

The Role of the Education Office in Increasing Public Interest in Public Schools

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ABSTRACT

The focus of this research is to analyze using literature studies on the strategies and policies of the Education Office in increasing public interest in entering public schools so that it is expected to have a positive impact so that the Education Office in the regions, especially areas that experience a decrease in the number of students and are constrained in an effort to increase students in the process of accepting new students. The method used in this study is the literature study method. The literature study method, also known as literature study, is a technique for collecting data and information by examining written sources such as scientific journals, reference books, encyclopedias, and other reliable sources either in written form or in digital formats that are relevant and related to the object being researched. Increasing public interest in attending public schools is a challenge that must be faced by the Education Office as a government agency responsible for the implementation of education in the regions. Through a comprehensive strategy, including improving the quality of education, increasing access and equity in education, as well as improving the image and reputation of public schools, the Education Office can play a strategic role in encouraging community participation to take advantage of public education services. This effort not only has an impact on improving the quality of education, but also on the development of superior and competitive human resources in the future. The Education Office's policy in increasing public interest in attending public schools is an important and strategic effort. Through various comprehensive policies, such as improving the quality of public schools, expanding access and capacity, as well as socialization and providing incentives, the Education Office can realize the goal of equitable distribution and improvement of the quality of education at all levels of society.

1. INTRODUCTION

Education for human life is the main need that cannot be ruled out, because education will shape human mental attitudes to noble ethical behaviors that can form the main personality. According to Abdul Halim in (Fernandez, 2024), decentralization of education can be defined as an effort to delegate part or all of the authority in the field of education that should be carried out by a central unit or official to a unit or official under it, or from the central government to local governments, or from the government to the community. One of the manifestations of decentralization is the implementation of the autonomy process in the implementation of education.

Education is one of the important aspects of national development, which plays a vital role in improving the quality of a country's human resources. In Indonesia, the education system consists of public and private schools, each with its own advantages and challenges. However, often people tend to prefer public schools over private schools, due to the perception of teaching quality and more affordable costs.

The Education Office as a government institution responsible for the implementation of the education system in a region, has an important role in increasing public interest in entering public schools. This is important, given the increasingly fierce competition between public and private schools, as well as the gap in access to quality education in various regions.

One of the main challenges faced by the Education Office is how to improve the image and attractiveness of public schools in the eyes of the public. In addition, the Education Office also needs to identify factors that affect people's choice of schools, both in terms of teaching quality, facilities, costs, and future prospects. By understanding the needs and preferences of the community, the Education Office can design a more effective strategy to increase public interest in public schools.

Education is basically a change in the behavior of a person or group of people in the struggle to mature people through teaching and coaching efforts. In essence, the purpose of education is the formation of human beings who are not only able to adjust themselves, live in society, but rather, how to contribute to change for society and have as a balancer of society. The cause that results in low educational literacy in this area is due to a lack of supervision, motivation, and the surrounding environment. In terms of supervision and motivation for children, it should be the duty of parents because the first time a child gets education from the family and from there parents must wisely divide their time to supervise their children and pay more attention during their education. So that children are not easily influenced by the surrounding environment and have a strong personality and stance on what the family gives at home (Sihaloh et.al., 2024).

The role of the Education Office in increasing public interest in entering public schools is also inseparable from efforts to improve the quality of education as a whole. This includes aspects such as improving teacher qualifications and competencies, developing a curriculum that is relevant to market needs, providing adequate facilities and infrastructure, and innovations in learning methods. This is in line with the goal of an education itself in order to be able to produce competent human resources as stated by (Sahid & Masse, 2024) If the quality of education is good, it will certainly produce quality human resources, both in terms of spirituality, intellectual intelligence and expertise. If the output of this educational program fails, it will be difficult to create reliable human resources.

The focus of this research is to analyze using literature studies on the strategies and policies of the Education Office in increasing public interest in entering public schools so that it is expected to have a positive impact on the Education Office in the regions, especially those areas that experience a decrease in the number of students and are constrained in efforts to increase students in the process of accepting new students.

Thus, further study of the role of the Education Office in increasing public interest in entering public schools is important, in order to identify strategies and policies that can be applied to improve the accessibility and quality of education in Indonesia.

2. METHODS

The method used in this study is the literature study method. The literature study method, also known as literature study, is a technique for collecting data and information by examining written sources such as scientific journals, reference books, encyclopedias, and other reliable sources either in written form or in digital formats that are relevant and related to the object being researched. This expression is in line with what was stated by Moh. Inner Massage (Adzkia Sabrina, 2021) who said that literature study is a data collection technique by conducting a study of books, literature, notes, and reports related to the problem solved. In line with what the motto stated in (Hasanah et al., 2024) literature study is an activity of collecting materials related to research from scientific journals, literature, and authors.

The data in this study is sourced from secondary data, which is obtained through searching various literature sources, such as scientific journals, articles, and books related to the research topic. The data source selection process is carried out using certain criteria, such as accuracy, novelty, and credibility. This aims to ensure that the data used in this study is completely reliable and relevant to the topic being researched.

3. RESULTS AND DISCUSSION

Education is one of the key factors in the development of human resources and the success of a country. To achieve this goal, the government, through the Education Office, plays an important role in formulating and implementing appropriate strategies and policies. One of the challenges faced is increasing public interest in attending public schools.

The public's interest in sending their children to public schools is currently experiencing a significant decline, and this is a serious problem that must be addressed immediately by the Education Office. Some of the reasons underlying the low interest include the view that the quality of education in public schools is not good, the lack of available facilities, and the existence of negative perceptions about public schools. This article will outline the various strategies that have been and will be implemented by the Education Office to address this problem, as well as the challenges that may be faced in an effort to increase public interest in public schools.

The main problems in this low interest include the following:

1. Quality of Education

The quality of this education is explained by (Hidayat et al., 2024) which states that Many people are of the opinion that the quality of education in public schools is still inadequate. This is

due to several factors, such as the lack of highly competent teachers and the limited facilities and infrastructure available in schools.

Research results from (Elvira, 2021) explained that most teachers in Indonesia do not have sufficient professional qualities to carry out their duties as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, namely teachers are in charge of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education and secondary education.

The low quality of teachers in Indonesia is caused by several main factors. First, the teacher's personal qualities are inadequate, including competence in learning and lack of innovation in teaching methods. This means that many teachers do not have enough skills or knowledge to teach effectively and creatively. This problem is exacerbated by the lack of professional training and development available to teachers, so they are unable to continuously update or improve their abilities. In addition, the lack of support from educational institutions in providing adequate resources and facilities also contributes to the low quality of teaching in schools.

2. Lack of educational facilities

As explained by (Apriani et al., 2023) In his research, he explained that public schools often lack adequate facilities to support the teaching and learning process. Facilities such as laboratories, libraries, and comfortable classrooms are essential for creating a conducive learning environment. The Education Office must strive to improve the quality of these facilities through appropriate funding and efficient budget allocation.

Something similar is stated by (Lista, 2023) Another finding related to the decline in parents' interest in enrolling their children in State Elementary Schools is the lack of facilities available at the State Elementary School, such as there are no prayer rooms or UKS rooms to attract parents' interest, because nowadays parents prioritize religion over other things for their children.

While other research from (Rahmiga, 2019) explained that the lack of facilities and infrastructure in every school is a very important problem. This lack of facilities and infrastructure makes learning in schools run less than optimally and does not achieve the desired goals. For this reason, there needs to be follow-up from the government, schools, educational institutions, and parents of students. In my opinion, the current condition of education in Indonesia is still uneven, especially in areas such as remote, remote villages and areas that are synonymous with a low economy. The majority of people living in this area have a minimal mindset regarding education, transportation, communication, etc. So that for residents who live in this area, they feel that education is a luxury, because education is synonymous with the high cost incurred. In addition, the lack of facilities and infrastructure is also one of the factors for uneven education in the regions. This can happen because poverty is one of the causes of unequal education in Indonesia and a discriminatory factor that affects educational inequality.

3. Negative Perceptions About Public Schools

Negative perceptions of public schools, which assume that the quality of education there is not comparable to private schools, are often the main reason for many parents to choose to send their children to private schools. Private schools are considered more qualified because they offer better facilities, more modern teaching methods, and a more conducive learning environment. This creates the impression that private schools can provide better education and support children's development optimally compared to public schools.

As the results of research from (Perwita & Widuri, 2023) explained that the reasons for parents in choosing a private school are academic achievements, the quality of teachers, the number of graduates accepted by well-known universities, the discipline applied by the school, the strategic location that can be reached by public transportation, complete school facilities, there are family members who attend school there first, and the religious values applied in the school.

After knowing the main problem of the lack of public interest in schools in public schools, the author will describe based on a literature study on the strategies and policies of the education office in overcoming these main problems.

Strategies of the Education Office In an effort to increase public interest in attending public schools, the Education Office can implement several strategies, including:

1. Improving the quality of education in public schools is one of the key strategies to attract public interest.

This can be achieved through several strategic steps:

a. Improvement of Teacher qualifications and competencies

Research results from (Haikal, 2024) explained that the role of the Education and Culture Office in improving the quality of education focuses on improving management standards, emphasizing compulsory learning and improving the status of teachers as a profession. In the standards of educators and education personnel, the focus is on teacher qualifications and the welfare of educators and education personnel. Regarding infrastructure standards, it focuses on maintaining and repairing existing infrastructure.

In line with the results of research from (Desky et al., 2022) The education office as the executor of government affairs in the field of education in this case has a role as a supervisor. Therefore, the education office should carry out its role as best as possible, especially in matters related to improving the quality of education.

Therefore, the Education Office must address this problem by improving the quality of teachers through continuous training and professional development programs. In addition, it is also necessary to provide adequate facilities and infrastructure to support the learning process optimally.

b. Teacher training and development

Research from (Marayate et al., 2024) explained that the Education Office's strategy in improving the quality of junior high school education in East Taniwel District, West Seram

Regency still has several shortcomings. Although some indicators have increased, such as literacy and mutual cooperation skills, several other indicators have decreased, such as numeracy skills and competencies in the number domain. This conclusion shows that the Education Office needs to increase its role in improving the quality of education by improving the quality of facilities and infrastructure, providing training for dapodik operators, and improving the performance of teachers and education personnel.

Similar to research from (Rahmawati & Hoerudin, 2022) at SMK IT Al Junaediyah who explained some of the efforts made by the Head of SMK IT Al Junaediyah to improve their competence, namely: a. Participating in the School Principal Candidate Training program. b. Carry out comparative studies with superior schools. c. Participating in the principal coaching and performance assessment program implemented by the Government (Ministry/Education Office). Similar to school principals, as professionals, teachers also have special competency standards. It consists of pedagogical competency standards, personality competencies, social competencies, and professional competencies. Efforts to improve the quality of teachers are carried out through: a. Continuing studies. b. Participating in training/seminars/workshops organized by various relevant agencies. c. Implementing teacher internship programs with partners from DUDIKA. d. Participating in coaching from the Branch Office of Region V and the Supervisor of Trustees.

c. Curriculum Development

Research from (Char Noor Aini, 2010) Explain Develop and implement relevant and up-to-date curriculum to meet the needs of students and the demands of the times.

Based on the needs analysis, the curriculum should be developed with relevant content and cover a wide range of science and skills needed in the future. This curriculum must be adaptive to changes and innovations in fields such as technology, science, and communication (*A Framework for K-12 Science Education*, 2012).

Teaching methods must be adjusted to the curriculum that has been prepared. Approaches such as project-based learning, collaborative learning, and the use of technology in teaching can increase the effectiveness of the curriculum (Stabback, 2016).

Based on the results of the study, the Education Office needs to give instructions to school principals to improve and develop the existing curriculum as a form of improving the quality of education in public schools.

2. Improvement of Educational Facilities

The Education Office plays an important role in improving public school facilities through various strategies and policies. Here are some of the efforts made:

a. Allocation of Funds for Infrastructure

Based on research from (Char Noor Aini, 2010) The Education Office allocates funds to repair and build school infrastructure such as classroom buildings, libraries, and sports facilities.

Similar to research from (Isra, 2022) The Education Office is responsible for planning and allocating budgets for the construction, renovation, and maintenance of school physical facilities.

As part of the responsibility of the Education Office, planning and allocating the budget for the construction, renovation, and maintenance of school physical facilities are key components in ensuring the quality and feasibility of the learning environment for students. This is in line with the government's efforts to improve access and quality of education throughout the region.

b. Improvement of Facilities and Infrastructure

Based on the results of research from (Andriani DKK, 2021) who explained that through certain programs, the Office improves educational facilities and infrastructure in schools, including the provision of adequate tables and chairs as well as other supporting facilities.

The Education Office must also conduct an inventory of educational facilities and infrastructure, as explained by (Noormayuli, 2022) The essence of inventory activities is a continuous process. In addition, the inventory of educational institutions is used as information on the quality of quantity, as information on wealth assets, as information on planning, procurement and elimination of facilities and infrastructure, and as information on data accountability. Inventory activities consist of goods recording activities and making reports. Similar to the results of research from (Gusli et al., 2023) Effective and efficient maintenance of facilities and infrastructure is achieved through the incorporation of students into the overall maintenance process, beyond the traditional facilities and infrastructure sector. Checking this once a month is an important part of maintaining the Madrasah infrastructure so that it lasts as long as possible and looks its best.

There is also a need for facilities and infrastructure management programs such as research results from (Maulana, 2023) The facility and infrastructure management program for educational institutions (SMK) with the business/industry world (DUDI) has improved it the quality of graduates who are absorbed in the world of work or industry. The existence of the management of facilities and infrastructure focuses on student practice learning activities with laboratory practices in accordance with Honda laboratory standards and improvements that must be made by PRAKERIN students at PT. AHM can help vocational school graduates to be ready to work and make it easier for companies to find qualified candidates to work. The management of facilities and infrastructure through PRAKERIN has an impact on improving the quality of vocational school graduates in terms of input, process, output and results.

c. Collaboration with External Parties

Collaboration according to Syamsul and Utami in (Nofriani and Wazni, 2022) It is a form of cooperation, interaction, and compromise from several related elements, both individuals and institutions as well as parties involved directly or indirectly who receive from customers the consequences and benefits that are directly felt.

The Education Office works with the private sector, NGOs, and local communities to support the procurement of additional facilities, such as computer labs, sports equipment, and facilities to support extracurricular activities (*Improve the Quality of Education Through These Four Things*, 2018). There is also a need for facilities and infrastructure management programs such as research results from (Maulana, 2023) The facility and infrastructure management program for educational institutions (SMK) with the business/industry world (DUDI) has improved the quality of graduates who are absorbed in the world of work or industry. The existence of the management of facilities and infrastructure focuses on student practice learning activities with laboratory practices in accordance with Honda laboratory standards and improvements that must be made by PRAKERIN students at PT. AHM can help vocational school graduates to be ready to work and make it easier for companies to find qualified candidates to work. The management of facilities and infrastructure through PRAKERIN has an impact on improving the quality of vocational school graduates in terms of input, process, output and results.

Private sector role as a stakeholder is very influential in the preparation of educational strategic plans, as the results of research from (Hudodo et al., 2023) who explained that the participation of education stakeholders in the preparation of strategic plans at the Pohuwato Regency Education Office has a score of 103.00 units which are in the active category, meaning that the preparation of strategic plans at the Pohuwato Regency Education Office always involves all parties to play an active role so that the formulation of an education policy is by strategic issues and appropriate strategic steps. Factors that affect the participation of education stakeholders in the preparation of strategic plans at the Pohuwato Regency Education Office have a score of 62.25 units which are in the category of quite effective.

3. Eliminate negative perspectives about public schools

Along with the times, the emergence of various private educational institutions with superior facilities and programs often gives rise to negative public perceptions of public schools. The image of public schools, which seem to be "less qualified" than private schools, is a big challenge that needs to be overcome by the Education Office. The role of the Education Office in eliminating the negative perspective of the community towards public schools is very important. This is because the Education Office has a strategic role in determining the quality of education in a region.

As the results of research from (Fauzia, 2023) After researching at SMP N 1 Jetis, the result is that SMP Negeri 1 Jetis has a form to promote the school using various kinds of media both online and offline. In conducting school promotion, the school forms a promotion team that is divided into several tasks, determines target segmentation and prepares a school promotion budget. The online media used are Instagram, Facebook, YouTube, and websites. Meanwhile, offline, through various competitions for the Elementary School (SD) or Madrasah Ibtidaiyah

(MI) level which were held in the context of the school's anniversary as well as school socialization.

Based on the results of research from (Lista, 2023), one of the factors for the negative perception of NEEGRI schools is the lack of religious learning that is not comparable to SDIT which has much more religious learning and reading and the lack of discipline applied in schools so that parents of students who want to enter public schools are not interested in seeing it anymore.

The Education Office plays an important role in ensuring that public schools have clear and measurable discipline policies. They can develop comprehensive school discipline guidelines, including discipline, sanctions, and monitoring and evaluation mechanisms. In addition, the Education Office can also encourage public schools to implement a fair and transparent reward and punishment system, so that it can motivate students to behave disciplinedly (Mamonto et al., 2023).

The Education Office has a strategic role in overcoming this negative perception. The Education Office plays an important role in improving religious education and activities in public schools in collaboration with the Ministry of Religious Affairs (Hidarya et al., 2020). This collaboration can involve improving the curriculum, ensuring the provision of worship facilities, and organizing religious events regularly such as commemorating significant religious days. Furthermore, the Department of Education can facilitate partnerships between public schools and local religious organizations to enhance students' religious experiences and promote a deeper understanding of diverse religions. By working together, these entities can create a more inclusive and enriching educational environment that fosters religious harmony and understanding among students, contributing to a more cohesive and respectful society (Ali et al., 2023).

4. Policies of the Education Office

The Education Office's policy to increase public interest in public schools is very important to equalize and improve the quality of education. Studies show that public schools should play an important role in providing quality education (Hussain et al., 2023), and the involvement of public administration is essential in this process as explained by (Mahardhani, 2023) with a focus on policy development, resource allocation, and teacher training. There needs to be a policy in increasing efforts to improve the quality of public schools as explained by (Amran, 2023) This includes improving teacher skills, aligning with educational standards, and addressing challenges such as teacher shortages and qualifications. In addition, according to (Gautam, 2023) The research emphasizes that public and private schools should complement each other rather than compete, as they contribute equally to the Education sector. By implementing comprehensive policies to improve the quality of public schools, expand access, and provide incentives, the Department of Education can achieve its goal of making public schools the preferred choice for quality and affordable education, ensuring equal opportunities for all.

4. CONCLUSION

Based on the results of the literature study, the following conclusions can be drawn, namely: Increasing public interest in attending public schools is a challenge that must be faced by the Education Office as a government agency responsible for the implementation of education in the regions. Through a comprehensive strategy, including improving the quality of education, increasing access and equity in education, as well as improving the image and reputation of public schools, the Education Office can play a strategic role in encouraging community participation to take advantage of public education services. This effort not only has an impact on improving the quality of education, but also on the development of superior and competitive human resources in the future.

The Education Office's policy in increasing public interest in attending public schools is an important and strategic effort. Through various comprehensive policies, such as improving the quality of public schools, expanding access and capacity, as well as socialization and providing incentives, the Education Office can realize the goal of equitable distribution and improvement of the quality of education at all levels of society. Thus, public schools can be the main choice for the community in obtaining quality and affordable education.

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