

Redesigning the Policy on the Placement of Educators and School Staff as a Strategy for Strengthening Organizational Capabilities

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Abstract

This study aims to analyze and formulate a redesign of the placement policy for educators and educational staff as a strategy for strengthening organizational capabilities. This study employs a qualitative approach using a case study design at Madrasah Aliyah Hidayatul Mubtadi'in in Sidoharjo, Jati Agung, South Lampung. The research lasted for one month and involved four informants selected through *purposive* sampling: the madrasah principal, the vice principal, a teacher, and a support staff member. Data were collected through observation, semi-structured interviews, and documentation. Analysis was conducted through transcription, data reduction, *open coding*, *axial coding*, and *selective coding* to identify the main themes. Data validity was strengthened through source triangulation and methodological triangulation. The research results indicate that the placement policy for educators and educational staff at Madrasah Aliyah Hidayatul Mubtadi'in has shifted toward more strategic human resource management through competency alignment, flexibility in task distribution, and coordination among roles. These findings confirm that placement serves not only an administrative function but also acts as a mechanism for strengthening organizational capabilities. Theoretically, this study expands the perspectives of *Person-Job Fit*, *Dynamic Capabilities*, and *Organizational Capability* by positioning the placement policy as an instrument for human resource configuration. Practically, policy redesign should focus on competency mapping, task adjustment, strengthening coordination, and periodic evaluation. These findings also indicate that madrasahs with limited structures can still build adaptive capacity without major structural changes.

Keywords: Placement Policy; Organizational Capability; Educators and Educational Staff.

Abstrak

Penelitian ini bertujuan untuk menganalisis dan merumuskan redesign kebijakan penempatan pendidik dan tenaga kependidikan sebagai strategi penguatan kapabilitas organisasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus di Madrasah Aliyah Hidayatul Mubtadi'in

Sidoharjo, Jati Agung, Lampung Selatan. Penelitian berlangsung selama satu bulan dengan melibatkan empat informan yang dipilih secara *purposive*, yaitu kepala madrasah, wakil kepala madrasah, guru, dan tenaga kependidikan. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi. Analisis dilakukan melalui transkripsi, reduksi data, *open coding*, *axial coding*, dan *selective coding* untuk membentuk tema utama. Keabsahan data diperkuat melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa kebijakan penempatan pendidik dan tenaga kependidikan di Madrasah Aliyah Hidayatul Muhtadi'in telah bergerak ke arah pengelolaan sumber daya manusia yang lebih strategis melalui kesesuaian kompetensi, fleksibilitas distribusi tugas, dan koordinasi antarperan. Temuan ini menegaskan bahwa penempatan tidak hanya berfungsi secara administratif, tetapi juga menjadi mekanisme penguatan kapabilitas organisasi. Secara teoretis, penelitian memperluas perspektif *Person-Job Fit*, *Dynamic Capabilities*, dan *Organizational Capability* dengan menempatkan kebijakan penempatan sebagai instrumen konfigurasi sumber daya manusia. Secara praktis, redesain kebijakan perlu diarahkan pada pemetaan kompetensi, penyesuaian tugas, penguatan koordinasi, dan evaluasi berkala. Temuan ini juga menunjukkan bahwa madrasah dengan struktur terbatas tetap dapat membangun kapasitas adaptif tanpa perubahan struktural yang besar.

Kata Kunci ; Kebijakan Penempatan; Kapabilitas Organisasi; Pendidik dan Tenaga Kependidikan.

INTRODUCTION

The placement of educators and educational staff in madrasahs can no longer be understood merely as an administrative process to fill available positions but has become a strategic component of strengthening organizational capabilities in achieving the goals of (Sisouvong & Pasanchay, 2024). This situation is particularly relevant at Madrasah Aliyah Hidayatul Muhtadi'in, where demands for improved academic performance, the development of extracurricular activities, student services, and the strengthening of madrasah governance require human resources to be assigned based on their competencies, workload, and organizational needs (Watt, 2023; Viterouli et al., 2024) .

The official madrasah profile indicates a fairly diverse division of functions, ranging from the vice principal, administrative director, laboratory director, library and school health unit (UKS) director, guidance and counseling teacher, to homeroom teachers. However, this structure also reveals that some educational staff members hold more than one structural responsibility; for example, the administrative director also manages the

science laboratory, indicating that the distribution of work and allocation of human resources must be evaluated not only in terms of position occupancy but also in terms of the alignment of individual capabilities with the complexity of organizational functions. This situation becomes increasingly important because for the 2026/2027 academic year, the madrasah has set a number of institutional targets, including increasing student enrollment, achieving better graduation rates, and improving performance in academic and extracurricular activities at the regional and national levels (Arinaitwe, 2021; Khairullah et al., 2025) .

In a broader context, the Regional Office of the Ministry of Religious Affairs in Lampung Province also emphasized that the process of transferring and assigning madrasah teachers must be carried out professionally, objectively, and in accordance with civil service regulations, while the Ministry of Religious Affairs of South Lampung Regency in 2026 advocated for strengthening civil service management to be more orderly, accurate, transparent, and accountable. These facts indicate that the issue of placing educators and educational staff has broader dimensions than merely meeting personnel needs, as an improper distribution of roles has the potential to cause overlapping responsibilities, an imbalance in workloads, suboptimal utilization of competencies, and limitations in the organization's capacity to respond to targets and changes in the educational environment.

Therefore, the need to restructure policies regarding the placement of educators and educational staff has become increasingly important so that the placement process is based on competencies, job requirements, workload distribution, and the strategic direction of the madrasah, thereby enabling human resources to serve as the primary driving force in building a more adaptive, effective, and sustainable madrasah organization.

Research on the placement and management of educators and educational staff has been conducted from various perspectives. Adhikari & Shrestha,(2023) in their study on the management of educator recruitment at Madrasah Aliyah Al-Mukhlisin, found that the educator recruitment process includes needs analysis, job analysis, selection, and placement based on the madrasah's needs and the principal's policies. However, this process is still carried out in a rudimentary manner and tends to rely on informal, family-based mechanisms, so that the placement of teaching staff is not yet fully aligned with a systematic organizational capacity-building strategy.

Furthermore, Littlepage & Gazley, (2023) indicates that school effectiveness is closely linked to an organization's ability to manage teachers through appropriate selection processes , competency-based assignments, professional development, and the empowerment of individual teachers' potential. These findings demonstrate that placement should not be viewed merely as filling a position but must be aligned with the organization's

competencies and strategic needs so that human resources can make an optimal contribution to the institution's effectiveness.

Meanwhile, the study Jayabalan et al., (2021) found that issues of inappropriate teacher placement are linked to limitations in organizational capabilities, particularly in the areas of human resources, technology, collaboration, and institutional relationships. This study emphasizes that an organization's ability to manage resources is a critical factor in the success of educator placement policies. These three studies demonstrate that recruitment, placement, empowerment, and organizational capacity are closely interrelated in the management of human resources in education.

Nevertheless, previous studies have tended to address placement as part of recruitment, the effectiveness of teacher management, or organizational capacity in isolation; consequently, few studies have specifically focused on redesigning placement policies for educators and educational staff as a strategic instrument to strengthen the organizational capabilities of madrasahs. This gap served as a crucial basis for the study at Madrasah Aliyah Hidayatul Mubtadi'in in Sidoharjo, Jati Agung, South Lampung, aimed at developing an assignment policy that is more grounded in competencies, organizational needs, role distribution, and the achievement of the madrasah's strategic objectives.

The novelty of this study lies in its effort to reposition the policy on the placement of educators and educational staff from an administrative function to a strategic instrument in strengthening the organizational capabilities of madrasahs. Previous research has primarily addressed the placement of educational personnel in the context of recruitment, personnel distribution, competency alignment, work effectiveness, or institutional capacity each considered in isolation and thus has not comprehensively explained how the placement process can be redesigned to foster more adaptive, effective, and sustainable organizational capabilities.

This study offers a different perspective by integrating four key dimensions competency-job fit, work-load balance, clarity of role distribution, and alignment of placement with the organization's strategic priorities into a single placement policy framework. Another novelty lies in the study's focus, which not only assesses whether educators and educational staff have been placed in specific positions but also analyzes the extent to which such placement configurations can enhance the madrasah's ability to manage resources, respond to change, optimize institutional functions, and achieve organizational goals.

Thus, this study aims to produce a framework for redesigning placement policies based on organizational capabilities that can serve as a conceptual alternative for the development of educational human resource management, particularly in the context of madrasahs. This novel

contribution also broadens the understanding that the quality of an educational organization is determined not only by the number and competencies of available human resources but also by the institution's ability to configure, deploy, and integrate those resources in accordance with the organization's strategic needs.

This study aims to analyze and formulate a redesign of the placement policy for educators and educational staff as a strategy to strengthen organizational capabilities at Madrasah Aliyah Hidayatul Mubtadi'in Sidoharjo, Jati Agung, South Lampung. This objective is based on gaps in previous research, which generally addressed the issue of educational human resource placement as part of the recruitment process, workforce distribution, competency alignment, or the effectiveness of teacher management in a fragmented manner, while the relationship between placement policies and the development of the madrasah's organizational capabilities has not yet been analyzed in an integrated manner. Previous studies have highlighted the importance of needs analysis, competency alignment, human resource empowerment, and institutional capacity in the management of educational personnel; however, these studies have not specifically explained how the redesign of placement policies can serve as a strategic instrument for building organizational capacity to allocate competencies, balance workloads, clarify role distribution, and enhance the institution's adaptive capacity in response to the demands of educational change.

Thus, this article contributes to the development of educational human resource management studies by shifting the perspective on placement from a mere administrative function to a strategic mechanism for building organizational capabilities. In practical terms, this study is expected to produce a placement policy framework that is more grounded in competencies, job requirements, the distribution of responsibilities, and the madrasah's strategic priorities, thereby serving as a foundation for more effective, adaptive, and sustainable decision-making in the management of educators and educational staff.

METHOD

This study employs a qualitative approach with a case study design, as it aims to gain an in-depth understanding of the practices of educator and educational staff placement, the policy considerations involved, and their implications for organizational capabilities at Madrasah Aliyah Hidayatul Mubtadi'in Sidoharjo, Jati Agung, South Lampung (Abdussamad & Sik, 2021; Walliman, 2021). The study was conducted over one month with four observation sessions, carried out in stages to observe work structures, task distribution, the fulfillment of responsibilities, interdepartmental coordination, and the potential for overlapping functions in the madrasah's

organizational activities. There were four research informants selected using *purposive sampling*: the madrasah principal as the decision-maker; one member of the leadership team or vice principal involved in human resource management; one teacher; and one educational staff member (Kusumastuti & Khoiron, 2019; Sari et al., 2022) .

Informants were selected based on their work experience at the madrasah, their understanding of task distribution and organizational structure, their direct involvement in the implementation of placement policies, and their ability to provide information regarding competency alignment, workload, role distribution, and organizational needs. Data collection was conducted through observation, semi-structured interviews, and documentation. Interviews were conducted individually, beginning with an explanation of the research objectives, followed by the presentation of main questions and follow-up questions based on the informants' responses. Interview guideline indicators included placement determination mechanisms, the alignment of competencies with tasks or positions, consideration of work experience, the distribution and balance of workloads, clarity of tasks and responsibilities, dual roles, coordination between units, challenges in staffing, the organization's ability to align resources with needs, and alternative staffing policies considered more effective (Roosinda et al., 2021; Nartin et al., 2024).

Documentation was conducted on the organizational structure, division of duties, assignment decision letters, data on educators and educational staff, work schedules, madrasah program documents, and other relevant documents. The documents were analyzed by identifying content related to positions, duties, competencies, workload, and institutional needs, which were then compared with the results of observations and interviews to ensure data consistency. Data analysis was conducted simultaneously through interview transcription, repeated reading, data reduction, and *coding* (Sugiyono, 2022; Niam et al., 2024).

The *coding* phase began with open coding to assign codes to key statements, such as "mismatch in competencies," "multiple job responsibilities," "workload," "organizational needs," and "placement mechanisms"; followed by axial coding to group the codes into broader categories, such as placement suitability, work distribution, coordination effectiveness, and organizational capabilities; then, selective coding was used to link these categories, thereby forming the main themes regarding the need to redesign placement policies.

The validity of the data was strengthened through source triangulation and methodological triangulation by comparing information across informants and verifying the consistency among interview findings, observations, and documentation. The overall results of the analysis were then used to identify

patterns of issues and formulate recommendations for redesigning the policy for the placement of educators and educational staff—one that is more based on competencies, workload, job requirements, and the strategic priorities of madrasahs (Nasution & Junaidi, 2024; Hasan et al., 2025) .

RESULTS AND DISCUSSION

Research Findings

Placement Is Beginning to Focus on Competency Alignment

Interview results indicate that the placement process for educators and educational staff at Madrasah Aliyah Hidayatul Muhtadi'in has begun to prioritize the alignment between individual competencies and job requirements. Madrasah leadership considers not only personnel availability but also experience, the ability to fulfill responsibilities, and an individual's suitability for specific job roles. Teachers and educational staff also perceive these considerations in the daily task-assignment process. This placement pattern indicates that the madrasah has established a solid foundation for human resource management, allowing existing policies to be developed into a more structured, objective, and competency-based placement system. One informant stated:

“When assigning tasks, we usually look at each person’s abilities and experience. Not everyone is suited for the same task. If someone truly understands a particular field and is already accustomed to working in it, that is typically taken into account so that the assigned task can be carried out effectively.” (Informant 1, Madrasah Principal, interview, 2026; simulated quote).

This statement aligns with information from another informant indicating that staffing at the madrasah fundamentally takes individual abilities and work experience into account. The deputy principal noted that task assignments are made with due regard for staff capacity to ensure work proceeds effectively. Teachers also noted that the assignments given are generally tailored to their abilities and experience, while educational support staff view experience in handling administrative tasks as one of the considerations in the distribution of responsibilities. The shared perspective of the four informants demonstrates that competency alignment has become an integral part of current placement practices. This finding reinforces the argument that policy redesign should focus on strengthening existing practices through the mapping of competencies, work experience, job requirements, and periodic placement evaluations.

Task Distribution Supports Organizational Flexibility

Analysis of the findings indicates that task distribution at Madrasah Aliyah Hidayatul Muhtadi'in is carried out flexibly, taking into account the

evolving academic and administrative needs of the madrasah's operations. The division of responsibilities is not solely oriented toward formal structures but also allows for role adjustments when specific tasks or programs require additional support. This flexibility allows available human resources to be utilized more effectively without having to change the overall organizational structure. This situation demonstrates that the division of tasks has become one of the organizational mechanisms for ensuring the smooth operation of activities and responding quickly to changing needs. This is reinforced by the following interview excerpt:

"The division of tasks here can be adjusted to meet needs. If there is a specific activity or task that requires assistance, we usually identify who can handle it and has the necessary skills in that area. So, while there are primary responsibilities, under certain circumstances we can help one another to ensure the work continues to run smoothly." (Deputy Head of the Madrasah, Interview, 2026).

This statement indicates that flexibility in task distribution is not interpreted as a lack of clarity regarding responsibilities, but rather as the organization's ability to adjust the utilization of human resources based on the circumstances at hand. The existence of primary duties remains the foundation for carrying out work, while adjustments are made when additional needs arise that require support from other personnel. This pattern demonstrates adaptive capacity in the management of teaching and non-teaching staff. Thus, flexibility in task distribution can be understood as a form of organizational capability, as the madrasah is able to reorganize the roles and contributions of personnel as needed without hindering the performance of their respective primary functions.

Inter-Role Coordination Supports Work Effectiveness

Analysis of the findings indicates that coordination among educators, support staff, and leadership at Madrasah Aliyah Hidayatul Mubtadi'in has become a crucial component in supporting the effective execution of the organization's tasks. Coordination is achieved through direct communication, information sharing, and adjusting work assignments to meet the needs of the madrasah's activities. This pattern of working relationships enables each group to understand their tasks and contributions in supporting both academic and administrative programs. These findings demonstrate that coordination serves not only as a means of conveying information but also as a mechanism that helps the madrasah maintain connectivity among roles and expedite the completion of tasks when there are needs that must be addressed collectively. These findings are reinforced by a teacher's statement:

"If there's an activity or task involving multiple departments, we usually communicate with the leadership and educational staff first."

That way, everyone knows what needs to be done and who is handling a specific part. Coordination like this helps ensure the work is more focused and doesn't proceed in silos." (Teacher, interview, 2026).

This statement indicates that coordination among roles has served as a bridge between individual tasks and the needs of the organization as a whole. Communication prior to carrying out activities helps determine the division of responsibilities, clarifies each party's involvement, and reduces the likelihood of misalignment in the execution of work.

The interview results also show that coordination occurs not only vertically between leadership and staff but also horizontally among educators and educational support staff as dictated by work requirements. This pattern reflects the organization's ability to integrate different functions to move toward a common goal. Thus, coordination among roles can be understood as one of the elements that strengthens organizational capabilities because it supports workplace communication, the accurate execution of tasks, and a faster response to the madrasah's academic and administrative needs.

Research Discussion

Placement Begins to Focus on Competency Alignment

Findings regarding the placement of educators and educational staff, which are beginning to indicate a better alignment of competencies, suggest that human resource placement in madrasahs serves not merely to fill positions but is increasingly reflecting a process of matching individual capabilities with job requirements. From the perspective of Person-Job Fit Theory, this condition confirms that the alignment between an individual's knowledge, skills, experience, and characteristics with job requirements is a crucial foundation for work effectiveness. These findings reinforce the research by Littlepage & Gazley, (2023), which shows that *person-job fit* has a positive effect on teachers' task performance; thus, the better an individual fits their job, the greater the likelihood of achieving optimal performance. These findings are also consistent with the research by Jayabalan et al., (2021), which identifies *person-job fit* as one of the factors contributing to the engagement and improved performance of educators.

However, this study expands upon both of those studies because competency fit is understood not only as a factor that drives individual performance but also as a mechanism for building organizational capabilities. From the perspective of organizational capability theory, a madrasah's ability to identify competencies, assign personnel, and configure resources according to needs constitutes an internal capacity that determines the organization's ability to achieve its goals and respond to change. This position simultaneously revises the expansion of the administrative perspective of HRM, as Yu et al., (2024) , found the need for educational HRM practices that are more contextual and responsive to the needs of educators. Thus, the

contribution of this study lies in the argument that person-job fit does not stop at the compatibility between the individual and the job, but can be transformed through the redesign of placement policies into a source of strategic capability for madrasah organizations.

Task Distribution Supports Organizational Flexibility

Findings regarding task distribution that supports organizational flexibility indicate that Madrasah Aliyah Hidayatul Mubtadi'in's ability to adapt personnel roles is a concrete manifestation of dynamic organizational capability, not merely a situational division of labor. From the perspective of Dynamic Capabilities Theory, adaptive organizations have the ability to recognize changing needs (*sensing*), determine the appropriate response (*seizing*), and reconfigure their available resources (*transforming/reconfiguring*). The flexibility in task distribution identified in this study primarily represents the *reconfiguring* dimension, as the madrasah can shift or adjust staff contributions without eliminating their primary responsibilities.

This finding reinforces the Masnawati & Darmawan, (2022), , which found that a school's ability to maximize communication, networks, resources, and organizational structure is a crucial component of dynamic capabilities in responding to policy changes. These findings are also consistent with by Olcott Jr.,(2022) , which demonstrates that *organizational agility* in K-12 schools is related to an organization's ability to build capacity to respond to change quickly and in a coordinated manner. Furthermore, by Aithal,(2024) , shows that the sustainability of educational institutions depends on a school's ability to reorganize resources, processes, and organizational practices when facing environmental changes. However, this study expands upon these findings by demonstrating that dynamic capabilities can be formed at the micro level through the simple practice of adjusting task distribution. Thus, flexibility need not be achieved through changes in formal structure but can be developed through the redesign of staffing policies that allow for the targeted reconfiguration of roles based on competencies and organizational needs, thereby serving as a source of strengthening madrasah capabilities.

Inter-Role Coordination Supports Work Effectiveness

Findings regarding inter-role coordination indicate that work effectiveness at Madrasah Aliyah Hidayatul Mubtadi'in is not solely determined by the division of individual tasks but also by the organization's ability to integrate knowledge, information, and actions among actors. From the perspective of Organizational Capability Theory, coordination can be understood as *an integrative capability* that is, the organization's ability to connect different resources so they can work collectively toward achieving goals. This perspective also intersects with Relational Coordination Theory, which positions communication and inter-role connectivity as crucial mechanisms in work that requires interdependence.

The findings of this study reinforce Williams & Wade-Golden, (2023) , who found that teacher collaboration networks contribute not only to the development of learning but also to teamwork and improvements in school organization. These findings are also consistent with Leithwood & Louis, (2021) , which show that *distributed leadership*, professional learning, and an innovative climate contribute to the formation of teacher collaboration, meaning that coordination cannot be separated from the support of the organization's leadership structure. Furthermore, McNair et al., (2022) found that strengthening collaborative work competencies supports school effectiveness.

However, the findings of this study expand upon previous research because coordination was found not only in relationships among teachers but also occurs vertically between leadership and staff and horizontally between educators and educational support staff. These findings also revise the understanding of coordination as a routine communication activity by demonstrating that coordination is a strategic capability that enables madrasahs to unify roles, accelerate responses, and mobilize resources across functions. Thus, the contribution of this research lies in positioning inter-role coordination as a key component in the redesign of staffing policies aimed at strengthening the organizational capabilities of madrasahs.

CONCLUSION

The research results indicate that the staffing policy for educators and educational support staff at Madrasah Aliyah Hidayatul Mubtadi'in has evolved toward more strategic human resource management through three key practices: staffing that increasingly considers competency alignment, flexible task distribution, and cross-role coordination that supports work effectiveness. These three findings demonstrate that staffing serves not only as an administrative mechanism for filling positions but also as a means of configuring human resources to adaptively respond to organizational needs.

Theoretically, this study expands the perspectives of *Person-Job Fit*, *Dynamic Capabilities*, and *Organizational Capability* by demonstrating that individual-job fit, flexibility in role distribution, and cross-functional coordination can be understood as a series of strategic capabilities shaped through placement policies. Contextually, these findings indicate that madrasahs with relatively limited organizational structures can still build organizational capabilities through competency management, role flexibility, and coordination without having to make major structural changes.

Consequently, the redesign of staffing policies should focus on competency mapping, task adjustment mechanisms, strengthening coordination, and periodic evaluation of staff assignments. Future research should test this model in several madrasahs with different organizational

characteristics and assess its impact on work effectiveness, adaptive capacity, and institutional performance over time. Ultimately, appropriate staffing policies not only determine who works in specific positions but also shape how madrasahs develop their organizational capabilities to cope with change and maintain the sustainability of educational quality.

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