

QUALITY MANAGEMENT OF FRONTIER, OUTERMOST AND DISADVANTAGED SCHOOLS IN IMPROVING ACHIEVEMENT IN JUNIOR SECONDARY SCHOOLS

Ririn Angreany, Husnul Madihah, Didi Susanto

Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin

Adhyaksa Street No. 2, Banjarmasin, Kalimantan Selatan

E-mail: angreanyririn2@gmail.com, madihah.alkareem@gmail.com, didisusanto82@yahoo.co.id

Abstract: This study aims to analyze the quality management of frontier, outermost and disadvantaged schools in improving school achievement, the focus of research on planning, implementation, organization, and evaluation. This research was conducted at SMPN 7 Dusun Selatan and SMPN Satu Atap 1 Dusun Selatan, South Barito Regency, Central Kalimantan. The research method used is qualitative, with data collection techniques of observation, interviews, and documentation studies. The results of the study revealed that (1) Planning for the Implementation of Quality Standards in Schools has been carried out with an understanding and method in accordance with quality management standards and planned; 2) Implementation of the implementation of quality standards in schools has been carried out with guidance, strategies, time and place, measured in accordance with quality management standards; 3) Organizing the implementation of quality standards in schools is carried out with management procedures and structured according to the field of education units; 4) Evaluation of the implementation of quality standards in schools is carried out consistently. This research has implications for improving the quality of education, especially in disadvantaged areas.

Keywords: Education management, school quality, education equity

Abstrak: Penelitian ini bertujuan untuk menganalisis manajemen mutu sekolah terdepan, terluar dan tertinggal dalam meningkatkan prestasi di sekolah, fokus penelitian pada perencanaan, pelaksanaan, pengorganisasian, dan evaluasi. Penelitian ini dilaksanakan di SMPN 7 Dusun Selatan dan SMPN Satu Atap 1 Dusun Selatan Kabupaten Barito Selatan Kalimantan tengah. Metode penelitian yang digunakan adalah kualitatif, dengan teknik pengumpulan data observasi, wawancara, dan studi dokumentasi. Hasil penelitian mengungkapkan bahwa (1) Perencanaan Penerapan Standar mutu di Sekolah telah dilaksanakan dengan pemahaman dan cara sesuai dengan standar manajemen mutu serta terencana; 2) Pelaksanaan Penerapan Standar mutu di Sekolah telah dilaksanakan dengan pembinaan, strategi, waktu dan tempat, terukur sesuai dengan standar manajemen mutu; 3) Pengorganisasian Penerapan Standar mutu di Sekolah dilaksanakan dengan prosedur manajemen dan terstruktur sesuai bidang satuan pendidikan; 4) Evaluasi Penerapan Standar mutu di Sekolah dilaksanakan dengan konsisten. Penelitian ini berimplikasi pada peningkatan mutu pendidikan khususnya di daerah tertinggal.

Kata Kunci: Manajemen Pendidikan, Mutu sekolah, Pemerataan Pendidikan

INTRODUCTION

Educational institutions in Indonesia are still in the spotlight and the subject of discourse by education experts on a national and international scale. The extent to which the development and improvement of the quality of institutions in running the wheels of education. Therefore, the government of the Republic of Indonesia through the National Accreditation Board always provides guidance and encourages efforts to improve educational institutions throughout Indonesia in order to achieve superior achievements with satisfactory quality or quality (Agus Dudung et al., 2018; Jakaria et al., 2019; Syafii, 2018). Especially those in rural areas and including the foremost, outermost and disadvantaged areas still need to be addressed in terms of quality, namely the quality of the institution itself, the quality of performance, the quality of human resources, infrastructure and facilities to the quality of graduates. (Modo, 2020; Shiura, 2022; Syafii, 2018).

Indonesia has a very large and heterogeneous territory. Progress in education development between regions also varies. Educational development is influenced by many things, including the availability of teachers, the condition of students, the adequacy of infrastructure, the availability of funds, and the location or geographical conditions of the region. The frontier, outermost and underdeveloped regions are regions where the level of development, including education

development, is relatively lagging behind other regions. There are many factors that influence this condition, such as geographical conditions, lack of human resources capable of surviving in difficult areas, social and cultural, funding, and other special conditions. These special conditions are advantages or local wisdom that must be considered in educational development (A Dudung et al., 2018).

The National Education System is basically part of National Development and as an effort to realize national goals in the education sector. Specifically, the National Development Goals are stated in the National Education System Law Number 20 of 2003 Article 3, stating that national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop potential in order to become a human being who is faithful and devoted to God Almighty, has noble character, is healthy, capable, creative, independent, and becomes a democratic and responsible citizen (Law of the Republic of Indonesia No. 20 of 2003 Article 3).

Improving the quality of education is a means of national development in the field of education and is an integral part of efforts to improve the quality of Indonesian human resources in a kaffah (comprehensive) manner. This has been done by the Minister of National Education who on May 2 has launched the "Education Quality Movement", and more focused on efforts to improve the quality of education

mandated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System in article 8 explains that "The community has the right to participate in the planning, implementation, supervision and evaluation of education programs" (Law of the Republic of Indonesia No. 20 of 2003 Article 8) Based on Government Regulation number 19 article 91 of 2005 concerning National Education Standards contains the following matters. 1. Every unit of education in formal and non-formal channels is obliged to guarantee the quality of education. 2. Education quality assurance referred to in paragraph 1 aims to meet or exceed the National Education Standards. 3. Education quality assurance is carried out gradually, systematically and planned in a quality assurance program that has clear targets and time frames (PP RI No. 19 of 2005) (Untari, 2017).

Principal is a career position that a person obtains after a long career as a teacher. A person who is trusted to be a principal must meet the required criteria. According to Ahmad, effective principals have the following characteristics: (1) have a leadership spirit and are able to manage or lead schools, (2) have the ability to solve problems, (3) have social skills, (4) are professional and competent in their field of work (Fauzi, 2021).

Managerial skills possessed by school principals are expected to provide policies or decisions that can produce program effectiveness and improve the quality of education. One of the important

components in improving the quality of education is learning. Learning is a process of interaction between educators or teachers with students and learning resources in a learning environment. Learning is very important because through learning, educators can develop thinking creativity which can improve students' thinking skills, and can improve the ability to construct new knowledge in an effort to improve good mastery of subject matter (Anjani & Dafit, 2021; Ariyanti, 2020; Zhahira et al., 2022)

By implementing these efforts consistently and sustainably, principals can improve the quality of teaching in public junior high schools in Dusun Selatan, South Barito Regency, Central Kalimantan. It is important for principals to ensure there is open communication, collaboration between staff and a strong commitment to achieving the common goal of improving the quality of education in the school. Government Regulation No 19 of 2005 on National Education Standards: This regulation regulates the national education standards which include graduate competency standards, content standards, process standards and assessment standards. School principals have the responsibility of ensuring the implementation of the national education standards in schools. In addition to these laws, there are also other regulations issued by local governments or related agencies that regulate school management procedures and the improvement of teaching quality at the school level.

The principal can conduct regular coaching to teachers at SMP Dusun Selatan. This coaching includes direct observation of the teaching process, providing constructive feedback, and providing suggestions or recommendations for improvement. In addition, principals can also encourage the exchange of experiences between teachers, such as group discussions or mentoring between senior and junior teachers.

SMPN 7 Dusun Selatan and SMPN Satu Atap 1 Dusun Selatan Dusun Selatan are public schools located in rural areas, where these two schools are still in one sub-district but the natural geographical conditions are still in the form of forests and gardens and transportation facilities are still limited by a large watershed, so they must use the ferry crossing service, because there is no bridge available.

Public Junior High Schools are very limited in each village and only one in each village so that community interest in sending their children to school is quite high, only a small proportion send their children to the Regency Capital. This is due to the psychological state of adolescents at junior high school level who are still considered vulnerable to being separated from their parents. Both schools are also located in a village that has no electricity and no access to internet signals, so they are included in the Frontier, Outermost and Disadvantaged areas. Both schools only utilize solar panels and use simple signal finders because they are far from telkomsel towers.

The results of temporary observations show that there are quite a lot of students attending these two public junior high schools, but researchers still see many shortcomings, especially in the quality of teaching management. Teachers are lacking in the use of electronic media and limited facilities and infrastructure. Likewise, the way and style of teaching is still rigid and less creative, only giving assignments and only using the lecture method. This is contrary to the goals of national education and the ideals of the Indonesian nation to improve the quality of education provision with quality management, but still strive for schools to excel and achieve.

METHOD

In this study, when viewed from the location of data sources including the category of field research, while the approach used according to the type of data, this research includes qualitative research (Creswell, 2007). The descriptive skin approach model, this is felt to be very appropriate to use because it can produce descriptive data in the form of written and oral words where the acquisition of data naturally comes directly from data sources at the research location. So that the results of the acquisition of these data will be able to interpret the research entitled Teaching Quality Management in South Barito Regency Junior High School, while in this study focused on Teaching Quality Management in South Barito Regency Junior High School.

This research was conducted at SMP Negeri Satu Atap 1 Dusun Selatan and SMPN 7 Muara Ripung Village. The reason for choosing this research location is because of its characteristics as a school that is included in the outermost, foremost, and disadvantaged categories. The research informants are the Principal and Educators and education personnel at SMPN 7 South Hamlet and SMPN One Roof 1 South Hamlet, while the object is School Quality Management in Improving Achievement at South Hamlet Junior High School (SMPN) in South Barito Regency.

Data collection techniques using observation, interviews and documentation studies. Initial observations were made in order to see how the Communication Pattern of the Principal of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan in Waste Management in Barito Kuala Regency by reviewing several sources of literature and several journals related to communication patterns. Interviews were conducted by researchers interviewing 8 informants, consisting of (two) people from the Principal who have the authority to make decisions and village policies and 6 (six) people, namely teachers who are an extension of the hands technically assisting the Principal in carrying out school programs and goals. The documents shown in this case are all documents related to waste management in the village of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan Dalam and documents so that these documents can strengthen the data collected and analyzed in a study.

Data analysis uses the Miles and Huberman technique, namely data collection, data reduction, data presentation and conclusion drawing. To ensure data validity, data triangulation techniques, extended field participation and increased persistence were used.

RESULTS AND DISCUSSION

The purpose of quality management is none other than to make continuous improvements and improvements to the educational institution. Overall, the purpose of quality management is to make improvements to the entire educational institution, starting from infrastructure, students, teachers and supporting materials in improving a quality that is carried out continuously to get an integrated quality and good quality. This is in line with what the Principal of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan and the entire academic community really understand for quality management strategies in accordance with G.R. Terry's Management Theory (1986) views management as a process, as follows: "Management is a distinct process consisting of planning, organizing, actuating and controlling performed to determine and accomplish stated objectives by the use of human being and other resources (Terry, 1982).

Planning

Planning in quality management involves a combination of quality elements such as school programs, vision, mission and goals to ensure that the message is

easily understood and implemented in every learning process in accordance with the established quality management standards. The Principal uses quality management strategies by planning steps to improve school performance, utilizing the 8 existing standards. One of the steps is to provide guidance to teachers through various trainings and seminars, both online and offline (Prasetya et al., 2022).

This process begins with socialization at school meetings and at every possible meeting opportunity. In line with the planning, effective coordination is done to ensure coaching from the principal and motivate all parties. This aims to achieve a common understanding from all members of the academic community in the effort to advance the school towards the desired quality standards, even if the school is located in disadvantaged, remote or outermost areas.

Organizing

Organizing in the context of education management is a complex and vital process in achieving quality standards and improving the quality of education in an educational institution such as SMPN 7 and SMPN Satu Atap 1 Dusun. This process involves assigning structured tasks to individuals and groups, allocating appropriate resources, and organizing activities in a coordinated manner to achieve predetermined goals.

The organizing function covers a variety of aspects, from the clear distribution of tasks to each member of the

organization, the establishment of units or sections that facilitate the implementation of these tasks, to the delegation of authority and responsibility and the preparation of an efficient service system. In the context of organizing in educational institutions, this means ensuring that each staff member, teacher and educator has a clear role and specific responsibilities in an effort to improve the quality of learning and school achievement (Hasnadi, 2021; Maryani, 2021).

Through the summary of interviews with the Principals of SMPN 7 and SMPN Satu Atap 1 Dusun, it was revealed that the planning strategy adopted for the implementation of the Quality Standards involves structured organization. The Principal plays a key role in ensuring that the organization is well organized, by giving clear authority and responsibility to each member of her staff.

This strategy aims to improve the quality of learning and achieve better results for the school. Through these efforts, it is expected that the quality of teaching at SMPN Dusun Selatan, South Barito District, Central Kalimantan can be significantly improved.

The importance of open communication, collaboration among staff, and strong commitment from all members of the organization is also emphasized. Only by working together synergistically can they achieve the common goal of improving the quality of education in the school. Thus, effective and structured organization is one of the keys to success in

implementing planning strategies to improve the quality of education in these educational institutions.

Actuating

Implementing quality management strategies is a crucial approach in improving school performance, especially in the context of directing and influencing activities to improve the quality of learning and educational services. Coaching in this case becomes the main essence, both through collaboration between stakeholders and through independent efforts. The role of the principal in coaching teachers and education personnel is key in carrying out this strategy, where the aim is to provide direction and motivation so that all school components have a high awareness of quality management.

The approach taken by the principal in fostering teachers and education personnel includes the implementation of school programs that are oriented towards improving the quality of learning. The program is designed to provide direction and motivation to teachers, students and education personnel so that they understand the importance of quality management in the context of education. In this case, an inclusive and empowering approach is the main focus.

According to the research, the form of guidance and motivation can be realized through various activities, such as In-House Training (IHT) and the Motivation and Mentoring Program

(PMM). These activities are designed to actively involve teachers and education personnel in the learning process and professional development. In addition, training and seminars are also important means of raising their awareness and skills in quality management.

The approach used in motivating teachers and education personnel should prioritize an approach that inspires and encourages, without pressure or coercion. It is important to create a comfortable and supportive environment, so that teachers and education personnel feel supported and motivated to continue improving the quality of their work.

Thus, providing motivation is one of the most effective strategies in increasing the awareness and performance of teachers and education personnel in schools. Through this approach, a progressive and collaborative work culture is expected to be created, which will ultimately have a positive impact on improving overall school performance.

Controlling

A school program will not be able to run well if it is not managed properly, which should be preceded by a good planning as well. The planning referred to here must certainly be participatory, involving all relevant elements of the school, especially those who will be the target group, it must also include the learning process and the implementation

of the vision, mission and objectives implemented.

Management has certain objectives and is intangible, because it cannot be seen, but the results can be felt, namely the realization of optimal activity output, there is personal satisfaction, products and services are better, and reach the target. Management includes activities to achieve goals, which are carried out by individuals who give their best efforts through predetermined actions.

Efforts and actions include knowing what to do, determining how to do it, understanding how to do it and measuring the effectiveness of the efforts made. Furthermore, it is necessary to establish and maintain an environmental condition and situation that provides economic, psychological, social, political responses and technical contributions as well as control (Terry, 2009: 10).

The control function assumes that effective leadership must be able to direct the activities of its members in a directed and deep manner. Effective coordination, thus enabling the achievement of common goals to the maximum. In carrying out the control function, leaders can realize through guidance, direction, coordination and supervision activities.

The strategy carried out in terms of control or control that has been carried out in coaching to improve quality management collaboratively by the Principal, teachers and students through meetings to be more effective. The results of controlling or measuring quality

management standards are the basis for discussion in every meeting both at the beginning of the semester and the end of the semester and every time there is a school program implementation.

Based on the discussion, to achieve an effective school quality management strategy, several things need to be considered, among others: (1) Principals should have good managerial skills, in the appropriate division of tasks and authority; (2) Coaching should always be carried out in every learning activity; (3) Achieving quality is a process that knows no end; (4) Quality improvement is a continuous process, not a one-time program; (5) Quality requires leadership from school board members and administrators; (6) Everyone in the school should receive training. The essence of these ideas is that establishing quality as a basic principle for school education, the strategies and philosophies are the same as those that have proven successful in other fields. (Habibah, 2014; Ismail, 2014; Putera & Rhussary, 2018).

Based on quality management theory, management strategies that can be carried out by the Principal of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan in fostering teachers in improving teacher quality apply effective quality management strategies in improving school achievement. Principals can apply motivation in implementing strategic plans to teachers and education personnel in addition to encouraging and controlling teacher activities in learning by

conducting evaluations at the beginning and at the end of the semester for teachers while for education personnel in order to carry out services to teachers and students in administrative management so that all learning activities and school programs are well documented and neat in the form of organized archives, neat arrangement of tables and chairs, a comfortable atmosphere.

The school environment must also look beautiful, comfortable to the eye so that the learning atmosphere can be more humanist in contact with a peaceful rural environment, away from noise so that it is very supportive of the learning atmosphere at school where students and teachers will be able to develop communication and interact in education and training coaching in order to achieve the objectives of the school program.

Another strategy is that the principal as the leadership in the school either through meetings or casual dialog at school provides direction and guidance to teachers and students to always study hard and develop creativity and artistic and cultural activities such as poetry, dance, speeches, quizzes and in the field of sports such as athletics, games and others (Agus Dudung et al., 2018; Jakaria et al., 2019; Prasetya et al., 2022).

Principals can socialize with a persuasive approach to motivate teachers and students, as well as education personnel to memorize and carry out the vision, mission, and goals of the school to be better in improving quality

management. This can be done by holding meetings with the committee, utilizing social media or the village website, putting up banners and posters in the school environment, and others.

Utilize social media such as mobile phones, television and online media to campaign for the importance of improving school quality and learning. Social media can be an effective means to reach a wider community and provide useful and persuasive information.

Furthermore, principals can utilize the existing values and culture in the community to motivate them to improve school performance with quality management. For example, it can conduct socialization through respected community leaders or hold activities that incorporate cultural values by training children in local cultural arts.

By implementing effective quality management strategies, the principal can motivate and raise the awareness of the academic community about the importance of school quality and achievement for the school and the surrounding village community will be a source of pride.

Supporting Factors and Barriers to Quality Management.

Quality management is influenced by factors that can support or hinder the success of a communication. The following are the supporting and inhibiting factors of quality management based on the

findings of research on 8 (Eight) informants, interviews conducted.

The following are the supporting factors based on the findings in the research on quality management at SMPN 7 Dusun Selatan and SMPN Satu Atap 1 Dusun Selatan, namely:

1. The active role and support of the Principal of SMPN 7 and SMPN One Roof 1 South Hamlet.
2. Implementation of quality standards in both SMPN Dusun Selatan has been running well and through consistent coaching and direction from the Principal.
3. Educators and Education Personnel are well organized by creating a school structure according to their competence.

Based on the information above, it can be described that the supporting factors of quality management that occur at SMPN 7 South Hamlet and SMPN Satu Atap 1 South Hamlet are supported by the facilities owned by the school and assistance from the local government that are sufficient in operational management, the ability of the Principal and his staff because his staff are able to work with community members to improve the quality of SMPN 7 and SMPN Satu Atap 1 South Hamlet.

The inhibiting factors of quality management at SMPN 7 Dusun Selatan and SMPN Satu Atap 1 Dusun Selatan based on the research findings include:

1. Road access that is still not connected on the road, must go

through the watershed, because there is no bridge.

2. Lack of electricity supply so that the community only uses solar currents.
3. The lack of perfect quality standards because it goes hand in hand with the quality of infrastructure and teacher competence that still needs to be improved.

Quality management theory is a collection of principles and techniques used to plan, organize and control communication in an organization. There is a close link between quality management theory and the supporting and inhibiting factors in the context of improving school achievement, where effective planning, organizing and controlling quality management standards are essential to ensure program success.

Supporting factors such as the utilization of the atmosphere in remote areas, the competence of teachers as well as student achievement are made with a clear plan, all of which can be linked to the management theory of quality management. For example, quality management theory can assist the principals of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan in designing effective and efficient coaching activity plans to ensure that all parties are involved in the program to improve the quality of learning and education services, including ways to communicate with the

community, build cooperation, and make joint work plans.

Conversely, inhibiting factors such as lack of information, mistrust, differences of opinion and lack of resources can all be barriers to effective communication in programs to improve the quality of learning and education services. To overcome these barriers, communication management theory can help the principals of SMPN 7 and SMPN Satu Atap 1 Dusun Selatan in planning and implementing appropriate quality management strategies, such as how to deliver clear and understandable socialization, build trust with stakeholders, and resolve disagreements effectively.

The Principal can overcome inhibiting factors and take advantage of supporting factors to achieve the program objectives of the program to improve the quality of learning and education services by strengthening the independence of educators and education personnel through elements of learning administration management, organizational structure and the role of the Committee can play a role as a program to improve the quality of learning and education services in a more sustainable way (Falah & Hadna, 2022; Habibah, 2014; Prasojo et al., 2017).

By improving the quality of learning and education services in schools, teachers and students and all elements in schools can carry out and run school programs, quality management and education administration management

according to their respective capacities independently and produce quality graduates and performance that is quality and satisfying for people in remote villages.

CONCLUSION

From the discussion that the researchers have described above about the Quality Management of Frontier, Outermost and Left Behind Schools in Improving Achievement in Junior High Schools in South Barito Regency, it can be concluded as follows: (1) Planning the implementation of quality standards in schools has been carried out with an understanding and method in accordance with quality management standards and planned; (2) Implementation of the implementation of quality standards in schools has been carried out with guidance, strategies, time and place, measured in accordance with quality management standards; (3) Organizing the implementation of quality standards in schools is carried out with management procedures and structured according to the field of education units; (5) Evaluation of the implementation of quality standards in schools is carried out consistently.

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