

The Principal's Managerial Strategy in Optimizing Local Wisdom Extracurricular Activities in The Curriculum at SDN 006 Palaran

Isti Maimunah¹, Harmawati², Muhammad Ikhwanul³, Suratman⁴

¹²³⁴Master of Islamic Education Management, UINSI Samarinda

istimaimunah15@gmail.com¹, harma.masudi@gmail.com², wawanflazer142@gmail.com³, suratman@uinsi.ac.id⁴

APA Citation:

Maimunah, I., Harmawati, H., Ikhwanul, M. & Suratman, S. (2026). The Principal's Managerial Strategy in Optimizing Local Wisdom Extracurricular Activities in The Curriculum at Sdn 006 Palaran. *EDUCASIA*, 11(1), 85-97. doi: <http://dx.doi.org/10.21462/educasia.v11i1.465>

Abstract

Education in the current era of globalization is facing serious challenges in the form of moral degradation and the fading of local cultural identity among the younger generation. In response to this, the learning process is required to no longer focus solely on theoretical aspects, but must also provide contextual learning experiences through the integration of character values and local wisdom. This study aims to comprehensively analyze the principal's managerial strategies in optimizing local wisdom-based extracurricular activities to strengthen the educational character and cultural resilience of students at SDN 006 Palaran. This research adopts an interpretive paradigm through a qualitative approach with a descriptive case study design specification executed in a naturalistic manner. The phenomenon of discipline and subject interactions are investigated organically at the focus of the educational institution without any intervention or manipulation of research variables, in order to explore a holistic understanding of the patterns and articulation of established curriculum implementation at the institution. The implementation phase was realized through the internalization of values in extracurricular activities such as the preservation of regional dances and visits to cultural sites supported by the school culture and optimal utilization of resources. Meanwhile, the evaluation phase was carried out through authentic assessments of changes in student behavior that functioned as a tool for reflection and quality control through a continuous improvement approach. Research findings indicate that a non-centralized management strategy has proven effective in optimizing local school potential independently. This study emphasizes that an innovative approach through optimizing extracurricular activities focuses not only on implementation but also on the principal's strategy in developing a curriculum that supports a supportive learning environment.

Keywords: local wisdom, managerial strategy, optimizaton

1. INTRODUCTION

Education in the era of globalization faces challenges such as moral degradation and the fading of local cultural identity among the younger generation. The orientation of contemporary pedagogical pillars is required to break through the rigidity of purely theoretical-cognitive aspects, but rather must construct elective-contextual experiences through a synthesis of character values rooted in local wisdom (Andini & Sirozi, 2024). One strategic tactic of high significance is the purification and optimization of co-curricular and extracurricular activities based on local culture. However, empirical portraits reveal an anomaly in which the majority of educational institutions experience management paralysis in articulating and maximizing these extracurricular programs functionally. The implication is that the internalization of character education is often reduced, shifting its function to merely a decorative slogan without any applicable manifestation in students' daily habits.

A series of previous literature has indeed confirmed the urgency of actualizing local wisdom-based character education in strengthening students' identity and personality (Latifah, 2023). However, the majority of this research spectrum remains trapped within the boundaries of conceptual, doctrinal, and normative discourse. Previous studies have failed to provide a blueprint or a rigid operational description of how these local values are transmitted and implemented in real-world educational institutions. On the other hand, research on extracurricular activities generally emphasizes student participation and the development of interests and talents, without specifically linking them to the systematic internalization of local wisdom values.

Research examining the optimization of school resources to support extracurricular activities remains less comprehensive, tending to focus on only one aspect, such as facilities or the role of teachers, without considering the integrated relationship between components. Thus, a significant research gap exists: the lack of a comprehensive model that integrates the optimization of locally-based extracurricular activities with the comprehensive use of school resources as a strategy for building student character.

This study offers an innovative approach through optimizing extracurricular activities based on local wisdom by maximizing school resources. In line with recent research (Mandela et al., 2025), this study focuses not only on the implementation of extracurricular activities but also on the principal's strategy in developing the curriculum by integrating various existing resources to create a learning environment that supports the internalization of character values. With this approach, extracurricular activities are expected to serve not only as a supplement but also as a strategic instrument in shaping students' character.

Based on the asymmetry and research gaps in the literature, this research is specifically designed to examine, detect, and analyze the orchestration of managerial strategies by school principals in accelerating and optimizing local culture-based extracurricular programs within the curriculum through comprehensive engineering of the school's internal resources. The research findings are expected to yield a model that can be implemented and assist educational institutions in producing graduates with strong character and awareness and concern for local culture amidst the wave of modernization.

2. LITERATURE REVIEW

2.1. Principal's Managerial Concept

The managerial concept of the principal in the modern education era is no longer limited to rigid administrative functions, but has transformed into strategic leadership comprehensively oriented towards improving the quality of education sustainably. Amidst the current dynamics of education, principals are required to possess high-level capabilities in effectively managing various institutional assets. The scope of this governance integrates the orchestration of human resource management, acceleration and utilization of facilities and infrastructure, accountability for financial management, and articulation of adaptive curriculum development to ensure the full realization of all the teleological essences of education. A series of empirical research consistently confirms that the managerial capacity of the head of the institution (principal) has a very significant linear correlation and determination to the escalation of the performance of educators. This reality is rooted in the central repositioning of the principal who acts not merely as an administrator, but as an architect designing a strategic vision, navigator of institutional policy, and the main evaluator in the macro cycle of the education ecosystem (Halim & Isdaryanti, 2025).

The complexity of global challenges demands that principals be able to apply an adaptive leadership style, particularly in the face of changing educational regulations and technological disruption. A principal's managerial effectiveness is clearly demonstrated by their ability to build a collaborative school organizational culture, be proactive in innovation, and demonstrate a high level of sensitivity to the diverse needs of students. (Suheri, 2025). This strategic capability is crucial, especially when educational institutions strive to design and implement school programs that are integrated with core character values and the richness of local wisdom (Mandela et al., 2025).

The success of school management is greatly influenced by the principal's capacity to make targeted strategic decisions, implement continuous program supervision, and empower all elements of the school community (Mardizal, 2025). Principals who possess superior managerial competencies tend to be more capable of creating a highly conducive learning climate. They have also been proven successful in increasing the active participation of various parties in every agenda for developing a school culture of achievement (Musta'in et al., 2026). Therefore, the application of the principal's visionary managerial concept is the most important and inseparable foundation in the effort to create an effective school institution, responsive to change, and consistently oriented towards improving the quality of sustainable education in the modern era.

2.2. Strategic Planning Based on Local Wisdom

Local wisdom-based strategic planning requires school principals, as managerial leaders and innovators, to design holistic educational programs that are adaptive to local social, cultural, and regional potential. Amidst globalization, this step is crucial for fortifying students' cultural identities. This planning is carried out through a comprehensive, participatory process, encompassing the identification of local cultural values, analysis of student needs, mapping of school resources, and the active involvement of the community and traditional leaders as strategic educational partners (Mulyanto et al., 2026).

Theoretical exploration deconstructed by Andini and Sirozi confirms that the amalgamation of local culture into curriculum design can stimulate a learning model that is far more contextual, grounded, and highly relevant to the empirical reality of students (Andini & Sirozi, 2024). This penetration methodology facilitates students to assimilate academic material comprehensively through stimulation from their proximal (nearest) environment. Furthermore, the research premise also confirms that strategic planning projections based on local excellence distinctions have been proven to multiply the functional effectiveness of institutional programs; this is because the formulation is specifically constructed based on the typology of characteristics, ecological urgency, and sociological dynamics of local communities.

However, the determination of the success of this synthesis absolutely rests on the managerial competence of the principal in transforming the noble regional vision into a tactical, measurable, and applicable School Work Plan (RKS) document. Through a culturally sensitive educational ecosystem, schools play a role in producing a generation with social intelligence rooted in tradition (Herlian & Bahri, 2025). Ultimately, systematic planning is essential, accompanied by precise achievement evaluation indicators. This ensures that the implementation of learning programs and extracurricular activities based on local culture can be sustainable, their impact measurable, and they become a competitive advantage for the school.

2.3. Organizing and Collaboration

Organization in school management is a crucial process to ensure all resources can work effectively in achieving educational program goals. In the context of extracurricular activities based on local wisdom, the principal plays an essential role in establishing a clear organizational structure by dividing tasks among supervising teachers, activity coordinators, and involved external parties. Structured organization enables harmonious coordination between the school and various related parties, allowing the program to run systematically, measurably, and sustainably. Appropriate distribution of authority also prevents overlapping tasks, ensuring that each individual is aware of their responsibilities. The effectiveness of a school program is greatly influenced by a clear organizational structure and communication among team members (Mahfuzi et al., 2025). This demonstrates the importance of a flexible school organizational structure so that local wisdom programs can be adapted responsively to the dynamics of student interests and changing times.

Collaborative orchestration with external stakeholders — rooted in the involvement of parents, traditional leaders, local arts and cultural practitioners, and even local government authorities—is a crucial determinant in ensuring the success of local culture-based extracurricular programs. This collective synergy not only acts as an instrument for enriching pedagogical substance, but also functions as a dialectical bridge that unravels the distortion between theoretical doctrine in the classroom and practical habituation within the community constellation. The active presence of this communal entity has been proven to strengthen the foundation of the actualization of local wisdom-based education, as students are facilitated to absorb elective experiences that are far more contextual (Viola et al., 2024).

Furthermore, the reconstruction of extracurricular learning in the contemporary era also conditions the modernization of supervision systems and communication patterns. The amalgamation of digital platforms into institutional management governance significantly reduces bureaucratic barriers, making it easier for external elements to actively participate in monitoring, evaluating, and providing transparent feedback on the accountability of local cultural programs (Suhaedi, 2025). In the teleological dimension, the ultimate outcome of this structural integration and solid collaboration is the convergence of holistically developing student character.

2.4. Contextual and Participatory Program Implementation

The actualization of extracurricular activities requires a contextual design, enabling students to construct a linear correlation between the transformative learning process and the empirical reality of their immediate environment. Adaptive program formulations that are integrated with local social and cultural contexts have been proven to provide far more meaningful elective experiences (meaningful learning), compared to purely theoretical-cognitive indoctrination of activities. In this context, the principal plays a strategic role as a driving force, encouraging educators to adopt active instructional methodologies, stimulating creativity, and innovating within the extracurricular environment. Tactical manifestations of this implementation can be articulated through project-based learning patterns , field study expeditions , demonstrations and exhibitions of local culture, and the orchestration of collaborative activities that foster students' direct, active involvement in the preservation and preservation of regional cultural heritage.

According to research by Nurfaidah et al., participatory activities involving direct experience can significantly improve students' social skills, responsibility, and character (SKM Nurfaidah et al., 2025) . In line with that, research by Suharmi et al., explains that a contextual learning approach based on local culture can increase students' learning motivation because the material being studied is closer to their daily lives (Suhermi et al., 2025) . A study by Rahmawati et al., also shows that students' active involvement in local culture-based activities can foster creativity, a sense of pride in regional identity, and awareness to preserve cultural heritage sustainably (Rahmawati & Pratama, 2025) .

2.5. Continuous Monitoring and Evaluation

Monitoring and evaluation cycle represents a crucial pillar in ensuring the effectiveness and sustainability of local culture-based extracurricular programs. The school principal is obligated to conduct regular monitoring to assess student engagement, program target achievement, and the real implications of activities for character internalization and the expansion of students' cultural cognition. This evaluation process is fundamentally deconstructed to avoid becoming merely an administrative-bureaucratic assessment instrument, but rather to transform it into a dialectical reflection space to map the projected strengths and weaknesses of the articulated program.

In line with Nainiti et al.'s postulate, the implementation of systematically and methodologically orchestrated evaluations has been proven to be able to escalate the quality and standardization of educational programs in a sustainable manner (Nainiti et al., 2025). This common thread is intertwined with the empirical findings of Mahmudah et al., (2025) who revealed that the concluding results of institutional program evaluations must

be positioned as the primary basis for formulating strategic decisions (strategic decision making) and engineering program innovations, in order to maintain their functional relevance to the needs of students as well as the fluctuating dynamics of contemporary socio-cultural society (Mahmudah et al., 2025).

3. RESEARCH METHODOLOGY

This segmentation rigorously dissects the systematic procedure construction and methodological stages applied in the research to ensure scientific transparency and ensure the study's replicability for future researchers. The operationalization of this study adopts qualitative instrumentation combined with case study design specifications to investigate and examine the dynamics of curriculum management governance phenomena organically and naturally in the field (Safarudin et al., 2023).

3.1. Research Design

This study employed a qualitative design with a descriptive case study (Adji, 2024). Subjects were observed naturally in the school environment without variable manipulation or experimental treatment. This approach was chosen to gain an in-depth understanding of the decision-making process, resource organization, and curriculum implementation patterns that occur naturally in educational institutions (Safarudin et al., 2023). The research strategy focused on the relationship between school management policies and the effectiveness of local cultural integration in the classroom.

3.2. Participants of the Study

Participants in this study were selected using a purposive sampling method to ensure rich representation of information. Participant inclusion criteria included: (1) a Principal with a minimum of two years of tenure as the primary decision maker; (2) a Deputy Principal for Curriculum responsible for the technical development of the program; (3) a certified teacher educator or with a minimum of five years of teaching experience; and (4) a member of the local indigenous community. Participants consisted of four people directly involved in the curriculum management cycle, from the planning stage to the evaluation stage at SDN 006 Palaran.

3.3. Data Analysis Techniques

This research was operationalized through the adoption of an interpretive paradigm utilizing a qualitative approach, specified in a descriptive case study design model (Poltak & Widjaja, 2024). Subjects were observed naturally in the school environment without intervention or variable manipulation. This design was chosen to explore in depth the managerial phenomenon of integrating character values and local wisdom through optimizing school resources. The main focus of this design is to examine the curriculum planning, implementation, and evaluation processes that occur contextually in educational institutions (Niam et al., 2024).

4. RESULTS

Through comparative projections and critical reviews of the spectrum of scientific journals in the last five years, a conclusion was explored that the managerial capacity of the institutional captain (principal) holds a very crucial determination for the success of the actualization of educational programs, especially in the realm of co-curricular and

extracurricular activities based on local culture. Empirical exploration by Nugroho and Maridjo revealed that principals who master the orchestration of management functions—including the ability to formulate plans (planning), structural organization (organizing), articulation of implementation (actuating), to accountability for supervision (controlling)—have been proven to multiply the productivity and effectiveness of teacher performance in executing the institution's vision (Nugroho & Maridjo, 2025).

This theoretical premise is intertwined with the findings of Imaduddin et al., who confirmed that leadership with adaptive character is much more accelerative in stimulating the habituation of an innovative school culture, while also having a high level of responsiveness to fluctuations in student urgency (Imaduddin et al., 2025). In parallel, Widayati also validated that the formulation of precise strategic decisions (strategic decision-making) by school principals has linear implications for the escalation of quality and standardization of character-based education programs and the preservation of regional cultural treasures (Widayati, 2024).

Research also shows that strategic planning based on local wisdom is a crucial factor in the success of extracurricular programs. Andini and Sirozi revealed that integrating local cultural values into school planning can increase the relevance of learning to students' lives (Andini & Sirozi, 2024) . Research by Herlina et al. added that schools that develop programs based on regional potential tend to have higher levels of student participation (Herlina et al., 2025) . In terms of organization, Aming found that clear division of tasks and effective coordination between teachers and external stakeholders can improve the smooth implementation of the program. (Aming, 2020) .

The implementation and evaluation stages show that participatory extracurricular activities are able to improve students' social skills, creativity, and sense of responsibility (N. Nurfaidah et al., 2025) . In their research, Putri et al., stated that a contextual approach based on local culture significantly increases students' learning motivation (Putri et al., 2025) . In addition, Mulyanto et al., also emphasized that continuous monitoring and evaluation helps schools make consistent program improvements so that extracurricular activities remain relevant, effective, and sustainable in supporting the preservation of local wisdom (Mulyanto et al., 2026) . The main findings related to the principal's management strategy in optimizing local wisdom extracurricular activities are as follows.

4.1. Operational Findings

From a planning perspective, the principal has developed an extracurricular program as part of the school's work plan. However, this program development has not been fully based on a comprehensive needs analysis. Planning tends to follow a general pattern without first identifying the potential local wisdom within the school environment, such as traditional arts, customs, and cultural practices.

Furthermore, participation from teachers, students, parents, and the surrounding community in the planning process remains relatively low. This situation results in programs that lack contextualization and fail to optimally meet student needs. Effective educational planning should be based on accurate data, involve various stakeholders, and focus on developing local potential to ensure program relevance and sustainability (Yunianto et al., 2021) .

Entering the actualization (implementation) articulation phase, the orchestration of the institutional captain's (principal's) managerial strategy in developing local treasure-based extracurricular programs is still hampered by residual systemic obstacles, so that it is not yet able to operate at an optimal performance level. One of the primary determinants of obstacles is rooted in the competency deficit of the supervising educators in managing activities oriented towards preserving local culture. This competency anomaly has linear implications for the stagnation of program innovation, as well as the lack of massive internalization of the noble values of local wisdom into the instincts of students.

In parallel, the weaving of synergy with external aggregates—such as local arts practitioners, cultural experts, and indigenous community entities—has not been formulated in a planned, consistent, and sustainable manner. In fact, their active presence holds crucial urgency to inject a much more authentic elective experience for students in assimilating the essence of local culture. This confusion is further exacerbated by the lack of utility and limited supporting facilities and infrastructure in the field. Therefore, it is absolutely necessary to orchestrate a resource management engineering that goes beyond orthodox boundaries (creative, innovative, and collaborative), to guarantee that extracurricular programs can be executed functionally and are able to distribute far more meaningful benefits to students (Yanti, 2025).

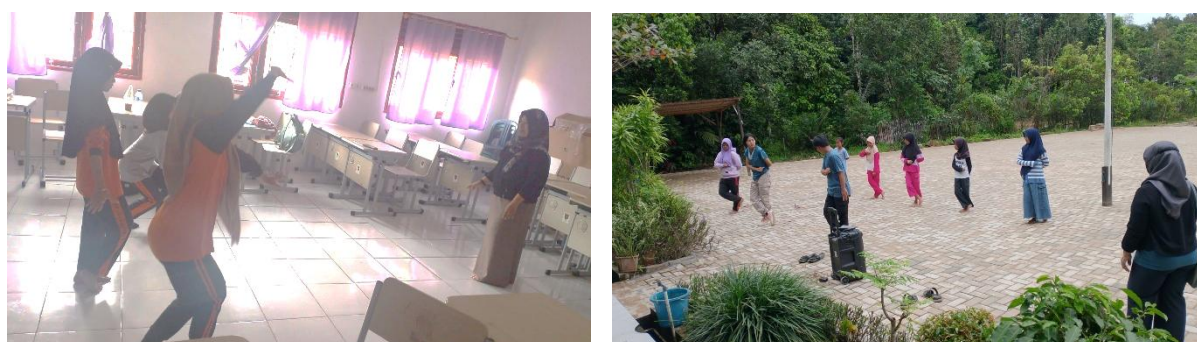


Figure 4.1. Involvement of local artists in extracurricular regional dance activities

In terms of evaluation, the principal has implemented a supervisory function for extracurricular activities, but the evaluation process remains administrative in nature and is not yet oriented towards continuous quality improvement. Evaluations are generally conducted solely through activity reports without clear assessment instruments related to program achievements, such as improving students' understanding of local wisdom or strengthening culturally based character. Furthermore, evaluation results have not been optimally utilized as a basis for decision-making for future program improvements. In the concept of modern educational management, evaluation should be part of the management cycle, serving as a tool for reflection and quality control through a continuous improvement approach (Hariyono et al., 2025). Thus, a more structured evaluation system is needed for the program to have a positive impact and run smoothly.

Based on observations, this management process is not centralized, but rather utilizes the specific potential of the school. Curriculum implementation is carried out by optimizing school assets independently to have a stronger impact on student behavior.

5. DISCUSSION

5.1. Principal's Managerial Strategy in Optimizing Extracurricular Activities

The principal plays a central role as a policymaker and key driver in managing extracurricular activities to align with the school's vision and mission. In practice at SDN 006, this strategy includes developing relevant extracurricular programs, organizing human resources both within the school and the community, as well as existing facilities, and overseeing the implementation of activities. Research shows that the principal plays a crucial role in establishing policies, coordinating teachers and supervisors, and ensuring that extracurricular activities are run effectively and sustainably.

In addition, the articulation of the participatory leadership style of the institutional captain (principal) has proven to be able to escalate the level of attention and active involvement of all elements of the academic community in supporting the success of extracurricular programs. Furthermore, extracurricular activities have been validated as a strategic instrument in constructing the foundation of student character—projecting indicators of discipline, personal accountability (responsibility), cohesiveness (cooperation), and sociological sensitivity (social awareness).

The acceleration of this agenda's optimization does not solely rely on a program design blueprint, but rather relies on the principal's capability in implementing these character values into the very fabric of the school's culture. Other comparative studies emphasize that functional extracurricular governance requires a continuous cycle of planning, articulation of implementation, and evaluation stages to inject a real impact on students' psychosocial development and character integrity. Therefore, the principal's managerial strategy orientation must deconstruct rigid mindsets; shifting the focus from merely fulfilling administrative-bureaucratic aspects to creating an educational ecosystem conducive to the internalization of character values through stimulating extracurricular activities.

5.2. Local Wisdom of Extracurricular Activities in the Curriculum

Extracurricular activities that focus on local wisdom in the curriculum refer to activities outside of elementary school hours that aim to understand, experience, and preserve local cultural values (customs, arts, traditions, language, and local ways of life). These activities are specifically designed as part of the overall school curriculum so that character development and national identity can occur alongside formal education.

The goal of these local wisdom extracurricular activities is to foster pride and love for local culture, reduce the dominance of foreign cultures, and instill values of environmental and cultural preservation in the local community. For example, at SDN 006 Palaran, extracurricular activities utilize local wisdom, such as the *enggang* dance and the *jepen* dance.

Extracurricular activities that utilize local wisdom do not stand alone but are developed in conjunction with the school curriculum through co-curricular programs. This is also related to government regulations regarding the preservation of local wisdom and Indonesian cultural values, so extracurricular activities that utilize local wisdom serve as concrete tools to achieve these goals.

5.3. Managerial Implications of Extracurricular Activities and Local Curriculum Wisdom

Integrating extracurricular activities and local wisdom into the curriculum requires a comprehensive managerial approach with a focus on building students' morals through local cultural values, including cooperation, ethics, and existing artistic traditions. This begins with identifying potential local wisdom, such as regional dances and the Kutai language as a regional language adapted to the school context and the national curriculum. Next, implementation is carried out through a participatory approach, where teachers foster friendly communication to build motivation, such as dance exercises that instill discipline and harmony. These extracurricular activities of local wisdom are linked to the local content of the curriculum, for example, learning the Kutai language and reciprocal cooperation projects based on local customs or visits to cultural sites such as fishing villages, weaving villages, ketupat villages, the Mulawarman Museum, and many others.



Figure 5.3. Visit to the cultural site of Ketupat Village

The managerial implications are adaptive policies that continuously improve school quality. Daily monitoring ensures the internalization of values, resulting in improved student character traits such as responsibility and creativity.

6. CONCLUSION

The existence of a managerial strategy by the head of the institution (principal) plays a crucial role as the main driving force in accelerating extracurricular activities as a medium for transforming the formation of the character foundation of students. Through precise planning articulation, focused actuation, and a continuous evaluation cycle (controlling). The principal is able to guarantee that extracurricular programs operate functionally and have a linear correlation with the school's vision, mission, and strategic targets. The articulation of extracurricular programs based on local wisdom occupies a strategic position within the curriculum, serving to internalize cultural values, anchor identity, and foster personal integrity in students. Synthesizing these exploratory activities within the formal curriculum structure transforms the program into a highly effective

instrument for supporting character education and preserving national cultural heritage in the contemporary era.

The managerial implications of integrating extracurricular activities and local wisdom require adaptive policies and a comprehensive approach. Schools need to identify local cultural potential, manage activities in a participatory manner, and conduct consistent monitoring to ensure the internalization of character values. With proper management, these activities can sustainably improve the quality of education, particularly in developing students with character, creativity, and strong cultural awareness.

REFERENCES

- Adji, TP (2024). *Qualitative Research Design*. *Qualitative Research Methods*, 27, A27-dq.
- Aming, AK (2020). The influence of the implementation of organizational work program policies on organizational work program management in realizing the effectiveness of achieving school work programs. *Public Journal*, 14 (1), 40–48.
- Andini, DR, & Sirozi, M. (2024). Integration of local wisdom in planning the development of Islamic education curriculum. *Journal of Innovation, Evaluation and Development of Learning (JIEPP)*, 4 (3), 465–471.
- Angkat, SA, Wardhani, S., & Syahrial, S. (2024). The concept of authentic assessment in learning evaluation in elementary schools. *Pubmedia Indonesian Classroom Action Research Journal*, 1 (3), 13.
- Halim, UN, & Isdaryanti, B. (2025). The Principal's Managerial Function in Improving the Professional Performance of Elementary School Educators. *At-Tahsin: Journal of Educational Management*, 5 (2), 270–288.
- Hariyono, H., Judijanto, L., Haryono, P., Ulfah, YF, Suharyatun, S., Arifin, M., Gaspersz, V., & Suyanto, S. (2025). *Quality Education Management*. PT. Sonpedia Publishing Indonesia.
- Herlian, K., & Bahri, AS (2025). Strategic Planning in School-Based Management: Evidence from Urban and Rural Schools: Research. *Journal of Community Service and Educational Research*, 4 (1), 3164–3170.
- Herlina, L., Nurbaya, S., Farkhaini, YU, Ulfa, N., & Zuhriyah, N. (2025). *Learning Planning and Design*. *Hidayatun Nihayah Education Foundation* (Publisher HN Publishing).
- Imaduddin, M.F., Afdal, M., & Victorynie, I. (2025). Transformational and Participatory Educational Leadership: Building an Inclusive and Innovative Culture. *Al-Isyraq: Journal of Islamic Guidance, Counseling, and Counseling*, 8 (2), 889–904.
- Latifah, A. (2023). Local Wisdom-Based Islamic Education Management Strategy in Building Students' Islamic Character. *An Najah (Journal of Islamic Education and Socio-Religious Studies)*, 2 (5), 86–94.
- Mahfuzi, NM, Simbolon, AMY, Nasution, DTJ, Risky, RL, & Rambe, AR (2025). The Role of Organizational Structure in Improving the Effectiveness of Curriculum Implementation Learning. *At-Tarbiyah: Journal of Islamic Education*, 16 (2), 152–160.
- Mahmudah, S., Halik, A., Sari, AP, & Ridwan, R. (2025). Organizational quality culture in educational units. *Southeast Sulawesi Educational Journal*, 5 (1), 417–424.

- Mandela, RY, Saputra, R., Ramadeno, N., & Saprihfa, E. (2025). Formulating the Direction of Islamic Education Development Policy Based on Local Wisdom. *AL-Ikhtiar: Journal of Islamic Studies*, 2 (3), 226–233.
- Mardizal, J. (2025). *Principal Leadership Management: Towards a Professional and Visionary Principal*. Jonni Mardizal.
- Mulyanto, A., Hamdani, A., Ratnaningsih, D., Fahmi, RN, Anggara, R., Muniroh, NY, & Witosari, SWE (2026). *Local Wisdom-Based Education Management: Synergy Between Schools and the Education Office*. Widina Publisher.
- Musta'in, M., Nurkolis, N., & Murniati, NAN (2026). Principal's Managerial Leadership in Building a School Achievement Culture: A Case Study at SMP Negeri 1 Grobogan. *Indonesian Journal of Education and Learning (JPPI)* , 6 (2), 1389–1401.
- Nainiti, NPPE, Trisnawati, SNI, Patty, AH, Firdaus, R., Burhanuddin, I., Khasanah, U., Parapat, HF, Putra, A., Pratikna, RN, & Maida, AN (2025). *Educational Quality Management*. Tahta Media Publisher .
- Niam, MF, Rumahlewang, E., Umiyati, H., Dewi, NPS, Atiningsih, S., Haryati, T., Magfiroh, IS, Anggraini, RI, Mamengko, RP, & Fathin, S. (2024). *Qualitative research methods*.
- Nugroho, FSAU, & Maridjo, HH (2025). The managerial role of school principals in improving teacher performance: an evaluative study of the CIPP model in schools. *Indovisi Journal*, 7 (1), 46–56.
- Nurfaidah, N., Musatafa, M., & Sayidman, S. (2025). Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen Student Character at UPT SD Negeri 7 Tekolabbua. *Cokroaminoto Journal of Primary Education*, 8 (1), 181–192.
- Nurfaidah, SKM, Kasita, SD, SE, SA, SE, S., SE, M., Ali, SE, Ramli, S., SE, SP, & MM, DMA (2025). *Qualitative Research Instruments*. KBM Indonesia Publisher.
- Poltak, H., & Widjaja, RR (2024). Case study method approach in qualitative research. *Local Engineering*, 2 (1), 31–34.
- Putri, I., Nurkifayati, N., Lisfani, L., Inayah, A., & Syafruddin, S. (2025). Implementation of the Local Wisdom-Oriented CTL Learning Model to Improve Elementary School Students' Learning Outcomes. *Jurnal Pesona Indonesia*, 2 (2), 53–58.
- Rahmawati, A., & Pratama, R. (2025). Implementation of multicultural education with digital media to empower local values in schools. *Journal of Islamic Education Dynamics*, 1 (2), 35–46.
- Ramadhanti, A., & Rahayu, M. (2024). Principal Strategies to Improve Educational Quality Through the School's Flagship Program "Intracurricular, Co-curricular, and Extracurricular" at Smp Negeri 1 Balikpapan. *Pendas: Scientific Journal of Elementary Education*, 9 (4), 293–307.
- Safarudin, R., Zulfamanna, Z., Kustati, M., & Sepriyanti, N. (2023). Qualitative research. *Innovative: Journal of Social Science Research*, 3 (2), 9680–9694.
- Suhaedi, U. (2025). Digital Transformation in School and Community Relationship Management in the Industrial Era 4.0. *Journal of Management and Economics*, 2 (1), 478–487.
- Suheri, E. (2025). *Principal Transformation: Training for Effective and Innovative Leadership*. PT. Reformation Jangkar Philosophia.

- Suhermi, L., Barokah, N., & Kamal, R. (2025). Contextual learning as a creative innovation in making teaching materials more meaningful. *JISPENDIORA Journal of Social Sciences, Education and Humanities*, 4 (2), 94–103.
- Viola, MA, Vilanti, FA, Rahman, IA, Masita, M., & Setiyadi, B. (2024). Community-Based Curriculum Analysis: Utilizing Local Content Curriculum for Contextual Education. *Journal of Educational and Learning Dimensions*, 12 , 112–124.
- Widayati, W. (2024). *Management of the Development of a Culture of Excellent Schools at SDIT Mutiara Hati Purwareja Klampok Banjarnegar*. IAINU Kebumen.
- Yanti, J. (2025). *Management of Student Extracurricular Programs at Al-Falah Private Elementary School, Tangkahen Village, Pulang Pisau Regency*. Palangkaraya State Islamic Institute.
- Yunianto, T., Surohman, A., & Hasanah, N. (2021). Principal leadership in extracurricular management. *Journal of Educational Science Research*, 14 (1), 22–30.