometimes difficult to meet and require good communication and negotiation skills on the part of the school.
6. **Rigid and Overlapping Regulations:** Some school principals complain that government regulations are sometimes rigid and do not reflect the actual conditions on the ground. For example, the highly detailed technical guidelines (juknis) for the use of BOS funds sometimes limit the flexibility of schools to use the funds according to their priority needs.

E. Strategies for Overcoming Educational Administration Challenges

Despite facing various challenges, schools are not passive. They have developed various strategies to survive and thrive.

1. **Transformational Leadership and Entrepreneurship:** The most prominent strategy is found in the role of the principal. Proactive principals, such as those at SDN Pusat and SDS Cendekia, do not just wait for instructions from above. They actively seek opportunities, build networks, and motivate their teams. An example is the strategy of establishing CSR partnerships by the principal of SDN Pusat. This is a manifestation of entrepreneurial leadership.
2. **Building an Internal Learning Community:** To overcome competency gaps, effective schools form learning communities within their internal structures. Teachers who are more proficient in IT, for example, are asked to teach their colleagues in informal sessions. At SDN Pusat, they regularly hold "Friday Sharing" sessions where teachers can share good learning practices or administrative tips.
3. **Optimizing the Role of School Committees and Class Associations:** Schools that have successfully increased parent participation are those that have been able to optimize the role of school committees and parent associations at the class level. They don't just ask for donations, but involve parents in the planning and implementation of programs. Transparency in the management of donations is key to building trust.
4. **Utilization of Simple and Affordable Technology:** Recognizing the high cost of integrated management information systems, some schools have begun to utilize free and easily accessible technology. The use of Google Forms for parent surveys or extracurricular registration, Google Sheets for shared databases, and Canva for Education to create publication materials are examples of effective low-cost innovations.
5. **Task Distribution and Delegation of Authority:** Effective principals realize that they cannot do everything themselves. They delegate administrative tasks to trusted deputies or teachers, form small work teams for specific programs, and give them autonomy. This not only lightens the principal's workload but also increases the teachers' sense of ownership and capacity.

Comprehensive Discussion: The findings of this study describe the face of educational administration in Makassar City elementary schools as a dynamic arena, full of challenges, but also characterized by innovation and resilience. It is clear that there is no single model of administration that applies. Its implementation is greatly influenced by internal contexts (al leadership, school culture, PTK capacity) and external contexts (government policy, socio-economic conditions of the community, funding sources).

Principal leadership emerges as a leitmotif or common thread that unifies all aspects. Where there is strong, visionary, and transformational leadership, there are also more effective and innovative administrative practices, even amid limited resources. This affirms the theory of educational leadership which states that school leaders are the main catalysts for school change and improvement.

The challenges faced, such as administrative burdens, budget constraints, and competency gaps, are systemic and cannot be resolved by schools alone. This points to the need for policy support from higher levels. For example, simplifying reporting platforms, increasing the allocation of School Operational Assistance (BOS) funds in line with regional cost-of-living indices, and massive and sustainable digital competency training programs for teaching and learning personnel (PTK).

The strategies developed by schools demonstrate the existence of "local wisdom" or contextual solutions that emerge from the bottom up. Initiatives such as building internal learning communities and establishing partnerships are proof that schools can be agents of change. This is in line with the spirit of School-Based Management (SBM), which emphasizes school autonomy and empowerment. However, for these strategies to be sustainable and spread to other schools, a dissemination mechanism and support from the education office are needed, for example through the Principal Working Group (K3S) forum or other platforms for sharing good practices.

Overall, this study shows that to improve the quality of educational administration, a two-pronged approach is needed: top-down improvement through supportive policies and bureaucratic simplification, and bottom-up empowerment by strengthening the leadership capacity of school principals and encouraging a culture of innovation at the school level.

CONCLUSION

Educational administration in Makassar City's elementary schools varies significantly by leadership, school status (public/private), and location (central/peripheral), ranging from procedural compliance to substantive innovations that enhance learning quality, with principal leadership as the key determinant. Schools face multidimensional challenges, including limited and uncertain BOS funds, excessive teacher workloads, digital competency gaps, rigid regulations, and low parental participation, yet they adapt through transformational leadership, internal PTK learning communities, school committees and partnerships, affordable IT adoption, and authority delegation. Ultimately, effective administration transcends mere documentation to build flexible, adaptive, collaborative systems fostering high-quality learning environments. For future research, a longitudinal study could track the long-term impact of these adaptive strategies on student outcomes and school performance across diverse Indonesian urban contexts.

REFERENCES

- Baharun, H., & Mukarramah, A. (2023). Digital based Madrasahs: The Strategy to Improve the Quality of Madrasah Ibtidaiyah Performance. *Al Ibtida: Jurnal Pendidikan Guru MI*.
- Buabeng, I., & Amo-Darko, B. (2025). Curriculum reforms without foundation: The effects of inadequate preparation in curriculum reforms on Ghanaian teachers and the education system. *Curriculum Perspectives*.
- Fasinro, K. (2024). Curriculum implementation: Challenges and the prospect of education resource centres to aid effective implementation. *Africa Educational Research Journal*.

- Islam, J. P., Syahrizal, I. H., Yamin, M., Sulthan, U., & Saifuddin, T. (2024). Educational Psychology Perspective in Islamic Education Management. *Jurnal IHSAN Jurnal Pendidikan Islam*.
- Kariuki, P., & Reddy, P. (2017). *Operationalising an effective monitoring and evaluation system for local government: Considerations for best practice*.
- Kumar, D., & Limbachiya, H. S. (2023). Role of Administrative Department in Education with reference to Schools and Universities. *Revista Review Index Journal of Multidisciplinary*.
- Kusnanto, N., Sukristyanto, A., & Rochim, A. I. (2023). Relevance Of National Education Policies As An Effort To Improve The Quality Of Madrasah Tsanawiyah Education Services. *THE SPIRIT OF SOCIETY JOURNAL*.
- Latief, S., Sari, Y. A., Yusuf, M., Armila, & Hidayat, R. (2021). The Development of Islamic Education and Strengthening of National Education System of Indonesia. *International Journal on Advanced Science, Education, and Religion*.
- Matusov, E. (2015). *Legitimacy of non-negotiable imposition in diverse approaches to education*.
- Mulawarman, W. G., Heriman, & Pratama, P. A. (2022). Effectiveness of School Management through Strengthening the Managerial Ability of School Principals in the Field of Education Financing. *EduLine Journal of Education and Learning Innovation*.
- Nguyen, T. D. H. N., Jeong, J., Ahn, Y., & Shin, H. (2023). An innovative approach to temporary educational facilities: A case study of relocatable modular school in South Korea. *Journal of Building Engineering*.
- Noor, H., & R. (2021). Improving Management Of Early Childhood Education (Paud) Through Identification Of Institutional Problems. *Berajah Journal*.
- Priatna, T. (2020). *Demography of Madrasah Diniyah Takmiliyah and Revitalizing the Institutional Function of Islamic Education*.
- Raghunathan, K., McKenna, L., Peddle, M., Raghunathan, K., McKenna, L., & Peddle, M. (2022). Factors in integrating academic electronic medical records in nursing curricula: A qualitative multiple case studies approach. *Nurse Education Today*.
- Rahim, M., & Abbas, I. (2024). The Development Characteristics of Makassar City in Past and Present. *International Review for Spatial Planning and Sustainable Development*.
- Saidin, Iskandar, & Yamin, M. (2023). The Importance of Educational Psychology in Islamic Education Management. *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*.
- Song, Z. (2023). Disparity in Educational Resources Between Urban and Rural Areas in China. *Journal of Advanced Research in Education*.
- Soraya, T., Camila, S., & Maulidia, A. (2025). *Changing Social Structures in Makassar City Due to Rapid Urbanization in South Sulawesi*.
- Surya, B., Ahmad, D. N. A., Sakti, H. H., & Sahban, H. (2020). Land Use Change, Spatial Interaction, and Sustainable Development in the Metropolitan Urban Areas, South Sulawesi Province, Indonesia. *Land*.
- Surya, B., Salim, A., Hernita, Suriani, S., Menne, F., & Rasyidi, E. S. (2021). Land Use
-

Change, Urban Agglomeration, and Urban Sprawl: A Sustainable Development Perspective of Makassar City, Indonesia. *Land*.

Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Research on Humanities and Social Sciences*.

Yu, Y., Appiah, D., Zulu, B., & Adu-Poku, K. A. (2024). Integrating Rural Development, Education, and Management: Challenges and Strategies. *Sustainability*.



© 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).