

INTEGRATION OF SCHOOL CULTURE AND MANAGEMENT: AN ANALYSIS OF THE INFLUENCE OF ORGANISATIONAL CULTURE ON EDUCATIONAL EFFICIENCY

Muhammad Mahfud *¹

Institut Al Azhar Menganti Gresik
mahfudmuhammad2020@gmail.com

Fitri Nur Hidayat

IAI AT-TAQWA BONDOWOSO
fitrinurhidayatdosenbkd@gmail.com

Amândio de Araújo Sarmiento

Universidade Nacional Timor Lorosa'e
amandioaraujo70@gmail.com

Al-Amin

Universitas Airlangga, Surabaya, Indonesia
al.amin-2024@feb.unair.ac.id

Abstract

School management is the process of organising and controlling the resources and activities within a school to achieve predetermined educational goals effectively and efficiently. It includes aspects such as school vision and mission, leadership, communication, resource management and professional development. The research method conducted in this study uses the literature research method. The results show that there are several key factors that influence school management performance. These factors include a clear vision and mission, effective and inspiring leadership, good communication, efficient resource management, and commitment to professional development and innovation. When these factors are considered and managed well, schools can achieve their educational goals more effectively and efficiently.

Keywords: Integration, School Management, Organisational Culture, Educational Efficiency

Introduction

Education is one of the main pillars in the development of a country. The success of the education system is highly dependent on how educational institutions are managed and operated. Schools, as the basic unit of formal education, have an important role in preparing a competent and moral young generation (Sitopu et al., 2024); (Guna et al., 2024). Through education, individuals acquire the knowledge, skills and values needed to actively participate in the life of society and the state. Good quality education will produce smart, creative and innovative human resources,

¹ Correspondence author

which can encourage sustainable economic growth (Antika et al., 2024); (Hairiyanto et al., 2024). Education also plays a role in reducing poverty, by providing greater opportunities for individuals to get decent jobs and improve their living standards (Fitriani et al., 2024). Thus, education not only strengthens a country's economy, but also improves the quality of life of its people.

In addition, quality education promotes a more just and democratic society. Through the education process, values such as tolerance, justice, togetherness and respect for differences are instilled in each individual from an early age (Akpa et al., 2021). The critical attitude and analytical thinking skills developed through education also enable citizens to play an active role in the political decision-making process and participate in social development (AlAjmi, 2022). Therefore, education serves as a powerful tool to empower people and maintain social and political stability. Thus, an investment in education is an investment in a brighter and more sustainable future for a nation. However, challenges and problems in school management often stand in the way of achieving optimal educational efficiency.

One aspect that is often overlooked but has a significant impact is organisational culture. Organisational culture encompasses the values, norms and practices adopted and applied by members of the organisation in carrying out their daily tasks. This culture not only reflects the identity of the educational institution but also affects all aspects of school operations and management, from decision-making, communication, to the motivation of teachers and staff (Amiri, 2020); (Amtu et al., 2020).

In the school context, a positive organisational culture can create a conducive learning environment, support innovation in teaching methods and empower teaching staff to take initiatives that improve the quality of education. Conversely, a negative organisational culture can inhibit change, create internal conflicts and reduce the efficiency of school operations (Anwar & Tobroni, 2023).

While there are many studies that discuss the importance of school management and various approaches to improving educational efficiency, there are few that specifically analyse the influence of organisational culture in this context. This research attempts to fill this gap by conducting an in-depth literature review on the integration of organisational culture and school management (Aslan & Shiong, 2023).

Therefore, this research is highly relevant to provide new insights into how organisational culture can be used as a strategic tool in school management. Thus, schools can more efficiently manage resources, improve the quality of education and ultimately contribute more to the social and economic development of the community.

Research Methods

The study conducted in this research uses the literature research method. The literature research method, often referred to as a literature review or literature review, is a research approach that involves the identification, evaluation, and synthesis of literature related to a particular research topic. This method is used to collect known information, evaluate various points of view, and identify existing research gaps. (Helaluddin, 2019); (Heriyanto, 2018); (D. N. Hidayat, 2009).

Results and Discussion

Concept of Organisational Culture

Organisational culture is a set of values, beliefs, norms, and practices that guide the behaviour of organisational members in interacting with each other and with the external environment. This culture influences how decisions are made, how tasks are performed, and how members communicate within the organisation (Asrial et al., 2021). Factors such as mission, vision, history, and leadership play an important role in shaping and maintaining organisational culture. A strong organisational culture can create a positive work environment, increase motivation, and improve the overall performance of the organisation. However, if the organisational culture is not aligned with individual members' goals or values, it can lead to dissatisfaction, low morale, and high employee turnover rates (Bae et al., 2020).

Organisational culture consists of several key components that determine how values and behaviours are embraced and applied. 1) Values and Beliefs: This is the basis that guides the behaviour of organisational members, including ethical and moral principles that are held. 2) Social Norms: Unwritten rules that govern interactions and behaviour within the organisation, such as how to dress, speak and work together. 3) Rituals and Traditions: Routine activities exhibited by members of the organisation that reflect their values, such as weekly meetings, annual events, or employee awards. 4) Symbols and Artifacts: Physical representations of the organisation's culture, including logos, mottos, office decorations, and workspace layouts. 5) Language: Jargon or special terms that only members of the organisation understand and reinforce a sense of community and shared identity (Bagga et al., 2023); (Baz & Iddik, 2022).

Frequently found characteristics of organisational culture are 1) Innovative vs. Conservative: Innovative cultures encourage creativity and thinking outside the box, whereas conservative cultures emphasise tradition and adherence to established rules. 2) Collaborative vs. Competitive: Collaborative cultures encourage teamwork and co-operation, while competitive cultures focus more on individual achievement and competition between employees. 3) Results vs. Process Orientation: Results-oriented cultures focus on achieving targets and performance, while process-oriented ones emphasise the importance of means and methods of achievement. 4)

Hierarchical vs. Flat: Hierarchical cultures have a clear and formal organisational structure, with defined levels of authority, while flat cultures tend to have a more flexible structure and less formality between levels. These characteristics reflect how the organisation functions and how interactions between members occur, which ultimately affects the effectiveness and success of the organisation (Brakes et al., 2021); (Tubagus et al., 2023).

Organisational Culture in the Context of Education

Organisational culture plays an important role in shaping the climate and effectiveness of educational institutions. 1) **Inculcation of Educational Values:** In educational institutions, organisational culture influences how values such as integrity, honesty, academic excellence and social responsibility are conveyed and internalised by students and staff. These values are not only formally taught through the curriculum but also practised in the daily interactions between teachers and students, between students, and between administrative staff and educators. Thus, a strong and positive organisational culture can help shape students' character and encourage them to reach their full potential. 2) **Creating a Supportive Learning Environment:** A healthy organisational culture can create an inclusive, conducive and supportive learning environment for all members of the educational community. When an organisational culture emphasises the importance of collaboration, respect and mutual support, this is reflected in the interpersonal relationships within the school or university. Teachers can feel more motivated and valued in their duties, while students feel safe and supported to learn and develop. This positive environment can also encourage innovation in teaching and learning methods, ultimately improving the quality of education provided. 3) **Influencing Performance and Job Satisfaction:** Organisational culture also has a significant impact on the performance and job satisfaction of education staff. Institutions with supportive and appreciative cultures tend to have more satisfied and motivated staff, which impacts their performance in helping students achieve academic success (Nurdiana, 2020) (Caliskan & Zhu, 2020). In addition, a transparent and inclusive culture can reduce conflict, improve communication and build a sense of shared ownership. Staff who feel heard and valued are more likely to actively participate in the development of institutional policies and practices, which in turn can lead to continuous improvements in the quality of education and institutional operations (Charisi et al., 2022).

Thus, organisational culture is an important foundation in facilitating an effective and humane educational environment, covering all aspects from the inculcation of values, the establishment of a conducive learning environment, to the improvement of performance and job satisfaction for all members of the educational institution.

School Management

School management is a set of processes and practices that organise, direct and coordinate resources in educational institutions with the aim of achieving educational goals effectively and efficiently (Cheng, 2022). This process involves planning, organising, directing and controlling various aspects of school administration and operations, including curriculum, teaching staff, students, facilities and budget. In other words, school management serves to ensure that all elements of the school work harmoniously towards achieving the established educational mission and vision (Chunsheng et al., 2020).

School management includes several important aspects. Firstly, planning: Goal setting, strategy development and resource allocation to achieve educational goals. Second, Organising: The organisation of the structure and the distribution of responsibilities and authority among school staff to ensure smooth operations. Third, Directing: Providing guidance, motivation and direction to staff and students to achieve optimal performance. Fourth, Controlling: Monitoring and evaluating the overall performance of the school to ensure that planned objectives are achieved and making adjustments where necessary. In addition, school management also includes Curriculum Management: Implementation and review of academic programmes in line with education standards; Human Resource Management: Recruitment, training and development of teaching and non-teaching staff; and Facilities and Financial Management: Maintenance of school facilities and budget management in an accountable and transparent manner. The combination of these aspects helps to create an educational environment that is effective and responsive to the needs of students, parents and society (Cillo et al., 2022); (Cooper & Finkelstein, 2023); (Corritore et al., 2020).

By managing these aspects efficiently, school management can improve the quality of education provided and ensure the school serves as a safe and inspiring place for the development of students' potential.

Educational efficiency refers to the extent to which available resources—including labour, time and funds—are optimally utilised to achieve desired educational outcomes. One of the main criteria for educational efficiency is academic output: This includes graduation rates, student academic achievement, and the development of skills and knowledge (Costa et al., 2020). High academic output is often measured through standardised tests, performance assessments and other indicators such as student acceptance into higher education or the labour market. This factor indicates the extent to which the education provided is able to fulfil its stated objectives and how well the educational institution can articulate its vision and mission (Dexter & Richardson, 2020).

Aside from academic output, the efficiency criterion of education also involves Resource Utilisation. This includes how financial resources, infrastructure and labour are used to support learning and administrative activities. Efficiency in this area can be measured through a balanced budget, adequate maintenance of facilities, and optimal organisation of time and labour. Use of Technology: The application of technology in learning and administrative processes that can improve operational efficiency is also an important criterion. Stakeholder Satisfaction: Involves student, parent and staff satisfaction with the quality and educational environment provided. Alignment of Educational Programmes: With the needs of the labour market and the development of society, is also an indicator of educational efficiency (Florêncio et al., 2023). Continuous monitoring and evaluation of these criteria can help schools and educational institutions adjust their strategies and tactics to continuously improve efficiency in achieving educational goals (Futaqi & Mashuri, 2022).

Significant organisational culture factors in school management

One of the significant organisational culture factors in school management is the vision and mission of the school itself. A clear and transparent vision and mission provide direction and purpose for all elements of the school, including teachers, students, staff and parents. An inspiring vision can motivate all parties to commit to achieving the set educational goals (Hamzah et al., 2021). In addition, the school mission describes the basic values and principles that underpin all activities and decisions made within the school environment. When these visions and missions are widely understood and accepted by the school community, they create a strong sense of shared ownership and responsibility (Hartley, 2023).

Another important factor of organisational culture in school management is the style and quality of leadership. School leaders, such as principals, have a key role in shaping and maintaining a positive organisational culture. Effective leadership involves providing a clear vision, making wise decisions, and providing support and guidance for all staff (A. Hidayat et al., 2022). Good leaders also demonstrate behaviour consistent with the school's values, listen to and value feedback from teachers and students, and encourage initiative and innovation in teaching. Collaborative and inclusive leadership can boost team spirit and ensure that all members of the school community feel valued and heard (Hidayati et al., 2020).

Effective communication is another important factor of organisational culture that influences school management. An open and transparent communication culture facilitates the constructive exchange of ideas, information and feedback among all parties involved. This includes communication between school leaders and their staff, between teachers and students, and between schools and parents (Sudarmo et al., 2021). In addition, healthy and respectful professional relationships between staff members enhance collaboration and teamwork. When all parties

communicate effectively, they can work together to identify and address problems and celebrate achievements together (Hirst et al., 2023).

Finally, commitment to professional development and innovation is also an important factor of organisational culture in school management. Schools that encourage continuous training, skills development and the adoption of new teaching practices create a dynamic and adaptive environment (Himmetoglu et al., 2020). Teachers and staff who are supported to develop themselves professionally are more likely to remain motivated and able to deliver high-quality teaching. In addition, a culture that encourages innovation allows schools to constantly evolve and adapt to changing educational and technological needs. By providing opportunities for staff to learn and innovate, schools can ensure that they remain relevant and effective in meeting students' needs and preparing them for the future (Muharrom et al., 2023); (Sarmila et al., 2023); (Haddar et al., 2023).

By paying attention to and managing these factors, schools can create an organisational culture that supports the efficient and effective achievement of educational goals.

Conclusion

A strong and positive organisational culture has a significant influence on educational efficiency in schools. When the school's vision and mission are clear and accepted by the entire school community, educational goals become more purposeful and unified, which reduces confusion and increases focus. Effective leadership ensures that resources are used wisely and that all staff members are motivated and accountable. Healthy professional relationships and open communication facilitate collaboration and effective problem-solving, reducing barriers and increasing responsiveness. In addition, a commitment to professional development and innovation promotes improved teaching quality and rapid adaptation to change, resulting in more efficient educational processes and optimised student learning outcomes.

In school management, several important factors need to be considered to ensure the effectiveness and efficiency of the education process. Firstly, the vision and mission of the school must be clear and well socialised so that all parties have the same understanding of the purpose and direction of the school. Second, effective and inspiring leadership is essential to motivate staff and students and create an environment conducive to learning. Third, good and transparent communication between all members of the school community encourages collaboration and constructive problem solving. Fourth, efficient management of resources, including budget, facilities and time, must be well organised to support teaching and learning activities. Finally, professional development for teachers and staff and encouragement of innovation in teaching methods are essential to maintain the

quality and relevance of the education provided. Managing these factors well will help schools achieve their educational goals more effectively.

In conclusion, the success of school management is greatly influenced by various factors that must be carefully considered. A clear vision and mission provide strong direction and purpose, while effective and inspiring leadership motivates the entire school community. Good communication and healthy professional relationships support collaboration and constructive problem solving. Efficient resource management ensures that all operational and educational needs are met, and a commitment to professional development and innovation ensures that the quality of education continues to improve. By focusing on these factors, a school can achieve its educational goals more effectively and efficiently, providing maximum benefit to its students and community.

References

- Akpa, V., Asikhia, O., & Nneji, N. (2021). Organizational culture and organizational performance: A review of literature. ... *Management*, Query date: 2024-07-09 07:25:03.
https://www.publications.calebuniversity.edu.ng/caleb_uploads/2024/04/Organizational-Culture-and-Organizational-Performance-A-Review-of-Literature.pdf
- AlAjmi, M. (2022). The impact of digital leadership on teachers' technology integration during the COVID-19 pandemic in Kuwait. *International Journal of Educational Research*, Query date: 2024-07-09 07:25:03.
<https://www.sciencedirect.com/science/article/pii/S0883035522000064>
- Amiri, R. (2020). ... *Study to Improve Success Rates of Corporate Mergers & Acquisitions Through Human Resource Development and a Cultural Integration Framework to Transform the ...* search.proquest.com.
<https://search.proquest.com/openview/cof2fcc21da1509c11527c783ce3f347/1?pq-origsite=gscholar&cbl=51922&diss=y>
- Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. (2020). Improving student learning outcomes through school culture, work motivation and teacher performance. *International Journal of ...*, Query date: 2024-07-09 07:25:03.
<https://eric.ed.gov/?id=EJ1270837>
- Antika, M., Aslan, & Karlina, E. M. (2024). PENERAPAN METODE PEMBIASAAN DALAM MENINGKATKAN KEMANDIRIAN PADA ANAK KELOMPOK B1 DI TKIT YA BUNAYYA SAMBAS TAHUN PELAJARAN 2022-2023. *Samawa (Sakinah, Mawaddah Warahmah)*, 7(1), Article 1.
- Anwar, S., & Tobroni, K. (2023). RELIGIOUS, SOCIAL AND CULTURAL INTEGRATION-INTERCONNECTION IN ISLAMIC EDUCATION. ... *RESEARCH ISSN: 2277-3630 Impact Factor ...*, Query date: 2024-07-09 07:25:03.
<https://www.gejournal.net/index.php/IJSSIR/article/view/2261>

- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), Article 2. <https://doi.org/10.51278/bpr.v3i2.515>
- Asrial, A., Syahril, S., Maison, M., & ... (2021). Integration of local wisdom mangrove ecotourism in class iv learning in elementary school. *Jurnal Iqra' ...*, Query date: 2024-07-09 07:25:03. <https://journal.iainnumetrolampung.ac.id/index.php/ji/article/view/1142>
- Bae, S., Jung, T., Moorhouse, N., Suh, M., & Kwon, O. (2020). The influence of mixed reality on satisfaction and brand loyalty in cultural heritage attractions: A brand equity perspective. *Sustainability*, Query date: 2024-07-09 07:25:03. <https://www.mdpi.com/2071-1050/12/7/2956/pdf>
- Bagga, S., Gera, S., & Haque, S. (2023). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. *Asia Pacific Management Review*, Query date: 2024-07-09 07:25:03. <https://www.sciencedirect.com/science/article/pii/S1029313222000355>
- Baz, J. E., & Iddik, S. (2022). Green supply chain management and organizational culture: A bibliometric analysis based on Scopus data (2001-2020). *International Journal of Organizational Analysis*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.1108/IJOA-07-2020-2307>
- Brakes, P., Carroll, E., Dall, S., & ... (2021). A deepening understanding of animal culture suggests lessons for conservation. ... *of the Royal ...*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.1098/rspb.2020.2718>
- Caliskan, A., & Zhu, C. (2020). Organizational culture and educational innovations in Turkish higher education: Perceptions and reactions of students. *Educational Sciences: Theory & practice*, Query date: 2024-07-09 07:25:03. <https://jestp.com/menuscript/index.php/estp/article/view/804>
- Charisi, V., Zafeiroudi, A., Kouthouris, C., & ... (2022). Investigating school administration perceptions through the holistic leadership model toward the inclusion and integration process of refugee students in the Greek ... *EDULEARN22 ...*, Query date: 2024-07-09 07:25:03. <https://library.iated.org/view/CHARIS12022INV>
- Cheng, Y. (2022). *School effectiveness and school-based management: A mechanism for development*. taylorfrancis.com. <https://doi.org/10.4324/9781003267980>
- Chunsheng, L., Wong, C., Yang, C., & ... (2020). Value of supply chain resilience: Roles of culture, flexibility, and integration. ... *Logistics Management*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.1108/IJPDLM-02-2019-0041>
- Cillo, V., Gregori, G., Daniele, L., Caputo, F., & ... (2022). Rethinking companies' culture through knowledge management lens during Industry 5.0 transition. ... *Management*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.1108/JKM-09-2021-0718>
- Cooper, C., & Finkelstein, S. (2023). *Advances in mergers and acquisitions*. emerald.com. <https://doi.org/10.1108/S1479-361X20230000022011>
- Corritore, M., Goldberg, A., & ... (2020). Duality in diversity: How intrapersonal and interpersonal cultural heterogeneity relate to firm performance.

- Administrative Science ...*, Query date: 2024-07-09 07:25:03.
<https://doi.org/10.1177/0001839219844175>
- Costa, S. D., Martínez-Moreno, E., Díaz, V., & ... (2020). Belonging and social integration as factors of well-being in Latin America and Latin Europe organizations. *Frontiers in ...*, Query date: 2024-07-09 07:25:03.
<https://doi.org/10.3389/fpsyg.2020.604412>
- Dexter, S., & Richardson, J. (2020). What does technology integration research tell us about the leadership of technology? *Journal of Research on Technology in ...*, Query date: 2024-07-09 07:25:03.
<https://doi.org/10.1080/15391523.2019.1668316>
- Fitriani, D., Aslan, & Eliyah. (2024). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN METODE MEMBACA AL-QUR'AN SISWA DI SD NEGERI 03 PENDAWAN DUSUN PENDAWAN DESA TANGARAN TAHUN 2021/2022. *TARBIYATUL ILMU: Jurnal Kajian Pendidikan*, 2(3), Article 3.
- Florêncio, M., Oliveira, L., & Oliveira, H. (2023). Management control systems and the integration of the sustainable development goals into business models. *Sustainability*, Query date: 2024-07-09 07:25:03. <https://www.mdpi.com/2071-1050/15/3/2246>
- Futaqi, S., & Mashuri, S. (2022). Multicultural Leadership of Kiai for Managing Diversity in Indonesian Context: Spiritual, Intellectual, and Social Integration. *Cultural Management: Science & ...*, Query date: 2024-07-09 07:25:03.
<https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=25126962&AN=161106261&h=p3uAyKY%2BIMQgKbohLoSosK2kmOBp%2BGfSDCB8Y6rndj5gWLDFFGm3jLGrborC%2FkO7CHyjWY3xxrN%2B7611dIYyA%3D%3D&crl=c>
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), Article 1.
<https://doi.org/10.37567/ijgie.v5i1.2685>
- Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN. *International Journal of Teaching and Learning*, 1(4), Article 4.
- Hairiyanto, Sartika, E., Fransiska, F. W., & Aslan. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), Article 4.
- Hamzah, N., Nasir, M., & Wahab, J. (2021). The Effects of Principals' Digital Leadership on Teachers' Digital Teaching during the COVID-19 Pandemic in Malaysia. *Journal of Education and E-Learning ...*, Query date: 2024-07-09 07:25:03.
<https://eric.ed.gov/?id=EJ1300492>

- Hartley, D. (2023). Education policy, distributed leadership and socio-cultural theory. *Mapping the Field*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.4324/9781003403708-17>
- Helaluddin. (2019). *Mengenal lebih Dekat dengan Pendekatan Fenomenologi: Sebuah Penelitian Kualitatif*. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/stgfb>
- Heriyanto, H. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif. *Anuva*, 2(3), 317–317. <https://doi.org/10.14710/anuva.2.3.317-324>
- Hidayat, A., Huda, M., Amalia, D., Suja, A., & ... (2022). The Integration of Character Education in Arabic Learning at Muhammadiyah Elementary School 4 Samarinda. ... *Journal of Islamic ...*, Query date: 2024-07-09 07:25:03. <https://journal.uinsi.ac.id/index.php/bijis/article/view/5483>
- Hidayat, D. N. (2009). DIKOTOMI KUALITATIF – KUANTITATIF DAN VARIAN PARADIGMATIK DALAM PENELITIAN KUALITATIF. *Scriptura*, 2(2). <https://doi.org/10.9744/scriptura.2.2.81-94>
- Hidayati, N., Waluyo, H., & Winarni, R. (2020). Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students. *International Journal of Instruction*, Query date: 2024-07-09 07:25:03. <https://eric.ed.gov/?id=EJ1249134>
- Hirst, G., Curtis, S., Nielsen, I., Smyth, R., & ... (2023). Refugee recruitment and workplace integration: An opportunity for human resource management scholarship and impact. ... *Management ...*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.1111/1748-8583.12349>
- Himmetoglu, B., Aydug, D., & Bayrak, C. (2020). Education 4.0: Defining the teacher, the student, and the school manager aspects of the revolution. *Turkish Online Journal of ...*, Query date: 2024-07-09 07:25:03. <https://doi.org/10.17718/tojde.770896>
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.
- Nurdiana, I. (2020). *Perbedaan Penelitian Kuantitatif Dan Kualitatif*. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/t2d7x>
- Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)*, 1(2), Article 2.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Sudarmo, S., Arifin, A., Pattiasina, P. J., Wirawan, V., & Aslan, A. (2021). The Future of Instruction Media in Indonesian Education: Systematic Review. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), Article 2. <https://doi.org/10.35445/alishlah.v13i2.542>

Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.