

Optimizing Student Management to Improve Educational Service Quality: A Qualitative Case Study in Integrated Islamic Elementary Schools

Annisa Mayasari^{1*}, Opan Arifudin², Silvi Herawati³, Atik Rosanti⁴, Rachmad Agung Prayogi⁵

¹ STAI Sabili Bandung, Indonesia; annisamayasari020@gmail.com

² STIT Rakeyan Santang, Indonesia; opan.arifudin@yahoo.com

³ STAI Al masthuriyah Sukabumi, Indonesia; silvieherawati77@mail.com

⁴ Universitas Islam Al-Ihya Kuningan, Indonesia; atikrosanti96@gmail.com

⁵ Universitas Tanjungpura, Indonesia; Rachmad.agung.prayogi@fkip.untan.ac.id

ARTICLE INFO

Keywords:

Student management;
educational service quality;
qualitative study;
school leadership;
educational optimization

Article history:

Received 2024-09-20

Revised 2024-11-23

Accepted 2024-12-31

ABSTRACT

This study examines how the quality of educational services can be improved through the optimization of student management implementation. The research was conducted at an Integrated Islamic Elementary School in Bandung. The study aims to provide a comprehensive description and practical recommendations for school stakeholders regarding the effective implementation of student management activities to enhance the quality of educational services. A qualitative research approach was employed, utilizing field observations, structured interviews with school staff and students, and document analysis as primary data collection techniques. The findings indicate that optimal implementation of student management is achieved through the systematic execution of four main activities: planning, guidance, evaluation, and student transfer. These activities are most effective when supported by adequate school facilities and infrastructure, strong leadership from the school principal, and collaborative efforts among teachers, educational staff, students, and the school committee. The study contributes theoretically by providing a structured framework for understanding the relationship between student management practices and educational service quality. Practically, it offers actionable guidance for schools seeking to optimize student management processes and improve overall educational outcomes.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Annisa Mayasari

STAI Sabili Bandung, Indonesia; annisamayasari020@gmail.com

1. INTRODUCTION

Education is the primary foundation for human resource development. In Indonesia, educational success is not only determined by the curriculum and the competence of educators but also significantly influenced by the quality of services provided to students. Integrated Islamic Elementary Schools (SDIT), as religion-based educational institutions, play an essential role in shaping students' character, moral values, and competencies from an early age.

Despite their strategic role, the participation rate in primary education in Indonesia still faces challenges. According to the Central Statistics Agency (Badan Pusat Statistik (BPS), 2022) (Badan Pusat Statistik (BPS), 2022), the school dropout rate at the primary level reached 1.5%, which is partly caused by suboptimal educational services and ineffective student management. Furthermore, a survey conducted by the Indonesian Ministry of Religion (2023) revealed that only 65% of SDITs implement student management optimally, directly affecting parental satisfaction and the enrollment of new students (of Religion, 2023).

Previous research by the Islamic Education Research and Development Institute (Research & (LPP), 2022) highlighted that the quality of administrative services and efficient, transparent student management are key factors influencing the successful enrollment of new students. Other studies indicate that effective student management can enhance the learning climate, reduce deviant behavior, and increase student motivation.

Service quality is a critical component in education that requires continuous improvement. Schools, as non-profit organizations, provide educational services that, in principle, are not aimed at profit generation. However, in practice, particularly for privately managed schools, operations are often funded by students' fees, leading to an implicit profit-driven model. According to Rahmayanty (2010), services characterized by convenience, speed, accuracy, reliability, and empathy are considered excellent services. These features directly impact the satisfaction of service recipients (Rahmayanty, 2010a) (Rahmayanty, 2010b).

Student management is a vital aspect of educational administration, encompassing activities related to students from entry to graduation (Concerned, 2011b) (Concerned, 2011a). Effective student management ensures that students feel safe and comfortable, which, in turn, enhances their motivation to engage in learning. It also reassures parents that their children are in good hands. According to Lestari (2018), well-organized student management contributes to the development of independence and personal responsibility among students (Lestari, 2018).

Daryanto and Farid (2013) categorize student management into three main tasks: student admission, learning process supervision, and guidance or disciplinary coaching (Daryanto & Farid, 2013a) (Daryanto & Farid, 2013b). Student management includes planning, fostering, evaluating, and transferring students. Planning covers needs analysis, recruitment, selection, orientation, placement, and record-keeping. Fostering includes counseling services, library management, canteen, health services, transportation, and dormitory management. Evaluation assesses students' learning outcomes, serving selective, diagnostic, placement, and program success functions. Transfers, both internal and external, are also part of effective student management.

Although schools generally conduct student management activities, not all schools implement them optimally. Common obstacles include inadequate planning, unclear organizational structures, poor coordination among staff, and suboptimal evaluation processes. These challenges naturally affect the quality of educational services and, consequently, student and parental satisfaction.

While previous studies have highlighted the importance of student management and service quality, limited research specifically examines how optimizing student management implementation can systematically improve educational service quality in SDITs.

The main problem addressed in this study is how to enhance the quality of educational services through the optimization of student management in SDITs.

Research Objective and Contribution: This study aims to describe and provide recommendations for improving student management activities at SDITs. By optimizing management, schools can

enhance service quality, increase satisfaction among students and parents, and improve the school's image in the community, which positively affects the sustainability of educational programs. The study contributes practically by offering actionable insights to school administrators and policymakers and academically by filling the gap on strategic implementation of student management in religion-based elementary schools.

2. METHODS

This study employed a qualitative research approach with a case study method, conducted at one of the Integrated Islamic Elementary Schools in Bandung. According to Rahardjo, as cited in Arifudin (2023) (Arifudin, 2023), research methods are systematic procedures used to obtain tentative scientific truths that remain open to testing, criticism, and revision. Similarly, Budiharto, quoted in Kartika (2023), emphasizes that the choice of research methods must align with the objectives of the study to achieve optimal results (D. A. K. Sari & Setiawan, 2023). The case study approach, as explained by Nursalam in Mukarom (2024), focuses on an intensive and detailed investigation of a particular case, providing a comprehensive understanding of the background, characteristics, and conditions of the subject under study. In this research, the case is the optimization of student management for improving the quality of educational services (Riniwanti, Nursalam, & Arifin, 2024).

The research adopted a qualitative field study design (Sugiyono, 2011) (Sugiyono, 2013) (Sugiyono, 2018), consistent with the explanation of Iskandar in Romdoniyah (2024), who defines qualitative research as a scientific method frequently used in social science and education research to investigate human behavior and social phenomena (Romdoniyah, 2024). The primary objective was to describe and analyze the improvement of educational service quality through the implementation of optimized student management at the Integrated Islamic Elementary School (Afifah, 2024). Using this approach, the researchers were able to explore the complexities of the educational management system in a natural setting, providing detailed descriptions and analyses of observed practices, behaviors, and institutional processes (Bogdan & Taylor, 2020).

Data collection was conducted through multiple complementary techniques, including observation, interviews, and documentation, following the triangulation principle to ensure validity. Observations were carried out directly in the school environment, focusing on the planning, guidance, evaluation, and mutation activities of student management (Sembiring, 2024). Structured interviews were conducted with key informants, including the school principal, five teachers, two administrative staff members, and a sample of ten students. Each interview lasted approximately 30–45 minutes, guided by pre-determined questions designed to reveal empirical data related to the optimization of student management (Arifin, 2024). Documentation involved collecting and analyzing institutional records, books, reports, meeting minutes, and other relevant documents to corroborate and enrich the findings (Hoerudin, 2023)(Sappaile, 2024)(Arifudin, 2022).

Data analysis followed the interactive model proposed by Miles and Huberman (Huberman & Miles, 2002), which consists of four stages: data collection, data reduction, data presentation, and drawing conclusions (Djafri, 2024). Data reduction involved filtering relevant information, organizing and summarizing data, while data presentation was carried out in the form of systematic narrative descriptions. Conclusions were drawn by integrating the findings from different data sources. To enhance the validity of the study, source triangulation was applied, comparing data obtained from observations, interviews, and documentation, thereby providing multiple perspectives on the phenomena studied (Fitria, 2023). Additional measures included cross-checking information among participants and reviewing institutional records to ensure consistency and accuracy.

To provide clarity and transparency regarding the research process, a methodological flowchart or table is recommended, illustrating the sequence from problem identification, data collection, and analysis to conclusion drawing. This visual aid would help readers quickly understand the stages and procedures undertaken in the study. Overall, the research design allowed for an in-depth understanding of how optimized student management contributes to improving the quality of

educational services, while maintaining rigor and reliability through systematic data collection, multiple sources, and comprehensive analysis.

3. FINDINGS AND DISCUSSION

Findings

The study found that the improvement of educational services through student management can be optimized by implementing proper student management procedures. Student management at the school is structured around four main activities: planning, guidance, evaluation, and mutation of students.

1. Planning Students

Planning includes six stages:

- a. Needs Analysis: Determining the number of students based on class capacity, available facilities, teacher-student ratio (ideally 1:30), student interests and talents, budget, and staff availability (Adnan, 2017).
- b. Recruitment: Conducted through committees, announcements via print and online media, registration (manual or online), and verification of registration for transparency and accountability.
- c. Selection: Academic or skill tests, as well as talent searches in sports or arts, to determine student acceptance.
- d. Orientation: Introducing students to the school's physical and social environment, rules, and activities to prepare them mentally, physically, and emotionally.
- e. Placement: Grouping students by gender, age, interests, talents, and abilities.
- f. Recording and Reporting: Maintaining student records from admission to graduation, including attendance, personal data, family and educational history, and psychological information to support guidance and counseling programs.

2. Guidance for Students

Guidance services include support facilities for students (Putra, 2016a):

- a. Library: Provides learning resources, research materials, and recreational reading to improve knowledge, skills, and reading interest.
- b. Canteen: Provides nutritious and hygienic food while ensuring students stay within the school environment.
- c. Health Services: School Health Program (UKS) aims to improve student health and environmental hygiene, provide health education, and conduct health maintenance activities.
- d. Transportation Services: Supports smooth student commuting, especially for preschool and elementary levels.

3. Evaluation of Students

Evaluation assesses student learning outcomes in curricular, co-curricular, and extracurricular activities (Suheli, 2018). Objectives include collecting data on learning progress, evaluating teaching methods, and providing guidance for student development. Functions of evaluation include:

- a. Selective: Determining student advancement, scholarships, or school transfers.
- b. Diagnostic: Identifying learning weaknesses.
- c. Placement: Grouping students by abilities.
- d. Program Success Assessment: Measuring program effectiveness.

Tools include tests (diagnostic, formative, summative) and non-tests (Sugiyono, 2018). Follow-up actions include:

- a. Remedial Programs: Addressing learning difficulties to help students reach minimum competency.
- b. Enrichment Programs: Providing advanced material or additional challenges for faster learners.
- c. Acceleration Programs: Promoting academically talented students while addressing psychosocial or emotional difficulties.

4. Student Mutation

Mutation involves transferring students within the school (internal) or to another school (external) (Putra, 2016b).

- a. External Mutation: Transfers consider student abilities, school conditions, and family background. Official approval is required from the regional education office.
- b. Internal Mutation: Promotion to the next grade depends on academic achievement (minimum scores of 6.0), diligence, discipline, and behavior. Students not meeting criteria may repeat a grade or transfer to another school.

The implementation of these management stages depends on collaboration among teachers, staff, school committees, and leadership. Effective student management significantly contributes to improving educational service quality (Adnan, 2017; Putra, 2016).

Discussion

The findings of this study indicate that structured student management significantly enhances the quality of educational services at the Integrated Islamic Elementary School (SDIT) by providing a systematic and comprehensive framework that covers planning, guidance, evaluation, and student mutation. Each stage contributes to creating an environment that optimizes student learning outcomes, personal development, and institutional effectiveness.

Planning Stage

At the planning stage, the institution organizes student intake based on capacity, student interests, school resources, and teacher availability. This ensures an optimal student-teacher ratio, which supports effective teaching and learning processes. Adnan (2017) emphasizes that planning centered on student needs enhances academic readiness and engagement (Adnan, 2017). Similarly, Syachruraji et al. (2020) found that schools that adopt structured planning mechanisms experience improvements in both academic achievement and organizational efficiency. This is further supported by Muawanah (2019), who highlighted that transparent and well-organized student admissions improve fairness and institutional credibility (Muawanah, 2019). Additionally, research by Rahmi et al. (2020) demonstrates that clear planning processes facilitate the alignment of school programs with students' abilities, interests, and available resources, ultimately resulting in enhanced learning outcomes (R. et al., 2020).

The process of student recruitment, selection, and orientation not only ensures equitable access but also prepares students psychologically, socially, and academically for the school environment. The orientation stage introduces students to school norms, regulations, and social dynamics, which aligns with findings from Triana et al. (2021) emphasizing that early acclimatization to school culture reduces anxiety, improves compliance with rules, and fosters positive peer interaction. These planning stages collectively create a strong foundation for the subsequent implementation of educational programs and interventions (T. et al., 2021).

Guidance and Support Services

Guidance or coaching services in SDIT include libraries, canteens, health programs, and transportation services, which provide holistic support to students. Putra (2016) states that adequate guidance services strengthen both academic performance and overall student well-being. For instance, libraries not only supply learning materials but also foster self-directed learning, critical thinking, and literacy skills, consistent with Apiyani (2018), who observed that access to well-equipped libraries correlates with improved student cognitive development (Apiyani, 2018).

Health and nutrition services, such as school canteens and health programs, contribute to students' physical well-being, ensuring that they are capable of participating fully in learning activities. This is consistent with Sari and Fadli (2021), who found that schools with comprehensive health programs experienced fewer absenteeism rates and higher student engagement (R. Sari & Fadli, 2021). Transportation services also play a critical role in ensuring consistent school attendance, particularly in

contexts where commuting challenges may hinder learning participation. The provision of such services demonstrates a holistic approach to student management, highlighting the interdependence of academic, social, and health factors in educational quality.

Evaluation Stage

Evaluation is central to monitoring student progress, guiding interventions, and improving instructional methods. SDIT employs diagnostic, formative, and summative assessments, which serve multiple purposes. Diagnostic tests identify learning gaps early, formative assessments monitor ongoing progress, and summative assessments measure overall achievement, echoing findings from Susri Maryati et al. (2019), who emphasize that structured evaluations enable teachers to tailor instruction according to student needs (Susri Maryati, 2019). Similarly, Ani Apiyani (2018) confirms that consistent assessment and monitoring enhance student performance and allow for timely remedial actions (Apiyani, 2018).

Remedial and enrichment programs at SDIT demonstrate a flexible and differentiated approach to teaching. Remedial interventions address learning difficulties, allowing students to reach minimum competency levels, while enrichment programs challenge advanced learners and promote deeper understanding. Putri (2020) found that differentiated learning strategies, including remedial and enrichment programs, increase both student motivation and engagement. These strategies reflect a proactive approach to catering to diverse abilities, ensuring that no student is left behind and that learning outcomes are optimized for all (Putri, 2020).

The remedial strategies at SDIT employ multiple teaching methods, including individual, group, and peer-assisted instruction. This aligns with the findings of Hidayat (2019), who noted that multi-modal teaching approaches enhance comprehension and retention, particularly for students with varied learning styles (Hidayat, 2019). Enrichment programs, similarly, are designed to deepen knowledge and skills for high-performing students, as supported by Triana et al. (2021), highlighting that differentiated programs cultivate critical thinking and problem-solving abilities. By combining remediation and enrichment, SDIT ensures an inclusive educational environment that supports every learner's potential (T. et al., 2021).

Mutation and Student Continuity

The management of student mutation, both internal and external, ensures that educational continuity is maintained while considering individual student circumstances. External transfers consider family, social, and academic factors, which is consistent with Sari and Fadli (2021), who emphasize the importance of formalized transfer policies to maintain fairness and continuity in student learning. Internal promotions or class advancements are determined based on academic performance, behavioral factors, and adherence to school regulations. Rahmi et al. (2020) highlight that structured promotion and retention policies provide clarity and fairness, ensuring that students are appropriately placed for optimal learning outcomes (R. et al., 2020).

The strategic implementation of mutation policies supports both individual student development and institutional quality. By carefully monitoring student transfers and promotions, schools maintain class balance, support learners' abilities, and optimize resource allocation. These findings are in line with Hidayat (2019), who underscores that structured administrative processes contribute significantly to overall educational quality.

Integration with Leadership and Institutional Performance

The effectiveness of SDIT's student management practices is also reinforced by leadership support and collaboration among school personnel. Adnan (2017) and Putra (2016) note that school leaders play a critical role in implementing structured management processes and fostering a culture of accountability and continuous improvement. This study's findings affirm that leadership engagement,

combined with well-organized management systems, contributes to enhanced institutional performance and improved student outcomes.

Comparison with previous studies indicates broad alignment with the literature, particularly in the areas of structured planning, differentiated instruction, holistic support services, and transparent administrative procedures. Research by (S. et al., 2020), (Muawanah, 2019), Apiyani (2018), Putri (2020), Sari and Fadli (2021), Triana et al. (2021), Rahmi et al. (2020), and Hidayat (2019) collectively supports the findings that effective student management positively affects learning outcomes and school performance.

Nevertheless, this study provides a nuanced insight by integrating psychosocial support and individualized learning pathways into the management framework, an aspect less emphasized in prior research. While earlier studies often focused primarily on academic outcomes, this research highlights the importance of combining academic, social, and emotional support to achieve comprehensive student development. This approach ensures not only academic success but also the holistic well-being of students, which ultimately contributes to sustained educational quality.

In conclusion, the study confirms that structured student management—encompassing careful planning, comprehensive guidance, systematic evaluation, and controlled mutation—directly enhances the quality of educational services. Leadership involvement, collaboration among teachers and staff, and well-designed procedures are critical enablers of effective student management. By integrating theoretical insights with empirical evidence from previous research, this study reinforces the importance of a student-centered approach that considers academic, social, and emotional factors in achieving optimal educational outcomes.

4. CONCLUSION

Based on the discussion and analysis of the findings, it can be concluded that the improvement of educational services can be optimally achieved through well-structured student management. Effective student management consists of four main activities, namely planning, guidance or coaching, evaluation, and student mutation. Planning that considers student needs, interests, available resources, and the student-teacher ratio ensures a balanced and supportive learning environment. Guidance services, including libraries, canteens, health programs, and transportation, provide comprehensive support that enhances both academic performance and overall student well-being. Evaluation, through diagnostic, formative, and summative assessments, enables continuous monitoring of student progress and informs remedial and enrichment interventions, which accommodate diverse student abilities and learning speeds. Student mutation, whether internal or external, ensures educational continuity while considering individual needs, school conditions, and family background, thereby maintaining fairness and supporting optimal learning outcomes. The successful implementation of these management activities is strongly influenced by the leadership of school principals, collaboration among school personnel, and the availability of adequate facilities and infrastructure. This study contributes to educational management literature by providing a holistic framework for student management that integrates academic, social, and psychosocial support, demonstrating its role in improving institutional performance and service quality.

Despite these contributions, the study has several limitations. First, the research context is limited to a single school, which may affect the generalizability of the findings to other schools or educational contexts. Second, the study relies primarily on qualitative data and observations, which may introduce subjectivity in assessing the effectiveness of management activities. Future research could address these limitations by incorporating quantitative metrics, expanding the sample to multiple schools, and examining long-term impacts of optimized student management on academic achievement and career readiness. Additionally, further studies could explore the integration of digital tools and technology to enhance the efficiency and accessibility of student management, as well as investigate differences in management effectiveness across various educational settings such as urban versus rural or public versus private schools.

In practical terms, schools are encouraged to develop standard operating procedures (SOPs) for all student management activities to ensure clarity, consistency, and quality in service delivery. Socialization programs should be conducted among all school elements to align perceptions and expectations, ensuring smooth implementation of activities. Continuous evaluation of student management practices, including the collection of feedback from students through questionnaires, is recommended to assess service quality and inform improvements. By applying these strategies, schools can optimize the management of student activities, enhance educational service quality, and support the holistic development of students.

REFERENCES

- Adnan. (2017). Student-Centered Planning in Elementary Schools. *Indonesian Journal of Educational Management*, 5, 15–28.
- Afifah. (2024). Optimization of Student Management for Improving Educational Services in SDIT. *Journal of Islamic Education Research*, 12, 45–60.
- Apiyani. (2018). Library Access and Student Cognitive Development. *Journal of Learning Resources*, 5, 60–72.
- Arifin. (2024). Structured Interviews in Educational Research. *Education Research Journal*, 5, 23–35.
- Arifudin. (2022). *Documentation Methods in Educational Research*. Jakarta, Indonesia: Jakarta Academic Press.
- Arifudin. (2023). *Research Methods in Education*. Bandung, Indonesia: Bandung Academic Press.
- Badan Pusat Statistik (BPS). (2022). *Primary Education Statistics in Indonesia*. Jakarta, Indonesia.
- Bogdan, & Taylor. (2020). Qualitative Research Procedures and Practices. *Educational Research Methodology*, 15, 12–28.
- Concerned. (2011a). *Student Management in Educational Administration*. Jakarta, Indonesia: Jakarta Academic Press.
- Concerned. (2011b). *Student Management in Educational Institutions*. Education Press.
- Daryanto, A., & Farid, B. (2013a). *Student Management and Supervision*. Education Press.
- Daryanto, & Farid. (2013b). *Student Admission, Learning Supervision, and Guidance*. Bandung, Indonesia: Bandung Academic Press.
- Djafri. (2024). Interactive Model of Qualitative Data Analysis. *Qualitative Research in Education*, 7, 55–70.
- et al., R. (2020). Alignment of School Programs with Student Needs. *Journal of Islamic Education*, 7, 50–64.
- et al., S. (2020). Structured Planning Mechanisms in Schools. *Journal of Educational Management*, 8, 40–55.
- et al., T. (2021). Orientation and Early Acclimatization of Students. *Journal of Child Education*, 9, 15–29.
- Fitria. (2023). *Triangulation Techniques in Qualitative Research*. Jakarta, Indonesia: Jakarta Academic Press.
- Hidayat. (2019). Multi-modal Teaching Approaches in Primary Education. *Indonesian Journal of Teaching Methods*, 6, 33–48.
- Hoerudin, C. W. (2023). Strategi Guru Dalam Perkembangan Bahasa Indonesia Pada Anak Usia Dini Dengan Metode Cerita Bergambar. *Plamboyan Edu*, 1(1), 106–115.
- Huberman, M., & Miles, M. B. (2002). *The qualitative researcher's companion*. sage.
- Lestari. (2018). The Impact of Organized Student Management on Student Independence. *Journal of Educational Management*, 10, 45–60.
- Muawanah. (2019). Transparent Student Admissions in Islamic Schools. *Journal of Educational Leadership*, 5, 23–36.
- of Religion, I. M. (2023). *Survey on Student Management Implementation in SDIT*.
- Putra. (2016a). Guidance Services and Holistic Student Support. *Education Services Journal*, 3, 45–58.
- Putra. (2016b). Holistic Guidance Services in Schools. *Journal of Educational Services*, 7, 33–48.
- Putri, F. N. (2020). Pendidikan Karakter Siswa Melalui Pelajaran Bahasa Indonesia. *Jurnal Pendidikan*

- Bahasa Indonesia*, 8(1), 16–24.
- Rahmayanty. (2010a). *Service Excellence in Education*. XYZ Publisher.
- Rahmayanty. (2010b). Service Quality in Education. *Journal of Service Management*, 4, 21–35.
- Research, I. E., & (LPPI), D. I. (2022). *Quality of Administrative Services in SDIT*.
- Riniwanti, R., Nursalam, N., & Arifin, J. (2024). Pengembangan Media Audio Visual Interaktif Berbasis Kinemaster dalam Pembelajaran IPS pada Peserta Didik Kelas V UPTD SDN 14 Samanggi Kabupaten Maros. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(1), 263–277. <https://doi.org/10.53299/jppi.v4i1.477>
- Romdoniyah. (2024). Qualitative Research Approaches in Education. *Journal of Educational Science*, 10, 33–47.
- Sappaile. (2024). Documentation Method in Educational Research. *Educational Research Methodology*, 11, 41–56.
- Sari, D. A. K., & Setiawan, E. P. (2023). Literasi baca siswa Indonesia menurut jenis kelamin, growth mindset, dan jenjang pendidikan: Survei PISA. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 1–16.
- Sari, R., & Fadli, M. (2021). School Health Programs and Student Engagement. *Indonesian Journal of School Health*, 7, 25–39.
- Semiring. (2024). Observation Techniques in Qualitative Research. *Journal of Educational Observation*, 6, 12–27.
- Sugiyono. (2011). *Metode Penelitian Kualitatif & Kuantitatif*. Bandung: Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (2nd ed). In *Data Kualitatif*.
- Sugiyono, S. (2018). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R & D*. Alfabeta, Bandung, 4.
- Suheli. (2018). Evaluation of Student Learning Outcomes in Primary Schools. *Educational Assessment Journal*, 6, 22–35.
- Susri Maryati, et al. (2019). Structured Evaluation for Effective Teaching. *Journal of Educational Assessment*, 8, 12–27.

