



STRATEGY OF THE HEAD OF THE COMMUNITY LEARNING ACTIVITY CENTER (PKBM) IN IMPROVING LEARNING AT PKBM AL-MADINAH

Mugni Labib¹ Yunia Dwi Latifah²

Universitas Islam Tribakti Lirboyo Kediri^{1/2} Jl. KH. Wahid Hasyim 62 Telp/ Fax. 0354-772879 Kediri 64114, Jawa Timur, Indonesia

e-mail: labieb272829@gmail.com, nianiunnio@gmail.com

ABSTRACT

This study uses a qualitative approach with a phenomenological method to explore and deeply understand the experiences and perceptions that arise from the PKBM head's strategy in improving the quality of learning at PKBM Al-Madinah. . This qualitative approach also draws on Sugiyono's framework, which emphasizes naturalistic data collection and thematic analysis to understand. This approach was chosen because of its ability to naturally describe the state of the object of study, namely the dynamics of the learning process and the role of the PKBM head, with a focus on the meaning created from the experiences of the actors in the field. This method is grounded in the phenomenological theory developed by Edmund Husserl, which emphasizes the importance of uncovering the essence of subjective experience through direct description without prejudice, combined with Martin Heidegger's interpretive approach to understand the existential context of the strategies implemented. Data was collected through in-depth interviews, participatory observation, and document analysis, then processed using phenomenological reduction techniques to identify key themes reflecting the quality of learning at PKBM Al-Madinah. This qualitative approach also draws on Sugiyono's framework, which emphasizes naturalistic data collection and thematic analysis to understand.

Keywords: strategy, principal, learning

ABSTRAK

Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi untuk menggali dan memahami secara mendalam pengalaman dan persepsi yang muncul dari strategi kepala PKBM dalam meningkatkan mutu pembelajaran di PKBM Al-Madinah. Pendekatan kualitatif ini juga berpijak pada kerangka pemikiran Sugiyono yang menitikberatkan pada pengumpulan data secara naturalistik dan analisis tematik untuk memahami. Pendekatan ini dipilih karena mampu menggambarkan secara alamiah keadaan objek kajian, yaitu dinamika proses pembelajaran dan peran kepala PKBM, dengan fokus pada makna yang tercipta dari pengalaman para aktor di lapangan. Metode ini berlandaskan pada teori fenomenologi yang dikembangkan oleh Edmund Husserl yang menitikberatkan pada pentingnya mengungkap hakikat pengalaman subjektif melalui deskripsi langsung tanpa prasangka, dipadukan dengan pendekatan interpretatif Martin Heidegger untuk memahami konteks eksistensial dari strategi yang diterapkan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen, kemudian diolah menggunakan teknik reduksi fenomenologis untuk mengidentifikasi tema-tema utama yang mencerminkan kualitas pembelajaran di PKBM Al-Madinah. Pendekatan kualitatif ini juga mengacu pada kerangka kerja Sugiyono yang menekankan pengumpulan data naturalistik dan analisis tematik untuk memahami.

Kata Kunci: strategi, kepala sekolah, pembelajaran

INTRODUCTION

Education is one of the important pillars to improve the quality of human resources. Quality education is the expectation of every citizen of a country. Experience shows that the capital of life in every changing era is education. Education is the main key for a nation to prepare a better future. Therefore, education and all elements related to it must be empowered towards achieving the goal of creating human resources as much as possible so that quality. (Agus, Mardiaty, and Erihadiana 2021)

The implementation of education in Indonesia is known as the national education system which is implemented through three educational channels, namely formal education, non-formal education and informal education. (Bolangitan and Pasaribu 2023) Formal education in schools essentially aims to make every learner 'learn to live' and in turn he is able to improve the quality of life. (Ulya 2017)

Organisational environment, leadership occurs through two forms, namely formal leadership and informal leadership. Formal leadership occurs when the organisation is staffed by people who are appointed or selected through a selection process. While informal leadership occurs where the leadership position in an organisation is filled by people who appear and are influenced by others because of their special skills or various resources that are felt to be able to solve organisational problems and meet the needs of the organization of the members concerned. (Wahjosumidjo, 2013)

Educating process in Indonesia, there are many components of the school organization, for example, the most important functional school principal who is given the task and responsibility of managing the school to collect, utilize, and move all the potential of the school optimally to achieve its goals. (Sagala 2017) In educational institutions, principals as leaders have a very important role in making sustainable changes in order to improve quality. So that the concept of quality schools (superior) needs to be in the concept of every principal. Principals need to understand the philosophy, methods, techniques, and management strategies for school quality improvement, because the performance of school organizations is always assessed by the community in an increasingly advanced situation. Principals and teachers need to understand the community's expectations of their schools. This is done so that the expectations of users of education services can be achieved. (Ya'cub and Ga'a 2021)

The principal must have the ability to think in terms of the principal's actions in order to help the school organization to adapt to the outside world. The principal's strategy is one of the factors that can encourage schools to be able to realize the vision, mission, goals and objectives of the school through programs that are implemented in a planned and gradual manner. According to Slameto, a strategy is a plan for utilizing and using existing potential and facilities to increase effectiveness and efficiency. (Sutisna, Rozak, and Saputra, n.d.)

Every principal has a significant influence on teaching, for better or worse. Principals need tools that can explain various aspects of the school environment and their performance in monitoring progress toward a promising future. (Alam et al. 2025) Principals must understand the needs of teachers and other educational personnel in carrying out their professional duties. After gaining a thorough understanding, principals can provide for these needs in order to adjust behavior toward goal-oriented behavior. (Irmawati 2017)

School principals need to pay attention to their role as educators, which includes two main things: the target or to whom the behavior as an educator is directed, and how the role as an educator is carried out.

There are three main target groups, namely teachers, administrative staff, and students. These three groups are human beings who have different psychological and physical characteristics from one another. As is known, human life is always influenced by psychological factors within themselves and the conditions they possess.

The needs of teachers that must be provided by the school principal include a desired workspace for teachers, opportunities to participate in decision-making to remove professional barriers, and so on. Therefore, the school principal must act as a wise and prudent leader in making administrative decisions, as an effort to minimize risks or losses in the implementation of school management under their responsibility as a leader. The school principal will improve teaching through the school's structural operations and maintain relationships influenced by the principal's policies.

Similarly, in carrying out their duties, school principals must always consider various factors such as legislation, policies, and applicable regulations, as well as internal and external variables. The interaction between people and available material resources. To improve the quality of education, school principals must place teachers in professional positions by improving their education. Curriculum development is a priority for schools. Teachers' performance should be measured, the system should be improved, and teachers who excel should be rewarded.

The Development of modern education, school principals must have strategies and tactics to promote their schools. This is because many educational institutions are developing and implementing new innovations to attract students. If school principals do not have innovations and updates in education and technology, they will certainly be left behind by students.

There are three important elements in the educational process at school: education and teaching carried out by teachers, technical educational services and learning assistance carried out by educational and administrative staff, and leadership carried out and controlled by school leaders. In general, guidance can be interpreted as assistance in the form of guidance.

Developing a school strategy is not merely a simple program or plan; the principal's strategy is a plan that integrates all fundamental and operational aspects. In the world of education, the essence implied in a school strategy is to change conditions to favor it, by determining the appropriate time to make decisions and policies and setting the boundaries of decisions that can be tolerated.

The principal's duties also involve curriculum development, which is important for each subject teacher to measure the level of achievement of the school's objectives. Curriculum experts in schools are grouped into several models in developing the curriculum, namely the information processing model, personnel development emphasizing self-development and interpersonal awareness, social interaction emphasizing group dynamics and behavioral change emphasizing the principles of simulation control and reinforcement.

Similarly, school principals must be able to prepare graduates to enter the workforce. They should work according to the abilities of the students. If many graduates from the school have stable jobs, this will automatically enhance the school's reputation; if not, the opposite will occur.

RESEARCH METHOD

This study uses a qualitative approach with a phenomenological method to explore and deeply understand the experiences and perceptions that arise from the PKBM head's strategy in improving the quality of learning at PKBM Al-Madinah. This approach was chosen because of its ability to naturally describe the state of the object of study, namely the dynamics of the learning process and the role of the PKBM head, with a focus on the meaning created from the experiences of the actors in the field. This method is grounded in the phenomenological theory developed by Edmund Husserl, (Edmund Husserl and Phenomenology," n.d.) which emphasizes the importance of uncovering the essence of subjective experience through direct description without prejudice, combined with Martin Heidegger's interpretive approach to understand the existential context of the strategies implemented. (Horrigan-Kelly, Millar, and Dowling 2016) Data was collected through in-

depth interviews, participatory observation, and document analysis, then processed using phenomenological reduction techniques to identify key themes reflecting the quality of learning at PKBM Al-Madinah. This qualitative approach also draws on Sugiyono's framework,(Sugiyono, 2019) which emphasizes naturalistic data collection and thematic analysis to understand.

RESULTS AND DISCUSSION

The PKBM head's strategy in improving human resources at PKBM Al-Madinah in Kediri City.

As the competent head of PKBM Al-Madinah in Kediri City, who plays an important role in improving the quality of education and is responsible for organizing educational activities, school administration, developing educational personnel, and maintaining facilities and infrastructure, the principal faces the challenge of ensuring that education at the school is well-directed.

Based on the results of the research conducted, the researcher can explain that the principal's strategies for improving human resources (HR) at PKBM Al-Madinah in Kediri City have been implemented to the fullest extent possible, though some challenges remain. The strategies used are as follows: 1) The PKBM principal's strategy to improve human resources by fostering a strong sense of community, where teachers and the principal work together in harmony, creating a strong bond in all areas such as education, facilities and infrastructure, and administration. 2) Providing the best possible service to students and their guardians by offering maximum and excellent service, which is closely tied to the institution's reputation during service periods. This enhances the school's reputation and public trust in the institution, as the relationship between the institution and the community is of utmost importance.(Khoir and Zuana 2021) 3) Enforce strict discipline among teachers and the principal themselves. By enforcing discipline, a conducive.(Said, Mufti, and Rofi'i 2025)

institutional environment will be created, along with a disciplined atmosphere. If there is no sense of family, it may lead to jealousy among teachers and the principal. 4) Accept suggestions and feedback from all teachers, both new and experienced, and provide opportunities for them to share new ideas and concepts.

If there are good and useful suggestions, they will be discussed in the future. 5) For student education, provide the best service to produce reliable, high-quality graduates. 6) Send students and learners to competitions at the foundation or inter-institutional level to showcase their talents and potential. 7) To improve the potential of teachers.

The school principal, as the leader, also sends some teachers to represent the institution at activities such as teacher training, seminars, and regional and national competitions. 8) Many graduates of PKBM Al Madinah have been admitted to public schools such as SMPN 4 and SMAN 1, and for equivalence classes, skills and practical training have been prepared, with some graduates already accepted by companies.

The position of school principal is a career position obtained after a long career as a teacher. Someone trusted to become a school principal must meet the required criteria. According to Davis G.A. and Thomas M.A. in their book by Wahyudi, an effective school principal has the following characteristics: (1) possesses leadership qualities and is capable of managing or leading a school, (2) has the ability to solve problems, (3) possesses social skills, and (4) is professional and competent in their field of work.

A strategy is a comprehensive set of methods related to the implementation of ideas, a plan within a specific timeframe. It is also used to facilitate the operation of an organization in the future. Initially, the term strategy was used in the military world,

meaning the use of all military forces to win a war. A person who plays a role in devising a strategy to win a war before taking action will consider the strength of his troops in terms of both quantity and quality. (Wina 2008)

The approach implemented by the head of PKBM Al Madinah in Kediri City means that there is already a family-oriented approach towards teachers. The family-oriented or collaborative approach is expected to foster openness between the head as the highest leader and teachers as the implementers of education. There must be coordination between the two. Therefore, before determining a strategy, it is necessary to formulate clear objectives that can be measured for success, as objectives are the essence of implementing a strategy.

Furthermore, in establishing relationships with the community, the head of PKBM Al Madinah also maintains emotional connections with the community and parents. These good relationships are expected to generate positive impacts. A positive impact refers to a good impression or value that will elevate the institution's reputation within the community. This is achieved by providing excellent and optimal service to students. Due to the complex and unique nature of schools, as organizations they require a high level of coordination. "The success of a school is the success of its principal."

Leadership is translated into terms such as personality traits, personal behavior, influence on others, patterns of interaction, cooperative relationships between roles, the position of administrative roles, and others' perceptions of the legitimacy of influence. The principal of PKBM Al Madinah in Kediri City also welcomes constructive criticism, suggestions, and proposals to improve the institution. Good ideas are collected and then discussed collectively.

In developing students' potential, the principal of PKBM Al Madinah in Kediri City creates extra opportunities as a platform for students and learners to showcase their talents and potential by organizing competitions at the foundation level or between institutions. This is used to develop students' potential and talents and build their character for future life. There are several interesting extracurricular activities that have been conducted, such as camera work and video production. These activities are designed to shape the character of students, encouraging them to be more proactive, capable, and ready to engage in community life.

The strategy employed by the Head of PKBM Al Madinah in Kediri City to manage teaching staff involves sending teachers to seminars or training sessions on new teaching methods. All of this is done to improve the quality and quantity of education, ensuring a balance between teachers and students. If students are maximized through teachers' teaching methods, but the opposite occurs, it becomes very difficult to improve if the teachers are insufficiently competent.

In the realm of education, there is a set of skills that school principals, as educational leaders, must possess to carry out various tasks at the school level. As school management is increasingly encouraged to grow autonomously in line with decentralized education policies, skilled school principals have become a necessity. These skills are intended to equip them to manage education more effectively. With these skills, it is hoped that school principals can perform their duties effectively and efficiently.

In observing the educational outcomes of PKBM Al Madinah Kota Kediri, many graduates from PKBM Al Madinah Kota Kediri have been able to enroll in public schools. This indicates progress and development in both the quality and quantity of the educational model at PKBM Al Madinah Kota Kediri.

Essentially, the implementation of the PKBM Al Madinah Kota Kediri principal's strategy has been carried out well, from an emotional approach to teachers in a family-like manner, which has created openness for the good of the community. For teacher discipline, a strong sense of family and togetherness has been instilled. All ideas and

challenges are expressed directly without any barriers between senior and new teachers. It is hoped that this will prevent feelings of jealousy and envy among one another.

For students and teachers, the PKBM Al Madinah Kota Kediri Head's strategy includes a dedicated program to nurture students' potential through school-level competitions and participating in competitions at the unit or forum level and city level. Teachers are directed to attend training and seminars on the role of teachers in schools to improve school quality.

The PKBM Head's Strategy In Improving Learning Development At PKBM Al-Madinah In Kediri City.

Schools are complex and unique institutions. They are complex because schools are organizations with various interrelated and interdependent dimensions. They are unique because schools have their own characteristics, where teaching and learning processes take place and human life is cultivated. Due to their complex and unique nature, schools as organizations require a high level of coordination. The success of a school is the success of its principal. According to Wahjosumidjo in organizational practice, the term "leading" implies guiding, directing, mentoring, protecting, nurturing, setting an example, providing encouragement, offering assistance, and so on. The numerous meanings contained in the word "leadership" indicate how broad the tasks and roles of a leader in a complex and unique organization are. The principal serves as a role model for students in the classroom and for students during the teaching and learning process.

In the implementation of learning, it is not possible for the principal to act alone; there must be a teacher component as the conveyor of material to the students. Therefore, the principal must have a strategy to enhance learning development at PKBM Al-Madinah in Kediri City. Here, a teacher must be able to master the material and understand the classroom conditions, such as when students are enthusiastic about learning and how the teacher can create a lively atmosphere in a passive setting. Learning should be enjoyable and not make students bored or stressed.

An effective school principal must at least know, be aware of, and understand three things: (1) Why quality education is necessary in schools, (2) What must be done to improve the quality and productivity of schools, (3) How to manage schools effectively to achieve high performance. The ability to answer these three questions can serve as a benchmark to determine whether someone is qualified to be an effective school principal or not.

There are obstacles in the learning process. The real obstacles in education today also lie with the students, who may not be very active during lessons. There are several factors that influence this, including teachers who are unable to control the learning environment and students who are lazy during lessons. It is the main task of a teacher to make students enjoy and be active during lessons. (Azalea 2023)

The word "strategy" originates from the Greek word "strategos." This term derives from "stratos," meaning military, and "ag," meaning to lead. In the Indonesian dictionary, "strategy" has several meanings, including: the science and art of developing all national resources to implement specific policies in times of war and peace. Second, the science and art of leading an army to confront enemies in wartime or under favorable conditions. A careful plan of activities to achieve specific goals. Additionally, and most importantly in the learning process, a teacher must also master the material. The preparation and material to be presented must be mastered before being delivered. Assignments should be given to students according to their level. Then, the success of the teaching provided should be evaluated according to the assessment criteria.

Strategy is a comprehensive set of methods related to the implementation of ideas, a plan within a specific timeframe. Strategy is also used to facilitate the future operation of an organization. Initially, the term strategy was used in the military world, meaning the

use of all military forces to win a war. A person who plays a role in devising a strategy to win a war before taking action will consider the strength of the troops at their disposal, both in terms of quantity and quality.

The implementation of specific strategies by the head of the PKBM to enhance learning development at PKBM Al-Madinah in Kediri City must be applied in the learning process. However, in reality, many teachers are unable to master the material, resulting in inadequate delivery to students. Additionally, teachers may struggle to understand the communication preferences of their students.

In the world of education, there is a set of skills that school principals must possess as educational leaders in carrying out a number of tasks at the educational unit level. From the results of the study, it was found that the PKBM principal's strategy in improving learning development at PKBM Al-Madinah in Kediri City has been implemented well, and there are several obstacles in the educational process, such as students who are unruly learners. Discipline issues among children are common, and in this context, they manifest as disrupting the classroom, failing to complete assignments, and being noisy during lessons. This is often due to a lack of love and attention from parents.

Additionally, parents' insufficient awareness of monitoring their children's surroundings leads children to develop character traits in unfavorable environments, which they then bring to school, potentially influencing their peers in the classroom. This disrupts the learning process and creates an unfavorable atmosphere. As schools are increasingly encouraged to operate autonomously in line with decentralized education policies, skilled school principals have become a necessity. These skills are intended to equip them to manage education more effectively. With these skills, it is hoped that school principals can perform their duties efficiently and effectively.

There must be a connection between the school and the children so that children at home continue to learn according to the school's instructions. This awareness is still low among parents when their children are at home. There must be a special formula to build awareness among students and parents. In the world of education, finding the right strategy to use with undisciplined students is important. Strategy is defined as a plan that includes a series of activities designed to achieve a specific goal. There are two things to note from the above definition: Strategy is a plan of action (a series of activities) that includes the use of methods and the utilization of various resources or strengths. This means that the development of a new strategy does not yet reach the stage of action. A strategy is developed to achieve a specific goal. This means that the direction of all strategic decisions is toward achieving the goal. Therefore, the development of steps, the utilization of various facilities, and learning resources are all directed toward achieving the goal.

Therefore, before determining a strategy, it is necessary to formulate clear goals that can be measured for success, as goals are the essence of implementing a strategy.

In implementing learning development, direct learning has been conducted and can be done online via WhatsApp, Google Classroom, and assignments that sharpen students' thinking patterns to be more active. At the evaluation stage, students are tested on their ability to master the material and their understanding of the material per chapter. Assignments are given as a benchmark for understanding the material that has been presented.

In terms of language, educational quality consists of the words "quality" and "education." In Arabic, "mutu" means "good," and in English, "quality" means "mutu" or "kualitas." In the Indonesian Dictionary, 'mutu' is defined as "(measure), the good or bad quality of an object; the level or degree (of skill, intelligence, etc.)." In terms of terminology, quality is "the degree to which a product or service meets or exceeds customer expectations." Thus, quality is the level of quality that meets or even exceeds expectations.

Educational inputs are everything that must be available because they are needed for the process to take place. These inputs include resources and software, as well as expectations that guide the process. Resource inputs include human resources principals, teachers, staff, students and other resources (equipment, supplies, funds, materials).

Expectation inputs consist of the vision, mission, objectives, and means that the school aims to achieve. Therefore, the quality of inputs can be measured by the level of input readiness. The higher the level of input readiness, the higher the quality of the inputs. A process is considered high-quality if the coordination, integration, and harmonization of school inputs (teachers, students, curriculum, funds) are carried out harmoniously, thereby creating a conducive learning environment.

For beginners, teachers are also trained to be more professional in delivering lessons. Here, teachers must be able to understand the material and be able to help each student understand it, as well as produce students who are knowledgeable and have a broad range of knowledge. Before teaching, teachers must study the material that will be delivered so that they are prepared for the lesson. If the teacher is not prepared, the students will certainly not receive the knowledge being delivered because the teacher has not mastered the material.

Based on an assessment of educational quality from the perspective of process and outcomes, educational quality can be detected through the following characteristics: competence, relevance, flexibility, efficiency, effectiveness, and credibility. According to Mujamil, educational quality is “the ability of educational institutions to utilize educational resources to enhance learning capabilities to the fullest extent possible.”

Teachers, as educators, are also expected to be able to understand the characteristics of each student. This is because students differ in how they receive the knowledge conveyed by the teacher. They must also understand the personality of the students—whether the students can change or not with the knowledge conveyed by the teacher—because teachers must also be able to educate their students to be good and polite.

In general, quality can be defined as the overall description and characteristics of a product or service that demonstrate its ability to satisfy expected or implied needs. In the context of education, the concept of quality encompasses educational inputs, processes, and outputs.

Furthermore, in the learning process, a teacher must also be able to master the material. The preparation and material to be delivered must be mastered before being presented. Assignments should be given to students according to their level. Then, the success of the teaching provided should be assessed according to the evaluation criteria.

It is also stated that in the context of education, the concept of quality refers to inputs, processes, outputs, and impacts. The explanation is as follows:

First, the quality of inputs can be seen from the condition of human resources, such as the principal, teachers, laboratory assistants, staff, and students. Whether or not the criteria for material inputs, such as teaching aids, books, curriculum, facilities and infrastructure, and others, are met. Whether or not educational software, such as regulations, organizational structure, and job descriptions, are met. The quality of inputs in the form of expectations, such as vision, motivation, perseverance, and aspirations. Second, related to the quality of the process, which includes the ability of school resources to transform various types of inputs and situations to achieve a certain degree of added value for students. Such as health, discipline, satisfaction, familiarity, and others. Third, related to the quality of outputs, educational outcomes are considered high-quality if they can produce academic excellence (grades) and extracurricular excellence (various types of skills) in students who have graduated from a certain level of education or completed a specific learning program.

Teachers must then select and apply a learning model that is suitable for students, learning methods that are preferred, and efficient and appropriate learning techniques that

students can easily understand. Teachers must also apply learning success criteria so that educators can measure whether students understand the material. Proper and optimal application will assist teachers in the learning process.

CONCLUSIONS

The implementation of the PKBM head's strategy in improving human resources at PKBM Al-Madinah in Kediri City includes developing teachers through training, workshops, and seminars to optimize their potential. In addition, regular weekly extracurricular activities, such as computer and network training, camerawork, and computer techniques, also support the improvement of teachers' competencies.

The PKBM director's strategy for developing learning at PKBM Al-Madinah in Kediri City includes assigning tasks, practice questions, and evaluations through learning outcome reports. Success is measured based on students' attitudes and behavior, with collaboration between teachers and students being key to the teaching-learning process. However, challenges arise from students who are disruptive and less active.

BIBLIOGRAPHY

- Agus, Atik Mardiaty, and Mohamad Erihadiana. 2021. "IMPLEMENTASI MANAJEMEN MUTU TERPADU PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM) INTAN BANDUNG." *Jurnal NARATAS* 3 (1): 15–20. <https://doi.org/10.37968/jn.v3i1.38>.
- Alam, Tuppu Bulu, Mattalatta Mattalatta, Ansar Ansar, Kurniawaty Kurniawaty, and Safrida Safrida. 2025. "PERAN KEPEMIMPINAN TRANSFORMASI DALAM KECERDASAN BELAJAR DAN PROSES BELAJAR UNTUK MENINGKATKAN DAYA SAING DAN KEMANDIRIAN SISWA PADA PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM) KABUPATEN BARRU." *Jurnal Ekonomi Manajemen dan Kewirausahaan* 2 (1): 127–40.
- Azalea, Hilda Indri. 2023. "Peran Kurikulum Merdeka Pada Pusat Kegiatan Belajar Masyarakat (PKBM) Insan Cerdas Indonesia Di Kota Surabaya." *Journal of Education Research* 4 (3): 1108–15. <https://doi.org/10.37985/jer.v4i3.380>.
- Bolangitan, Asna Heti, and Sendy Ceria Pasaribu. 2023. "Gaya Kepemimpinan Ketua Pengelola dalam Meningkatkan Kinerja Tutor di Pusat Kegiatan Belajar Masyarakat Charity Tomohon." *Aksara: Jurnal Ilmu Pendidikan Nonformal* 9 (2): 1331–38. <https://doi.org/10.37905/aksara.9.2.1331-1338.2023>.
- Horrigan-Kelly, Marcella, Michelle Millar, and Maura Dowling. 2016. "Understanding the Key Tenets of Heidegger's Philosophy for Interpretive Phenomenological Research." *International Journal of Qualitative Methods* 15 (1): 1609406916680634. <https://doi.org/10.1177/1609406916680634>.
- Irmawati, Ais-. 2017. "Peran Pusat Kegiatan Belajar Masyarakat (Pkbm) dalam Mengurangi Buta Aksara di Kabupaten Karimun*)." *Jurnal Pendidikan dan Kebudayaan* 2 (1): 81–98. <https://doi.org/10.24832/jpnk.v2i1.579>.
- Khoir, Mohammad Abu, and Muhammad Mujtaba Mitra Zuana. 2021. "The Madrasah Principal's Strategy in Innovation of Learning Program to Build Students' Competence." *Irsyaduna: Jurnal Studi Kemahasiswaan* 1 (3): 212–23. <https://doi.org/10.54437/irsyaduna.v1i3.319>.
- "(PDF) Edmund Husserl and Phenomenology." n.d. In *ResearchGate*. Accessed June 11, 2025. https://www.researchgate.net/publication/269696567_Edmund_Husserl_and_Phenomenology.
- Sagala, Syaiful. 2017. *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan*. 7. Bandung: Alfabeta.
- Said, Ahmad, Muflih Al Mufti, and Ahmad Rofi'i. 2025. "STRATEGI KEPALA SEKOLAH DAN ORANG TUA TERHADAP MUTU TAHFIDZ AL-QUR'AN ANAK DI PUSAT



- KEGIATAN BELAJAR MASYARAKAT SEKOLAH DASAR (SD) NAILUFAR JAKARTA TAHUN AJARAN 2023/2024." *UNISAN JURNAL* 4 (1): 78-87.
- Sugiyono. 2019. *Metodelogi Penelitian Kuantitatif Dan Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sutisna, Syarip Hidayat, Abdul Rozak, and Wahyu Renanda Saputra. n.d. "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah | JIIP - Jurnal Ilmiah Ilmu Pendidikan." Accessed June 11, 2025. <https://jiip.stkipyapisdompnu.ac.id/jiip/index.php/JIIP/article/view/2718>.
- Ulya, Khairatul. 2017. "KORELASI KECERDASAN EMOSI DAN INDEKS PRESTASI AKADEMIK MAHASISWA." *Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA)* 1 (1): 155-66.
- Wahjosumidjo. 2013. *Kepemimpinan Kepala Sekolah*. Jakarta: Rajawali Press.
- Wina, Sanjaya. 2008. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Ya'cub, Mihmidaty, and Dewy Suwanti Ga'a. 2021. "Strategi Kepala Sekolah Dalam Meningkatkan Kualitas Pembelajaran Melalui Pengembangan Sarana Prasarana." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2 (2): 60-69. <https://doi.org/10.31538/munaddhomah.v2i2.67>.

