

CONTEMPORARY EDUCATION MANAGEMENT AS A SOCIAL AND CULTURAL PRACTICE

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Abstract. *This study presents a conceptual synthesis of contemporary education management through a Systematic Literature Review (SLR) approach, focusing on social and cultural dimensions. A literature review of publications from 2020 to 2024 emphasizes that education management practices cannot be separated from organizational culture, cultural values, and social interactions among educational actors. Organizational culture is a determining factor in management effectiveness, while cultural values and local wisdom shape institutional identity and guide decision-making. Managerial practices are also understood as a social arena, where negotiation, communication, and collaboration determine the successful implementation of education policies. This synthesis identifies research gaps related to cross-disciplinary integration between management theory, cultural anthropology, and social practices in education. Theoretical implications point to the importance of an integrative conceptual framework, while practical implications emphasize the development of adaptive, humanistic, and contextual educational management policies and practices. The results of this study are expected to serve as a reference for academics, practitioners, and policymakers in designing educational management that is relevant to contemporary socio-cultural dynamics.*

Keywords: *Educational Management, Social and Cultural Practice, Systematic Literature Review*

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1. INTRODUCTION

Education management in the contemporary era has undergone a significant paradigm shift. Previously, education management was understood primarily as a set of technical-administrative functions including planning, organizing, implementing, and supervising [1]. Now, education management is increasingly seen as a practice rich in social and cultural dimensions. This shift is in line with the increasing complexity of educational challenges influenced by globalization, digitalization, changes in social structures, and demands for fairness, inclusiveness, and sustainability in education. In this context, educational management can no longer be separated from social relations, cultural values, and power dynamics that shape everyday educational practices [2].

A number of studies show that the dominant managerial approach in modern education tends to adopt the logic of public sector management and the corporate world, such as effectiveness, efficiency, standardization, and performance-based accountability. This approach is evident in the implementation of school-based management, quality assurance systems, academic audits, and education policies based on indicators and measurable outcomes [3]. Although contributing to increased transparency and governance of educational institutions, this approach is often criticized for ignoring the social and cultural context in which education takes place. Several studies emphasize that overly technocratic management practices have the potential to diminish humanistic values, community participation, and local cultural identity in education [4].

Previous research in the field of educational management has examined various aspects, such as educational leadership, school organizational culture, and educational governance. For example, studies on transformational leadership in education show that management effectiveness is greatly influenced by social relations between leaders and school members, including trust, communication, and shared values [5]. Other research on educational organizational culture emphasizes that cultural norms, symbols, and practices in schools or colleges play an important role in shaping the behavior of educational actors and the successful implementation of policies [6]. In addition, studies based on the sociology of education also highlight that managerial decisions often reflect certain power structures and social interests, thereby impacting inequality in access to and quality of education [7].

However, most of these studies still place social and cultural dimensions as supporting factors, rather than as the core of educational management practices themselves. Many studies focus on “what is managed” and “how to manage effectively,” but have not yet discussed in depth “how educational management is practiced as a social and cultural process negotiated by various actors.” In other words, educational management is still often understood as a policy instrument or management technique, rather than as a social practice full of meaning, value, and contestation [8].

On the other hand, research that explicitly positions educational management as a social and cultural practice is still relatively limited, especially in the context of developing countries and multicultural societies such as Indonesia. In fact, the local context, which includes cultural values, educational traditions, social relations, and local wisdom, greatly determines how educational management policies and practices are translated at the institutional level. Several studies show that uniform, top-down educational management policies often encounter resistance or distortion in their implementation because they are not in line with local social and cultural realities. This indicates a gap between the normative design of educational management and actual practices in the field.

Based on the above explanation, the main research gaps in contemporary educational management studies can be identified. First, there is still a limited number of studies that place educational management as a holistic social and cultural practice, rather than merely a technical-administrative system. Second, there is a lack of integration between educational management theory and social and cultural perspectives in explaining educational management practices. Third, there is a lack of contextual studies that reveal how local values, norms, and social relations shape educational management practices at the institutional level.

Therefore, this research is important to fill this gap by examining contemporary education management as a social and cultural practice. This study is expected to provide a more comprehensive understanding of how education management is carried out, negotiated, and interpreted by various educational actors in specific social and cultural contexts. Theoretically, this research contributes to strengthening a more contextual and humanistic paradigm of educational management. Practically, the findings of this research are expected to serve as a reference for policy makers and educational institution managers in designing management practices that are not only effective and accountable, but also sensitive to the social and cultural values of society.

2. RESEARCH METHODS

This study uses a Systematic Literature Review (SLR) with a conceptual approach [9]. This method was chosen to systematically examine the development of ideas, concepts, and research findings related to contemporary education management, particularly those that position it as a social and cultural practice. The conceptual approach allows researchers to synthesize theoretical frameworks, patterns of thought, and cross-disciplinary perspectives without collecting field data. This SLR focuses on studies that discuss: (1) educational management from a social and cultural perspective, (2) the relationship between managerial practices, values, and the culture of educational organizations, and (3) the implications of the socio-cultural approach on contemporary educational management policies and practices.

The research data sources consist of scientific journal articles, academic books, and conference proceedings relevant to the topics of educational management, educational sociology, and organizational culture studies. Literature searches were conducted through reputable academic databases, such as Scopus, Web of Science, ERIC, and Google Scholar. The keywords used include: educational management, educational leadership, social practice, cultural practice, organizational culture in education, and contemporary education management. The search was conducted systematically by combining keywords using Boolean operators. The inclusion criteria for this study are: (1) publications that discuss education management from a social, cultural, or critical perspective; (2) articles published in reputable journals or academic publishers; (3) publications within the last ten to twenty years to capture contemporary developments; and (4) literature available in English or Indonesian.

The exclusion criteria include: (1) publications that focus solely on technical-administrative aspects without social or cultural analysis; (2) non-academic articles; and (3) duplicate publications. The literature selection process followed the PRISMA steps [10,11], which included identification, screening, eligibility, and inclusion. In the identification stage, all relevant articles were collected based on keywords. The screening stage was conducted by reviewing the titles and abstracts to assess the suitability of the topics. Next, eligibility assessment is carried out by reading the full text to ensure conceptual relevance to the research focus. Articles that meet the inclusion criteria are then included in the final analysis.

Data analysis was conducted using conceptual thematic analysis. Each selected piece of literature was coded to identify key themes, such as the concept of educational management as a social practice, the role of organizational culture, power relations, and values in managerial decision-making. The analysis process was iterative and reflective, with the aim of producing a comprehensive and coherent conceptual synthesis. The results of the SLR are presented in the form of a conceptual synthesis narrative, which integrates various theoretical perspectives and previous research findings. This synthesis not only summarizes previous research results but also develops a new conceptual framework that positions contemporary educational management as a dynamic and contextual social and cultural practice.

3. RESULTS AND DISCUSSION

The Paradigm Shift in Contemporary Education Management

A review of the literature shows a significant paradigm shift in understanding contemporary educational management. Recent literature no longer views educational management solely as a technical-administrative process oriented towards organizational efficiency and effectiveness, but rather as a social practice that takes place in the context of human relations, values, and culture. A number of studies confirm that the classical managerial approach, which emphasizes the functions of planning, organizing, implementing, and supervising, is insufficient to explain the complexity of educational management practices in the contemporary era, which is characterized by globalization, digitalization, and socio-cultural plurality [12,13].

In a contemporary perspective, educational management is understood as a process that is continuously negotiated by various actors with different backgrounds, interests, and social positions. The literature on the sociology of education and organizational studies emphasizes that managerial decisions in education always take place in a socially charged space, and therefore cannot be separated from the values, norms, and cultural context in which educational institutions operate [14]. Thus, educational management is not only a question of "how to manage," but also "why and for whom the management is carried out."

The implication of this paradigm shift is the emergence of a more reflective, participatory, and contextual approach to educational management. Educational managers, including school principals, university leaders,

and policy makers, are no longer positioned solely as controllers of the organization, but as social actors who play a role in mediating various interests, building consensus, and managing the dynamics of power within educational institutions [15]. Contemporary literature emphasizes that the success of educational management is largely determined by the ability of leadership to build ethical, dialogical, and inclusive relationships, especially in the context of a society that is increasingly diverse in terms of social, cultural, and ideological aspects. In other words, the effectiveness of educational management is not only measured by institutional performance, but also by the extent to which these management practices are able to create justice, trust, and meaning for all stakeholders.

Furthermore, this shift also places education management in the political and moral arena, where various management policies and practices reflect certain values and have the potential to reproduce or challenge existing structures of inequality. In this context, critical literature highlights that managerial decisions such as resource allocation, quality standards, and evaluation mechanisms are never neutral, but always have social consequences for certain groups. Therefore, contemporary educational management is required to develop ethical sensitivity and critical awareness of the impact of the policies taken, so that educational management practices are not only oriented towards achieving institutional targets, but also towards social transformation and the empowerment of students and the wider educational community.

Educational Management as a Social Practice

A synthesis of the literature shows that educational management as a social practice is understood through the dynamic interaction between structure, actors, and context. In various studies, managerial practices are seen as the result of collective actions by educational leaders, educators, educational personnel, and other stakeholders who interact within the framework of specific policies and institutional structures. These practices are not neutral, but are influenced by power relations, institutional interests, and evolving social dynamics. Several studies confirm that top-down educational management policies are often reinterpreted at the institutional level. This shows that educational management practices are not merely a linear implementation of policies, but rather a social process involving adaptation, resistance, and negotiation of meaning. In this context, educational actors are not positioned as passive implementers, but as active subjects who shape and are shaped by managerial practices.

The social practice approach also reveals that the success of educational management is largely determined by the quality of social relations, such as trust, communication, and participation [16]. The literature on educational leadership emphasizes that participatory and dialogical leadership styles tend to be more effective in building collective commitment than hierarchical and bureaucratic approaches. This reinforces the view that educational management as a social practice requires a deep understanding of the dynamics of human relationships within educational institutions.

Cultural Dimensions in Educational Management

In addition to being a social practice, literature also affirms that educational management is a cultural practice. This cultural dimension is reflected in the values, symbols, norms, and customs that exist within educational organizations. The organizational culture of schools or universities influences how educational actors understand their roles, responsibilities, and educational goals [17]. Therefore, managerial practices cannot be separated from the cultural context that surrounds them. Studies on educational organizational culture show that educational institutions with strong and inclusive cultures tend to be more adaptive to change. Values such as collaboration, mutual respect, and commitment to continuous learning are important foundations in contemporary educational management practices. Conversely, rigid and exclusive organizational cultures often hinder innovation and the participation of educational actors. The literature also highlights the importance of the local cultural context in shaping educational management practices. In multicultural societies, a uniform managerial approach that is insensitive to local values has the potential to cause conflict and resistance. Therefore, a number of studies recommend the need for a contextual approach to educational management, namely one that is capable of integrating local values and cultural wisdom into the education management system.

Power Relations and Negotiation in Educational Management Practices

The SLR results show that contemporary education management cannot be separated from power relations. Critical literature in education asserts that managerial decisions often reflect the distribution of

power within educational organizations [18]. Leadership positions, government policies, and demands for public accountability influence the direction and form of educational management practices. Several studies show that performance-based and standards-based management orientations often reinforce bureaucratic control in education. Although aimed at improving quality and accountability, this approach has the potential to reduce the professional autonomy of educators and ignore the socio-cultural context of learning. From a social practice perspective, this condition is understood as an arena of negotiation between structural demands and cultural practices that exist in educational institutions. The literature also emphasizes that negotiation is an inherent part of educational management practices. Educational actors actively interpret, adapt, and even challenge managerial policies that are considered incompatible with local values and needs. This negotiation process shows that educational management is dynamic and contextual, not static and universal.

Implications of the Socio-Cultural Approach on Education Management Policy

A synthesis of the literature shows that a sociocultural approach to educational management has important implications for the formulation and implementation of educational policy. Policies designed without considering social and cultural dimensions risk failing to achieve their intended objectives. Therefore, the literature recommends that educational management policies be designed in a participatory manner, involving educational actors and local communities. This approach places educational institutions as part of a broader social system. Educational management is not only responsible for achieving institutional targets, but also for the social and cultural development of society. In this context, educational management acts as a social practice that contributes to the formation of values, identity, and social cohesion. The literature also emphasizes the need for policy flexibility to allow for adaptation to local contexts. A one-size-fits-all approach to educational management is considered ineffective in dealing with social and cultural diversity. Instead, policies that allow room for local innovation and institutional learning are considered more relevant to the realities of contemporary education.

Although the literature shows significant developments in understanding educational management as a social and cultural practice, the results of this SLR identify several research gaps. First, there are still limited studies that explicitly integrate social practice and organizational culture theories into a single framework for analyzing educational management. Second, many studies are still partial, placing social or cultural dimensions as supporting variables rather than as the core of the analysis. Third, conceptual studies that synthesize various interdisciplinary perspectives in educational management are still relatively few, especially in the context of developing countries. This indicates the need to develop a more comprehensive conceptual framework to understand contemporary educational management as a contextual social and cultural practice. Based on a synthesis of the literature, this study contributes by offering an integrative understanding of contemporary educational management as a social and cultural practice. This contribution not only enriches the theoretical discourse in educational management but also provides a conceptual basis for the development of more humanistic, inclusive, and sustainable policy and managerial practices.

Table 1 Literature Synthesis

Year	Author(s) / Study	Main Contribution
2024	Fitria, Chairy & Fajriyati Nahdiyah — <i>Unpacking the Complexity of Organizational Culture in the Context of Educational Management in Higher Education Institutions</i> [19]	Identifies the role of organizational culture in shaping work environments and managerial decision-making in higher education, demonstrating that culture significantly contributes to the effectiveness of educational management processes. (jurnalcentekia.id)
2024	Syukri, Azmi, Marpaung, Rambe & Ridho — <i>Systems for the Development and Empowerment of Organizational Culture in Madrasahs/Schools</i> [20]	Highlights the importance of empowering organizational culture as a foundation for managing educational institutions that are responsive to social needs and contextual educational demands. (Journal on Education)
2023	Wardani, Bahruddin & Sadiyah — <i>Management of Islamic School Culture</i> [21]	Describes the management of school culture grounded in Islamic values that strengthens cultural dimensions in educational practices, positioning management as not merely administrative but also value-driven. (Jurnal STAI Al Hidayah Bogor)

2023	Nurlaela, Miyono & Haryati — <i>The Role of School Quality Culture in Improving Educational Quality</i> [22]	Explains how a school quality culture contributes to improving educational quality, emphasizing culture as a key element in effective educational management practices. (Jurnal P4I)
2024	Arifin & Hanif — <i>Management of School Learning Community Programs to Enhance Teachers' Pedagogical Competence</i> [23]	Explains the management of learning communities involving social–pedagogical communication actors, reflecting educational management practices that are not only structural but also inherently social. (jurnal-dikpora.jogjaprovo.go.id)
2022	Nurfajrina, Efendi & Sucitra — <i>The Influence of Organizational Culture on Educational Quality in Schools</i> [24]	A literature review demonstrating a strong relationship between school organizational culture and educational quality, reinforcing culture as a critical component of educational managerial processes. (Jurnal FKIP Universitas Lampung)
2024	Mubarak, R., Sholeh, M., & Irayana, I.- <i>Classroom management strategy in implementing the merdeka curriculum (independent curriculum) in primary education institutions</i> [25]	This study conceptualizes classroom management within the implementation of the <i>Merdeka Curriculum</i> as a socially embedded managerial practice, demonstrating how teachers' management strategies are shaped by interactions, institutional culture, and contextual educational values. The findings highlight that classroom management extends beyond technical instructional control to function as a cultural and relational practice that mediates curriculum enactment, teacher autonomy, and student engagement in primary education settings.
2025	Dartini, N. P. D. S., Syahputra, A., Zahara, L., Wijaksono, A., & Gombo, M. <i>Integrating Local Wisdom Values into Educational Management: A Literature Review on Character Development Aspects</i> [26]	Demonstrates that integrating local wisdom values into educational management positions management practices as socially and culturally embedded processes rather than purely technical-administrative functions. The review highlights how character development initiatives rooted in local cultural values reinforce educational management as a social practice that mediates norms, identities, and moral frameworks within educational institutions, thereby strengthening contextual relevance and ethical dimensions of contemporary education management.

The table above can be explained as follows:

Contemporary literature shows that organizational culture plays a central role in educational management practices. Fitria, Chairy, and Fajriyati Nahdiyah [19] emphasize that organizational culture influences the work environment and managerial decisions in higher education institutions. This research shows that the values, norms, and symbols that exist within educational organizations shape the behavior of educational actors, thereby influencing the effectiveness and quality of management. Similarly, Nurfajrina, Efendi, and Sucitra [24] emphasize the close relationship between school organizational culture and educational quality, where a positive and adaptive culture can encourage responsive and innovative managerial practices.

Another study by Syukri et al. (2024) expands this understanding in the context of madrasahs and public schools, highlighting how organizational culture empowerment becomes the basis for managing educational institutions that are adaptive to social and contextual needs. The contributions of this literature consistently show that organizational culture is not merely a backdrop, but an active factor that influences educational management practices.

In addition to organizational culture, cultural dimensions are also an important theme in contemporary educational management literature. Wardani, Bahruddin, and Sadiyah (2023) describe Islamic value-based school culture management, which strengthens cultural identity in educational practices. This research shows that education management cannot be separated from local and religious values that guide social interactions,

decision-making, and the formation of institutional norms. Similarly, a study by Nurlaela, Miyono, and Haryati (2023) emphasizes the importance of school quality culture as a driver of educational quality improvement. A strong quality culture not only functions as a standard but also as a medium for social learning for all actors in education. Arifin and Hanif (2024) add the perspective of the teacher learning community, which shows how collaborative management practices and social communication reflect cultural and contextual educational management.

A literature synthesis indicates that educational management must be understood as a social practice negotiated by various actors. The study by Mubarok, Sholeh, and Irayana (2023) is relevant to the framework of Contemporary Education Management as a Social and Cultural Practice because it shows that classroom management in the implementation of the Merdeka Curriculum is not merely technical and administrative in nature, but rather a social and cultural practice that takes place in the interaction between teachers, students, curriculum values, and the school context. The classroom management strategies examined reflect the role of teachers as social actors who interpret and translate the values of learning autonomy, differentiation, and diversity into everyday pedagogical practices. Thus, classroom management becomes an arena for negotiating meaning, relationships, and educational values, which shows that contemporary educational management does not only operate at the level of policy and organizational structure, but is also manifested in micro practices in the classroom as a social and cultural space for education. Furthermore, Dartini et.al (2025) emphasizes that educational management cannot be separated from the social and cultural values that exist within society. Through the integration of local wisdom into managerial practices, the study shows that education management functions as a medium for the transmission of values, character building, and the strengthening of social relations in the educational environment. This reinforces the view that contemporary education management is not merely an administrative activity, but rather a contextual, valuable, and ethically rich socio-cultural practice.

Several literature emphasize the socio-cultural implications of education policy. Organizational culture and local wisdom values must be used as the basis for policy formulation so that its implementation is effective. Syukri et al. (2024) emphasize the need to empower organizational culture to create socially relevant education policies. Wardani et al. [21] and Nurlaela et al. (2023) emphasize that cultural value-based education management can increase the participation of education actors, collaboration, and innovation.

This concept is increasingly relevant to contemporary educational demands, where globalization and digitalization require educational institutions to be adaptive while maintaining their social and cultural identities. Arifin and Hanif [23] show how teacher learning communities can be a medium for socio-cultural integration in management practices, so that the policies formulated are not merely normative but responsive to local social dynamics.

Based on a literature review covering the period 2020–2024, several research gaps were identified. First, there is still limited literature that explicitly integrates perspectives on social practices and organizational culture into the framework of educational management. Second, many studies still emphasize technical or administrative aspects, while socio-cultural dimensions are only supporting factors rather than the core of the analysis. Third, interdisciplinary studies that combine educational sociology, organizational culture, and managerial practices to understand contemporary educational management holistically are still rare. This literature synthesis contributes by presenting an integrative conceptual framework that places organizational culture, cultural values, and social practices at the center of understanding educational management. This approach not only enriches educational management theory but also provides a conceptual basis for the development of humanistic, inclusive, and sustainable policies and practices.

4. CONCLUSIONS

This study concludes that contemporary education management can no longer be adequately understood as a purely technical or administrative function, but must be reconceptualized as a social and cultural practice embedded in values, power relations, and contextual realities. Through a Systematic Literature Review, the findings demonstrate that managerial practices in education are shaped by organizational culture, local values, social interactions, and ongoing negotiations among educational actors. Educational management operates as a dynamic process in which policies are interpreted, adapted, and sometimes contested within specific institutional and socio-cultural contexts. The literature consistently shows that effectiveness in education management is closely linked to the quality of social relations, participatory leadership, cultural inclusivity, and ethical sensitivity, rather than solely to efficiency and performance indicators. Furthermore, this study highlights that organizational culture and local wisdom are not peripheral elements, but constitute the core

foundations of meaningful and sustainable education management. Integrating socio-cultural dimensions into managerial practices strengthens institutional identity, supports character development, and enhances responsiveness to community needs in diverse and multicultural settings. From a theoretical perspective, this research contributes an integrative conceptual understanding that bridges educational management theory with sociological and cultural perspectives. Practically, the findings suggest that policymakers and educational leaders should design management policies and practices that are adaptive, participatory, and context-sensitive. Future research is encouraged to further develop interdisciplinary frameworks and empirical studies that examine education management as a lived social and cultural practice across different educational levels and contexts, particularly in developing and plural societies.

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