

The Role of the Principal in Improving the Quality of Education in the Society 5.0 Era

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Abstract

The quality possessed by a school is primarily determined by the school principal's leadership, especially in the era of globalization with the existence of society 5.0. Understanding how to be a good and faithful principal can help the principal's leadership become more effective. Of course, it is necessary to have competencies possessed by school principals to lead schools better and support their professional performance. This research was conducted using a qualitative approach. The study results indicate a change in school quality as a result of the quality of the principal. Then, it was also found the role of the principal in the school and its role in the quality of education.

Keywords

principal; society 5.0; quality of education; school, education



I. Introduction

Research Globalization is a challenge for the world community that knows no boundaries. The era of globalization has had a reasonably broad impact in various aspects of life, including education demands. Globalization brings multiple new challenges in Indonesia, one of which is the competition for the ability of Human Resources (HR) both in hard skills and soft skills to become global (Pang & Wang, 2016). Competition in today's world of work is between local areas and between countries. Globalization also impacts technological developments, seen as the emergence of the industrial revolution 4.0 and Society 5.0 (Oztemel & Gursev, 2020).

One of the major issues is that education should develop fully competent human resources, dubbed 21st-century competence. Twenty-first-century competencies are the primary abilities that students must possess in order to engage fully in twenty-first-century life (Jang, 2016). Schools in the twenty-first century face the problem of developing educators capable of producing thinkers capable of establishing a knowledge-conscious social and economic order commensurate with the needs of twenty-first-century global citizens (Serna, 2015).

The 21st century has many differences from the 20th century, including social work and self-actualization. The twenty-first century has been defined by the rapid advancement of information technology and the rise of automation. Numerous normal and repetitive tasks are being automated, both by industrial machines and computers (Kaufman, 2018). As is well known, in the 21st century, society and the world of education have entirely changed. Until now, schools that are understood have been formed since the 19th century to develop children's education and encourage industrialization (Demers et al., 2015).

According to the Wirawan in education, the importance of developing more creative and innovative learning models to answer in the era of the industrial revolution continues to grow, the developments that occur are as follows (Dewi et al., 2020).

The development of the industrial revolution generation 1.0 (first started in 1800) was marked by the invention of the steam engine. All industries replace human labor with machines. The industrial revolution 2.0 (began in 1900) with the discovery of electric power, many factories equipment was replaced by electricity (Dobrzanski & Dobrzanska-Danikiewicz, 2019). Industrial Revolution 3.0 (started in 1970) discovered Programmable Logic Control (PLC), electronic circuits that can control machines. Industrial revolution 4.0 (began in 2000) with big data transactions, smart factories. The world of the Industrial Revolution 4.0 continues to develop and will emerge, followed by the Industrial Revolution 5.0 and continuously (Kurfess et al., 2020).

Education is crucial in light of global concerns because it is one of the determinants of the quality of Human Resources. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). Education is one way to improve and develop the quality of human resources in Indonesia (Adiyono, 2021). Today, a nation's superiority is determined not by its natural wealth but by the authority of its human resources (HR) (Zaidi et al., 2019). Human resource (HR) quality is positively connected with educational quality. Education's quality is frequently determined by favorable conditions that meet all needs. Education must have all of the following components: intake, process, output, educational staff, facilities and infrastructure, and costs (Price & Reichert, 2017).

Principal leadership plays an essential role in improving the quality of schools, especially in responding to the globalization era of Society 5.0. For leadership to be carried out effectively, a principal must understand how to be effective. In addition, to increase his capacity as a leader, the principal should have competencies that can support his professional performance (Fukuda, 2020).

One of the efforts that can be done to overcome the global competition is to improve the quality of human resources. The most strategic improvement of human resources that the Government of Indonesia can do is improve the quality of education through equal distribution of education and improving the quality of education (schools) (Zeng et al., 2015). Improving the quality of schools can only be done if the school infrastructure is properly fulfilled as mandated by government regulations, namely meeting educational standards as required in Government Regulation Number 13 of 2015 concerning National Education Standards (Rothstein, 2015).

However, improving the quality of schools by fulfilling infrastructure alone does not guarantee an increase in the quality of human resources produced without the intervention of professionals who manage them properly. This is because the principal determines the quality of the school as the school leader. A qualified principal must lead a successful school. Therefore, the principal plays a crucial role in empowering all resources in the school to improve the quality of the school he teaches.

II. Review of Literature

2.1 Leadership

According to Siagian, leadership is a fundamental component of the overall effort to boost work productivity, both at the individual, group, and organizational levels (Hersona & Sidharta, 2017).

According to Handoko, several leadership approaches are classified as a trait, behavioral and situational approaches, namely:

- a. The first approach views leadership as a combination of visible traits. The second approach aims to identify personal behaviors associated with effective leadership.
- b. The second approach assumes that an individual who has specific characteristics or exhibits certain behaviors will emerge as a leader in any group situation in which he belongs (Elqadri, 2015).

According to Kurt Lewin, there are three types of leadership, namely:

- a. Autocratic, such a leader works hard, earnest, thorough and orderly. He strictly works according to the applicable regulations, and his instructions must be obeyed.
- b. Democratic, democratic leaders regard themselves as members of the group and strive to be accountable for achieving the group's objectives. So that each member is involved in the planning, implementation, monitoring, and assessment of all activities. Each member is regarded as a precious resource with the capacity to accomplish the desired goals.
 - a. Laissezfaire, a leader of this type, as soon as the plan is explained to his subordinates, leave it entirely to his associates to complete the work for which he is responsible. He will only receive reports of the results by not being too involved or too willing to take the initiative, and all work depends on the initiative of his subordinates so that it is considered sufficient to provide opportunities for his associates to work freely without restraint (Billig, 2015).

2.2 Principal Leadership

The principal of the school has a huge role. The principal is the driving force, determining policy direction towards schools and education in general. As managers of academic unit institutions, school principals are always required to improve the effectiveness of their performance. To achieve adequate school quality, school principals and all stakeholders must work hand in hand in cooperation with complete cohesiveness in all matters (Horvath & Szabo, 2019).

In addition, based on Maslow's theory, principals are also prompted by the perception that teachers and students may have different levels of needs. What is certain is that they will pursue higher needs, namely interaction, social affiliation, self-actualization and growth opportunities. Therefore, they are willing to accept challenges and work harder (Diep et al., 2019). The principal's tip is to think about the flexibility of roles and opportunities, rather than being authoritarian and "what I want". For the smooth running of all these activities, the principal must change the meeting style, which is a notification to an actual meeting, namely listening to what they have to say and acting on it (Bolman & Deal, 2018).

2.3 Education Quality

In general, quality refers to the degree (level) of superiority of a product (work/effort) in the form of physical or intangible commodities or services. In the context of education, the term "quality" refers to both the educational process and its outcomes. A quality "education process" incorporates a variety of inputs, including instructional materials (cognitive, affective, or psychomotor), methodology (which varies according to the teacher's ability), school facilities, administrative support, infrastructure, and other resources, as well as the creation of a conducive environment (Ikhwan, 2020).

School administration and class support functions synchronize or synergize all components in teaching and learning interactions (processes) both within and outside the classroom; both curricular and extra-curricular contexts; both academic and non-academic substances in an atmosphere that promotes the learning process. Quality in the context of "educational outcomes" refers to the achievements achieved by the school over a certain

period (whether at the end of every semester, the end of the year, two years or five years, even ten years) (Yuniza et al., 2019).

Benchmarking can be used to ascertain the outcomes/achievements of schools, particularly those pertaining to academic or "cognitive" abilities (using established reference points), for example, NEM by PKG or MGMP). Individual schools conduct self-evaluations of all educational outcomes, including those that have established benchmarks (benchmarking) and those that do not (extra-curricular activities), in order to improve quality targets and the following year's educational process. In this circumstance, the RAPBS must detail the quality objectives to be met and the scenario for accomplishing them (Stringer & Hourani, 2016).

In school quality improvement management, it is expected that schools can work in specific corridors, including the following:

- a. Resource; schools should be able to manage all resources in accordance with local demands. Along with operational/administrative financing, financial management should focus on the following:
 - 1). Strengthening schools in determining and allocating funds according to the priority scale that has been set for the quality improvement process.
 - 2). Separating academic costs from the procurement process.
 - 3). Reduction of the need for central bureaucracy.
- b. Accountability (accountability); Schools must be accountable to their communities and to the federal government. This is a result of a dedication to high standards of achievement and the expectations/demands of parents/community members. This accountability seeks to ensure that public funds are spent in accordance with set regulations for the purpose of improving the quality of education and, where practicable, to provide information about what has been accomplished. As a result, each school must prepare an accountability report and distribute it to parents/community members and the government, as well as conduct a comprehensive assessment of the school's key programs as part of the quality improvement process (Sanusi, 2016).
- c. Curriculum; based on the standard curriculum determined nationally, schools are responsible for establishing the curriculum using pre-existing materials (content) and for implementing the delivery process. By demonstrating the material's value and relevance to students, schools can foster a positive learning environment that engages all of the senses and layers of the brain and provides opportunities for students to grow and develop intellectually by mastering science, becoming skilled, developing a wise and wise attitude, character, and emotional maturity (You et al., 2019).

III. Research Methods

The research will use qualitative methods as its approach so that the data that has been collected can be analyzed systematically and accurately so that conclusions can then be drawn. Sources of data are secondary data derived from various studies and previous studies.

IV. Discussion

4.1 Principals Work with and through Others

The principal is one of the components of education that has the most role in improving the quality of education. For this reason, the principal must know the tasks he must carry out. The duties of the principal, as stated by Wahjosumidjo, are:

- a. The principal behaves as a communication channel in the school environment.

- b. The principal acts and is responsible for all actions taken by subordinates. The actions of teachers, students, staff, and parents of students cannot be separated from the responsibility of the principal
- c. With limited time and resources, a principal must deal with various problems. With all the limitations, a principal must be able to arrange assignments quickly and prioritize if there is a conflict between the interests of subordinates and the interests of the school.
- d. The principal must be analytical and intellectual in his or her thinking. The principal must first analyze the situation and then come up with a plausible remedy. Additionally, they must be able to view each work as a component of a larger whole
- e. The principal is a mediator or intermediary. The school environment consists of humans who have different backgrounds that can cause conflict. For that, the principal must be the mediator in the conflict.
- f. The principal is a politician. The principal must build a cooperative relationship through a persuasion and compromise approach. The political role of school principals can develop effectively if: (1) the principle of a network of mutual understanding's obligations can be developed, (2) the formation of alliances or coalitions, such as professional organizations, OSIS, BP3, and so on; (3) the creation of cooperation (cooperation) with various parties, so that various kinds of activities can be carried out
- g. The principal is a diplomat. The principal is the school's official representative he leads in various meetings.
- h. The principal makes difficult decisions. No organization operates without hiccups. Similarly, schools as an organization face challenges and obstacles. And, if challenges arise, the principal is supposed to serve as the person who can resolve them.

The roles of school principals who carry out their roles as managers as expressed by Wahjosumidjo are (a) The role of interpersonal relationships; (b) Informational roles; (c) As a decision-maker.

The three Principal Roles as Managers, the authors can describe as follows:

- a. The role of interpersonal relations
 - 1). A figurehead is a symbol used in the same way as a school principal is used as a school emblem.
 - 2). Leadership. The principal is the leader to mobilize all available resources in the school to give birth to a high work ethic and productivity to achieve goals.
 - 3). Liaison. The principle serves as a conduit between the principal's interests and those of the surrounding community. While the principal serves as a liaison between instructors, staff, and students on an internal level
- b. Informational role
- c. As a decision-maker
 - 1). As monitors. The principal always observes the environment because of the possibility of information that affects the school.
 - 2). As a disseminator. The principle is responsible for informing and educating teachers, employees, and parents.
 - 3). Spokesman. The principal of the school communicates with the outside world when necessary.
 - 4). Entrepreneur. The principal is always trying to improve the school's appearance through various ideas, new programs and conducting surveys to study various problems in the school environment.

- 5). Individuals who are prone to distraction (Disturbance handler). The principal must anticipate problems by monitoring the situation and the accuracy of his or her decisions.
- 6). The person who provides all the resources (A Resource Allocator). The principal is responsible for determining and researching who will obtain or receive the resources supplied and distributed.
- 7). A negotiator role. The principal must hold talks and deliberate with outside parties in meeting the school's needs.

4.2 The Role of the Principal in Improving the Quality of Education

The principal's responsibilities can be grouped into two broad categories: school administration and educational professional development. To perform this duty effectively, school principals must possess three distinct types of talents as educational leaders: technical skills (technical skills), communication skills (human relations skills), and conceptual skills (conceptual skills).

In this setting, school principals must demonstrate their capacity to develop collaboration among all staff members in an open, collaborative work environment that encourages parents' active participation. As a result, the principle will have complete assistance for each of his work initiatives.

The principal's involvement in the student learning process is mainly done indirectly through teachers' guidance and efforts to provide the necessary learning facilities.

The principal's role as a communicator is to function as an intermediary in transmitting instructions to teachers, channeling school personnel's ambitions from the agency to the instructors, and channeling school personnel's aspirations to vertical agencies and the community. By utilizing their leisure time, school communication patterns are often family.

The flow of information occurs in two directions: top-down communication, which is typically educational, and bottom-up communication. By contrast, bottom-up communication frequently includes declarations or demands for task-specific technical operational specifics. Official meetings, circulars, mobile information books, data boards, verbal announcements, and chain messages transmitted orally are the principal's communication media.

In the subject of education, quality is defined in terms of the meaning included within the learning cycle. In summary, numerous keywords can be used to describe quality, including conformance to standards (fitness to standard), conformance to market/customer usage (fitness to use), conformance to developmental needs (compliance with latent requirements), and conformance to the global environment (fitness to international environmental conditions).

As for what is meant by quality according to standards, if one aspect of education management is following predetermined standards.

Garvin, as cited by Gaspersz, defines eight factors for analyzing quality characteristics: (1) performance, (2) features, (3) dependability, (4) confirmation, (5) durability, (6) service competence (serviceability), (7) aesthetics (aesthetics), and (8) subjective quality experienced by clients.

To the general public, the quality or excellence of a school is sometimes determined by its physical size, such as the building and the amount of extra-curricular activities offered. According to some, the quality of schools can be determined by the percentage of graduates accepted to the next level of study. To appreciate the quality of formal education in schools, one must view formal education as a system. Additionally, the system's quality is contingent upon the quality of the components that comprise the system and the procedures that generate outcomes.

In implementing quality improvement management, the principal must always understand the school as an organic system. For this reason, the principal must act more as a leader than as a manager.

As a leader, the principal must:

- a. More exerting than pushing or forcing
- b. More relying on cooperation in carrying out tasks than relying on power or SK.
- c. Always instill confidence in teachers and administrative staff instead of creating fear.
- d. Always showing how to do something instead of showing that he knows something.
- e. Continuously develop an enthusiastic atmosphere instead of developing a dull atmosphere
- f. Constantly correcting existing mistakes rather than blaming mistakes on someone, working with toughness instead of being reluctant because of shortcomings.

According to Poernomosidi Hadjisarosa, the principal is a type of school resource known as a human resources manager (HR-M), who is responsible for coordinating and harmonizing the implementation of human resources (HR-P) through several management inputs, such that HR-P utilizes services to intervene with the rest of the school resources (SD-SLbh), ensuring that the teaching and learning process occurs properly and produces the desired output.

In general, the characteristics of a firm school principal can be written as follows:

- a) Have a long-term perspective (vision) and grasp what activities to take (mission) and how they should be managed (strategy);
- b) Possess the ability to organize and harmonize all available resources in order to accomplish goals or meet school demands (which are, in most cases, limitless);
- c) Have the ability to make decisions skillfully (fast, precise, fast, and accurate);
- d) Have the ability to mobilize existing resources to achieve goals and can inspire followers to do things that are important for their school goals;
- e) Tolerates differences in others and does not seek for people who are similar to him, but is completely intolerant of those who undervalue his traits, accomplishments, standards, and values.;
- f) Has the capacity to combat the principal's adversaries, which include indifference, suspicion, inaction, mediocrity, imitation, hubris, extravagance, rigidity, and duplicity in attitude and behavior.

The role of the Principal in improving the quality of education can be explained as follows:

- a) Principals use a "systems approach" as a basis for thinking, managing, and analyzing school life. Thus, school principals must think systems (not unsystems), that is, they must think appropriately and thoroughly, coherently (rather than leaping up and down), holistically (rather than partially), and cross-discipline (not parochial). Entropic thinking (changes in one component will have an effect on other components); "cause and effect" thinking (remember, His creation is always in pairs); interdependence and integration thinking, eclectic thinking (quantitative + qualitative), and syncretistic thinking.
- b) The principal's management input is complete and clear, as evidenced by the completeness and clarity of assignments (what must be done, accompanied by functions, authorities, responsibilities, obligations, and rights), plans (descriptions of the products to be produced), program (allocation of resources to realize the plan), provisions/limitations (laws, qualifications, specifications, work methods, and work procedures, etc), control (action to intervene), and give a go.
- c) Principals recognize, appreciate, and fulfill their roles as managers (coordinating and harmonizing resources to accomplish goals), leaders (mobilizing and empowering

human resources), educators (inviting favors to change), entrepreneurs (making things happen), supervisors (directing, guiding, and setting an example), creators of a work climate (enjoying work-life situations), administrator (administration), reformer (adding value), and regulator (enforcing school rules) (encouraging).

- d) The principal understands, appreciates, and carries out the dimensions of the task (what), process (how), environment, and personal skills, which can be described as follows:
 - 1) The work components include curriculum development, personnel management, student management, facility management, financial management, and relations between the school and the community;
 - 2) Dimensions of processes, such as decision-making, institutional management, program management, coordination, motivation, monitoring, and evaluation, and management of the teaching and learning process;
 - 3) The environmental component encompasses time, place, resources, and stakeholder groups;
 - 4) Self-organization, human interactions, self-determination, problem-solving, and speaking and writing styles are all examples of personal talents.
- e) The principal may impose performance challenges on the school (the difference between actual/real performance and expected performance). Following this, the school's objectives are defined, followed by the functions required to accomplish them. Finally, a SWOT (Strength, Weakness, Opportunity, Threat) analysis is conducted to identify aspects that are not ready (containing issues), and actions are taken to resolve them. As long as problems persist, the objective will never be achieved.
- f) The principal works for compact/cohesive and intelligent teamwork and links functions and citizens together, emphasizing solidarity/cooperation/collaboration rather than rivalry in order to create a collaborative climate that ensures the assurance of school results/outputs.
- g) Principals establish environments conducive to innovation and enable residents to conduct experiments in order to discover new possibilities, even if the outcomes are not always correct (wrong). In other words, school principals encourage students to take and manage risks, while also protecting them if the outcomes are negative.
- h) The principal has the ability and ability to create learning schools.
- i) Principals can implement School-Based Management as a logical outcome of the management policy transition, specifically the shift from Central-Based Management to School-Based Management (within the framework of regional autonomy).

After these efforts have been made, the principal needs to take the next step by conducting an evaluation. Evaluation is required to determine the extent to which the measures implemented are consistent with the plans that have been set, namely by carrying out strategic management. Strategic management in school management is a systematic approach in carrying out its programs to achieve school goals. Therefore, in determining strategy, both for organizations with written goals and objectives, it is also necessary to pay attention to various things, including the ability of costs and human resources. Evaluation is needed to determine the level of achievement of predetermined goals, and evaluation is carried out periodically by looking at all the implementation of the work plan that has been realized. The evaluation also aims to find out the deviations that occur. The evaluation results are a valuable consideration for school principals in planning future school quality improvement programs.

V. Conclusion

The consistent leadership of the principal of the applicable rules has a massive influence on improving quality in schools. As one of the essential institutions in improving the quality of human resources, schools are the spearhead in increasing the nation's competitiveness. Therefore, improving the quality of education or schools in Indonesia must always be fought for to not lose to schools abroad.

The relevance of consistent principal leadership is very clearly visible in the development of the Society 5.0 era because the goal of this development is to integrate human labor with technology so that work related to physical contact will be reduced and replaced with increasingly sophisticated automation systems so that HR opportunities to work will increase. It is even more difficult if it is not balanced with school quality improvement, with the understanding that the interaction between the principal, teachers, and parents supports and fills each other consistently and accepts responsibility for their respective rights and obligations in order to create the desired result situation and conditions.

One of the determinants of the quality of education is the principal. For the leadership to run effectively, a school principal should understand and apply effective leadership and continually improve the competencies that are the demands of his profession.

Efforts to improve the quality of education need to be continuously encouraged by carrying out various learning innovations and overcoming problems that hinder the improvement of the quality of learning. The output of education itself is to form competent and competitive human resources in the community. So the current era of Society 5.0 in Education must be flexible in its implementation but cannot be separated from existing competencies.

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