

Educational Environment Management in the Perspective of Climate Change in Indonesia

Hari Nur Cahya Murni^{1*}

¹Public Policy Studies, Institut Pemerintahan Dalam Negeri, West Java, Indonesia.

Received: February 24, 2024

Revised: May 29, 2024

Accepted: July 25, 2024

Published: July 31, 2024

Corresponding Author:

Hari Nur Cahya Murni

cahyamurni@ipdn.ac.id

DOI: [10.29303/jppipa.v10i7.7305](https://doi.org/10.29303/jppipa.v10i7.7305)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: Education has been managed in such a way that the maximum educational goals can be achieved. In its implementation, education is certainly inseparable from management and its surrounding environment. In management, the presence of the right strategy and a solid team is needed so that the goals can be achieved. Meanwhile, the strategy in management itself only reacts to the human-shaped environment, which is society. Both management and the school environment have strong interactions and influences on the education management process. Educational institutions' management must ensure that their methods are in line with societal demands, as social and cultural institutions have a significant impact on how the institution operates. The educational environment should be managed in such a way that the educational goals can be achieved. With good interaction and support from the community and parties related to the educational environment, it is hoped that schools will advance. In other words, good cooperation from lecturers, parents, education boards, committees, and the community around the school environment is believed to be able to develop potential and improve the quality of education.

Keywords: Climate change; Education; Environment; Management; Perspective

Introduction

Education is a conscious and planned effort carried out by educators to develop all the potential of their students optimally (Al Kadri & Widiawati, 2020; Nurhuda & Putri, 2023). This potential includes physical and spiritual potential so that through education a student can optimize their physical growth to be ready to perform their developmental tasks and can optimize their spiritual development so that with the totality of physical growth and psychological development in harmony (Phan et al., 2021), they can carry out their life tasks in all aspects, both as members of society, as individuals, and as creatures of God Almighty. The quality of education is a dynamic and constantly evolving process due to the demands for education quality (Díez et al., 2020; Himmetoglu et al., 2020) in line with the development of society and science and

technology. Therefore, there must be a continuous conscious effort to improve the quality of education. Through education, it is hoped that high-quality human resources will be created (Kutieshat & Farmanesh, 2022; Piwowar-Sulej, 2021). Because the function of education is to make humans better than previously. Not only better in science and technology, but also in personality, morals, and behavior. As expressed by Ramayulis (2008), education is an effort carried out by an individual or a group of people to influence an individual or a group of people to become adults in achieving a higher level of living, especially in terms of mental aspects (Lövdén et al., 2020).

The purpose of education is to develop the potential of learners to become individuals who have faith and piety (Komariah & Nihayah, 2023) towards the One Almighty God, have noble character, are healthy, knowledgeable, skilled, creative, independent, and

How to Cite:

Murni, H. N. C. (2024). Educational Environment Management in the Perspective of Climate Change in Indonesia. *Jurnal Penelitian Pendidikan IPA*, 10(7), 3697-3705. <https://doi.org/10.29303/jppipa.v10i7.7305>

become democratic and responsible citizens (Law of the Republic of Indonesia No. 20 of 2003) (A'la & Jazil, 2020; Sabila & Darmawan, 2024). Due to the rapid evolution of globalization and modernization periods, the world is now more vulnerable to harsh criticism. The rapid advancement of science, technology, and industry has contributed to the improvement of human living standards. The world population has increased from 3.8 million in 1950 to 6.1 million in 1999, and is predicted to reach 8 million in 2017. To meet the needs and sustain life, humans require access to food, shelter, healthcare, education, and transportation.

To address the challenges of complex urban development that have a significant impact on people's lives, planning education is crucial. However, its implementation is often lacking. The goals of planning schools for teaching and training do not align with the goals of urban development. Similarly, practitioners and educators fail to provide the necessary training and instructions, and the curriculum fails to provide accurate information to educators (Darling-Hammond, 2020; O'Connor, 2022; Pugach et al., 2020). One contemporary issue that is currently considered very important and is expected to affect society and development in the future is climate change. Several research documents conducted by international panels, world institutions, and academics in various parts of the world strengthen this assumption (UNEP, 2009). Urgent climate change issues have a significant impact on all fields in the future, including national development and war preparedness.

Global warming, climate change, pollution, water scarcity, health issues, habitat loss, international conflicts, and other challenges are examples of environmental difficulties. Environmental damage and criticism of the living standards we have created can be caused by unsafe, unsustainable, or abusive human actions towards the environment. Education, research, skills, and individual enrollment in formal educational institutions are all needed to address these difficulties. Education received in schools is crucial for character development. This education aims to impart moral qualities to students, teachers, and learners with cognitive, emotional, and psychomotor abilities. To create a healthy atmosphere and to build character and emotional intelligence, these qualities must be instilled in children from an early age (Hasanah et al., 2020; Tyas et al., 2020).

Regardless of its size, all large companies are often involved with their surrounding environment. The environment consists of potential resources within the company that have the ability to influence the organization's performance in a positive or negative way (Asnawir, 2006). Effective management that prioritizes education is required for contemporary and professional learning environments. Good leadership, instruction,

learning procedures, curriculum development, school building, environmental considerations, individual growth, communication, and community involvement are components of good management (Kunandar, 2007).

The concept of community-based education is discussed in this article, with the aim of involving all parties in decision-making and democratic education. Implementing a school system with a community agenda is a primary approach to community-based education (Bates & O'Connor Bones, 2021). This involves mobilizing resources, promoting community involvement in planning, implementing, and evaluating educational initiatives, triggering a shift in community attitudes towards the status of education, helping community members to participate in decentralization packages, and encouraging community members to implement school innovations that can enhance relevance, efficiency, and academic performance in the nine-year junior high school program, adult education, and special education (Fadjar, 2000).

Carrying out educational activities in schools involves a commitment to creating a healthy school environment by identifying and addressing the needs and concerns of stakeholders in the school, making school autonomy in enhancing school diversity very important. School autonomy is the granting of more independent authority to schools that contains the meanings of self-reliance, self-work, self-funding, self-management, and self-sufficiency. It is hoped that educators, school community members, and learners will realize a school based on sustainable environmental principles. Unlike other species, humans have an influence on their environment, which can cause sensitivity and anxiety due to our ability to understand physical events (Drigas & Papoutsis, 2020; Pihkala, 2020).

However, this control has been disrupted by a paradigm shift in progress. Human potential as stewards can be used to manage and preserve the environment well. Because human components are dynamic and affect the local, regional, and global environmental conditions and situations, these components are often very broad and complex in philosophical literature. Therefore, understanding how human behavior changes as a primary driver of change is crucial. Because psychological literature influences how people perceive and interpret environmental challenges, it is important to understand this subjective element.

Method

This type of research is field research with qualitative methods and descriptive analysis. According to Sukmadinata, descriptive qualitative research is research aimed at describing, analyzing phenomena,

events, social activities, attitudes, beliefs, perceptions and thoughts of individual people. Meanwhile, according to Bogdan and Tylor quoted by Margono (2009), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Meanwhile, according to Arikunto (2006), research methods are the methods used by researchers in collecting research data.

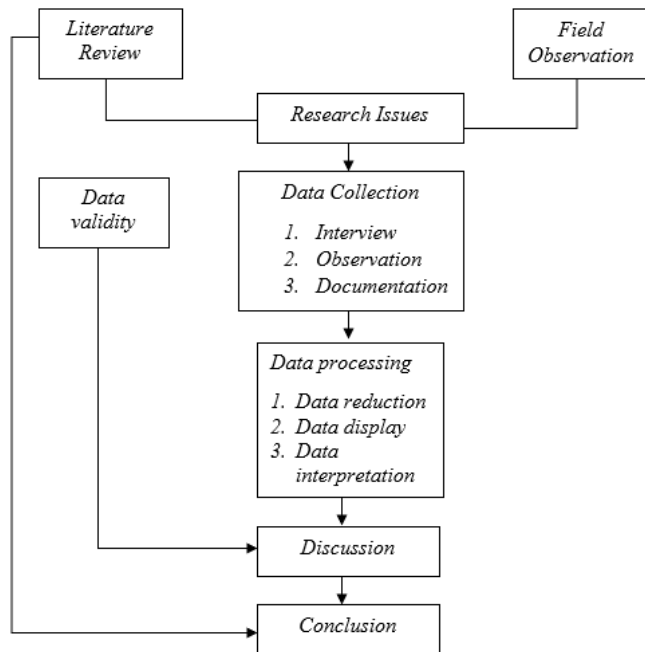


Figure 1. Research scheme

Result and Discussion

The Nature of Management and the Educational Environment

Management comes from the word "managio" which means management or "managiare" which means training in organizing steps. Management is a field of study that is considered a branch of systematic knowledge that aims to understand why and how people collaborate. The goal of professional counseling studies is to help people become more ethical practitioners and improve their professional abilities (Asnawir, 2006). Meanwhile, in the Big Indonesian Language Dictionary, management is defined as the effective use of resources to achieve goals (Wahyudin & Zohriah, 2023). In line with it is according to Johnson as quoted by Pidarta (2004) that process management involves integrating resources to achieve goals, such as humans, machines, materials, money, and energy, and then coordinating and coordinating to achieve those goals.

Management is an enthusiastic employee, a hard worker who is willing to change into a social worker and contribute to society to provide management education

to others, especially the younger generation. Management is an active person; passive in nature, and its activity is to achieve specific goals. As an organization, there is good management but no continuous active and serious behavior. The process of allocating and using human resources to plan, perform tasks, and achieve goals is known as management. Management is the ability and willingness to manage a business and have an open mind about the success and failure of the business (Abbas, 2008). The process of organizing and collecting educational resources to achieve efficient and successful educational goals is known as educational management. The goal is to advance education (Muhaimin et al., 2011). The term "educational environment" refers to the entire educational process, including interpersonal interactions, the environment, and human activities. Although educational management generally focuses on environments that impact humans, most educational environment organizations are active in creating their own environments (Pidarta, 2004).

Using the environment as a teaching resource along with efficient teaching techniques is part of educational management. By using these tools, educators can enhance students' learning in the classroom and other educational environments and provide more opportunities for general education (Asnawir, 2006). Progress in information and technology often brings changes in the educational environment, which can affect community mobilization and the dynamics of individuals and groups, ultimately influencing behavior. Broadly speaking, the environment can be grouped into: macro environment and micro environment. In addition, the environment also exists in the form of external environment and internal environment. The external environment includes those that are direct and those that are general.

The direct external environment of education is the environment that is outside the control of educational institutions, but has a direct influence on the performance of the educational institution. Elements of this external environment include: suppliers; customers; funders; competitors; and government. As input from recognized learning organizations, educational institution suppliers are candidates, and disrupted supplies can cause the institution to fold. This organization needs to actively challenge accepted beliefs by initiating public education and socialization campaigns among the general public (Asnawir, 2006). Management must ensure that successful learning and educational activities are carried out by collaborating closely with the environment or community. School performance can be disrupted due to lack of environmental resources. School performance is also influenced by parents or customers. When customer

behavior shifts, management must monitor and act accordingly. To achieve a balance between educational outcomes and customer perspectives, schools must use their creativity.

Influential factors in the education process at educational institutions are funders. Therefore, managers must develop working relationships with relevant parties, both individually and in groups or organizations. In addition, managers must consider the risks involved in their work. The government must decide which strategy to use to maximize profits. Policies issued by the government are usually political and will not affect how activities and classes are conducted by organizations or groups. There are other factors that affect education that can cause education to be ineffective and can lead to the closure of educational organizations due to energy shortages.

Educational institution management must ensure that their methods are in line with societal demands, as social and cultural institutions have a significant impact on how the institution operates. The term "internal environment" describes the authority held by management in a company or educational environment. This has a significant impact on how well the institution performs. Academic and administrative personnel, resources, and educational services are important components of the internal environment. There is a substantial correlation between the organizational environment and the interaction of administrative-managerial staff. Thomson proposed this relationship model, where there are two interrelated dimensions: the level of change; the level of homogeneity. The level of homogeneity ranges from the most complex to the simplest.

From stable dynamics to stable conditions, the rate of change varies. Stable and unstable dynamics can result in high or low performance. Both high and low performance are also caused by complexity and stable conditions. These elements have a direct influence on the decisions made. If there is rapid change in the environment and complex homogeneity within the organization, it is considered a stable environment. Managers can use various anticipations when dynamic changes and external factors combine to influence organizational behavior in a non-moderate way. Cities with broad and unbalanced views of the environment have the power to hinder progress and influence managerial choices (Asnawir, 2006).

The Importance of Community Empowerment in Education

Power has influenced the education system, which is built on a centralized and bureaucratic environment, and is a major determinant in decision-making processes. Power has affected schools, shifting from the era of "useful" to "strict" and from the era of "controlled".

Power impacts schools and teachers because they are the parties with authority who understand the reality of education. However, they are often unprepared to make assessments about different people advancing education. As a result, there is a scarcity of impartial assessments in schools, making it difficult to ensure whether their influence on the effectiveness of the education system is significant. A key factor in the provision of education in schools is the influence of the community. The community is responsible for building and maintaining schools, offering educational services, and bearing the costs associated with running the school. When schools are managed, the only community maintenance requirement is to negotiate with the government. To ensure that the community receives the necessary resources, the government acts as a provider during this period by providing school subsidies.

However, the issuance of Inpres SDN No. 10/1973 marked the beginning and decline of the education system, especially the school system in the country. The government has shifted the emphasis from school "ownership" to school "government", emphasizing community involvement and a "sense of ownership" in the education process. As a result, education has changed from "participation" to "foreign", with the government now controlling all education resources and the community no longer having to bear the costs (Uno, 2008). According to Kunandar, a community-based education paradigm is recommended to involve all stakeholders in education in a democratic decision-making process. This model consists of a community-based education system involving resource mobilization, community involvement in planning, implementation, and evaluation of education initiatives at all levels, stimulating changes and perceptions of the community about the status of education, supporting community participation in decentralization packages, encouraging community participation in school innovation implementation, making education management more relevant and efficient, and improving school performance in the nine-year middle education program, adult education, and advanced education (Sagala, 2000).

Education Strategies in Facing Change

Strategies that can be used to address environmental changes and uncertainties include: Adjusting to environmental changes. This can be done if the environmental forces cannot change. The environment/organization can make adjustments by changing the organization, namely the existing structure and design; Indirectly monitoring the environment. In this context, managers must monitor the development and changes in the environment through information from various media; and Managers strive to influence

the environment directly. This can be done by writing articles, engaging in negotiations with authorities, and lobbying. Even in larger organizations, managers must maintain global authority that impacts the company in addition to working in local and foreign situations.

In order to win the competition in this era of globalization, managers must understand the key elements related to the environment. Among these elements are: strategy, structure, and competition; demand conditions for the products produced, for which high-quality and innovative products need to be pursued; labor conditions, economic infrastructure, raw inputs, and natural resources; and the ability to provide the necessary input resources and services to support the production produced. Known as a super system, education is a system that is deeply rooted and highly values its connection with its environment.

Persistent efforts to maintain its "entropy" are known as "negentropy" in this system. This concept can be used to understand education, as institutions that do not have good leadership, positive reputation, and positive interactions with the community will ultimately be replaced by themselves. Building and maintaining relationships with other stakeholders, including parents and the local community, is very important for educational institutions. The government, parents, and the community have a responsibility towards education, and this relationship should focus on the growth of educational institutions and the local community (Asnawir, 2006).

Mobilizing Parent and Community Participation in Managing Education

The low level of participation in many less privileged areas, which hinders their relationship with education, makes involvement in education programs very important. Education leaders must use the public eye to interact with the community and persuade the community to choose education as an alternative to increase participation. Positive feedback from schools to the community should include records of actions taken by educational institutions to improve student success and performance as additional information. Increased community support and investment in education will result from the dissemination of this knowledge.

In this case, it emphasizes how important it is for schools to offer high-quality teaching through television broadcasts, providing opportunities for children to master various disciplines, and creating a friendly environment that encourages them to attend institutions that enrich themselves. This will attract more public attention to the need to provide greater funding and resources to schools, both in tangible and intangible assets. The community has access to more resources and

assistance when schools provide higher quality teaching.

Decentralized education systems have been implemented in several countries, which have increased community involvement in the formulation, administration, and implementation of educational initiatives. For schools to educate their students in the fields of knowledge and technology as well as community development, this involvement is crucial. Pidarta (2004) mentions some examples of community participation in educational institutions, such as: education councils; school committees; parent-teacher associations; sports associations; arts associations; and other organizations. Specifically for West Sumatra, several religious-themed activities have emerged, such as: short-term Islamic boarding schools; morning religious teachings; and youth religious activities and so on. These activities are a necessity in the city of Padang.

In various fields, including education, material governance, government, and school operational control, community participation is very important. There are many steps in the participation process: Attendance to learn about school facilities; Participation in schools/school facilities; Participation through phone and surveys; School-related activities; School-based activities; and Activities related to other schools. The rights of the community to choose, be heard, and other rights are part of their involvement in the legal system. These rights come from various aspects of society, such as social duties, government, industry, and other domains that can enhance the quality, equality, and justice of the legal system.

By discussing educational topics with instructors and students, education serves to build constructive relationships with the community. To provide comprehensive education, instructors collaborate with educational authorities and the educational goal is to assist schools. Especially when schools are still open, more instructors participate in daily lesson planning and have a better understanding of educational policies and practices. The above description emphasizes the need for cooperation between the community and educational institutions. While the community actively works to support educational institutions, ensuring their sustainability and well-being, educational institutions strive to serve the community better (Ferrer-Estévez & Chalmeta, 2021).

The intended cooperation can be realized if two-way communication is maintained and established. In this case, the active role of the school principal is highly demanded to create good communication with the community. In connection with this, in program development, several requirements must be considered, where the program must be made honestly, noble, inclusive of everything needed, comprehensive,

sensitive to the community, and understandable. In addition, Pidarta (2004) mentions some activities that can be done to create communication between schools and the community, namely through: student activities; co-curricular and extracurricular activities; lecturer activities; mass media; visits of community members to educational institutions; meetings with the community; and special friendship activities (Asnawir, 2006).

The Role of the Education Council and School Committee in Improving the Quality of Education

The Education Council and School Committee are not separate aspects of school-level management. As a governance matter at the school level, they are direct aspects of management. First, establishing the vision, mission, strategy, goals, logo, layout, and target areas of the school is the first step in this process. This is an essential component that all schools must have. Schools must be able to adapt to their own existence if they want to be seen as a constantly changing and evolving community. In this regard, the community and parents must collaborate with the school as equal partners. With parents and the community actively involved in the school committee and all school personnel actively participating in school programs and aligning them with the School Budget Plan, the programs implemented will be more comprehensive in achieving these goals (Labobar et al., 2024). Schools must have adequate space, equipment, teachers, and administrative staff for new students. Schools must decide how many students need to be taught, how much knowledge they need to acquire, and the level of teaching they need based on the available resources (Chew & Cerbin, 2021).

The activities highlight the importance for schools to ensure local curriculum and implement national curriculum by involving instructors in teaching subjects such as computer, English, and other languages. In addition, schools must also provide opportunities for students to contribute to curriculum evaluation (Main, 2020). This allows educational institutions to monitor their operational costs, which may be funded by the community or local government. Deadlines must be met to obtain funds from the local government to implement school programs, and bureaucratic practices that hinder educational efforts need to be reevaluated.

Learning helps one and provisions are the selection and procurement of facilities and infrastructure (Maizah & Ratnawati, 2024). Every year, schools reject children's books, including children's books that are considered to have failed the assessment. The collection and handling of these materials are done by the school, although still following the guidelines and policies set by the Central Intelligence Agency. Although school resources are not utilized, the institution's administration and assets can be directly managed by the school in accordance with

the guidelines set by the local and provincial governments.

The teaching and learning process is a professional competence held by educational institutions. To create instructional strategies and teaching techniques that help students learn efficiently, lecturers must work together (Beninghof, 2020). This method is based on the national curriculum, which underwent modifications in 2013 and has transitioned from competency-based curriculum to the School-Based Curriculum (KTSP). Educational institution must build its strength in the emerging field of educational technology, namely School-Based Management Education, or MPMBS.

Empowerment of School Committees and Education Councils

One type of decentralization that is very in line with community-based education is educational decentralization. Schools are involved, school committees act as representatives of the community, and School-Based Management (MBS) is used as a method to provide school services to the community. This strategy ensures that educational interactions within schools are an essential component of the overall learning process.

Based on Law Number 25 of 2000 concerning the National Development Program (Propenas) 2000-2004, in order to empower and increase community participation, Education Councils need to be established at the district/city level and School Committees at the unit education level. This mandate from the people is in line with the concept of educational decentralization, both at the district/city level and at the school level. The people's mandate in the law has been followed up with Minister of National Education Decree Number 044/U/2002 dated April 2, 2002 concerning Education Councils and School Committees. In that Ministerial Decree, it is stated that the roles to be carried out by the education Council and School Committee are as advisory agency, supporting agency (supporting educational service activities), controlling agency (controlling educational service activities), and mediator (link or communication bridge between the community and the government).

Schools must collaborate with parents and the community, foster a sense of community, and provide assistance to staff members and students to enhance community values (Medina et al., 2020). To achieve collective success, the SBM paradigm places a strong emphasis on individual management, including all choices and behavior related to society. The foundation of the SBM collaboration principle is the idea of overall quality management, which coordinates resources in a synergistic manner to achieve a single goal: raising the standards and efficacy of education while encouraging community development.

Preparation of Plans and Programs

The school board, as the basis of education policy, decides how the school will implement government policies in the field of education. Schools implement educational programs in various schools as administrators and implementers of national education policies. These programs involve changing the curriculum according to the region, province, district, or city as well as implementing activities, goals, objectives, semesters, and years that are unique to the school. Minimum Service Standards (SPM) set by the government as well as specific technical requirements for each school must be followed by every program and plan implemented in the school. As a "beneficial" or "responsible" entity, the School Committee ensures that all plans and programs are in line with community goals. In addition to adopting district, provincial, and city curricula, schools can also provide life skills education programs tailored to the talents and needs of society. The School Committee helps the school to obtain information from the community regarding needs and resources that can be added to the program. The way to do this is by working with schools every semester or every year to create, improve and implement the semester curriculum.

Preparation of School Revenue and Expenditure Budget Plan (RAPBS)

The RAPBS program is an independent educational procedure that mandates teaching every semester or academic year so that students can utilize it for the program they choose. The proposed semester or annual program must be implemented, and its implementation must be well coordinated with the school's instructional goals. All funds and resources provided by the school—including those from the city, provincial, and central governments, as well as funds from the school administration and school committees as stakeholders—must be included in the RAPBS. The school committee is responsible for coordinating all learning activities in the school in accordance with the plans and programs developed through collaboration with both parties. These funds are allocated for the RAPBS program, which is a year-long educational initiative that seeks to create a shared relationship between the school and the committee to ensure that all schools and committees in distance education become RAPBS. This approach ensures that funds for distance education are used efficiently, both in terms of provision and school administration.

Implementation of Education Program

Every school is a component of the bureaucratic framework that supports the current education system, which has various levels of authority ranging from city

to district. The bureaucratic body, namely the school, is required to adapt to its bureaucratic environment. Every aspect of the bureaucratic system—including curriculum, teaching strategies, and planning—is standardized. It is not the school's responsibility to direct and supervise their own curriculum. In the bureaucratic structure, educators do not have the authority to design a curriculum tailored to the needs of their school. The bureaucratic environment does not empower teachers to create or develop new instructional strategies or assessment systems. The MBS paradigm has been used in schools to guide and implement instructional activities during the educational shift.

Schools in difficult locations can implement specific teaching strategies to ensure that the curriculum meets local requirements and the school's established benchmarks. Different ways of learning by students can also be influenced by individual differences in learning styles. To ensure a conducive learning environment, the Education Department and the School Committee can collaborate with each other. By providing facilities and resources, School Committees can work with schools as partners to help teachers and students learn more efficiently. Apart from that, the School Committee can also assist lecturers in identifying learning difficulties experienced by students individually and in groups, as well as creating successful teaching strategies. The department may also conduct research on other school-related topics to provide the District or District with the information it needs to create appropriate and useful policies. The department can also provide advice on various educational issues, including possible difficulties in implementing new policies (Huber & Helm, 2020).

Educational Accountability

The government is responsible for encouraging education in schools under the new arrangement. To oversee and advance the educational process in schools, the government has now appointed "accomplices" to all leadership roles. These positions are held by lecturers, administrators, or paraprofessionals. Administrative penalties such as security guarantees, DPK education, lecturer assistance, and many more can result from administrative activities carried out by instructors or lecturers. However, these tasks are often administrative in nature and do not require discipline or reward by the lecturer or school. Education in democratic and participatory times involves many communities as stakeholders besides the government. To ensure successful educational outcomes for all students and departments, local Departments of Education must operate as youth and community organizations. If students do not see themselves as consumers of education, then the Department of Education needs to

provide a "proto" for them. The students should get help from the school committee to improve the standards of teaching. In addition to conducting research and teaching, the Department must use the data it has to help itself and schools.

Conclusion

The education environment requires good management so that educational goals can be achieved. The advancement of schools requires cooperation between schools and the community. Community participation for the progress of schools is currently being formed through the establishment of the Education Council and School Committee. This shows that all parties must feel ownership of the school and believe that students will be able to develop their potential with the help of teachers and the attention of parents, as well as a balanced assessment from stakeholders.

Acknowledgments

I would like to thank all my public policy study colleagues who have provided moral support and a good discussion place in completing this article.

Author Contributions

The authors contributed to the development of the article, and have read, approved the published manuscript.

Funding

This article did not receive any external funding.

Conflicts of Interest

In writing this article, the authors do not have any conflict of interest.

References

- A'la, B. A., & Jazil, S. (2020). *The Analysis Of The Main Values of Strengthening Character Education In Indonesia*. Retrieved from <https://shorturl.asia/spLuN>
- Abbas, S. (2008). *Manajemen Perguruan Tinggi, Beberapa Catatan*. Jakarta: Prenada Media Group.
- Al Kadri, H., & Widiawati, W. (2020). Strategic planning in developing the quality of educators and education personnel. *Indonesian Research Journal in Education (IRJE)*, 324-346. Retrieved from <https://mail.online-journal.unja.ac.id/irje/article/view/9410>
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek Edisi V*. Jakarta: Rineka Cipta.
- Asnawir. (2006). *Manajemen Pendidikan*. Padang: IAIN IB Press.
- Bates, J., & O'Connor Bones, U. (2021). Community Conversations: deliberative democracy, education provision and divided societies. *SN Social Sciences*, 1(2), 45. <https://doi.org/10.1007/s43545-020-00048-8>
- Beninghof, A. M. (2020). *Co-teaching that works: Structures and strategies for maximizing student learning*. United State of America: John Wiley & Sons.
- Chew, S. L., & Cerbin, W. J. (2021). The cognitive challenges of effective teaching. *The Journal of Economic Education*, 52(1), 17-40. <https://doi.org/10.1080/00220485.2020.1845266>
- Darling-Hammond, L. (2020). Accountability in teacher education. *Action in Teacher Education*, 42(1), 60-71. <https://doi.org/10.1080/01626620.2019.1704464>
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*, 6(4). <https://doi.org/10.1016/j.heliyon.2020.e03824>
- Drigas, A., & Papoutsis, C. (2020). The Need for Emotional Intelligence Training Education in Critical and Stressful Situations: The Case of Covid-19. *Int. J. Recent Contributions Eng. Sci. IT*, 8(3), 20-36. <https://doi.org/10.3991/ijes.v8i3.17235>
- Fadjar, A. M. (2000). *Holistika Pemikiran Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Ferrer-Estévez, M., & Chalmeta, R. (2021). Integrating sustainable development goals in educational institutions. *The International Journal of Management Education*, 19(2), 100494. <https://doi.org/10.1016/j.ijme.2021.100494>
- Hasanah, U., Deiniatur, M., & Training, T. (2020). Character education in early childhood based on family. *Early Childhood Research Journal (ECRJ)*, 2(1), 29-42. Retrieved from <https://shorturl.asia/gP2UA>
- 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 Distance Education*, 21(Special Issue-IODL), 12-28. <https://doi.org/10.17718/tojde.770896>
- Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises – reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32(2), 237-270. <https://doi.org/10.1007/s11092-020-09322-y>
- Komariah, N., & Nihayah, I. (2023). Improving the personality character of students through learning Islamic religious education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65-77.

- <https://doi.org/10.59373/attadzkir.v2i1.15>
Kunandar. (2007). *Guru Profesional, Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Penelitian Guru*. Jakarta: Raja Grafindo Persada.
- Kutieshat, R., & Farmanesh, P. (2022). The impact of new human resource management practices on innovation performance during the COVID 19 crisis: A new perception on enhancing the educational sector. *Sustainability*, 14(5), 2872. <https://doi.org/10.3390/su14052872>
- Labobar, B., Wangguway, Y., Tasijawa, R., Abineno, F. O., & Sokoy, M. (2024). Socialization on the Use of the School Activity and Budget Plan Application (ARKAS) for PAUD School Principals in Sentani District, Jayapura Regency. *Abdi Masyarakat*, 6(1), 64–70. <https://doi.org/10.58258/abdi.v6i1.7095>
- Lövdén, M., Fratiglioni, L., Glymour, M. M., Lindenberg, U., & Tucker-Drob, E. M. (2020). Education and cognitive functioning across the life span. *Psychological Science in the Public Interest*, 21(1), 6–41. <https://doi.org/10.1177/1529100620920576>
- Main, K. (2020). *Teaching middle years: Rethinking curriculum, pedagogy and assessment*. New York: Routledge.
- Maizah, M., & Ratnawati, R. (2024). Implementasi Manajemen Sarana dan Prasarana Sebagai Penunjang Efektivitas Pembelajaran di Madrasah Aliyah Negeri 1 Pamekasan. *Journal Of Administration and Educational Management (ALIGNMENT)*, 7(1), 49–59. <https://doi.org/10.31539/alignment.v7i1.9537>
- Margono. (2009). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Medina, M. A., Cosby, G., & Grim, J. (2020). Community engagement through partnerships: Lessons learned from a decade of full-service community school implementation. In *Reviewing the Success of Full-Service Community Schools in the US* (pp. 128–146). Routledge. <https://doi.org/10.4324/9781003010388-6>
- Muhaimin, Suti'ah, & Sugeng, L. P. (2011). *Manajemen Pendidikan Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*. Jakarta: Kencana.
- Nurhuda, A., & Putri, Y. (2023). The Urgence of Teacher's Example for Student Education in School. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 250–257. <https://doi.org/10.54012/jcell.v2i3.128>
- O'Connor, K. (2022). Constructivism, curriculum and the knowledge question: tensions and challenges for higher education. *Studies in Higher Education*, 47(2), 412–422. <https://doi.org/10.1080/03075079.2020.1750585>
- Phan, H. P., Ngu, B. H., Chen, S. C., Wu, L., Shih, J.-H., & Shi, S.-Y. (2021). Life, death, and spirituality: A conceptual analysis for educational research development. *Heliyon*, 7(5). <https://doi.org/10.1016/j.heliyon.2021.e06971>
- Pidarta, M. (2004). *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta.
- Pihkala, P. (2020). Eco-anxiety and environmental education. *Sustainability*, 12(23), 10149. <https://doi.org/10.3390/su122310149>
- Piwowar-Sulej, K. (2021). Human resources development as an element of sustainable HRM--with the focus on production engineers. *Journal of Cleaner Production*, 278, 124008. <https://doi.org/10.1016/j.jclepro.2020.124008>
- Pugach, M. C., Blanton, L. P., Mickelson, A. M., & Boveda, M. (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education*, 43(1), 85–103. <https://doi.org/10.1177/0888406419883665>
- Ramayulis. (2008). *Ilmu Pendidikan*. Jakarta: Kalam Mulia.
- Sabila, D. Z. R., & Darmawan, M. D. P. (2024). Menelusuri Tujuan Pendidikan Di Indonesia: Harapan dan Tantangan. *Sindoro: Cendikia Pendidikan*, 4(6), 22–32. <https://doi.org/10.9644/sindoro.v4i6.3388>
- Sagala, S. (2000). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
- Tyas, E. H., Sunarto, S., & Naibaho, L. (2020). Building superior human resources through character education. *TEST Engineering & Management*, 83, 11864–11873. Retrieved from <http://repository.uki.ac.id/2871/>
- UNEP. (2009). *Climate In Peril: a Popular Guide to the Latest IPCC's Reports*. Norway.
- Uno, H. B. (2008). *Profesi Kependidikan, Problema, Solusi, dan Reformasi Pendidikan di Indonesia*. Jakarta: Bumi Aksara.
- Wahyudin, A., & Zohriah, A. (2023). Ruang Lingkup Manajemen Pendidikan. *Journal on Education*, 6(1), 3822–3835. Retrieved from <https://jonedu.org/index.php/joe/article/view/3492>