

Policy Making and Organizational Decisions in Leadership in Islamic Education Institutions

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Penelitian di MA Daarul Ulum Panyaungan Lebak Banten

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Abstract

Decision-making by institutional leaders is essentially the act of issuing tactical and operational decisions such as containing the program to be achieved, its implementation strategy and problem-solving strategies, through a decision based on the results of selecting several alternative problems that have been determined for the achievement of madrasa goals. Decision-making must consider various things, think about it carefully. The decisions taken should not only be personal desires and interests or only meet their own needs, but must be far-sighted, the decisions taken are decisions that are the result of data and realities in the institution. This decision must be able to solve existing problems, so that if something happens in the institution that requires resolution, then it can be resolved with alternative decisions and policies. Thus the managerial function of the leader will run as it should, and the success of the institution will be measured from the results of decision making by the leadership, as evidenced by the achievement of the goals set by the institution.

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1. INTRODUCTION

Every successful organization must be able to make decisions that enable the organization to achieve its goals and achieve the organization's main needs. However, all management activities and functions essentially have the essence of decision making (Ekasari et al., 2021). This is because the planning, organizing, mobilizing and monitoring processes all contain decision-making concepts and behavior. Adair explained that the essence of management is decision making. It means, essentially, the real thing about management is decision making. (Khosyi'in 2021)

According to Umar (2003: 103), a decision is the result of a thought process in the form of selecting one of several alternatives that can be used to solve the problem at hand. In other words, to make a decision there must be alternative choices. On the other hand, if consumers do not have alternatives to choose from, it cannot be categorized as decision making. (Dewi, Sujana, and Meitriana 2019)

Organization is a necessity in an institution. Interaction of organizational members can only be carried out through communication. Communication occupies a primary place because the overall breadth and scope of the organization is determined by communication techniques. From this point of view, communication is a social process that has the widest relevance in the functioning of every group, organization or society (Rivai & Mulyasi, 2010). (Purba, Hasoloan, and Yasir 2021)

One indicator of the success of an educational institution in the process of achieving agreed goals is very dependent on the function of the leader in determining policies and in making decisions (Fitrah, 2017). Policy and decision making are two things that are interconnected and related to each other. Policy emphasizes theory while decision making is related to practice (Sabri, 2013). A decision that is not based on theory in the decision-making action will be able to reduce the scientific value of the decision-making action. Meanwhile, a policy that is not based on decision making will be difficult to implement. Decision making is closely related to leadership and managerial systems (Ajefri, 2017). A leader will see the form of his existence in making decisions and determining his policies. An effective leader is a leader who is able to make decisions and make relevant policies (Syamsul, 2017). An organization will be able to carry out its functions if its leader is able to coordinate its members' organization in accordance with their respective responsibilities and duties and able to make the right decisions. (Hayati, Zulvira, and Gistituati 2021)

Leadership is an important managerial activity in every organization, especially in policy and decision making. An effective leader is a leader whose members can feel that their needs are met, whether work needs, motivation, recreation, health, clothing, food, shelter, or other needs that they deserve. Studies on the concept of leadership have long been carried out by management experts. Leadership is defined as the ability to direct and convince colleagues or staff to voluntarily carry out collaborative activities to achieve organizational goals in accordance with the organization's vision and mission. Leadership or leadership includes groups, applied sciences from the social sciences. Because the principles, formulas and postulates are useful in improving human welfare. (Siddiq 2018)

Leadership in education is the key to implementing effective education. Choosing the right leadership style by the school principal will be able to lead the school towards improving quality and service. (Ina 2016)

The principal functions as a leader, manager, educator, supervisor, and motivator for teachers in the process of education through learning and practice. Teachers interact with fellow teachers and students in learning activities. Likewise, there is a communication pattern in this interaction as the core of humanitarian activities to develop students' potential towards maturity in a broad sense so that they can fill roles in accordance with the social system (Syafarudin and Asrul, 2013: 13). To achieve educational goals in accordance with the social role of the school, the role of educational leadership must run optimally. Operationally, educational leadership must be effective for the progress of the school organization. In the current information era, the success and failure of a school organization is largely determined by the quality of leadership possessed by the people entrusted with it. responsibility as a leader in a school organization. For this reason, educational leadership needs to be empowered by increasing its functional abilities, so that it is able to play a role in accordance with its duties, authority and goals. (Art 2021).

2. DISCUSSION

a. Research methods

This research uses a qualitative approach. This research model uses library research, with analysis inductive deductive originating from several analysis literature (O'Dwyer & Bernauer, 2013; Moser & Korstjens, 2018). This research is referred to as library research as a process of understanding the text data, the author then interprets it using the analytical description method, which starts with systematic and consistent data collection, which is then analyzed, selected and combined to then draw conclusions using appropriate analysis. deductive, from a general problem then specific conclusions are

drawn. Meanwhile, the data sources used are primary data as reinforcement and complement to data that is deemed valid and secondary data, namely in the form of books and journals that are relevant in the research title. (Sulton 2020)

b. Policy in Educational Institutions

The world of education cannot exist without policies, policies can be formulated by government agencies or the madrassas themselves. Policies are principles that regulate all behavior to guide certain goals (Asmoni, 2018: 13). According to Rusdiana, (2015: 32) policy is defined as a set of rules formulated by the government to attempt to form an education system that is in accordance with the shared goals and ideals of developing the country. Apart from that, education policy can be interpreted as all processes and results that have been formulated at the most important stages of education which are described through vision and mission. education in order to achieve goals to educate society in a certain period (Tilaar, 2009: 140). (Farizal 2021)

Qualitatively, education policy is basically a process of understanding policy problems so that it can give rise to ideas/thoughts regarding ways to solve them. Education policy problems themselves are qualitative in nature so that the understanding process is also saturated with qualitative thinking. Understanding educational policy problems is born from a way of thinking, a way of thinking that starts from theoretical insights that are translated into conceptual units that are more operational and can be connected to reality. Theoretical insight itself does not stand alone because it is very dependent on the subjectivity of an analyst in considering educational policy. Differences in insight are not solely caused by the nature and type of policy problems, but tend to be caused by different points of view or differences in thought paradigms and different philosophies of thought. (Hastuti and Soehartono 2018)

The term policy is often confused with wisdom. The main basis underlying a policy is a consideration of reason. Of course, a policy is not solely the result of human reasoning. However, human reason is the dominant element in making decisions from various options in policy decision making. (Fatmawati 2019)

Hasbullah (2015: 52) explains that there are several types of education policies, namely; (1) Substantive policies, namely policies regarding content, material or topics; (2) Procedural policies, policies regarding who, which groups and members participate in the formulation and implementation of policies; (3) Distributive policy, ie policy which is conducive to serving and providing benefits to many people or groups of people, (4) Redistribution policies are policies that aim to transfer community rights, ownership and wealth. Quality of education means achieving the level of education, in other words equal distribution of education in a fair manner so that it matches the standards that have been determined. (Farizal 2021)

Education policy concerns the efficiency and effectiveness of the education budget (Sabri, 2013). This means policy in the process and implementation aspects, which must look at human resources, funds, facilities and policy benefits (Muhdi et al., 2017). Devine's opinion quoted by Munadi and Barnawi is that education policy has four policy dimensions, namely normative, structural, constitutive, and technical. The normative dimension consists of values, standards and philosophy. This dimension forces society to make improvements and changes through existing education policies. This dimension needs support from the structural dimension (Munadi & Barnawi, 2011). This dimension is related to the size of the government and an organizational structure, methods and procedures that confirm and support education policy. Dimensions constitutive consisting

of individuals, interest groups and recipients who exercise power for the policy process. (Sulton 2020)

Policies always include ambiguous structures. On the one hand, policy has an instrumental dimension in producing decisions, programs and other results with values believed by decision-making actors, but on the other hand, policy can produce anti-values such as dormancy and non-developmental processes (Considine, 1994). Education policy is a concept or idea that we often hear, say and even act on, but often do not understand well. (Tawa 2019)

Policy and decision making are two elements that are interrelated and cannot be separated from each other. Policy is something more in nature theoretical, while decision making is more practical. Decision-making actions that are not based on theory can reduce the scientific value of a decision, while policies that are not accompanied by decision-making will find it difficult to find their form.

Decision making is a very urgent matter for everyone, especially for leaders or managers. The existence of a leader in his leadership can be seen from the various forms of policies and decisions he takes. An effective leader or manager is a leader or manager who is able to make policies and take relevant decisions. Nawawi (1993: 55-56) said that organizations will only function if leaders have the ability to make decisions and order their implementation to members of the organization in accordance with their areas of duties and responsibilities. (Sabri 2013)

Decision making is choosing and determining one alternative that is considered the most appropriate from several alternatives that have been formulated. The decision must be flexible, analytical and possible to implement with the encouragement of available infrastructure and resources (in the form of humans and materials). (Sabri 2013)

Meanwhile, in the context of Islamic Education, the most important thing that must be considered in the context of decision making is how the decision is determined based on deliberation and consensus. Because, in the practice of Muslim life, every problem faced always requires deliberation in every decision. Deliberation is very necessary as a material for consideration and shared responsibility in every decision-making process, so that every decision issued will be a shared responsibility (Sabri 2013).

c. Leadership in Educational Institutions

Decision making cannot be separated from leadership. Leadership is the activity or art of influencing other people to cooperate to achieve certain goals. This means that the leader holds a central position in an organization. The success of a leader is not determined by his skills in carrying out operational tasks but rather his ability to carry out managerial tasks. Meanwhile, one of the most important managerial tasks for a leader is decision making. Leadership is sometimes understood as the power to move and influence people. Leadership is a tool, means or process for persuading people to be willing to do something voluntarily/joyfully. There are several factors that can move people, namely threats, rewards, authority and persuasion (Rivai, 2003: 3). (Art 2021). Apart from that, leaders must also have an attitude of flexibility, that is, the leader's attitude of flexibility is reflected in three elements. The main things you need to have been being compatible, consistent and obedient to the principles. Suitable in the sense that a leader always organizes and handles His behavior is appropriate to the situation in which the leadership process is carried out. In line, in the sense of directing his leadership behavior in accordance with the tasks and realities of the organization he leads. Meanwhile, obedience to principles is the leader's obedience or consistent attitude to his

personality and beliefs. Veithzal Rivai and Deddy Mulyadi (2011: 93) Based on these three things, leadership as a process and an interaction between fellow humans whose orientation is on action. (Education 2019)

The nature and meaning of leadership can be based on three components, namely (1) characteristics or nature of the institution or position, (2) a person's character or character, and (3) categories of actual behavior. Katz and Kahn (in Purwanto, 2012:27). (Purwokerto 2006). Leadership can also be seen as the cause of various activities, the process of willingness to change the views or attitudes (mental or physical) of groups of people, both in formal and informal organizational relationships. Leadership is an art, ability or technique for making group subordinates in formal organizations or followers or sympathizers in informal organizations follow or obey whatever they want, making them enthusiastic or eager to follow it, even willing to make sacrifices for it. (Khosyi'in 2021)

Successful leadership is leadership who are able to read the situation they are facing and then take advantage of it appropriately. This means that the decisions taken by leaders are not only relevant to the problems faced but are also appropriate to current conditions faced.

d. Decisions in Educational Institutions

1) Decisions and Decision Making

Decision literally means choice. The choice referred to here is a choice from two or more possibilities, or it can also be said to be a decision reached after consideration by selecting one possible option. As stated by Gito Sudarmo, decisions are related to provisions or determine a desired choice. (Anwar 2014) According to Ralph C. Davis, decisions are the result of solving problems faced firmly. A decision is a definite answer to a question. Decisions must be able to answer questions about what is being discussed in relation to planning. Decisions can also take the form of actions regarding implementation that greatly deviate from the original plan. According to Mary Follet, a decision is a law of a situation. If all the facts of the situation can be obtained and all those involved, both supervisors and implementers, want to obey the law or its provisions, then this is not the same as obeying orders. The authority remains to be exercised, but it is the legal authority of the situation. James A.F. Stoner defines a decision as a choice between alternatives. This definition contains three meanings, namely:

- There are choices based on logic or consideration.
- There are several alternatives that must be chosen and the best one is.
- There are goals to be achieved and decisions closer to a certain goal.

Meanwhile Prof. Dr. Prajudi Atmosudirjo, SH, emphasized that a decision is an end to the process of thinking about a problem or problem to answer the question of what must be done to overcome the problem by making a choice on an alternative. (Si Manis 2022)

From some of the definitions above, you can concluded that a decision is something that is done or carried out regarding a problem faced based on a choice based on logic or consideration by presenting several alternatives that must be chosen and the best one is chosen with the aim that the decision taken is in accordance with what is to be achieved as per the goals that have been set. . Meanwhile, as stated by George R. Terry, decision making is an election alternative, particular behavior of two or more alternatives which exists. Meanwhile, according to S.P. Siagian, decision making is a

systematic approach to the nature of the alternatives faced and taking action that according to calculations is the most appropriate action. Meanwhile, James A.F. Stoner defines decision making as a process used to choose an action as a way of solving problems. In the Big Dictionary of Decision-Making Science (*Decision Making*) is defined as the selection of decisions or policies based on certain criteria. This process includes two or more alternatives because if there was only one alternative, no decision would be taken. According to J. Reason, *decision making* can be considered as a result or output of a mental or cognitive process that leads to the selection of a path of action among several available alternatives. Every decision-making process always produces a final choice. G. R. Terry stated that decision making is a selection based on certain criteria of two or more possible alternatives. (Men's 2022)

2) Stages and Decision-Making Process

There are several things that cause problems to arise, including:

- a. There is a gap or discrepancy between reality, the starting point, and the goals to be achieved or standards to be achieved;
- b. the existence of obstacles and difficulties in bridging the gap;
- c. there is a possibility of solving the problem if the formulation is correct.

A leader must be observant of what is happening, because successful leadership is leadership that is able to read the situation at hand and then utilize it appropriately. This means that the decisions taken by leaders are not only relevant to the problems faced but are also appropriate to current conditions faced. A decision cannot be taken rashly (Prabowo et al, 2019). This is because every decision taken will have an impact on every related element. So, every decision must be taken with full consideration and accuracy in order to reduce the negative impacts caused.

On generally Decision making consists of three stages, namely (Utami, 2012):

- 1) The investigation stage is a stage in analyzing environmental conditions related to the decisions taken. At this stage the data found is still raw, processed and tested in order to find out the problems faced. At the investigation stage all data is collected, using a systematic approach involving knowledge of the nature of the problems faced, then facts and data are collected that are relevant to the problems faced, problem analysis using facts and data, looking for alternative solutions, analyzing each alternative so that the most rational alternative is found, and assessing the results achieved as a result of the decisions taken.
- 2) The planning stage, at this stage the registration process, the development process and the analysis process of the actions to be carried out are carried out;
- 3) Selection stage, at this stage an action is selected from several existing actions. (Siddiq 2018)

Meanwhile, the decision-making process, Thohiron (Anwar 2014) explain as follows:

1. Formulation of the problem

In this case, leaders are expected to be able to formulate problems that exist within an organization. Problem formulation is also related to point of view. A summary: A good one identifies all the relevant elements, what elements are absent, and what elements need to be added. Problem formulation begins with reviewing existing facts. Often this simple-sounding thing is the source of failure to make the right decision. Problems that often arise in reviewing facts are existing leaders and people surrounding often reverse facts with interpretations of those facts. A summary: A good one identifies all the relevant elements, what elements are absent,

and what elements need to be added.

2. Data Collection and Analysis

Leaders are expected to be able to collect and analyze data that can help solve existing problems. The problem-solving process in decision making is:

- a) fact gathering phase;
- b) idea discovery phase;
- c) solution discovery phase.

The data/fact collection phase includes activities to define the problem and collect problems and analyze important data. One way to improve data collection capabilities is to start by looking at the problem broadly and then continue by determining the existing sub-problems. In this case, the ability to differentiate between symptoms and actual problems is required. The idea discovery phase includes collecting ideas that might be used and then looking for the best idea. Various existing ideas can be modified and combined. In this case, brainstorming activities (brainstorming) needs to be done. Osborn has provided 75 questions to carry out this brainstorming activity. Basically, brainstorming activities have 4 general rules, namely: existing ideas must not be criticized first, ideas that seem out of the ordinary can be submitted, the more ideas entered, the better the results will be, a combination is recommended. between one idea with another. This solution discovery phase includes activities to identify and evaluate possible solutions and how to do them. Activities in this phase include determining opinions, analysis and receiving/giving criticism. Each existing idea is given its own value/weight.

e. Recruitment Organizational Policies and Decisions

In general, there are seven steps that can be used as a guide in dealing with problems and making policies, namely as follows: (Anwar 2014)

- a) Ask yourself whether this problem is within your authority to solve. If correct, then begin to enter the decision-making process further. On the other hand, if the problem is not under your authority, report the problem to those in authority. In this stage also determine who should be consulted?
- b) Collect facts and separate them from interpretations or opinions. A number of questions need to be asked.
- c) Identify the main problem or actual problem from secondary or derivative problems. Ask questions like this many times "why is that?".
- d) Analyze and if necessary, look for additional facts. For example, determine what type of problem this is. (complex or simple, routine or unplanned)
- e) Determine various options for working on this problem. Remind yourself that the method you have always used so far is not always the best way to handle today's problems.
- f) Determine the solution options. Remind yourself and other decision makers about the value system and policy guidelines in the organization or community where you are located. Use these signs as a reference for the choices you make
- g) Determine the implementation plan, implementation team, time limits, basic policies, funds, and limits of authority in implementation.

The decision taken can be assumed to be good if it meets the following conditions: 1) the decision was taken as a solution to the problem being faced; 2) as quickly and precisely as possible; 3) is rational, meaning that it can be accepted by common sense, especially for the implementers who will be responsible for the decision; 4) is practical and

pragmatic, meaning it can be implemented with existing capabilities; 5) have as little negative impact as possible; 6) benefits many parties for the smooth running of work and the direction of the goals to be achieved; 7) the decisions taken can be evaluated for the future. (Sutisna 1993) Thus, when making a decision, you must also pay attention to the following things: 1) in the process recruitment decisions do not happen by chance; 2) decision making is carried out systematically, namely: availability of resources to implement the decisions to be taken, qualification available workforce, philosophy adopted by the organization, internal and external environmental situations that will influence administration and management within the organization; 3) the problem must be clearly known; 4) problem solving must be based on facts collected systematically; 5) a good decision is a decision that has been chosen from various alternatives that have been carefully analyzed. (Anwar 2014) If decision making is not based on the five things above, it will cause various problems: 1) Inaccurate decisions; 2) non-implementation decision because it is not in accordance with the organization's capabilities in terms of people, money and materials; 3) the inability of implementers to work because there is no synchronization between the interests of the organization and the people within the organization; 4) the emergence of resistance to the decision. Based on the description above, it can be understood that the decision-making process consists of various actions that utilize various skills and knowledge obtained from experience in organizational life. Therefore, making a decision is not an easy thing, because a decision is the beginning of a risk. It's true, every decision contains a risk, which inevitably has to be faced in the future, especially by the decision maker, namely the manager (head of the madrasah).

The madrasa head as a decision maker is the most important role compared to other roles such as informational and interpersonal. There are four roles as a decision maker, namely, entrepreneur This means that the head of the madrasa is trying to improve the appearance of the madrasa. Disturbance handler means paying attention to disturbances that arise in the madrasah. A resource allocator This means providing all madrasa resources. A negotiator role means that the madrasa head must be able to hold talks and deliberations with outside parties. (Anwar 2014) In his role as entrepreneur, the head of the madrasah tries to improve the appearance of the madrasah through various new programs, as well as conducting surveys to study various problems that arise in the madrasah environment. Thus, the head of the madrasah always makes observations of the madrasah environment, namely the possibility of information that influences the appearance of the madrasah. Based on the description above, it can be concluded that the main key to implementing various decisions developed in madrasahs, basically lies in the ability of the head of the madrasah to make decisions appropriately and contextually in accordance with the stages of the effective and efficient decision-making process as explained above, so that in identifying problem-solving alternatives, assessing problem-solving alternatives, selecting the best alternative, making a decision or implementing the chosen alternative, it is a decision that has been thought through and considered carefully, so that the decision can be accepted by all groups in the organization and institution, if anything any obstacles or losses are very small and do not have a significant impact on the continuity, progress and achievement of organizational and institutional goals.

A. Analysis of Research Results at MA Daarul Ulum Panyaungan Lebak Banten

The main key to implementing various decisions developed in madrasahs, basically lies in the ability of the madrasah head to make decisions appropriately and contextually according to the stages and decision-making processes carried out. These stages and

processes are the reference for developing the decision-making model that was developed in the decision-making process for the head of the madrasah at MA Daarul Ulum Panyaungan Lebak Banten. Based on the overall results of research conducted at MA Daarul Ulum Panyaungan Pandeglang, it shows that the decision-making process for madrasa heads at MA Daarul Ulum Panyaungan Lebak Banten has been carried out well. In making institutional policies and decisions, the Head of Madrasah MA Daarul Ulum Panyaungan Lebak Banten carries out the following things:

1. Always sort out which problems are personal and which are organizational problems, so that problem solving will be handled differently.
2. Always collect facts and separate them from interpretations or opinions and don't just accommodate opinions one of party only.
3. Always identify the main problem or actual problem or the root of the existing problem
4. Always analyze and if necessary, look for additional facts that support evidence of the problem and determine what type of problem this is. (complex or simple, routine or not)
5. Always determine various options as alternatives (choice) for working on this problem.
6. Determine the options and solutions. Always hold on to the value system and policy guidelines within the MA Daarul Ulum Panyaungan Lebak Banten Educational Institution
7. Always determine the implementation plan, implementation team, time limits, basic policies, funds, and limits of authority in implementing decision making.
8. Anticipate various possible losses, dissatisfaction or rejection of decisions taken with the hope that the losses incurred will be minimal and will not affect the running of the organization at the MA Daarul Ulum Panyaungan Lebak Banten Educational Institution.

The steps that have been carried out in real terms can be seen from the results of the trend test calculation using the Weighted Means Score (WMS) technique, the decision-making process is in the very good category.

3. CLOSURE

An institution or organization definitely and always needs a leader because leaders have an important role in achieving the goals, vision and mission of the organization or institution as formulated. In his journey Every organization cannot be separated from problems or difficult conditions that can disrupt or even harm an organization or institution. The role of a leader with a leadership style and problem-solving techniques in decision making is what can restore goals and objectives and minimize possible losses. through attitudes and actions as well as gathering alternative problem solutions that are appropriate to the existing problems and situations. Because there is no decision making that directly solves the problem, but must be adapted to the existing situation and conditions, so that the decision taken can be the best solution.

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