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Strengthening school management as a strategy to improve the quality of learning in elementary schools

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Abstract

The quality of learning greatly determines the learning process and outcomes of elementary school students, but it remains low due to ineffective school management. This study aims to analyse the practice of strengthening school management as a strategy to improve the quality of learning, analyse teachers' perceptions and analyse the effectiveness of strengthening school management. The method used is a mixed method. The design is an exploratory sequential design. Data collection was carried out using interview guidelines and questionnaires. The technique of data analysis was carried out using interactive qualitative and descriptive quantitative. The result of this study showed that: (1) there are eight practices for strengthening school management as a strategy to improve the quality of learning, namely strengthening school's vision and mission, strengthening leadership, strengthening the curriculum, strengthening students, strengthening teaching staff, strengthening finance, strengthening infrastructure, strengthening administration and strengthening public relations; (2) teachers' perceptions of strengthening school management are average in good category, it means that teachers have good perceptions of strategies for strengthening school management; (3) strengthening school management has a positive correlation by improving quality of learning. Evidenced by the Pearson product-moment correlation coefficient ($r = 0.775$), it means that close relationship between variables included in the strong or high category and has a positive and significant influence on improving the quality of learning. The more effective the strengthening of school management, the better the quality of learning. In conclusion, the implemented practice of strengthening school management is considered effective as a strategy to improve the quality of learning at Elementary School.

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INTRODUCTION

Background of the Study

Formation of foundation knowledge depends on basic educational environment. Basic education provides basic knowledge, forms character and skills to face challenge in the future. Lack of resources, limited teacher professional development, lack of community participation and support, curriculum management, leadership, inadequate educational facilities, and variations in teacher competency levels are intended challenge. So that, quality of education is not up expected the standards. The quality of education has a significant impact on national progress and human resource development (Rifaudin et al., [2025](#)). Instructional quality refers to the quality of learning that benefits from strategic school management through the creation of an effective learning environment and instructional practices that support the development of student competencies (Musodik et al., [2026](#)).

Problems of learning quality are caused by many factors, one of them is weak school management. Ineffective school management can result in appropriate planning and non-optimal management implementation. The existence of schools with weak management is guaranteed have low quality of learning and learning environment tends less conducive.

The main key to overcome that challenge is by strengthening school management. In this context, improvement quality of education that need to be made, namely increasing professionalism of teachers (Zaleha et al., [2022](#)), management flexibility according to learning process needs and other activities, and making decision by headmaster is carried out together with school society involving parents (Gunherani, [2023](#)). Quality education in schools must be reviewed through implementation of curriculum, educators and the children's learning environment (Noerhartati et al., [2024](#)). The dynamics of learning environment requires management that builds and provides service that impress parties concerned (Mincu, [2022](#)). Strengthening management means that school can carry out their functions by effectively utilizing resources that lie with educators, educational staff, and infrastructure to support learning activities that can benefit society (Muliati et al., [2022](#)). Human resource who are willing accept challenge have a significant impact on improving quality of basic education. Competent human resource are obtained from school institutions which is have quality (Salahshour & Esmaeili, [2021](#)).

Strong school management it believed that can be a strategy that can face various challenges. As a result, learning is designed with a comprehensive and sustainable strategy. In this context, strengthening focuses on curriculum development, increasing teacher competency, developing innovative learning programs, relevant training, providing adequate facilities, transparent fund management, and strengthening collaboration between various stakeholders. Good school management generally synergizes with internal school parties in formulating policies (Palah et al., [2022](#)). The effectiveness of strengthening school management strategy requires collaboration of all stakeholders (Zaleha et al., [2022](#)).

Considering that society participation in education is not maximal (Hossain, [2021](#)). A school is called a potential institution if the management is good and the resources have high motivation. Management improvements need to be continuously carried out as a form of effective school management practice (Anand et al., [2023](#)).

Effective school management is determining factor in considering quality. Form managerial of intervention is very necessary. The urgency of this study is based on the need of quality learning through effective managerial approach. It is hoped that the strengthening of school management can improve the quality of learning and felt directly by all school members and the society.

Emphasis the importance of active involvement from all school parties starting from students, parents and surrounding society. This is improve the effectiveness of resource and curriculum management and creates more inclusive and society-based learning environment. School management is optimal if supported by participation of all teachers and staff in making decision process in various matters of budgeting, scheduling, curriculum and other programs (Tikiawati & Sulistyaningrum, [2024](#)). One factor hindering efforts to implement the curriculum is the lack of parental involvement at the school specifically, the failure to provide adequate support enabling parents to participate actively in their children's educational process (Amagove et al., [2024](#)). The collaboration built by the government and schools aims to optimize all educational potential and improve quality over time (Ismail, Daeng Pawero, & Umar, [2021](#)).

The Problem of The Study

The quality of learning referred to in the background of the above research includes not only student academic achievement, but also the inclusiveness of the learning process, student engagement, and the relevance of learning outcomes to community needs. Theoretically, achieving such quality requires an adaptive management system that is capable of responding to diverse student needs and contextual challenges. Effective school management creates harmony between vision and teaching practice. However, in practice, many elementary schools find it difficult to implement this concept due to rigid organizational structures, limited managerial capacity, and inadequate reflection mechanisms. The gap between theoretical expectations and practical implementation is a core issue discussed in this study. It is examined to determine the extent to which school management contributes to the quality of learning outcomes. Reinforced by the results of interviews with school principals, it is acknowledged that strengthening school management has not been implemented effectively and ultimately has an impact on the quality of learning.

Research's State of the Art

Previous research related to conditions in elementary schools that seek to improve the quality of learning has become the focus of education policy, leading to various studies on strengthening school management to improve the quality of learning. The results of the

study emphasize that aspects of school management are key to supporting the implementation of quality learning practices (Usman & Morris, [2025](#)). Further research found that schools that successfully reorganized their management, such as strengthening instructional leadership and data-based management, achieved higher learning outcomes (Berkat et al., [2025](#)). Another study stated that in terms of policy aspects and the main objectives of schools, principals as leaders have leadership qualities that can improve the quality of education (Tamam et al., [2025](#)). Effective leadership practices, such as clear communication, goal setting, and structured performance evaluation, play an important role in improving teacher performance (Irwanto & Maria, [2025](#)). School management is optimal when supported by the participation of all teachers and staff in the decision-making process in various matters such as budgeting, scheduling, curriculum, and other programs (Tikiawati & Sulistyaningrum, [2024](#)).

Several similar studies have also found that school management plays an important role in improving the quality of basic education, particularly through practices such as instructional leadership, curriculum management, and continuous professional evaluation and development (Savvidou et al., [2023](#)). Furthermore, similar studies reveal that learning management that integrates planning, evaluation, and monitoring of learning can improve the quality of student learning, especially in elementary schools. In fact, this study shows that when school management prioritizes effective planning and continuous monitoring, the quality of student learning improves through better academic achievement. These findings recommend strengthening management structures as one of the main strategies for improving learning quality (Maryati et al., [2021](#)).

Novelty, Research Gap, & Objective

This study has several unique aspects that distinguish it from previous studies. First, this study combines a holistic analysis of school management reinforcement, covering leadership, administration, student and educator management, finance, facilities and infrastructure, curriculum, and public relations management as strategies for improving learning quality. Many previous studies have focused on only one aspect but have not developed an integrative model that covers the entire school management system contextually at the elementary school level. Second, this study uses a combination of qualitative and quantitative data from learning quality surveys to examine the direct correlation between school management practices and student learning quality as measured by teacher questionnaires. Thus, this study provides a strong empirical picture of the relationship between managerial practices and learning quality.

Several gaps in previous studies form the basis for the importance of this study. First, most previous studies only measured aspects of management partially without looking at the relationship between management practices in an integrated manner. This gap has resulted in a lack of understanding of how the entire school management system works in practice in

elementary schools. Second, there are still limitations in studies that directly link learning quality to school management practices.

The general objective of this study is to identify and analyze school management strengthening as a strategy to improve the quality of learning in elementary schools. Specifically, this study aims to: (1) identify school management strengthening practices as a strategy to improve the quality of learning (2) analyze teachers' perceptions of school management strengthening (3) analyze the correlation between school management strengthening and improvements in the quality of learning in elementary schools.

METHOD

Type and Design

This study used mixed method approach, namely a combination of qualitative and quantitative methods used simultaneously in one study (Dawadi et al., [2021](#)). The aim of this approach was the data obtained more comprehensive.

The design used sequential exploratory, namely collecting qualitative data first, then followed by collecting quantitative data. Firstly, existing phenomena collected qualitatively, and next explanation of relationship between variables obtained from qualitative data. Qualitative methods used to analyze the first objective of study, namely analyzing the practices of strengthening school management, then quantitative methods used to analyze the second and third objective of study, namely analyzing teacher perceptions of school management strengthening practices and analyzing the effectiveness of school management strengthening practices as a strategy to improve the quality of learning in Elementary school.

Data and Data Sources

The sample of this study consisted of 1 headmaster and 30 teachers at SDN 2 Kendari. Purposive sampling used as a technique, namely selecting samples or informants was tailored to certain considerations.

Data Collection Technique

Technique of data collection in this study used interview and survey. The instruments was interview guidelines and questionnaires. Interview guidelines used directly when conducting interviews with headmaster regarding practices for strengthening school management. The questionnaire was filled out via Google Form application. Questionnaires were used to collect quantitative data that analyzed: (1) teachers' perceptions the practice of strengthening school management as a strategy to improve the quality of learning; (2) effectiveness the practice of strengthening school management as a strategy to improve the quality of learning.

Data Analysis

Data analyzed was interactive qualitative and quantitative. Interactive qualitative used to analyze interview data related to practice for strengthening school management. The

analysis stage includes several steps: (1) data reduction, namely selecting data relevant to objective of the study, namely strengthening school management as form of strategy; (2) data presentation, in this case arranging data so that it is easier to interpret, it can be form of tables, graphs or charts clarifying the relationship between data; (3) drawing conclusions, presenting results, comparing and analyzing data in depth form of general trends and implications for their application. Furthermore, analyzed the data qualitatively obtained from the teacher perception questionnaire regarding the practice of strengthening school management, quantitative descriptive analysis was used through stages, namely determining the number of scores obtained, the average of sub-indicators, the average of items, and the percentage per indicator, followed by determining the category or assessment rubric. The final analysis was tested effectiveness the practice of strengthening school management as a strategy to improve the quality of learning, using the Pearson product-moment correlation and simple regression test.

RESULTS

Analyzing School Management Strengthening Practices as a Strategy to Improve the Quality of Learning in Elementary School

Based on analysis the results of headmaster interview, eight practices for strengthening school management were revealed as a strategy to improve the quality of learning at SDN 2 Kendari. The results of the analysis were described as follows.

First, strengthening leadership. The basic strengthening begins with developing the school's vision and mission and then communicating to the entire of school community. The vision and mission seen as the foundation that provides direction goals of school that want to achieve. Besides, develop a strong school identity and culture so that it can be used as a guide to achieve common goals. In addition, the headmaster skills were enhanced through involvement in training and professional development. This is include holding regular meetings to discuss developments occurring in the school and at the same time providing space for teachers to convey complaints, suggestions and input.

Second, strengthening curriculum management. Schools develop and modify curriculum that are relevant to student needs and local contexts based on the results of curriculum evaluations which is carried out periodically, in this case every year. Data was collected through teachers. The data includes student learning outcomes in the form of test scores, assignments, reports produced by students, development of attitudes and skills, student participation in learning process, including feedback provided by teachers. Besides, data of teacher performance include teaching methods and participation in developing competency as professional educators.

Third, strengthening student management. Various school programs that can be implemented by students to help explore academic potential and skills. The program is

extracurricular such as social activities, sports and arts. Furthermore, when accepting students, selection is also carried out in a fair and transparent manner, so that it ensured that school can identify students' potential and interests in accordance with the school's vision and mission.

Fourth, strengthening the management of teaching staff. The school encourages and motivates teachers to develop their competency continuously. If there are various workshops, seminars and training that cover topics and relevant to educators' duties in improving the quality of learning in the classroom, the school invites teachers to get involved. The topics in question include the use of media, innovative teaching methods, development of teaching aids, preparation of instruments, including classroom management. The school's hope by involving teachers in participating in these various activities is produce quality learning.

Fifth, strengthening financial management. School financial management, both from government and donations from parents, is managed transparently. Existing budget planning involves teachers, staff and school committees. Budget that used adjusted to school needs, especially improving learning facilities to support the quality of learning.

Sixth, strengthening management of facilities and infrastructure. School ensure that available facilities such as classrooms and libraries are good condition and of course ready for use. Maintenance or repair of facilities is carried out according to school needs. This maintenance includes building repairs, computer maintenance, and electrical checks. The team maintenance used skill technicians outside the school always ready to handle breakdowns or urgent repair needs. The school provides each classroom and laboratory with facilities that support teaching and learning process, such as projectors, computers and teaching aids. Making room usage schedule is done carefully to avoid conflicts and ensure that each room can be used optimally. Schools also conduct evaluations routinely to check the condition of facilities that can be used any time. Classrooms are equipped with projectors and teaching aids but their use is still maximized. The large number of study groups and limited infrastructure are important considerations in budget discussions. It has not been fully budgeted, but school is trying to budget in stages.

Seventh, strengthening administrative management. Data of student, teacher and staff is stored in centralized database the school that can only be accessed by assigned staff or teachers. Besides, school also back up data periodically to anticipate data loss because of system damage or failure.

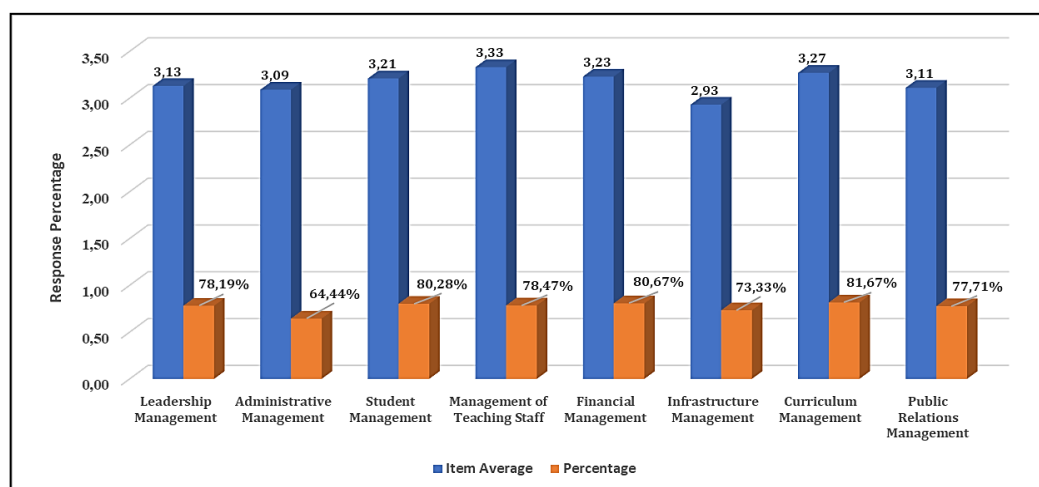
Eighth, strengthening management of school relations with society. Form of this strengthening is built through various communication channels so that can interact with parents and society. Email/social media is the main forum of this. There are regular meetings between the school, parents/guardians of students in order to share about children's development. Besides, collaborating by involving parents/guardians and society, for

example, includes social service. Indeed, when there is input from society or parents, school immediately responds and tries to listen and follow up by presenting inclusive solutions.

Analyze Teachers' Perceptions of Strengthening School Management Practice as a Strategy to Improve the Quality of Learning in Elementary School

Analysis of questionnaire results regarding teacher perceptions of practice strengthening school management as a strategy to improve the quality of learning is presented in following figure.

Figure 1. Item Average and Percentages of Teacher Perceptions of Strengthening School Management



Based on the figure above, it shows that eight practices of strengthening school management as a strategy to improve the quality of learning, six strengthening strategies were classified as having good perceptions. Sequentially, each item has average score of 3.23 with a percentage of 80.67% (financial management), 3.21 with a percentage of 80.28% (student management), 3.13 with a percentage of 78.19% (leadership management), 3.11 with a percentage of 77.71% (public relations management), 3.09 with a percentage of 64.44% (administrative management) and 2.93 with a percentage of 73.33% (infrastructure management). Two strengthening strategies have very good perceptions. Sequentially, each item has average score of 3.33 with a percentage of 78.47% (teaching staff management) and 3.27 with a percentage of 81.67% (curriculum management).

Teachers' perceptions of strengthening management of teaching staff are higher than strengthening other management, while teachers' perceptions of strengthening administrative management is in lower position. For the mean score of teacher's perception items regarding the practice of strengthening school management as a strategy to improve the quality of learning at SDN 2 Kendari overall it is categorized having a good perception. It means that the practice of strengthening school management through managerial functions to improve the quality of learning is in line with teachers' statements.

Describe Effectiveness of School Management Strengthening Practices as a Strategy to Improve the Quality of Learning in Elementary School

Analysis of questionnaire results regarding the effectiveness of practice strengthening school management as a strategy to improve the quality of learning at SDN 2 Kendari is presented as follows.

Table 1. Correlation

		Strengthening Management	Quality of Learning
Strengthening Management	Pearson Correlation	1	.775**
	Sig. (2-tailed)		<.001
	N	30	30
Quality of Learning	Pearson Correlation	.775**	1
	Sig. (2-tailed)	<.001	
	N	30	30

Based on the table above, it shows that the Sig. (2-tailed), namely $0.00 < 0.05$, so there is a correlation between the practice of strengthening school management and the quality of learning. Pearson product moment correlation coefficient (r) = 0.775. If interpreted using the correlation coefficient interpretation rules, it is stated that closeness of relationship is in strong/high category. The Pearson product moment correlation is positive, it can be concluded that variables have a positive linear relationship, it means that increasing the management strengthening variable will be followed by increasing the learning quality variable. Indeed, the better practice of strengthening school management, the better quality of learning.

Table 2. Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.775 ^a	.600	.586	1.130	<.001 ^b

Based on the table above, it shows that the Sig. (2-tailed) = $0.001 < 0.05$, so it can be concluded that there is an influence between strengthening school management on the quality of learning. The R Square value is 0.600, it means that strengthening school management contribute 60% to quality of learning. Then, more effective the strengthening of school management, the better quality of learning. So, it can be stated that the implemented practice of strengthening school management is considered effective as a strategy to improve the quality of learning at Kendari 2 State Elementary School.

DISCUSSIONS

The Main findings in this study consist of three aspects, namely the practice of strengthening school management, teachers' perceptions of practice strengthening school

management and the effectiveness of practice strengthening school management as strategy to improve the quality of learning at SDN 2 Kendari.

Practices of Strengthening School Management as Strategy to Improve the Quality of Learning in Elementary School

Referring to the analysis of interview results, it was found that eight strategies of strengthening school management were carried out to improve the quality of learning, namely the practice of strengthening leadership, strengthening the curriculum, strengthening students, strengthening teaching staff, strengthening finance, strengthening infrastructure, strengthening administration and strengthening public relations. A good management strategy is to develop a vision, mission and goals, motivate teachers and staff, and improve performance (Iskandar et al., [2022](#)).

The findings of this study have illustrated that through school leaders have implemented managerial strategies more effectively. The understanding of headmaster about the importance of a strategy in school management is a determining factor whether the strategy determined is appropriate or not. Improving the managerial abilities of a school principal is very necessary because it affects teacher performance and the quality of students (Ardiansyah, Umar, & W, [2022](#); Riani & Ain, [2022](#)).

A leader in determining a strategy is requires commitment from all school components, namely teachers, staff and the community in carrying out school management strategies through their respective roles. This is done, so that all components have active involvement, and same perspective on achievement goals. Achievement national education goals cannot be separated from managerial competence possessed and carried out professionally by school leaders (Saca et al., [2021](#)).

Looking the strategy of strengthening school management implemented at SDN 2 Kendari, it can be revealed that as a leader, they have carried out democratic leadership. It means that leaders open with subordinates (Isgunandar et al., [2022](#)). A leader just not a dictator, but collaborates with members. Democratic leaders tend to stick the unity needs according to what teachers and staff are able and unable to do in carrying out their duties and carrying out their respective roles.

School administration that is based on democratic leadership management is part of realization of strengthening school management that reflects visionary leadership. Visionary leadership is a leader who is able to develop new innovations and predict progress in the future (Jaqua & Jaqua, [2021](#)). Visionary leadership has a positive effect on teacher performance, culture and management because it can create a conducive atmosphere and vice versa (Khuluqo & Cholikh, [2022](#); Kurniadi, Lian, & Wahidy, [2021](#)). The characteristics appear to creating, formulating, transforming and implementing various ideas. The most important part of achieving the expected school quality depends on leadership (Sumiran, [2022](#); Garshasbi, Yecies, & Shen, [2021](#)).

Teachers' Perceptions of Strengthening School Management as a Strategy to Improve the Quality of Learning in Elementary School

Analysis the results of filling out the questionnaire shows that mean score of the teacher's perception items regarding strategies for strengthening school management as a whole is categorized have a good perception. It means that the practice of strengthening school management as a strategy to improve the quality of learning through managerial functions is in line with teachers' statements. The realization of synergy that is built between leaders and teachers as a form of support for teacher recognition the practice of strengthening school management is described in the following eight indicators.

The first indicator, in terms of strengthening headmaster management of school principals is developing a clear and socialized vision and mission the school, motivating, supporting initiatives, innovation of teachers and staff, as well as involving the participation of teachers and staff in making decisions that are transparent and communicative. Achievement of school's vision and mission is influenced by their ability as headmaster (Riani & Ain, 2022). The same statement states that the headmaster is effective if creates a conducive learning environment and is able to motivate teachers. Successful headmaster those who are respond most appropriately the problems and situations that occur through the process of making decision (Supriadi et al., 2021).

The second indicator, a form of support for teachers' recognition of school management, namely in terms of strengthening administrative management in form of schools have clear procedures to manage student and teacher absenteeism, information management systems it can be accessed by teachers and staff, school administration policies and procedures well communicated to all residents, schools, as well as school data, student data are managed in a technology-based and easily accessible system. Administration is image of school and key to create a positive or negative image that is built by behavior of leadership (Corrigan et al., 2022). There is no style of someone who leads considered ideal for being an administrator which is seen as relevant needs of school but adapted to demands of the situation and the key is have high performance (Emmanuel, 2022). This statement emphasizes that administration is a comprehensive harmonization the use of human, time and material resources to achieve targets. The principal as an administrator has a strong relationship with teachers, because this is expected to help teachers develop a positive attitude towards their school (İnandı & Giliç, 2021). School management with a democratic, participatory and transparent administrator approach can reduce differences of opinion and strengthen solidarity and cooperation in schools (Buthlezi, 2023). Besides general management, the headmaster duties, namely monitoring, organizing exams, guidance and building relationships with teachers are also included the school administration section.

The third indicator, a form of teacher recognition support for school management, namely in terms of strengthening student management like student given opportunity to

actively participate in learning, providing adequate guidance and counseling to help students' personal development, supporting and encouraging student participation in extracurricular activities, developing student character consistently at school, as well as a clear discipline policy that is applied consistently. Student management is an activity that focuses on services from the time they enter school until they graduated. The role of school, including teachers, must be able to manage students systematically, provide good service, organize learning activities so that they run smoothly and orderly and achieve goals (Sumardi, [2023](#)). School management that helps students be able to compete is strong building ties between the school and the community, a curriculum that meets standards, and adequate funding. Changes school management are better oriented to students need (Ela et al., [2023](#)). The needs of students that cannot be ignored is student character. School management in making the character education program a success through planning, implementation, control and evaluation activities must be supported by all school stakeholders (Suardin et al., [2023](#)). Schools become an alternative part of character education that can help good habits and develop good behavior, especially discipline, not only for students but also for the entire school community (Dewi et al., [2021](#)). Discipline management includes guidance and counseling at school, as well as helping students become better without parents/guardians and improving student behavior in communicating with other people and between students (Kiral, [2025](#)).

The fourth indicator, a form support for teachers' recognition of school management, namely in terms of strengthening the management of teaching staff in the form of schools providing teacher professional development training and workshops, teachers have opportunity to express their opinions and input regarding school policies, encourage teachers to take part in seminars, conferences, cooperation and collaboration to improve the quality of learning. The same statement that school principals carry out strategies to improve the quality of teaching staff can be done through coaching in the form of regular meetings, providing motivation, teacher working group discussions, giving awards to teachers including further studies (Wirduna et al., [2022](#)). Teachers follow various training to fulfill need and become indicator of school management efficiency and educational development (Jurs et al., [2023](#)). Teacher characteristics that determine the quality of student learning seen from personality, teaching style, and ability to provide motivation (Hidayat, [2021](#)).

The fifth indicator, a form of support teachers' recognition of school management, namely in terms of strengthening financial management the form of budget allocations carried out transparently, funds used in accordance by work plans and school needs, and the use of funds well documented and easily accessible. Well-managed education costs will optimize the function of the school, namely the quality will tend to increase (Mulawarman, Heriman, & Pratama, [2022](#)). Flexible school can manage funds for planned activities as much as possible (Gunherani, [2023](#)). This is important the transparency of fund management. The

effectiveness of fund management arises from transparency (Putra & Suryanawa, [2022](#)). The government, parents/guardians and society are sources of funding (Gunawan et al., [2023](#)). Besides government funds, fund donation by parents is also managed using the same system. Teachers recognize that funds from parents can support educational success. Children's educational achievement is less than optimal if parents' financial support is inadequate (Nam, [2022](#)).

The sixth indicator, a form of support for teachers' recognition of school management is in terms of strengthening the management of infrastructure the form of schools providing books and teaching aids, library rooms, sports facilities based on needs and replacing or repairing damaged facilities carried out quickly and precisely. School quality is influenced by existing infrastructure (Siagian & Artha, [2023](#)). One factor that cannot be ignored is existence of infrastructure and facilities which is act as supporting factors for success of learning process activities and outcomes as well as school quality (Elfina, [2022](#); Agustin, Mukn'iah, & Mu'is, [2023](#); Rizky, Karnati, & Supadi, [2022](#)). Infrastructure management techniques are not just a plan, procure, distribute but also include good maintenance because they help facilitate learning (Pangestu & Hariri, [2022](#); Yahya, Rahman, & Mulyadi, [2023](#)).

The seventh indicator, a form of support for teacher recognition for school management, is in terms of strengthening curriculum management in the form of a curriculum designed according to local needs, student characteristics and socialized, involving teachers, complete curriculum documents, easily accessible, and providing training for teachers to implement the curriculum effectively. School curriculum works well if it is socialized to all stakeholders (Porlares & Tan, [2021](#)). Local curriculum will be successfully developed by working groups involving educational practitioners, school principals and teachers (Jatuporn, [2022](#)). Learning plan of teacher is in accordance with the specified curriculum as the basis for implementing effective learning (Ndiokubwayo et al., [2022](#)).

The eighth indicator, a form of support for teacher recognition of school management, namely in terms of strengthening public relations management in the form of schools holding community events and parent-teacher meetings to encourage collaboration and support, providing communication channels that are easily accessible to parents, such as email, information regarding student progress, exam schedules and extracurricular activities are regularly communicated to parents, responding to input and complaints from parents quickly and appropriately. Student performance data, when parents access it easily and can engage in meaningful communication with educators, will improve student learning outcomes (McCarroll et al., [2021](#)). Parents are involved in school governance or as volunteers at school because interactions between schools, parents and students are very important for student development and welfare (Yang et al., [2023](#)). Parental input is considered very important because children spend more time with their parents at home and become more familiar with child's development. The time parents spend with their

children is the best investment in increasing a child's resources (Kantova, [2024](#)). Discussions between parents and teachers aim to help foster programs for children's academic abilities and behavior, so good communication is needed (Major, [2023](#)).

The Effectiveness of Strengthening School Management as a Strategy to Improve the Quality of Learning in Elementary School

Calculations of correlation analysis show the close relationship between strengthening school management and quality of learning, include the strong or high category. It has been proven that Pearson product moment correlation is positive, so the variables have a positive linear relationship, it means that increase in variable X (strengthening school management) will be followed by increase in variable Y (quality of learning). This illustrates the strengthening of school management which is getting better, the quality of learning is also increasing. It means that the implementation of the practice of strengthening school management as a strategy to improve the quality of learning seen as effective.

School management is considered important not only to improve student achievement but also school culture (Maryani et al., [2023](#)). The development of effective school management focuses on commitment to improve the quality of manage students, classes, human resources, facilities, infrastructure, learning processes, including evaluating the weaknesses and strengths of schools management concepts applied so that they become basis for encouraging independent schools and being able to develop management concepts (Hidayat, 2022; Sherly, Betty, Sihombing, Dharma, & Evitasari, [2023](#)).

CONCLUSION

Referring to the results of the research and discussion, the conclusions of this study are as follows: (1) Eight practical strategies for strengthening school management that can improve quality of learning, namely strengthening the school's vision and mission, strengthening leadership, strengthening the curriculum, strengthening students, strengthening teaching staff, strengthening finances, strengthening infrastructure, strengthening administration and strengthening public relations; (2) Teachers' perceptions of strengthening school management are on average in good category, it means that teachers have good perception of strengthening management as a strategy to improve the quality of learning in elementary schools; (3) Strengthening school management has a positive correlation and has a significant effect to improve the quality of learning. This illustrates that the close relationship between variables is included strong or high category and the influence of the independent variable (strengthening school management) on the dependent variable (quality of learning) contributes 60%. Indeed, it can be concluded that implementation the practice of strengthening school management is considered effective as a strategy to improve the quality of learning.

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