

Teaching Factory Management Strategy to Increase Graduate Absorption at SMK Negeri 1 Godean, Sleman

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Histori Naskah:

Submit: 2024-12-20
Accepted: 2025-01-02
Published: 2025-01-02



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Abstract:

The high unemployment rate in Indonesia may be attributed to the mismatch between the competencies possessed by the workforce and the competencies required by the labor market, as well as the limited availability of job opportunities to accommodate all school graduates entering the workforce. Implementing a teaching factory management strategy is meant to improve vocational school graduates' skills to meet business and industry needs, making the Indonesian workforce more competitive. The teaching factory management functions are implemented and organized based on partnerships between vocational schools and industries, particularly those in the surrounding areas, through planning, implementation, evaluation, and supervision stages. This study employs a descriptive qualitative research design. Data collection techniques include participant observation, in-depth interviews, document analysis, and triangulation. The teaching factory management strategy at SMK Negeri 1 Godean has successfully improved students' work readiness by integrating academic learning with real-world industrial practices. Data indicates a significant increase in the absorption of graduates into the workforce, with the percentage of graduates directly employed rising from 29.5% in 2021 to 49.9% in 2023. Close collaboration with industry partners and developing an industry-relevant curriculum have played a critical role in this achievement. Furthermore, SMK Negeri 1 Godean also equips students with entrepreneurial skills, increasing graduates pursuing entrepreneurship from 1.6% in 2021 to 9.3% in 2023.

Keywords: Strategy, Management, Teaching Factory, Graduate Absorption

Introduction

Addressing the imbalance between the supply and demand for labor is currently a key challenge (Wardana et al., 2024). Consideration of workforce abilities and their suitability for market needs is crucial, including from the perspective of age. The increasing population year by year can positively contribute to development acceleration if utilized optimally (BPS, 2024). However, the high unemployment rate in Indonesia can be attributed to the mismatch between the competencies of the workforce and the requirements of the labor market, as well as the limited availability of job opportunities to accommodate all school graduates entering the workforce (Said et al., 2022). Government Regulation Number 29 of 1990 concerning secondary education states that vocational high schools are secondary education institutions that prioritize the development of students' abilities to perform specific types of work. It further emphasizes that vocational education aims to prepare students for the workforce and to develop professional attitudes. Accordingly, vocational high schools design educational programs tailored to various job types (Aditama, 2020).

The teaching factory management strategy is expected to enhance the competencies of vocational high school graduates to align with the needs of the business and industrial sectors, thereby improving the

competitiveness of the Indonesian workforce. Partnerships between vocational schools and local businesses implement and organize teaching factory management functions, which include planning, implementation, evaluation, and supervision (Suhardi et al., 2022). SMK Negeri 1, Godean, Sleman, is one of the vocational high schools that plays a significant role in preparing quality graduates who are competitive in the industrial workforce. However, existing data indicate a gap between the competencies of its graduates and those required by industry, which affects graduate absorption in the labor market.

Since being designated as a Center of Excellence Vocational School in 2020 and a Center of Excellence Vocational School in 2021, SMK Negeri 1 Godean has initiated a teaching factory. The primary objective of this initiative is to enhance students' vocational competencies, increase their engagement in learning, improve their readiness to enter the workforce, and strengthen relationships with industry. The school aims to produce competent and professional graduates who can effectively integrate into the workforce by implementing the teaching factory model. Based on this context, the present study focuses on the Teaching Factory Management Strategy to Increase Graduate Absorption in the Workforce at SMK Negeri 1 Godean, Sleman.

Literature Review

Vocational High School is a secondary education level that prioritizes the development of students' abilities to perform specific types of work. This level of education is designed to equip students with skills aligned with the needs of the workforce (Wardana et al., 2024). Through a practical and skill-oriented approach, vocational high schools aim to produce graduates who are prepared to compete in various professional fields. In addition to technical skills, vocational high schools emphasize students' readiness to enter the workforce (Said et al., 2022). This includes fostering professional attitudes, a sense of responsibility, and work ethics essential in the workplace. By integrating these values, vocational high schools strive to produce graduates who are not only technically proficient but also exhibit character traits that align with industry demands (Tannady & Budi, 2023). To achieve these objectives, educational programs in vocational high schools are tailored to meet the demands of the job market (Suhardi et al., 2022). The curriculum is adjusted to various employment sectors, including manufacturing, technology, and services. This ensures that graduates acquire specific competencies relevant to their chosen career fields, thereby increasing their employability and chances of absorption into the workforce (Norman et al., 2024). Furthermore, vocational high schools adopt a practice-based approach by establishing partnerships with various stakeholders, including businesses and industries. Such collaborations ensure that educational programs remain aligned with current market needs and technological advancements. This synergy enables vocational high schools to serve not only as institutions of learning but also as bridges for students to achieve career success (Jumainah et al., 2023).

The teaching factory management strategy is designed to enhance the competencies of vocational school graduates, ensuring alignment with the needs of the business and industrial sectors (Reynaldo et al., 2022). Competencies that meet job market demands are expected to enhance the competitiveness of Indonesia's workforce at both national and global levels. Teaching factories integrate theoretical instruction with practical, industry-relevant experiences, providing students with opportunities to develop technical and soft skills required by employers (Norman et al., 2022). This approach equips graduates with the adaptability and expertise necessary to tackle challenges in the professional world. Teaching factory management functions are implemented through strong partnerships between vocational schools and industries, particularly those in close proximity to the schools (Paramansyah & Rostandi, 2022). These collaborations facilitate the transfer of knowledge, technology, and insights into market trends, ensuring that the education provided is relevant and up-to-date. The implementation of teaching factories involves several stages:

planning, execution, evaluation, and supervision (Norman et al., 2022). Each stage is systematically designed to ensure program effectiveness and to optimize outcomes. By adopting this structured approach, teaching factories represent an educational management strategy capable of directly connecting educational institutions with the professional world (Madyatmadja et al., 2020).

Research Method

This study employs a descriptive qualitative research design. Qualitative research methods are used to examine the natural conditions of objects, where the researcher acts as the key instrument. Data collection techniques are conducted through triangulation (combining various sources), data analysis follows an inductive/qualitative approach, and the results emphasize meaning rather than generalization (Sugiyono, 2018). The objective of this study is to explore, in depth, teaching factory management strategies to enhance graduate absorption into the workforce. The research was conducted at SMK Negeri 1 Godean, Sleman Regency, Yogyakarta. This vocational school was chosen because it has implemented a teaching factory learning model, making it a relevant setting to investigate the effectiveness of teaching factory management strategies in increasing graduate employability.

The research process was carried out in several main stages. The preparation stage comprised a series of initial activities conducted before data collection and processing. This stage began with initial observations, followed by problem identification, determining research objectives, and defining the scope of the research to ensure it remained focused on its intended goals. Additionally, this stage included the development of research instruments, such as interview guides and observation formats, which served as the basis for data collection in the field. The next stage was data collection, which represented the core activity of the research. At this stage, data were gathered to provide scientific solutions to the identified problems. The data collection process included conducting interviews, making observations, and collecting documentation in accordance with a predetermined schedule. The involvement of relevant stakeholders was essential at this stage to obtain supporting data and address the research questions effectively. Following data collection, the data analysis stage was conducted. During this stage, the data obtained from the field were processed using qualitative analysis techniques. An inductive approach was applied to identify themes and patterns relevant to the research objectives. This process was conducted systematically to ensure that the analyzed data provided meaningful insights aligned with the study's goals. Subsequently, data validation was performed to ensure the accuracy and validity of the analyzed data. Validation was carried out using triangulation techniques, which involved comparing information from various data sources to derive more valid conclusions. The primary data for this study were obtained through interviews with the principal, vice principal for curriculum, vice principal for public relations, and productive teachers.

The data analysis technique followed the model proposed by Miles and Huberman, as described by Sugiyono (2018). This model consists of three main stages: data reduction, data presentation, and drawing conclusions. Additionally, source triangulation and member checking were employed to ensure the validity and reliability of the data, thereby enhancing the scientific rigor and accountability of the research results.

Results

Based on the interview results, the teaching factory planning was designed to support the school's vision and mission of producing competent graduates who are ready to compete in the industrial world. The principal explained that the teaching factory focuses on product-based learning that is relevant to the needs of the business world and industry (DUDI), allowing students to improve their competencies and understand the work culture in DUDI. The Vice Principal for Public Relations hopes that student competence can be aligned with the demands of DUDI to increase the absorption of graduates in the workforce. Meanwhile,

the Vice Principal for Curriculum emphasized the importance of developing relevant competencies to ensure that graduates meet the standards required by DUDI. In terms of implementation, the teaching factory involves training and providing materials aligned with industry needs, with the Visual Communication Design (DKV) department collaborating with Talenta Multimedia as an industrial class. Teaching factory activities include the involvement of instructors from the business world and industry, as well as periodic evaluations to ensure that student skills are relevant to the job market. Productive Teachers explained that teaching factory activities include product development, such as creating e-money top-ups, reporting tax returns, and simulating banking activities, which are designed to improve students' practical competencies. The planning process begins with the formation of a team that designs the program comprehensively. It was also emphasized that analysis and evaluation are carried out periodically to ensure that objectives are achieved. Special meetings are held at the beginning of the year to prepare activity plans, determine products to be studied, and make efforts to establish cooperation with DUDI. The implementation of the teaching factory is carried out by involving DUDI in the preparation of the curriculum and program design, ensuring that the learning aligns with industry needs.

Based on the interview results, the organization in the implementation of the teaching factory is carried out with a clear and structured division of tasks. The Vice Principal for Curriculum explained that each team member, from the Principal and Teaching Factory Coordinator to teachers and industry partners, has a detailed job description. Each expertise program is equipped with standard operating procedures (SOPs) that are tailored to the needs and characteristics of each program, ensuring that activities run systematically and are well-coordinated. The Vice Principal for Public Relations added that the role of each individual, both teachers and students, is determined by their competencies, allowing each element to contribute maximally to the success of the teaching factory program. Decisions in the implementation of the teaching factory are made by the management team, consisting of the Principal, Vice Principal, Teaching Factory Coordinator, and representatives of productive teachers. The principal is responsible for strategic policies, while the teaching factory team manages daily operations. The decision-making process also involves input from DUDI partners to ensure the program aligns with industry standards. Coordination among the parties involved is carried out through regular weekly meetings to evaluate and discuss the progress of activities, with special meetings held if urgent problems arise that require quick resolution. Coordination meetings with the teaching factory team are held monthly, while coordination related to finances is conducted every three months. In addition to the division of tasks, the importance of good communication between team members is emphasized. Regular and responsive communication is key to the smooth implementation of the teaching factory. Weekly meetings are held to ensure progress is evaluated and any problems are resolved. Documentation obtained includes a Decree from the teaching factory development team, which outlines the division of tasks and roles of team members in detail, thus facilitating coordination and ensuring the smooth execution of each step in the implementation of the program.

Based on the interview results, the implementation of management functions in the teaching factory is carried out with an approach that prioritizes the relevance between learning in schools and the needs of the industrial world. Teaching factory learning is implemented in accordance with industry standards to improve student competency, beginning with a mini bank service unit in the field of accounting. Learning in grade XI is carried out through direct practice, where students act as customer service representatives, tellers, or security guards, reflecting the workflow in a bank. In addition, this practice-based learning involves collaboration between teachers and the business and industrial world (DUDI), who jointly compile the curriculum and provide guest teachers from the industry. In the Visual Communication Design and Marketing departments, learning is adjusted to the needs of the related industry, such as Alfamidi, ensuring

that the products taught align with DUDI standards and demands. Furthermore, in the teaching factory, students engage in direct practice in a workshop room designed to resemble an industrial environment. Learning is carried out with a project-based approach, where teachers and DUDI are actively involved in evaluating each stage, ensuring that the products produced meet industry needs. The implementation function of the teaching factory integrates theory and practice, aiming to improve students' skills so they are prepared to enter the workforce. In this process, teachers act as facilitators, guiding students to develop skills and attitudes that align with the demands of the professional world, emphasizing the importance of creating a professional learning atmosphere. The actuating function is also applied to provide direction and motivation to students. The teaching factory offers real experiences relevant to the industrial world, helping students feel more confident and ready to face challenges in the workforce. This increases students' motivation to study and practice harder, as they gain hands-on experience. The school strives to adjust learning to industry needs by placing production units as practice locations and ensuring practice schedules align with students' majors. With this approach, it is hoped that students will be better prepared and more skilled when entering the workforce after completing their education. At SMK Negeri 1 Godean, supervision of the teaching factory implementation is carried out routinely to ensure that activities are in line with the plans and objectives that have been set. This supervision covers various aspects, including the alignment between the curriculum and industry needs, the readiness of equipment that meets industry standards, the competence of teachers, and the active involvement of students in each stage of production.

The Vice Principal for Public Relations explained that routine evaluations are conducted by productive teachers, and if any obstacles arise, the management works together to resolve them immediately. The Vice Principal for Curriculum added that evaluations are carried out through coordination meetings of the teaching factory team, held at least once a month, with financial reporting taking place every three months. Additionally, early-year evaluations are conducted to assess the alignment of the program with the plans and objectives set at the beginning. Productive teachers noted that evaluations are carried out to ensure that the learning process aligns with the objectives and to identify areas for improvement, enhancing the quality of learning and student readiness. During teaching factory activities, supervision also involves recording activities by on-duty teachers, direct monitoring of student performance, and involving industry representatives to test student skills. With comprehensive supervision and routine evaluations, it is expected that the teaching factory will run effectively and produce competent graduates who meet the needs of the industrial world.

Table 1. Graduate Absorption Data

No	Description	2021 (%)	2022	2023 (%)
1	Working (in percent)	29,5	41,8	49,9
2	Entrepreneurship (in percent)	1,6	8,9	9,3
3	Continuing (in percent)	23,8	45,1	34,6
4	Other (in percent)	45,1	4,2	6,2
	Average waiting period before working	3 months	3 months	3 months

The table presents data on the condition of graduates over three consecutive years: 2021, 2022, and 2023, categorized into four main groups: working, entrepreneurship, continuing education, and other categories. The following provides an explanation of each column and the corresponding data: The data shows the percentage of graduates who were immediately employed after graduation. In 2021, 29.5% of graduates

were successful in securing jobs, a figure that increased significantly to 41.8% in 2022, and further grew to 49.9% in 2023. This upward trend reflects a positive development, indicating that an increasing number of graduates are able to secure employment within a relatively short period each year. This growth also suggests the effectiveness of the curriculum and teaching factory programs, which are designed to meet industry needs. The table also shows the percentage of graduates who chose to become entrepreneurs or start their own businesses. In 2021, only 1.6% of graduates decided to pursue entrepreneurship. This figure increased significantly in 2022 to 8.9%, and continued to rise in 2023 to 9.3%. This increase reflects a shift in trends, with more graduates opting to create their own businesses and generate employment opportunities. The growth in entrepreneurship can be attributed to the curriculum's increasing emphasis on developing entrepreneurial skills.

Regarding graduates who chose to continue their education to a higher level, the data indicates that 23.8% of graduates pursued further education in 2021. This figure experienced a significant spike in 2022, reaching 45.1%. However, in 2023, the percentage decreased to 34.6%. The increase in 2022 reflects a higher interest among graduates in further studies, while the decline in 2023 suggests a variation in graduate preferences, possibly influenced by factors such as increased job opportunities or personal decisions to begin their careers sooner. The data also shows the percentage of graduates who chose paths other than work, entrepreneurship, or continuing education, such as engaging in other activities that are not well traced. In 2021, the percentage of graduates in this category was relatively high at 45.1%. However, this figure decreased sharply in 2022 to 4.2%, and then rose slightly again in 2023 to 6.2%. The significant decrease indicates that fewer graduates are choosing paths that do not align with work, entrepreneurship, or education.

Based on the research findings, several supporting factors play a significant role in the successful implementation of teaching factories. These factors include strong support from both internal and external parties. External support from the Business World and Industry (DUDI), government, and the school committee greatly influences the success of the education program at this school. For instance, DUDI shows high commitment to the implementation of teaching factories, starting from curriculum development to ensuring the employment of graduates. This support is also reflected in various activities involving the industrial world, such as industrial classes, guest teacher sessions, and internship and training programs, which provide practical experience for students. In addition, internal support is also crucial for the smooth implementation of teaching factories. School management, committees, and DUDI collaborate to provide adequate facilities, such as workshop spaces for student practice, and to conduct routine training for teachers to enhance their teaching competencies. Moreover, the integration of an industrial work culture into the curriculum helps students become familiar with industry standards and demands. This commitment is further demonstrated by efforts to ensure that equipment and technology are regularly updated to keep pace with rapid industrial developments. Overall, consistent support from both external and internal parties plays a critical role in ensuring the successful implementation of the teaching factory and in preparing students with skills relevant to industry needs.

At SMK Negeri 1 Cangkringan, several inhibiting factors affect the smooth implementation of the teaching factory concept. The principal revealed that one of the primary challenges is related to the products produced, which are in the form of services and thus limit the available market. Additionally, limited equipment, particularly in the Communication and Visual Design department, which requires sophisticated and costly technology, presents a significant obstacle. The Vice Principal for Curriculum added that the limited tools and devices, which need continual updates to align with technological advancements, are a major challenge, especially in a curriculum based on practical skills. Another challenge highlighted by the

Vice Principal for Public Relations is the lack of graduate absorption, which remains a barrier. Many graduates are not immediately absorbed into the industrial world because the recruitment process is often incidental and lacks proper planning. Furthermore, the limited availability of equipment presents a problem, as the school struggles to keep up with the rapid technological developments in the industry. Other obstacles include limited Wi-Fi facilities that do not support online practice activities and funding issues, such as delays in procuring practice chairs due to the submission process, which may only be realized in the following year. These factors indicate the challenges faced in implementing the teaching factory at SMK Negeri 1 Cangkringan.

Discussion

The planning of teaching factory activities has been carried out effectively and in a structured manner, with the primary objective of improving student competencies to meet the needs of DUDI and increasing the absorption of graduates into the workforce. This planning involves the formation of a teaching factory team, the development of a structured work program, and the analysis of competency needs relevant to the industrial world. The programs designed include training, industrial classes, product development, and internships, which provide practical experience for students. Collaboration with industry is crucial, especially in areas such as curriculum development, teacher training, and the integration of industrial work culture into learning. However, challenges such as limited teacher competency and coordination with DUDI are still encountered. Nevertheless, with intensive training and cooperation, these challenges can be overcome. Overall, the Godean teaching factory planning strategy has proven effective, offering various programs that enhance student skills and prepare them to face the workforce. This aligns with Aditama's (2020) assertion that planning is a process that defines organizational goals, creates strategies to achieve those goals, and develops plans for the organization's activities.

The organization of teaching factory implementation is executed in a structured manner, with clear task divisions outlined in a Decree that specifies the roles of each individual, including the principal, coordinator, teachers, and students. The principal plays a key role in determining strategic policies, while the management team, including the vice principal and teaching factory coordinator, oversees daily operations. Communication between team members is well-regulated through weekly and monthly meetings to ensure the smooth execution of the program. DUDI is also involved in providing input to ensure alignment with industry standards. This approach reflects Suhardi's (2022) view that organizing involves grouping and arranging tasks so that individuals are responsible for their assigned activities, either individually or in teams, to achieve the goals established during the planning phase. Comprehensive documentation, including task division, standard operating procedures (SOPs), and financial evaluations, ensures the effectiveness of the activities. This clear and directed organization supports the achievement of the teaching factory's objectives, namely improving student competency and preparing them for a competitive job market.

The implementation function in teaching factory management focuses on mobilizing human resources to achieve organizational goals by providing motivation, direction, and creating a conducive work environment. Through the integration of production-based learning, students are directly involved in practices that align with the needs of the business world and industry (DUDI), enabling them to apply the knowledge gained in school to real-world situations. Collaboration with DUDI and the application of project-based learning further ensure that students acquire experience relevant to the workforce. Additionally, teachers serve as facilitators, supervising and evaluating activities, while specialized training helps them maximize their role in preparing students to face industry challenges. This approach enables

students not only to refine their technical skills but also to develop an industrial work culture that enhances their motivation and readiness to compete in the job market.

Supervision in the teaching factory management strategy plays a critical role in ensuring the smooth implementation of the program, preventing resource wastage, and ensuring that goals are achieved according to plan. Supervision is carried out through routine evaluations by teachers and the management team, as well as direct monitoring of student performance during practice. This aligns with the perspective of Said et al. (2022), who argue that the control/supervision function aims to monitor whether organizational activities are proceeding according to the initial plans. Evaluation also includes adjusting the curriculum to meet industry needs, checking alignment with SOPs, and ensuring transparent reporting, including collaboration with DUDI to assess student work outcomes. With structured supervision, the teaching factory program can run effectively, producing competent graduates who are well-prepared to face the workforce.

The teaching factory management strategy has successfully increased student work readiness by integrating academic learning with real industry practices. Data indicates a significant increase in the absorption of graduates into the workforce, with the percentage of graduates securing jobs directly increasing from 29.5% in 2021 to 49.9% in 2023. Close collaboration with industry partners and the development of a curriculum that meets industry needs have been key factors in this success. Additionally, the strategy provides entrepreneurial skills, encouraging graduates to pursue entrepreneurship, with the percentage of entrepreneurial graduates rising from 1.6% in 2021 to 9.3% in 2023. Partnerships with companies such as Alfamidi and Bank Sleman offer practical experience that enhances students' readiness for the workforce. Although there has been a decline in the percentage of graduates who continue their education, the teaching factory management strategy continues to strengthen students' work readiness. The average waiting period for graduates to find employment has remained stable at three months, reflecting the effectiveness of learning that aligns with industry needs. Moving forward, expanding industry partnerships and developing internship programs can further accelerate students' transition to the workforce and enhance their career opportunities.

The implementation of the teaching factory management strategy faces several inhibiting factors, including limited practical equipment that has not kept pace with technological developments in the industry, lack of funding support, and the disparity between the technology available in schools and that used in the industrial world. Limited funding delays the procurement of essential equipment, while infrastructure issues, such as unstable Wi-Fi networks, reduce the effectiveness of technology-based learning. Additionally, irregularities in the recruitment process by DUDI also hinder the absorption of graduates into the workforce. To overcome these challenges, synergy between schools, the government, and DUDI is essential, through increased educational funding, technology grant programs, joint training initiatives, and planned cooperation agreements. Infrastructure improvements, such as enhancing Wi-Fi networks, must also be prioritized to ensure that technology-based learning can be implemented effectively. This will help align graduate competencies with industry needs and improve their competitiveness in the job market.

The effectiveness of the teaching factory management strategy can be maximized with significant support from various parties, including the involvement of DUDI, such as Alfamidi, which contributes to curriculum development, teacher training, and the recruitment of graduates. The commitment of school management to improving teacher competency and providing adequate facilities is also crucial to the success of the program. Additionally, collaboration with the government and the school committee, along with the implementation of an industrial work culture within the school, strengthens students' readiness to

enter the workforce, increases the relevance of learning, and ensures the sustainability of the teaching factory program.

Conclusion

Based on the results of interviews, observations, and documentation studies, it can be concluded that the teaching factory management strategy at SMK Negeri 1 Godean includes planning aligned with the school's vision and mission, a structured organization with an effective division of tasks and coordination, implementation that integrates production-based learning with industry needs, and comprehensive supervision through routine evaluations and the involvement of industry partners (DUDI). These strategies have effectively improved student competencies, work readiness, and graduate absorption in the industrial sector. The tracer study data indicate a positive trend in graduate outcomes after graduation. In 2021, 29.5% of graduates were directly employed, increasing to 41.8% in 2022 and reaching 49.9% in 2023. Similarly, the percentage of graduates who chose entrepreneurship as a career path rose from 1.6% in 2021 to 8.9% in 2022 and further to 9.3% in 2023. On the other hand, the percentage of graduates who pursued higher education increased significantly from 23.8% in 2021 to 45.1% in 2022, though it declined to 34.6% in 2023. Lastly, the percentage of graduates opting for other paths such as neither working, becoming entrepreneurs, nor continuing their education declined sharply from 45.1% in 2021 to 4.2% in 2022, with a slight rise to 6.2% in 2023. The success of the teaching factory management strategy at SMK Negeri 1 Godean is supported by collaboration with industry partners (DUDI), teacher training, strong school management, and the implementation of an industrial work culture. However, challenges remain, including limited equipment, funding constraints, and inadequate infrastructure, which need to be addressed to further enhance the program's effectiveness.

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