

**Analysis Based on Literature on Strategies for Strengthening Education  
Management and Innovation Implementation to Improve School Quality**

Nur Rizkiyah

Universitas Indraprasta PGRI Jakarta

Email: qyetaman@yahoo.com

---

**ARTICLE INFO**

**Published:** July, 31st  
2025

---

**Keywords:** :  
*Strategies, Strengthening,  
Improve, school quality*

---

---

**ABSTRACT**

Financial literacy and critical thinking skills are essential for navigating the digital age, helping individuals manage finances, evaluate information, and avoid scams. These skills are interconnected and mutually reinforcing. Many students lack adequate financial literacy and critical thinking skills, making them vulnerable to financial mismanagement, misleading information, and online scams. Current educational processes have not sufficiently instilled these skills. A qualitative approach was used, involving in-depth interviews with middle school students and teachers in Bekasi Regency. Data was collected through interviews, documentation, and literature review, then analyzed through data reduction, presentation, and conclusion drawing. Financial literacy helps individuals manage finances and make smart financial decisions, while critical thinking enables them to assess the validity of information. Both skills are crucial for economic and intellectual well-being. Enhancing financial literacy and developing critical thinking abilities should be a primary focus in education to prepare students for the complexities of the digital era. Offers valuable insights for future educational and literacy development.

---

**INTRODUCTION**

The development and improvement of education systems remain central to national progress and social equity. A multitude of strategies and management practices have been explored to enhance the quality of education at various levels, from elementary schools to high schools, with a focus on effective leadership, innovative pedagogical approaches, technology integration, and collaborative community involvement. Recent scholarly works provide a comprehensive overview of these efforts, highlighting both successes and ongoing challenges in implementing strategies aimed at elevating educational standards.

One prominent area of research focuses on the implementation of strategic initiatives within educational institutions. Agustikawati (2019) emphasizes the importance of a participatory, accountable, transparent, and autonomous approach in the execution of the "trisentra" education optimization strategy. This approach underscores the necessity of adhering to planned procedures while acknowledging the obstacles encountered during implementation—particularly, difficulties in establishing effective communication with families and communities. Such challenges hinder the alignment of perceptions and common understanding, which are critical for fostering cohesive efforts toward school development. Understanding how these strategies are executed in real-world settings can inform more effective frameworks for future reform.

Simultaneously, studies by Dacholfany (2024) demonstrate the positive outcomes resulting from the implementation of best practices, inter-school collaboration, and technological utilization. Their research indicates significant improvements in participants' knowledge and skills, with positive feedback from stakeholders confirming enhancements in foundational educational quality. This not only illustrates the potential of collaborative and innovative practices but also points to the necessity of ongoing monitoring and long-term evaluation of such initiatives. Furthermore, Dacholfany advocates for exploring the broader impacts of education management on student learning outcomes, emphasizing that financial support from relevant agencies plays a pivotal role in the sustainability of these improvements.

The critical role of school autonomy and leadership development is further explored by Nasir et al. (2023). Their research highlights that granting schools autonomy to tailor curricula to local needs combined with the development of effective leadership—particularly by school principals—serves as a catalyst for innovation and staff motivation. Nevertheless, they identify persistent challenges such as limited resources and dynamic curriculum changes, making comprehensive, integrated solutions a necessity. Empowerment efforts that involve teachers, parents, and the community are seen as vital, with teacher training and skill enhancement programs being key to overcoming technological challenges and pedagogical advancements.

Parallel to these management and leadership themes, the integration of online learning media has gained prominence, especially in the context of digital transformation in education. Murtado et al. (2023) discuss the advantages of online platforms—including flexibility, interactivity, and accessibility—while also addressing limitations such as inadequate internet access, reduced social interaction, and increased workload in teaching staff. Their findings suggest that when effectively managed, online media can significantly improve student outcomes, especially in high schools. The success factors they identify—content quality, infrastructure availability, and teacher competence—are crucial for maximizing benefits and mitigating drawbacks.

Inclusion and human resource management (HRM) are fundamental to ensuring equitable education opportunities. Riyadi et al. (2023) stress that optimal HR management—characterized by qualified teachers, support for students with special needs, effective teamwork, committed school leadership, and adequate funding—forms the backbone of inclusive education. Effective resource allocation and personnel development can create a conducive environment for diverse learners, thereby promoting a more inclusive and equitable education system.

The strategic development of school-based management (MBS) is another vital area, with Andriyan and Yoenanto (2022) proposing specific strategies for its enhancement. They emphasize the importance of developing evaluation tools, strengthening local government involvement, empowering school committees, and maximizing the competencies of educators and administrative staff. Such initiatives are aimed at decentralizing decision-making and fostering a participatory governance model that can adapt to local needs and promote accountability.

Further, the importance of educational supervision in improving the overall quality of education is highlighted by Suryadi (2024). He advocates that integrating educational management with professional supervision can elevate teachers' professionalism, streamline curriculum implementation, and foster a culture of ongoing evaluation. This integrated approach results in schools that are resilient, adaptable, and capable of responding to emerging educational demands.

Lastly, the management of human resources—particularly teachers' professional development—remains a crucial aspect of educational quality enhancement. Mustofa et al. (2024) focus on strategies for developing teachers in elementary schools, emphasizing the significance of training, workshops, technological mastery, and collaborative efforts. They argue that a supportive policy environment, inclusive of participative decision-making, flexibility in implementation, and attention to teacher well-being, underpins the continual growth of teachers as professionals and as catalysts for positive change within their schools.

In sum, these diverse studies collectively illustrate that advancing educational quality requires a multidimensional approach, encompassing strategic planning, leadership development, curriculum innovation, technological integration, inclusive management, and continuous professional development. They highlight the complexities involved in translating policy into practice but also point to effective solutions rooted in stakeholder collaboration, resource optimization, and systemic reform. As the education landscape evolves amid rapid technological and societal changes, ongoing research and adaptive management strategies remain critical to ensuring that schools become more effective, equitable

## **METHOD**

### **Research Design**

The methodology for this study is based on a comprehensive literature review and analysis of existing research articles related to educational management, strategy implementation, and school improvement. The primary aim is to synthesize key themes, findings, and insights from multiple sources to develop a clearer understanding of effective practices and ongoing challenges in the field.

The first step involves defining the scope and criteria for selecting relevant articles. This includes choosing recent and credible publications that address strategies, leadership, technology, and inclusivity in education. The selected articles encompass a variety of contexts and educational levels to ensure a broad and comprehensive perspective.

Next, data collection is conducted through systematic document retrieval from academic databases such as Google Scholar, JSTOR, and local educational journals. The criteria for inclusion involve peer-reviewed articles, government reports, and scholarly papers published within the last five years to ensure relevance and timeliness.

The third step is data extraction, where key information from each article is identified and summarized. This includes research objectives, methodologies, findings, and recommendations. Emphasis is placed on extracting recurring themes related to strategy implementation, leadership, technology use, human resource management, and stakeholder involvement.

Following data collection, the analysis stage involves qualitative synthesis. Similar themes and patterns are identified across the studies, and contrasting perspectives are contextualized. This step allows for the development of a coherent narrative that highlights best practices, common obstacles, and policy implications.

Finally, the findings are collated into a structured report that discusses the major insights derived from the literature review, providing a basis for further research or practical application in educational management. This approach ensures a systematic, transparent, and rigorous analysis of the existing body of knowledge.

## RESULT AND DISCUSSION

This review synthesizes key insights from recent research articles regarding strategies for enhancing education management and innovation implementation to elevate school quality. The findings highlight the importance of collaborative stakeholder approaches, leadership development, technology integration, inclusive resource management, and continuous professional development, which collectively contribute to fostering a resilient and adaptive educational environment.

### 1. Collaborative Stakeholder Engagement and Inclusive Digital Transformation

Ritonga (2024) emphasizes that innovative educational management strategies must prioritize collaborative stakeholder involvement, ongoing professional development, and equitable access to technology to ensure a successful digital education transformation. This approach underscores the need for active participation from all stakeholders—including teachers, parents, community members, and policymakers—in shaping and implementing educational innovations. Effective stakeholder collaboration facilitates shared understanding, resource mobilization, and collective problem-solving, which are crucial for overcoming barriers such as unequal access to digital infrastructure and resistance to change.

Similarly, Nasir et al. (2023) advocate for school autonomy and leadership empowerment as strategic approaches to managing educational change. Granting schools autonomy enables contextual curriculum development aligned with local needs, while strong leadership—particularly from principals—serves as a catalyst for fostering innovation and staff motivation. The challenge of limited resources and dynamic curriculum adjustments necessitates solutions that are integrated and participatory, encouraging engagement of teachers, parents, and the community in decision-making processes (Nasir et al., 2023).

### 2. Developing Leadership and Capacity through Training and Project-Based Approaches\*\*

Aniskina and Terekhova (2019) propose the use of innovation and project-based training techniques to create a 'quality spirit' among educational staff. These approaches stimulate leadership qualities and involve staff directly in quality management processes, thereby fostering ownership and responsibility for continuous improvement. Such training

methods help build a culture of innovation and commitment to quality, which is vital amid evolving educational demands.

Moreover, Mustofa et al. (2024) assert that strategic human resource management (HRM), focusing on teacher development, is essential for creating a dynamic learning environment. Regular training, workshops, and mastery of technology serve as core elements to improve teachers' pedagogical and technological skills. These initiatives promote a culture of collaborative learning, peer feedback, and continuous evaluation, which are fundamental for sustaining high-quality teaching environments (Mustofa et al., 2024).

### 3. Implementing Technology and Addressing Challenges in Online Learning

Murtado et al. (2023) highlight that online learning media provides significant advantages such as flexibility, interactivity, and accessibility; however, they also identify key challenges, including limited internet access, lack of social interaction, and increased workload for teachers. The success of online education depends on multiple factors, including the quality of content, infrastructure availability, and teachers' proficiency in managing digital platforms. To maximize the benefits of online learning, educational institutions must prioritize equitable infrastructure provision and professional development for teachers, thereby ensuring that digital transformation translates into measurable improvements in student outcomes (Murtado et al., 2023).

### 4. Management of Human Resources for Inclusive Education

Riyadi et al. (2023) emphasize that optimal human resource management (HRM) is fundamental for inclusive education. Qualified teachers, support for students with special needs, effective teamwork, committed school leadership, and sufficient funding form the core components of successful inclusive systems. Schools that strategically allocate resources and invest in teacher capacity-building foster an inclusive atmosphere where diverse learners can thrive. Furthermore, strategic HR management efforts—including regular evaluation and feedback—enable schools to adapt and refine their approaches to diversity and inclusion, thereby improving overall educational quality (Riyadi et al., 2023).

### 5. Enhancing School-Based Management and Supervision for Continuous Improvement

Andriyan and Yoenanto (2022) discuss strategies for optimizing School-Based Management (SBM), including developing evaluation instruments, strengthening local government involvement, empowering school committees, and enhancing educator competencies. These strategies democratize school governance, fostering accountability and responsiveness to local needs.

Suryadi (2024) further advocates that integrating educational supervision with management efforts enhances teachers' professionalism, curriculum implementation, and fosters a culture of continual evaluation. This synergy results in schools that are more adaptable, resilient, and aligned with current educational demands.

### 6. Managing Teachers' Professional Development and Welfare

Finally, the importance of strategic human resource development for teachers is discussed by Mustofa et al. (2024). They highlight that sustainable improvement in school quality depends on continuous professional enhancement through training, workshops, and technology mastery. These efforts foster a culture of collaborative learning, constructive evaluation, and staff motivation. Additionally, school policies that involve teachers'

participation, provide flexibility, and prioritize well-being are critical in creating a supportive environment conducive to professional growth (Mustofa et al., 2024).

## CONCLUSION

Overall, the collective insights from these studies emphasize that strategies to strengthen education management and innovation are multifaceted and interconnected. Successful implementation requires collaborative stakeholder engagement, empowering leadership, equitable resource allocation, robust capacity-building, and effective

## REFERENCE

- Agustikawati, E. T. (2019). Optimalisasi trisentra pendidikan menuju sekolah unggul dengan mutu budaya dan lingkungan sekolah. *Jurnal Pedagogik Pendidikan Dasar*, 6(1), 153-174.
- Andriyan, A., & Yoenanto, N. H. (2022). Optimalisasi penerapan dan pengelolaan manajemen berbasis sekolah: literatur review. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(1), 14-27.
- Anggal, N., Yuda, Y., & Amon, L. (2020). *Manajemen Pendidikan: Penggunaan Sumber Daya Secara Efektif Untuk Meningkatkan Mutu Pendidikan*. CV. Gunawana Lestari.
- Anggal,dkk, 2020: optimalisasi SDM dapat dilakuka dengan mendelegasikan para staf beberapa tugas sekolah yang dapat dikerjakan secara kolaborasi.
- Aniskina, N., & Terekhova, E. (2019). Innovative methods for quality management in educational organizations. *International Journal of Quality & Reliability Management*, 36(2), 217-231
- Dacholfany, M. I. (2024). Peningkatan Kualitas Manajemen Pendidikan Di Sekolah Dasar Melalui Pelatihan Dan Bimbingan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(1), 5-13.
- Murtado, D., Hita, I. P. A. D., Chusumastuti, D., Nuridah, S., Ma'mun, A. H., & Yahya, M. D. (2023). Optimalisasi pemanfaatan media pembelajaran online sebagai upaya meningkatkan hasil belajar siswa di sekolah menengah atas. *Journal on Education*, 6(1), 35-47.
- Mustofa, M., Asy'ari, H., & Ratnaningsih, S. (2024). Manajemen Strategi Sumber Daya Manusia Guru di Sekolah Dasar: Mengungkap Praktik Efektif Retensi untuk Pengembangan Guru. *An-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam*, 9(1).
- Nasir, M., Mahmudinata, A. A., Ulya, M., & Firdaus, F. A. (2023). Strategi Pemberdayaan Sekolah Sebagai Upaya Peningkatan Manajemen Pendidikan. *Journal of International Multidisciplinary Research*, 1(2), 799-816.
- Ritonga, M. Y. (2024). Innovative Strategies in Educational Management: Improving the Quality of Learning in the Digital Era. *Jurnal Scientia*, 13(01), 254-261.
- Riyadi, S., Nuswantoro, P., Merakati, I., Sihombing, I., Isma, A., & Abidin, D. (2023). Optimalisasi pengelolaan sumber daya manusia dalam konteks pendidikan inklusif di sekolah. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(3), 130-137.



Suryadi, F., Pasaribu, M. H., Siahaan, A. D., Sabri, A., & Lubis, Y. (2024). Peran Manajemen Pendidikan dalam Mewujudkan Sekolah Berkualitas. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 3(4), 92-107.