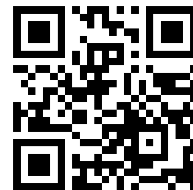


Strategic Management in Mover School Program: A Multi-Site Study at Antasan Kecil Timur 1 and Kebun Bunga 3 Banjarmasin



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ABSTRACT: This study aims to examine the strategy formulation, strategy implementation, and strategy evaluation of the Mover School Program at SDN Antasan Kecil Timur 1 and SDN Kebun Bunga 3 Banjarmasin, with a multi-site descriptive qualitative technique. The main instrument as well as data sources and methods for gathering information were from principals, instructors, and supervisors in each field of research through observation and documentation study. Individualized and cross-site data analysis were used in data analysis. The reliability, dependability, and confirmability of the data using the criteria. The results showed that both sites had established their vision and mission, identified the opportunities and challenges facing the organization from an external point of view, identified the organization's strengths and weaknesses from an internal point of view, and prepared a long-term plan, resources, motivating employees, allocating resources, developing a culture that supports strategy, and creating budgets for the development and utilized information systems as a tool for strategic preparation.

KEYWORDS: Strategic Management, Mover School Program

I. INTRODUCTION

The word "management" is derived from the English word "manage," which implies the ability of caring for, organizing, implementing, and managing also considered based on its function management including in activities that need to be carried out in order to achieve goals within the limits of general discretion that has been determined at the administrative level, while the guidelines and policies at the management level are departmental or sectoral (Panarangi, 2017). The characteristics of management include tasks to ensure the accomplishment of organizational goals, set goals, objectives that may conflict with those of other parts of the organization, set priorities for organizational goals, and achieve organizational efficiency and effectiveness. As a result, management can ensure the achievement of organizational goals (Prihatini & Dewi, 2021).

Strategic management is a set of managerial decisions and actions that determine the performance of an enterprise in the long term. Strategic management includes environmental observation, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control (Munandar, 2020). Strategic management, according to Munandar (2020), entails environmental observations, strategy creation (long-term planning or strategic planning), strategy implementation, evaluation, and control. (Munandar, 2020). In order to develop effective and efficient schools, it is envisaged that strategic management of education would be independent from the regions and schools. As a result, it is important to make the most of the increased right to regional autonomy (Miranda, 2022).

To improve student learning results holistically from the perspectives of cognitive and non-cognitive competence (character), and to actualize the profile of Pancasila students, the Mover School Program seeks to promote the transformation process of educational institutions (Patilima, 2022). Sarlin added that in order to assist and secure the attainment of the objectives of the Mobilizing Schools Program, it is required to design a mechanism for executing the Mobilizing Schools Program, which will later be utilized as a guide in implementing the Mobilizing School Program. The Mover School Program (PSP) focuses on establishing holistic student learning outcomes that include competences (literacy and numeracy) and character, starting with superior human resources or principals and teachers (Patilima, 2022).

Mover School Program is focused on developing holistic student learning outcomes that include competency of literacy and numeracy as well as character, beginning with exceptional human resources (Fauzi, 2022). A development of the previous school development program is Mover School Program. Mover School Program will accelerate the rollout of higher-level curriculum in both public and private schools. The territories of all Indonesian schools that are executing Mover School Program will be merged into this activity's multilevel execution (Fauzi, 2022). The Pancasila student profile can be implemented through school culture, intracurricular learning, co-curricular activities, and extracurriculars that concentrate on developing each person's character and abilities in everyday life (Rachmawati et al., 2022). The climate, habits, way of interacting and communicating, and accepted standards within a school collectively make up its culture. Project-based learning that is contextual and involves engagement with

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the environment is what is meant by project-based learning, which is included in the content of extracurricular activities or experiences (Rachmawati et al., 2022).

Mover School Program as a model for quality education units is a program of the Ministry of Education and Culture in order to improve the quality of education. Ministerial Decree No. 162 of 2021 is the legal basis for the implementation of Mover School Program. Decree of the Director General of Early Childhood Education, Basic Education, and Secondary Education Number: 6555/c/hk.00/2021 concerning the establishment of education units implementing Mover School Program of the Director General of Early Childhood Education, Basic Education, and Secondary Education stipulates that SDN Antasan Kecil Timur 1 and SDN Kebun Bunga 3 Kota Banjarmasin as Mover School Program Batch 1 of 2021. After conducting a preliminary study at SDN Antasan Kecil Timur 1 and SDN Kebun Bunga 3 Banjarmasin, it was found that the uniqueness and excellence of the school was found that SDN Antasan Kecil Timur 1 Banjarmasin has a Superior Program with a Movement for Environmental Care and Culture in Schools, recycling waste into more useful things and having a healthy canteen so that SDN Antasan Kecil Timur 1 Banjarmasin was named an *adiwiyata* school and healthy school. Meanwhile, SDN Kebun Bunga 3 Banjarmasin has excellent programs that are oriented towards strengthening the profile of Pancasila students, including the Sunnat Dhuha Prayer Program carried out every day, Strengthening Student Literacy every Wednesday, Improving Physical Fitness every Thursday, Reading Sholawat Nabi, *Dai Cilik* Development Program and reading Short Surahs held every Friday and Eating fruits and vegetables together every Saturday. In addition, SDN Kebun Bunga 3 also has a new program that is currently underway related to the project of strengthening the Pancasila profile, namely raising the wisdom in local traditional games.

II. METHODOLOGY

A multi-site descriptive and qualitative technique was used in this study. The researcher's role as a key instrument indicated that the researcher, who abided by the site's rules and regulations as well as the association on the site, made the final choice. At each site, data sources were gathered through observations, documentation studies, and interviews with supervisors, instructors, and principals. Interviews, observations, and documentation studies are the data collection techniques collection that were used. Individual data were analyzed through reduction, data presentation, analysis, and conclusion when conducting data analysis. Additionally, cross-site analysis, including cross-site analysis, cross-site findings, cross-site propositions, and final findings were done. Utilizing the criteria of credibility, dependability, and confirmability, the validity of the data was examined.

III. RESULTS

The findings of research on strategy management and discussion of multi-site studies at SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin are shown below.

A. Strategy Formulation

Establishing the organization's vision and mission is the first step in the formulation of a strategic management plan. Next comes determining the opportunities and challenges the organization faces from the outside, as well as its internal strengths and weaknesses, and finally, developing a long-term plan.

It is clear that the efforts and procedures used by SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin to define the school's vision and mission and then inform interested parties were successful. By exchanging information and messages in a network of formal and informal interactions that are interconnected with one another, communication is the activity of overcoming an uncertain or constantly-changing environment and achieving goals.

According to the principals of SDN Kebun Bunga 3 Banjarmasin and SDN Antasan Kecil Timur 1 Banjarmasin, the process of setting the vision and mission went through numerous stages. The advantage of this school program is that it requires an analysis of environmental characteristics and local wisdom to establish the vision and mission of the school. Our vision and mission were developed after realizing that this school is very close to the Zuhdi Teacher Dome, a religious tourist destination and an environment that parents hope their children will grow up in. The process of establishing the school's vision and mission is currently being carried out by a special team, which will then invite teachers, school committee members, parents, and knowledgeable resource persons to provide feedback and suggest ways to improve the school in accordance with the KOSP guidelines after the vision and mission have been finalized.

A clearly formulated vision and mission will be easier to implement through a culture run by school residents as a pattern of daily behavior and performance. If the vision and mission are implemented in the form of culture consistently, it will have an impact on improving school quality (Puteri & Prihantini, 2020). Visionary leadership emphasizes that the existence of a vision is essential for organizations that want to realize an effective and competitive organization. Leadership strength produces various policies and work operationalizations that are guided by the organizational vision (Mukti, 2018).

Opportunities and challenges have been identified by SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin. The possibility for SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin to become Mover

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School Program is very large. In terms of human resources, 5–6 people are thought to be more than enough to drive school programs. Schools that already hold the designation of adiwiyata school also become an added value of excellence owned by the school. The difficulty comes from the fact that Mover School Program in the first batch, making it difficult for them to run this program successfully and be prepared to serve as a model for other schools.

The opportunities and challenges faced by the school are listed in the Operational Curriculum document of the Education Unit of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin. It is evident that SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin have done a good job of identifying the opportunities and challenges the school is now facing, through recognizing individuals both inside and outside of the school environment. Activities in the classroom that have been successful are thought to be able to support and provide a chance for success in the Mover School Program. The principal had conducted an investigation of the outside environment, it was learned, similar to holding a community or government gathering. The principal learned from these data how much the school's chances were and how much it threatened. SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin have determined the weaknesses of the school by identifying deficiencies that still need to be corrected and met. Weaknesses in teacher competence can be seen through teacher supervision, which is carried out every semester. And it is undeniable that there are still some teachers whose teaching competencies still need improvement; they have not been able to master the class well, so the principal needs to do learning coaching. Furthermore, it determines weaknesses through polls and exchanges information with the school during school meetings.

This can also be seen in the Operational Curriculum Document of the Education Unit (KOSP) of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin, which has determined the weaknesses and advantages of the school. Identifying school weaknesses can also be done through supervision and observation directly by the principal of the school, so that through supervision and observation activities, the principal can determine what weaknesses and advantages the teacher has, so that the principal can provide according to the needs of the teacher.

The SWOT matrix is used to compile strategic factors in an institution. The four main components that determine competitive advantage are efficiency, innovation, quality, and customer response. Structured external and internal testing is a unique analysis method in the world of planning and developing structured and directed work programs (Purba et al., 2022).

Both SDN Kebun Bunga 3 Banjarmasin and SDN Antasan Kecil Timur 1 Banjarmasin have created short- and long-term plans. A school development team made up of several teachers (about 3–4 persons) who have been shown to have the knowledge, skills, and motivation to create short and long-term plans creates the short and long-term plans. They are then considered and approved after being coordinated and communicated to school personnel and other interested parties. Plans for the short term and the long term are outlined in the Operational Curriculum document of the Education Unit (KOSP) of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin. Prior to it being discussed and offered input at school meetings, it is first created by a small team of several instructors who are trusted to take part in small discussions with knowledgeable and dependable teachers to formulate long-term plans. The strategic plan (Renstra) is a crucial element in the administration of a company (ministries, institutions, regional apparatus, and schools), as it serves as a manual and guide for delivering services to the general public and other interested parties. To accomplish more general organizational goals, top and middle managers develop and carry out the plan. For this reason, when it comes to implementing it within an organization, the top authorities must create a strategic plan that is coordinated with workers and carried out jointly in order to reach the firm's desired goals. The strategic plan is crucial, so each firm must create one while taking into account its resources and current conditions. This plan will serve as the basis and a working manual for each employee as they carry out their roles and responsibilities (Fakhrurrazi, 2021).

B. Strategy implementation

Strategy management in the implementation stage, namely: (1) empowering resources; (2) motivating employees; (3) allocating resources; (4) implementing cultural development that supports the strategy; (5) carrying out the preparation of the development budget; and (6) utilizing information systems.

Developing a culture to support strategies has a very important role in strategy implementation. The culture that is developed will be a system that has a great effect on the success of the strategy and the goals to be achieved. I've spent the last few years running school customs and culture. So now what is needed is to synergize with school residents to strengthen the positive culture that has been running well in the school and is believed to have the potential to support the planned strategy in achieving the vision, mission, and goals of the school. Furthermore, more meaningful programs and positive cultures that students can apply both at school and at home are required so that the strategies implemented produce better results.

The development of an already existing positive culture at the school, namely by strengthening the learning community as a forum for exchanging ideas and ideas related to the development of school culture, and teachers will communicate more frequently with the principal, monitoring and observing the positive culture of teachers and students in the classroom through supervision and assistance from expert trainers and Mover School Program as interested parties acting as facilitators in the process.

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SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin have made maximum efforts to empower the available resources. Resources related to capital resources or funds include regular and performance BOS funds, which can be empowered to support all the needs needed by the school. Moreover, all programs and activities next year must be based on educational report cards. In addition to funding resources, there are also human resources that are empowered based on their respective capabilities. Teachers who have certain skills will be empowered according to the field they are good at. The technique carried out by the principal in empowering the human resources owned by the school is by means of coaching and counseling those who do not know to be told and who are not yet skilled in training, and the leadership provides space for teachers in terms of creativity. The principal also builds trust, trains and develops self-confidence, and establishes open communication. Related to competency improvement, the principal also activated school programs such as mini-KKG and the development of learning communities as teacher learning centers. Improving the quality of human resources in schools is directed to increase participation in organizations and improve productivity until the competitiveness of schools is also determined by the human resources they have; HR competence is the main thing in determining the quality of an organization. Organizations with valuable and rare competencies will have a greater competitive advantage than their competitors, which further results in optimal performance. Problems related to the quality of education can be overcome by empowering humans as subjects and objects of development (Abrori, 2020). Additionally, Normianti clarified that driving factors and health factors are components of job motivation. The following factors are used to evaluate the driving factors and health factors: work performance, measurement of work results, improvement in work performance, responsibility, the nature of the work, interpersonal correlations, work ability, personal life, wisdom and administration, opportunities for growth, income, and position. (Normianti et al., 2019).

The principals of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin motivates teachers and employees by conveying religious-based motivational messages: that the good deeds and positive contributions we make will return to us in the form of material things as well as other priceless things. This is conveyed both during the official meeting and when chatting casually with teachers while sharing experiences related to motivation and positive encouragement. Principals often present the theory of self-aggrandizement as to how deserving we are or how much we are valued in the eyes of others. If we work wholeheartedly and with quality, we believe that fortune will come naturally in a direction we did not expect. The principal's efforts in improving the motivation of teachers and employees include rewarding teachers or employees who have made contributions, creating pleasant working conditions and situations, always providing opportunities to progress and develop, and establishing harmonious working correlations by supporting each other and respecting each other. This is reinforced by the definition of motivation, which is the accumulation of power and strength that exists in a person to encourage, stimulate, move, awaken, and give hope to behavior (Suhaimi, 2017).

They are sourced from regular BOS funding and performance, which can be empowered to support all the demands needed by the school, and are related to capital resources or funds, among others. In the future, all activities and initiatives must be based on academic report cards. The school allocates the funds in accordance with the findings of previous observations regarding school needs, an analysis of the school environment and external schools, teacher supervision to ascertain the integrity of teachers in relation to enhancing what competencies are required, teacher conditions and conditions, and an analysis of school conditions, so that they can be followed up on in carrying out school budgets and activities. Budgeting for the implementation of mini-teacher working group (KKG) activities to enhance teacher competency through regular BOS funds and performance The Merdeka Mengajar Platform (PMM), which is used to implement the independent curriculum, as well as belajar.id accounts that can be used by teachers in facilitating learning, as well as SIM PKB teachers as a center for sustainable professional development for teachers, are used by SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin to support the Mover School Program. The creation of the e-ARKAS application to create and organize school activities and budgets, as well as the creation of school-owned websites and social media for the purpose of disseminating information and advertising programs and activities. In order to be prepared to serve students from the millennial generation in terms of pedagogy, digital skills, basic literacy, technological literacy, human literacy, strengthening character education, and life skills, the education unit must start adjusting to various changes using the challenges and opportunities of the 4.0 era (Astini, 2019). Astini also said that with the rolling out of Industrial Revolution era 4.0, of course, it has an impact on the sectors of education, information, and technology, affecting school activities quite strongly. New information and knowledge spread easily and are accessible to anybody who needs them. Education is suffering a very large disruption. The function of the teacher, who had been the sole dispenser of knowledge, had more or less shifted away from him. In the future, the role and presence of teachers in the classroom will be increasingly challenging and necessitate very high creativity (Astini, 2019).

C. Strategy Evaluation

Strategy evaluation is the final stage of strategic management. The three main activities in strategy evaluation are: (1) reviewing the external and internal factors that formed the basis for the formulation of the strategy implemented today, (2) measuring performance, and (3) taking corrective action. Strategy evaluation needs to be done because current success is not a guarantee for success

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tomorrow.

The principals of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin have reviewed the implementation of the strategy that has been carried out in accordance with the statements of the principals of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin.

For Mover School Program, there must be PMO activities every month with facilitators as a forum to review things that need to be improved, both internal and external factors. In the PMO activity, the school is accompanied and guided by a facilitator in order to identify the inhibiting factors and obstacles faced. In this activity, Mover School Program is facilitated to convey what has been done and the challenges and obstacles faced. In addition, there are also activities to strengthen the learning committee with resource persons and facilitators as part of a one-year reflection. In addition, the way the principal reviews the constraints and implementation of the strategy is either through meetings, monthly meetings, or mutual communication with each other.

Assessing internal factors by paying attention to the strengths of the institutions that will be the material for educational institutions to remain standing, as well as weaknesses that will make educational institutions regress, and reviewing external factors by paying attention to what opportunities educational institutions must do in order to become independent institutions, and what threats are possible to be faced by educational institutions that will make the decline of educational institutions (Charisma, 2020).

Teacher performance is a collection of outcomes from activities carried out or to be carried out by the teacher in accordance with his profession as a teacher (Normianti et al., 2019). The aspect of teacher performance measured as an indicator in this study refers to the Teacher PK that has been developed by the Ministry of National Education based on the Regulation of the Ministry of State (Permeneq) PAN & RB No. 16 of 2009, namely: learning planning, implementation of active and effective learning activities, and assessment of learning. (Normianti et al., 2019)

In order to evaluate the strategy, the principals of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin periodically measure teacher performance. Measuring teacher performance can be done through supervision, both administrative supervision and supervision of teaching and learning activities, by directly entering the classroom periodically, at least once a semester. By supervising, you can learn about and identify teachers' abilities to facilitate learning. Because supervision is a competency of the principal, it must be carried out in accordance with the principal's primary duties and functions.

In addition to monitoring and evaluating teachers, conducting in-person observations, and setting employee performance goals (SKP) each semester, the principal also assesses teachers' performance. Performance as a teacher is the outcome or accomplishment of a person performing their duties; it is the result of a certain action over time. The planning, conducting, and evaluation of the classroom learning process are among the instructional tasks that can indicate the effectiveness of a teacher (Suhaimi, 2017).

The principals of SDN Antasan Kecil Timur 1 Banjarmasin and SDN Kebun Bunga 3 Banjarmasin have taken remedial action, although it is not deemed to be the best course of action for implementing the current strategy. If the issue is that the human resources in this situation are teachers, I will verify this with the instructor by calling and finding out what challenges they face that prevent the plan from working effectively. If the teacher's lack of commitment is the issue, I will substitute another resource.

The principal will take corrective action by supervising and observing; if necessary, the principal will independently contact the teacher in concern or personally visit that teacher's class. To improve the still-poor quality, corrective measures must be taken, and all managers, directors, or principals must work closely with the faculty and staff. Repairs must be completed before deciding which sections should be repaired first. One should begin by resolving large or complex issues while tackling a problem (Wijaya, 2020).

IV. CONCLUSION

SDN Antasan Kecil Timur 1 and SDN Kebun Bunga 3 Banjarmasin have carried out strategic formulations consisting of establishing a vision and mission, identifying opportunities and challenges faced by the organization from an external point of view, establishing the weaknesses and advantages of the organization from an internal point of view, and developing a long-term plan. And at the stage of strategy implementation, it empowers resources, encourages people, allocates resources, establishes a culture that supports the plan, sets a development budget, and maximizes the utilization of information systems. As well as at the evaluation stage, the strategy reviews external and internal factors, measures performance, and carries out corrective actions.

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