Reconstructing School Principal Leadership Based on the Agile Organization Model: An Empirical Study of Multi-Level Educational Ecosystems

Siti Komara
Universitas Pasundan

ABSTRACT

The dynamics of the global environment in the BANI (Brittle, Anxious, Non-linear, Incomprehensible) era have generated significant uncertainty in educational governance, marked by rapid regulatory changes, a crisis in teacher competence, and disparities in graduate quality. Conventional leadership frameworks often struggle to respond effectively to these changes. This study aims to reconstruct school principal leadership strategies through an Agile Organization approach to strengthen adaptability and the sustainability of school development in integrated private educational institutions. This study employs a holistic single-case qualitative approach at Ibnu Khaldun Islamic School in Cirebon, comprising an Integrated Islamic Kindergarten (TKIT), Integrated Islamic Elementary School (SDIT), Integrated Islamic Junior High School (SMPIT), and Vocational High School (SMK). Primary data were obtained through in-depth interviews with 18 key informants, including foundation board members, school principals, teachers, support staff, and external experts/validators. The thematic findings were translated into a quantitative Objectives and Key Results (OKR) matrix and further analyzed using Internal-External Strategic Factor Analysis Summary (IFAS-EFAS) and the TOWS Matrix. The results indicate that the EMASLIM leadership roles have not been implemented optimally and reveal substantial disparities among school units. The implementation of the Agile Organization model is constrained by insufficient internalization of the North Star (shared vision), overly rigid or excessively fluid relational hierarchies, and limited transparency and managerial capacity. The weighted IFAS results (3.215 vs. 2.375; margin +0.84) and EFAS results (2.885 vs. 2.360; margin +0.525) place the organization in Quadrant I (Aggressive Growth/S-O). This study recommends the formulation of a CEO Development Program based on six ecosystem pillars (Agile Leadership, Talent Growth, Quality of Learning, Synergy Ecosystem, Good School Governance, and IB-Tech). The study concludes that the comprehensive application of organizational agility principles can serve as a key catalyst for transforming school principals from technical managers into competitive Agile Coaches.

INTRODUCTION

The dynamics of the 21st-century global environment, characterized by the VUCA (Volatile, Uncertain, Complex, Ambiguous) and BANI (Brittle, Anxious, Non-linear, Incomprehensible) frameworks, require exceptional preparedness and adaptability from educational institutions. The BANI phenomenon specifically describes systemic vulnerability, psychological anxiety within the school community, unclear causal patterns in programs, and a high degree of ambiguity in national education regulations. This governance crisis directly affects the quality of education in Indonesia, which remains below the international average. According to the 2022 Programme for International Student Assessment (PISA), Indonesia's scores in reading (359), mathematics (366), and science (383) remained well below those of Singapore (mathematics: 575), Malaysia (409), and Vietnam. This vulnerability in educational quality is also reflected in the limited number of institutions capable of attaining international recognition (PYP, MYP, DP) and the high proportion of teachers whose qualifications do not yet meet national standards (Baidah et al., 2024; Irnidayanti & Fadhilah, 2023).

The primary factors underlying these low levels of achievement are the quality of the teaching process and the lack of relevant instructional guidance (Irnidayanti & Fadhilah, 2023). Many educators still tend to deliver content theoretically and conventionally without connecting it to students' real-life contexts (Fawaid et al., 2021; Irnidayanti & Fadhilah, 2023). In this context, school principals play a crucial role as agents of change who drive the school system through the EMASLIM dimensions (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator) (Hidayatullah & Dahlan, 2019; Mulyasa, 2017). However, current conditions indicate a national shortage of as many as 50,971 school principals, with West Java among the regions with the highest demand, at 7,490 positions (Director General of Teachers and Educational Personnel, 2023; Ministry of Basic and Secondary Education, 2024). This gap is further exacerbated by the limited managerial and academic competencies of many school leaders, who remain preoccupied with routine administrative tasks (Aliyyah et al., 2020; Mas'ud, 2017).

To address the challenges of the BANI era, traditional management approaches centered on hierarchical command structures and rigid bureaucracy are no longer sufficient (Fayol, 2016; Terry & Lue, 2019). Education requires an Agile Organization

approach that emphasizes adaptive structures, decentralized decision-making, transparent communication, and rapid learning iterations (Aghina et al., 2018; Mangundjaya, 2018; Wijayanti et al., 2021). Agile implementation has been reported to increase organizational productivity by 20-30% and to double institutional growth performance (Aghina et al., 2018). Nevertheless, empirical studies on the application of organizational agility within regular, multi-level school ecosystems in Indonesia remain limited (Efendi et al., 2025; Khalifah et al., 2025). Previous research has generally focused on descriptive archival analysis or on measuring transformational leadership as a separate construct (Purwanto et al., 2024; Umar & Soedjono, 2025).

A case study at Ibnu Khaldun Islamic School in Cirebon-an integrated private institution encompassing TKIT, SDIT, SMPIT, and SMK levels-reveals a clear institutional paradox. On the one hand, the school possesses substantial structural capital, including adequate facilities, 'School of Change' status for the SDIT unit, an 'A' accreditation for SMPIT and SMK, and support from a foundation ecosystem that includes a university and business units. On the other hand, student enrollment has declined continuously over the past three years at the TKIT level (from 63 to 44), SDIT (from 71 to 51), SMPIT (from 119 to 80), and SMK (from 55 to 38). Psychological profiling of 64 teachers indicates that only a small proportion fall into the 'Future Leader' category (3 individuals) or the 'High Impact Performance' category (19 individuals), while the remainder are predominantly classified as 'Core Employees' (19 individuals), 'Effective Employees' (4 individuals), and 'Underperformers.' Profiling of the school principals also revealed considerable heterogeneity in competence, ranging from the 'Future Leader' level (SDIT principal) to the 'Core Employee' level (TKIT and SMPIT principals).

This study aims to reconstruct school principal leadership by integrating Agile Organization principles to formulate concrete, measurable, and sustainable prescriptive strategies (Aghina et al., 2018; Wiyono, 2017). The novelty of this article lies in the development of a performance evaluation instrument based on Objectives and Key Results (OKR) for the seven EMASLIM roles and the five dimensions of the McKinsey Agile framework, followed by quantitative analysis using the TOWS-IFAS/EFAS matrix to formulate an integrative strategic model termed the CEO (Chief Education Officer) Development Program (Hidayatullah & Dahlan, 2019; Purwanto et al., 2024).

RESEARCH METHOD

This study employs a qualitative approach with a holistic single-case study design to explore in depth the dynamics of leadership and organizational culture at Ibnu Khaldun Islamic School in Cirebon. The study site was selected because of the distinctive characteristics of this multi-level school, comprising an Integrated Islamic Kindergarten (TKIT), Integrated Islamic Elementary School (SDIT), Integrated Islamic Junior High School (SMPIT), and Vocational High School (SMK), which operates under the Mansyur Al Makki Foundation and is currently undergoing an institutional transition.

Research informants were selected through purposive sampling and consisted of 18 key informants (Table 1). Data sources represented both internal perspectives (Foundation Chair, Director of Human Resources, four School Principals, four Teachers, four Educational Staff members, and one Central Treasurer) and external validation (three expert judgments from regulators, academics, and practitioners, and one comparison-school principal from an IDN school).

Table 1. Profile of Key Research Informant Distribution

Code	Initial	Position / Role of Subject	Unit / Institution	Data Collection Focus
In 1 - In 4	MRD, SK, SS, IF	School Principals (4 People)	TKIT, SDIT, SMPIT, SMK Ibnu Khaldun	The Role of **EMASLIM**, Management Challenges, Agile Implementation
In 5 - In 8	SA, NA, MM, AS	Permanent Teachers (4 People)	TKIT, SDIT, SMPIT, SMK Ibnu Khaldun	Pedagogical Performance, Work Climate, Principal Leadership
In 9–In 12	AS, B, Z, D	Support Staff (4 People)	Operations & Administrative Staff at Ibnu Khaldun	Administrative Support, Facilities & Equipment, Internal Communications

Code	Initial	Position / Role of Subject	Unit / Institution	Data Collection Focus
Grades 13–14	BS, TR	Central Treasurer & Foundation Chair	Mansyur Al Makki Foundation	Strategic Direction, Financial Management, Smart School Vision
In 15 - In 17	AS, AA, DS	Expert Judgment (3 Experts)	Department of Education, UIN Siber, Foundation Practitioners	Strategy Validation, Instructional Leadership & Agile
In 18	SH	Principal of the Comparison School	IDN School	Benchmarking Best Practices in Agile Leadership

Data collection was conducted in six systematic stages and included semi-structured interviews, in-depth interviews, participatory observation of operational activities, and document review (school profiles, budget plans, accreditation assessment results, and psychological profiling instruments). Data validity was established through source triangulation, method triangulation, and credibility procedures using member checking and peer debriefing.

Data analysis was conducted through two integrated stages:

Integrative Data Analysis Cycle:

1. Thematic Coding & Analysis: Reduction, presentation of data, and verification of qualitative narratives based on research propositions.
2. OKR Indicator Translation: Establishment of an empirical baseline on a 0–100% scale to detect operational gaps.
3. IFAS-EFAS Matrix Analysis: Measurement of weights (AHP/paired FGD method, total $\Sigma=1.0$) and ratings (1–4 scale) to determine strategic position coordinates. (Purwanto et al., 2024).
4. TOWS Matrix Formulation: Mapping of S-O, W-O, S-T, and W-T strategy combinations to generate a prescriptive action plan. (Purwanto et al., 2024).

RESULTS AND DISCUSSION

3.1. Evaluation of School Principal Leadership Performance (EMASLIM & OKR Models)

The results of qualitative data analysis and the quantification of Objectives and Key Results (OKR) indicators show that the effectiveness of the principal's role at Ibnu Khaldun Islamic School in Cirebon has not yet reached an optimal level and that substantial heterogeneity exists across school units. A summary of baseline achievements across the seven dimensions of EMASLIM leadership is presented in Table 2 (Hidayatullah & Dahlan, 2019).

Table 2. Synthesis of Baseline OKR Achievements for EMASLIM Leadership by School Unit

Role Dimensions	Focus of Primary Objectives	TKIT	SDIT	SMPIT	SMK
Educator	Lesson Plan Review, Weekly Learning Community, Pedagogical Training	82.5%	65.0%	42.5%	27.5%
Manager	Financial Accountability, Facilities Maintenance, Organizational Structure	81.0%	52.0%	58.0%	37.0%
Administrator	Dapodik Compliance, Digital Personnel Records, SOP for Correspondence	76.0%	70.0%	70.0%	55.0%
Supervisor	Ongoing Classroom Observation, Coaching Sessions, Follow-Up	86.0%	30.0%	48.0%	36.0%
Leader	Integrity & Exemplary Behavior, Human Resources Planning, Open Communication	90.0%	66.0%	68.0%	38.0%
Innovator	Generating New Ideas, Implementing Flagship Programs, Impact on Quality	82.5%	91.0%	42.5%	12.5%
Motivator	Supportive Work Environment, Enforcement of Discipline, Recognition & Advocacy for Rights	88.0%	64.0%	67.0%	48.0%
Average Unit Achievement		83.7%	62.6%	56.6%	36.3

An in-depth analysis of the seven EMASLIM roles reveals distinct dynamics within each educational unit (Hidayatullah & Dahlan, 2019; Mulyasa, 2017):

1. TKIT (Outstanding Performance - 83.7%): The TKIT principal consistently integrates Servant Leadership with democratic leadership (Verawati et al., 2025). The principal acts as a facilitator who fosters psychological safety, organizes weekly learning communities every Saturday to review classroom instructional materials (Umar & Soedjono, 2025), and models punctuality. This approach creates a harmonious work environment and helps prevent interpersonal conflict at an early stage.

2. SDIT (Innovative Performance but Weak Control - 62.6%): The SDIT principal excels in the Innovator role (91.0%) by attaining 'School of Change' status, launching an International Class, and diversifying extracurricular activities (Ministry of Education and Culture, 2024). However, this unit faces weaknesses in its Supervisory (30.0%) and Managerial functions due to the principal's indecisiveness, limited classroom observation (Syukron et al., 2023), poor attendance discipline, and a pattern of purchasing facilities and equipment without receipts, which deviates from accountability SOPs (Purwanto et al., 2024).

3. SMPIT (Relationship-Oriented but Overly Compromising Performance - 56.6%): Leadership at SMPIT is characterized by a highly interpersonal approach (Verawati et al., 2025). Although this fosters relational comfort, excessive closeness without clear boundaries and firmness reduces the principal's authority. As a result, recurring violations occur, including low teacher discipline and a noticeable gap between lesson plans uploaded to Google Drive and the monotonous lecture-based instruction observed in classrooms (Irnidayanti & Fadhilah, 2023; Mas'ud, 2017).

4. Vocational High School (SMK) (Autocratic-Dissociative Performance - 36.3%): The SMK unit recorded the lowest performance across nearly all dimensions. The school principal adopts a closed, centralized-authoritarian leadership style, limiting opportunities for teacher discussion and neglecting vocational program development (Verawati et al., 2025). Administrative oversight failures have also had serious consequences, including delays in Dapodik reporting that resulted in the non-disbursement of teacher certification allowances (Aliyyah et al., 2020). This leadership role inconsistency arose because firmness was evident only in the direct control of personnel but was absent from instructional guidance and advocacy for teachers' rights (Syukron et al., 2023).

3.2. Implementation of Agile Organization Maturity

An evaluation of the five pillars of the McKinsey Agile Organization model shows that the adoption of an agile culture at Ibnu Khaldun Islamic School in Cirebon

remains in a transitional phase and has not yet been systematically integrated (Aghina et al., 2018; Mangundjaya, 2018).

Table 3. Baseline Achievement Matrix for the 5 Agile Organization Indicators by Unit

Dimensions of an Agile Organization	Key Performance Indicator Standards	TKIT	SDIT	SMPIT	SMK
Shared Vision (North Star)	Internalization of the collective vision & adaptation to user needs	70%	55%	50%	30
Empowered Team Network	Team operational autonomy, cross-functional collaboration	80%	60%	50%	25
Rapid Decision-Making & Learning	Sprint iterations, a culture of reflection, psychological safety	85%	65%	50%	20
Dynamic Human Model	Servant leadership, workplace comfort, career development	85%	80%	75%	35
Technology Adoption	Software/hardware integration, AI adoption, IT efficiency	70%	80%	45%	60%

This finding confirms that the absence of agility-based key performance indicators (KPIs) established by the foundation makes it difficult for school leaders to translate the overarching Smart School vision into operational goals (Purwanto et al., 2024; Wijayanti et al., 2021). Only TKIT succeeded in fulfilling all five pillars in a balanced manner, supported by a regular Saturday forum that functions as a recurring cycle of learning and interaction (Umar & Soedjono, 2025). In the other units, the failure to implement agile practices was driven by dependence on centralized bureaucracy, uneven distribution of technological infrastructure (such as the shortage of computers in SMPIT laboratories), and a pervasive culture of 'organizational silence,' in which teachers are reluctant to express their views for fear of being blamed (Efendi et al., 2025; Mangundjaya, 2018).

3.3. Formulation of Strategic Environmental Assessment (IFAS & EFAS)

Based on the identification of internal and external variables processed through AHP weighting and rating assessments conducted jointly with the foundation's management team, the following summary of the IFAS and EFAS matrix analyses was obtained:

Table 4. Internal Strategic Factor Analysis Summary (IFAS)

Internal Strategic Factors	Weight	Rating	Score
STRENGTHS			
S1. Qualifications and Background of Human Resources: Young School Principals with Master's Degrees	0.08	3.0	0.240
S2. Achievements of the SDIT unit as an official "School of Change" designated by the Ministry of Education and Culture	0.07	3.0	0.210
S3. High emotional loyalty of the principal as an early pioneer	0.25	3.5	0.875
S4. The Foundation's full support for leadership innovation exploration	0.19	4.0	0.760
S5. The Foundation's commitment to the well-being and oversight of PPG certification	0.21	3.0	0.630
S6. Availability of adequate physical facilities and an "A" accreditation rating	0.10	2.5	0.250
S7. Ownership of an integrated campus ecosystem and foundation business units	0.10	2.5	0.250
Total Strength Score (S)			3.215
WEAKNESSES			
W1. Low level of independent learning initiative among some school principals	0.25	2.0	0.500
W2. Limitations of the Foundation's periodic leadership training program	0.06	2.5	0.150
W3. Inequities and limitations in classroom IT learning resources	0.02	2.0	0.040
W4. Lack of written regulatory guidelines and standard operating procedures (SOPs) for human resources management	0.09	2.5	0.225
W5. Weak managerial and academic supervisory capacity of the school principal	0.07	2.0	0.140
W6. Limited ability to build external industry partnerships	0.03	2.5	0.075
W7. Continued instances of school principals' failure to adhere to work hours	0.19	2.5	0.475

Internal Strategic Factors	Weight	Rating	Score
W8. Low level of strategic planning competence (***Renstra/Renop***) among school leaders	0.09	3.0	0.270
W9. School principals' tendency to get bogged down in technical and operational tasks	0.04	2.5	0.100
W10. Bias in decision-making objectivity due to family ties	0.16	2.5	0.400
Total Weakness Score (W)			2.375
INTERNAL SCORE DIFFERENCE (S - W)			+0.840

Table 5. External Strategic Factors Analysis Summary (EFAS)

External Strategic Factors	Weight	Rating	Score
OPPORTUNITIES			
O1. Availability of the **GTK/PMM room** platform as a tool for self-directed learning	0.11	2.5	0.275
O2. Ease of simplifying the regulatory mechanism for teacher PPG certification	0.21	4.0	0.840
O3. Increased public awareness and social support for character-based education	0.21	3.0	0.630
O4. Increased access to government grant programs and infrastructure assistance	0.07	2.0	0.140
O5. A niche market for high-quality schools with competitive costs	0.12	2.5	0.300
O6. Opportunities to build a sophisticated educational ecosystem to attract new students	0.16	2.5	0.400
O7. Potential for creative funding through optimization of the Economic Agency (BEP)	0.12	2.5	0.300
Total Opportunity Score (O)			2.885
THREATS			
T1. Dynamic changes in curriculum policies and government regulations	0.07	3.0	0.210
T2. Elimination of regional operational assistance grants (**BPMU Jabar**)	0.04	3.0	0.120
T3. Policy on expanding class sizes/student capacity in nearby public schools	0.13	2.5	0.325
T4. Fierce competition from similar private schools offering comparable value-added services	0.15	2.0	0.300
T5. Rise in poverty rates and economic inequality among the local community	0.24	2.0	0.480

External Strategic Factors	Weight	Rating	Score
T6. A crisis of trust among parents due to the slow fulfillment of quality promises	0.37	2.5	0.925
Total Threat Score (T)			2.360
EXTERNAL SCORE DIFFERENCE (O - T)			+0.525

Based on the IFAS and EFAS calculations, the organization's strategic position was determined at the coordinate pair (X = +0.840; Y = +0.525). Plotting this point on the TOWS Grand Strategy Matrix places Ibnu Khaldun Islamic School in Cirebon in Quadrant I (Aggressive Growth/S-O Strategy) (Purwanto et al., 2024). This position indicates that the organization possesses a promising foundation of internal strengths supported by substantial external opportunities. The primary strategic direction is therefore to leverage internal strengths aggressively to capture available market opportunities (Purwanto et al., 2024).

3.4. Reconstruction of Functional & Technical Strategies: CEO Development Program

Based on its position in Quadrant I (S-O), this study formulates a Grand Strategy translated into six pillars of functional and technical strategy under the CEO (Chief Education Officer) Development Program, designed for comprehensive implementation (Purwanto et al., 2024; Wiyono, 2017).

Grand Strategy: 'System-Based Leadership Transformation toward an Agile, Excellent, and Sustainably Impactful Ibnu Khaldun Islamic School,' with the operational blueprint for the program's six pillars outlined as follows:

1. Agile Leadership Pillar (Strengthening Adaptive Leadership): Establishing a Tiered Leadership Program through competency mapping based on the seven EMASLIM roles (Hidayatullah & Dahlan, 2019), requiring completion of the GTK Room modules for a minimum of two hours per week (Ministry of Basic and Secondary Education, 2024), developing KPI instruments based on quarterly innovation achievements, and transforming leadership styles from authoritarian/compromising approaches toward a transparent, firm-yet-democratic approach (Verawati et al., 2025).

2. Talent Growth Pillar (Planned Human Resource Development): Developing a Competency Development Map for every teacher and staff member, shifting from an ad hoc training system to an annual training calendar, revitalizing school learning communities through periodic Lesson Study sessions (Umar & Soedjono, 2025), and establishing a fair incentive and promotion system (Purwanto et al., 2024).

3. Quality of Learning & Service Excellence Pillar: Transforming academic supervision from a mere biannual ritual into weekly clinical-humanistic supervision (Syukron et al., 2023), implementing peer observation to align lesson plans with actual classroom teaching practices (Irnidayanti & Fadhilah, 2023), activating a digital complaint platform with a guaranteed response within 2 x 24 hours, and formulating graduate achievement standards based on students' authentic talents (Fawaid et al., 2021).

4. Synergy Ecosystem & Networking Agility Pillar (Partnerships & Ecosystem Synergy): Establishing the Foundation's Strategic Partnership Team, prioritizing the acceleration of industry networks for the vocational high school (SMK) unit through structured internship programs and industry guest lecturers (Jauhari, 2023), integrating the foundation's higher education ecosystem into teacher development, and optimizing break-even point (BEP) business units and acceleration institutions (AHE/TPQ) as sources of new student enrollment.

5. Pillar of Good School Governance (Accountable School Management): Developing standardized Standard Operating Procedures (SOPs) governing all administrative activities (Fayol, 2016; Purwanto et al., 2024), establishing a consistent cycle of monthly evaluation meetings, separating the authorization and execution functions for financial expenditures to prevent independent spending by principals, and digitizing records in accordance with Excellent Accreditation standards.

6. IB-Tech Pillar (Smart School Digital Transformation): Formulating a three-year Technology Master Plan, prioritizing the provision of computer hardware at SMPIT and improvements to digital laboratories, and developing an integrated Smart School platform that combines digital attendance tracking, teaching and learning journals, an assessment portal, and a centralized financial audit module (Wijayanti et al., 2021).

CONCLUSION

The findings indicate that the effectiveness of school principal leadership at Ibnu Khaldun Islamic School in Cirebon, as assessed through the EMASLIM framework, has not yet reached an optimal level and shows substantial disparities in quality across school units. The TKIT unit demonstrated the strongest leadership performance through a conducive Servant Leadership climate, whereas the SMK unit requires the most fundamental transformation because of its centralized-autocratic leadership style. The implementation of the Agile Organization model remains in a transitional phase and is constrained by limited KPI accountability, disparities in information technology infrastructure, and insufficient leadership role modeling. Analysis of the IFAS (+0.840) and EFAS (+0.525) matrices places the school in Quadrant I (Aggressive Growth/S-O). The reconstruction of school principal

leadership is operationalized through the CEO Development Program, which integrates six pillars of operational strategy to transform the principal from a bureaucratic manager into an Agile Coach who is adaptive, innovative, and competitive in responding to the uncertainties of the BANI era.

REFERENCES

Adriz, & Jatmiko Hari. (2026). Navigasi Kepemimpinan Strategis di Era VUCA dan BANI: Sebuah Tinjauan Konseptual. Jurnal Manajemen Strategis Pendidikan, 14(1), 45-58.

Aghina, W., Ahlback, K., De Smet, A., Lackey, G., Lurie, M., Murarka, M., & Handscomb, C. (2018). The Five Trademarks of Agile Organizations. McKinsey & Company Insights.

Aliyyah, R. R., Rasmitadila, R., Rusi, F., & Rachmadtullah, R. (2020). Management of School-Based Leadership in Primary Schools. International Journal of Instruction, 13(4), 891-904.

Baidah, B., Syarif, A., & Rahmawati, E. (2024). Analisis Problematika Makro Pendidikan Nasional dan Impaknya Terhadap Kualifikasi Tenaga Pendidik. Jurnal Ilmu Pendidikan Indonesia, 12(2), 112-125.

Direktur Jenderal Guru dan Tenaga Kependidikan. (2023). Peraturan Dirjen GTK No. 7327/B.B1/HK.03.01/2023 tentang Model Kompetensi Kepala Sekolah. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Efendi, M., Gunawan, H., & Lestari, S. (2025). Measuring Organizational Agility Transformation among Senior High School Teachers in Boundary Regions. Educational Governance Quarterly, 9(1), 77-93.

Fawaid, A., PS, R., & Z, M. (2021). Reinterpretasi Filosofi Pendidikan Ki Hajar Dewantara dalam Membangun Karakter Guru Abad 21. Jurnal Pendidik Dan Kebudayaan, 6(3), 201-215.

Fayol, H. (2016). General and Industrial Management. London: Ravenio Books.

Hidayatullah, M. N., & Dahlan, M. Z. (2019). Menjadi Kepala Sekolah Ideal, Efektif dan Efisien (Perspektif EMASLIM). Malang: Literasi Nusantara Abadi.

Irnidayanti, Y., & Fadhilah, N. (2023). Teaching Quality in Indonesia: What Needs to Be Improved? In R. Maulana (Ed.), Effective Teaching Around the World (pp. 225–244). Springer Nature.

Jauhari, S. S. (2023). Komparasi Skor PISA Indonesia dan Solusi Transformasi Pembelajaran Vokasi. Jurnal Evaluasi Pendidikan, 11(2), 145-159.

Kemendikdasmen. (2024). Panduan Pengelolaan Satuan Pendidikan: Sekolah yang Kita Cita-Citakan. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.

Khalifah, N., Arifin, Z., & Nurhayati, S. (2025). Agile Leadership in Remote Schools: A Systematic Literature Review Based on PRISMA 2020. Journal of Educational Leadership and Policy Studies, 7(2), 104-121.

Madhakomala, R., Syifauzzuhrah, N., & Hakim, M. (2022). Problems of Education in Indonesia and Alternative Solutions. International Journal of Business, Law and Education, 3(1), 135–144.

Mangundjaya, W. L. (2018). Organizational Agility and Readiness for Change in Educational Sector. Jakarta: Swadaya Press.

Mas'ud, M. (2017). Pengaruh Kompetensi Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru. Contingency: Scientific Journal of Management, 5(2), 122–131.

Mohamad Halil, A., Hidayat, R., & Surani, S. (2025). Navigating Educational Leadership in the BANI Era: Integrating Psychological Resilience and Systemic Agility. Asian Journal of Educational Administration, 14(1), 33-49.

Mulyasa, E. (2017). Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: PT Remaja Rosdakarya.

Purwanto, A., Asbari, M., & Santoso, T. I. (2024). Analisis Manajemen Sumber Daya Manusia Strategis dalam Meningkatkan Mutu Sekolah Swasta. Jurnal Pendidikan dan Kewirausahaan, 12(1), 55-70.

Syukron, M., Dahlan, A., & Kusuma, W. (2023). Model Supervisi Klinis Berbasis Data dalam Meningkatkan Kualitas Pedagogik Guru. Jurnal Supervisiones Educatio, 8(2), 189-204.

Terry, G. R., & Lue, L. W. (2019). Principles of Management (16th ed.). Illinois: Richard D. Irwin.

Umar, F., & Soedjono, S. (2025). Peran Kepala Sekolah Sebagai Penggerak Komunitas Belajar dalam Kepemimpinan Transformasional. Jurnal Guru Kita, 9(2), 503–518.

Verawati, E., Setiawan, D., & Rahayu, S. (2025). Perbandingan Gaya Kepemimpinan Autokratis, Laissez-Faire, dan Demokratis dalam Iklim Kerja Lembaga Pendidikan. Jurnal Kepemimpinan Pendidikan, 13(1), 66-81.

Wijayanti, L., Kurniawan, A., & Indrawati, R. (2021). Implementation of Organizational Agility in Technology-Based Blended Learning Schools. Journal of Educational Management & Leadership, 5(3), 210-226.

Wiyono, B. B. (2017). Learning Organization dalam Tata Kelola Satuan Pendidikan Abad 21. Malang: Universitas Negeri Malang Press.