



Principal's Risk Management Strategy in Realizing Quality Continuity in Educational Institutions Case Study at SMK Negeri 1 Kopang

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Abstract: Risk management is a critical element in maintaining continuity and improving the quality of education at SMKN 1 Kopang. This study aims to analyze the risk management strategies implemented by the school and their impact on educational quality. The findings reveal that SMKN 1 Kopang faces various risks, both internal, such as limited human resources and facilities, and external, including government policy changes and natural disasters. To address these risks, the school has implemented strategies such as teacher training, leveraging technology in management and learning, and fostering collaboration with stakeholders and external parties. The principal's leadership plays a central role in risk management through direct supervision, regular discussions, and strengthening a collaborative work culture. The effective implementation of risk management has proven instrumental in maintaining education quality, as evidenced by the success of online learning during the COVID-19 pandemic. In the long term, SMKN 1 Kopang plans to enhance its risk management system through continuous training, the development of integrated risk policies, and strategic partnerships with various parties. This study concludes that effective risk management not only helps schools address challenges but also serves as an opportunity to sustainably enhance education quality standards.

Key Words: Risk Management, Leadership, Education Quality

Introduction

Leadership in education plays an important role in creating a conducive, effective and efficient learning environment. (Fadhli, 2016). Thus, effective leadership becomes an important foundation for creating educational institutions that are adaptive and competitive amidst global challenges (Nurnaningsih et al., 2023). The world of modern education is faced with various complex and dynamic challenges, ranging from ever-evolving curriculum changes to the demands of technology that increasingly dominate various aspects of learning (Utari et al., 2024). The dynamic nature of the curriculum requires educational leaders to continually adapt teaching methods, while ensuring that students' needs are met in a relevant and up-to-date manner. (Sigalingging, 2022). In addition, the technological revolution requires educational institutions to adapt to the integration of digital technology in the learning process, which requires not only adequate infrastructure, but also technological skills from teachers and students. On the other hand, the role of globalization opens up opportunities as well as challenges for education to produce graduates who are able to compete in the international arena, with mastery of 21st century skills such as critical thinking, collaboration, and cross-cultural communication. (Afendi & Khojir, 2024).

Risk management in education is increasingly becoming an essential aspect as educational institutions face increasing challenges and complexities. (Helandri et al., 2024). Risks in education can come from a variety of factors, including changes in education policy, rapid technological developments, financial problems, and unexpected crises such as pandemics or natural disasters. (Fatkhullah et al., 2022). Therefore, risk management must be applied systematically to identify, analyze, and manage potential risks that can hinder the achievement of educational goals. (Lisnawati et al., 2023). Risk prevention efforts can be

carried out through careful planning, staff training, and strengthening physical and digital infrastructure. (Budiman, 2024).

Proactive leadership in managing risk requires leaders to not only act reactively when a risk has occurred, but also to be able to anticipate potential risks before they become bigger problems. (Mulyasa, 2022). An effective educational leader must have a deep understanding of the various aspects that influence the world of education, such as policy developments, technological changes, and socio-economic conditions that affect schools. (Purba & Saragih, 2023). In addition, leaders must have the ability to make quick and precise strategic decisions, including in terms of implementing new technologies, developing the capacity of teaching staff, and managing resources efficiently. In this way, educational leaders are able to create a resilient school environment, ready to face various unexpected situations, and remain focused on achieving the expected educational goals. (Samiyah & Jeprianto, 2024). Strong leadership has a significant impact on the overall performance of an educational institution, including teachers, students, and administrative staff. (Efendi & Sholeh, 2023). Furthermore, the ability of leaders to manage risks efficiently, both internal risks such as interpersonal conflict and external risks such as policy changes or economic crises, will minimize the negative impact on school operations. (Dayona et al., 2023).

Effective resource management is a crucial aspect of risk management in education. Capable leaders must be able to optimize the use of human, financial, and infrastructure resources to support efficient operations and the achievement of educational goals. (Irwanto et al., 2023). Human resources, such as teachers and staff, must be managed wisely through training, professional development and continuous motivation, so that they are ready to face emerging challenges. (Salma & Rizky, 2024). This study aims to examine in depth the role of educational leadership in effective risk management, with a focus on how school leaders can anticipate, manage, and address risks that have the potential to hinder the achievement of educational goals.

Theoretical Review

Educational Leadership

Educational leadership is the main foundation that determines the direction, purpose and effectiveness of educational institutions in achieving their vision and mission. The duties of educational leaders are not limited to administrative management aspects, but also include providing inspiration, vision and overall strategic direction for all components in the school ecosystem, including teachers, staff, students and parents. (Mustari, 2022). Educational leaders must be able to read the changes and challenges, such as technological developments, globalization demands and curriculum changes, so that they can apply the right approach to maintain the sustainability and relevance of educational institutions.

Effective educational leaders have the ability to integrate various leadership approaches and styles according to the conditions of their schools and communities. For example, transformational leadership is often considered highly relevant in educational contexts, where leaders act as change agents who not only manage but also motivate and inspire all components of the school to reach their full potential. Transformational leadership is characterized by the leader's ability to create a strong shared vision, motivate teachers and students through trust and a sense of shared responsibility, and positively influence the overall school culture (Fatoni et al., 2023).

On the other hand, the transactional leadership style, which focuses more on setting tasks and outcomes, can also be applied in certain situations, such as resource management or routine performance monitoring. (Hidayat & Ibrahim, 2023). Transactional leaders tend to emphasize rewards or sanctions based on performance outcomes, making this style suitable for contexts where clear structures and rules are needed. However, transactional leadership alone is often considered ineffective in creating a climate of innovation and long-term development in schools (Rohaeni, 2023). Therefore, often a more flexible approach, combining transformational and transactional aspects, is needed to address the dynamics in education.

One theory of leadership in education that is often referred to is situational leadership theory, developed by Hersey and Blanchard (1977). According to this theory, the effectiveness of leaders depends on the match between the leadership style applied and the level of readiness, competence and commitment of staff or teachers. In an educational context, leaders should be able to adjust their style-whether more supportive or more directive-based on the needs of the individuals or groups they lead. (Solikin et al., 2017). For example, new teachers may need more specific direction and close supervision (directive leadership style), while more experienced teachers may need autonomy and support for their professional development (delegative or participative leadership style). Effective educational leadership should also be able to build an organizational culture that supports collaboration and innovation. Leaders need to create a work climate conducive for teachers and staff to share ideas, work together in teams and continuously learn to improve their skills and teaching methods. According to (Gumilar, 2023).

Leadership Style

Leadership styles in education vary depending on the characteristics of the leader and the situation facing the institution. The two main leadership styles often discussed in the literature are transformational leadership and transactional leadership (Lismarita et al., 2022). Transformational leadership focuses on change and innovation, where leaders inspire and empower teachers and staff to exceed expectations with a strong, change-based vision. Transformational leaders encourage creativity, innovation and continuous professional development, ultimately creating a dynamic and change-adaptive educational environment. In contrast, transactional leadership is more controlling and results-focused through reward and punishment systems. Transactional leaders tend to emphasize adherence to procedures, rules and the achievement of measurable targets. While effective in environments that require stability and routine, this style tends to lack flexibility and may not be able to respond to rapid change or unexpected situations.

Research has shown that transformational leadership has a more significant impact on innovation and professional development in educational contexts than transactional leadership. (Sigiyuwanta, 2024). Transformational leadership allows teachers to feel more empowered, increases their commitment to the school's vision and encourages creativity and innovative solutions to educational challenges. In transformational leadership, leaders are also more involved in building strong interpersonal relationships that focus on individual and group development. In contrast, transactional leadership is more effective in contexts that require certainty and clarity in achieving targets, especially in terms of managing routine tasks and solving technical problems. However, this style is often less successful in

motivating innovation or responding to rapid change, so it is not fully optimal in the face of today's complex and dynamic educational challenges (Abidah et al., 2022).

The key roles of educational leaders include developing a clear vision and implementing strategies to create an optimal learning environment. In addition to managing human and material resources, education leaders must be able to facilitate collaboration between teachers, staff, students and parents. Leaders also have the responsibility to build a positive school culture, where active participation and open communication are encouraged. (Komarudin, 2023). Through inclusive and progressive policies, leaders are able to create schools that are responsive to the needs of the times, integrate technology in learning and support relevant curriculum development.

Risk Management in Education

Risk management in education is becoming increasingly important along with the complexity and dynamics faced by educational institutions. (Mesiono et al., 2024). This process involves recognizing, assessing and managing risks that may affect an educational institution's ability to achieve its objectives. With a systematic risk management approach, educational leaders can create a safer and more effective learning environment.

Risk management can be defined as a planned and systematic process to identify, analyze and respond to risks that may hinder the achievement of organizational objectives (ISO 31000:2018). In the context of education, risk management covers various aspects, ranging from financial, reputational, operational risks to risks related to student safety and security. (Pradesa et al., 2021). This process is important to ensure that educational institutions are not only able to cope with risks that have already occurred, according to their nature risks can be divided into: 1. Unintentional risk (pure risk), is a risk that if it occurs, it will certainly cause losses and occur unintentionally, for example the risk of fire, natural disasters, theft, embezzlement, disruption and so on. 2. Intentional risk (speculative risk), is a risk that is deliberately incurred by those concerned, so that the uncertainty gives him an advantage, such as; risk of debt and credit, gambling, futures trading (hedging) and so on. 3. Fundamental risk is a risk whose cause cannot be delegated to someone and who suffers not only one or a few people, but many people such as floods, hurricanes, and so on. 4. Special risks are risks that originate from independent events and are generally easy to know the cause such as shipwrecks, plane crashes, car crashes and so on. 5. Dynamic risks are risks that arise due to the development and progress (dynamics) of society in the fields of economics, science and technology, such as financial risks, space flight risks. The opposite is called static risk, such as the risk of old age, the risk of death and so on. but can also prevent the emergence of future risks through proactive strategies.

Risk identification is a crucial first step in risk management. Risks faced by educational institutions can stem from various factors, such as changes in government policy, economic instability, or natural disasters. (Asep Deni & others, 2024). In addition, internal risks such as conflicts between staff, accidents in the school environment or technology failures also need to be identified. This process involves data collection, observation and situation analysis to understand the potential risks. By conducting a thorough identification, education leaders can be better equipped to formulate effective mitigation strategies to reduce the impact of these risks. (Julita, 2024).

Once the risks have been identified, the next step is to formulate risk mitigation strategies. These strategies can be divided into several categories, such as risk avoidance, reduction, transfer, and acceptance. Risk avoidance involves changes in plans or policies to eliminate the risk completely. Risk reduction is done by implementing preventive measures that can minimize the likelihood of the risk occurring or its impact. Risk transfer, such as through insurance, can help educational institutions share or transfer risks to other parties. Risk acceptance is when risks are allowed to occur, usually because the cost of mitigation is higher than the potential loss. Proper implementation of mitigation strategies will ensure that educational institutions can operate more safely and effectively, and are better prepared to face challenges that may arise. (Perajaka & Ngamal, 2021).

Implementing risk management in educational institutions involves implementing planned measures to effectively manage risks. This process includes developing a risk management policy, training staff to understand and implement the policy, and periodic monitoring and evaluation to ensure that the measures taken are effective. Educational institutions that successfully implement risk management often have a clear organizational structure, where there are defined responsibilities for risk management at all levels. (Fitri & Hidayat, 2023). In addition, good communication between leaders, staff and the community is also key in identifying and responding to risks quickly. Thus, implementing effective risk management not only protects educational institutions from possible threats, but also increases community and stakeholder confidence in the quality and safety of the educational environment.

Relationship between Leadership and Risk Management

The relationship between leadership and risk management is particularly important in the educational context, where leaders have a crucial role in creating a safe and productive environment for students and staff. Effective educational leaders are able to identify and manage risks proactively, ensuring that risks that could impede the learning process are minimized. In risk mitigation, leaders are responsible for developing clear policies, conducting training for staff and ensuring effective communication regarding the risks facing the institution. Research shows that strong, risk-oriented leadership can help create a risk-sensitive organizational culture, where all members of the educational institution are involved in the risk identification and mitigation process. (Budiana et al., 2023). By being able to manage risk transparently and responsibly, institutions can build trust among parents, students and the community (Fitri & Hidayat, 2023). From this, it is clear that effective leadership and good risk management are interrelated and contribute to the creation of better educational institutions (Maolana et al., 2023).

Method

The research method used is a case study, which is a research approach that is often qualitative in nature and is designed to explore in depth a phenomenon, event, individual, group, or organization in a specific, real context. This approach provides a focus on the specific details of a case by considering multiple perspectives to understand its complexity as a whole. Through the use of various data collection techniques, such as observation, interviews, documentation, and archival analysis, case studies allow researchers to uncover relationships, dynamics, and patterns that may be difficult to identify in a more generalist

approach. In addition, this method is very useful for exploring unique or contextual phenomena that require in-depth understanding, such as human behavior, organizational culture, or social change in certain institutions. Thus, case studies not only provide rich insights into the case under study but also serve as a foundation for building theories or providing practical recommendations based on contextualized and detailed data.

Result and Discussions

The principal's risk management strategy in realizing the continuity of the quality of educational institutions at SMK Negeri 1 Kopang, among others:

a. Risk identification

SMKN 1 Kopang faces various internal and external risks that can affect the continuity of its education quality. One of the main internal risks is the shortage of qualified educators. According to data from the Directorate of Vocational Education (2023), around 30% of vocational schools in Indonesia, including SMKNs, experience a shortage of productive teachers in certain fields of expertise, which has an impact on the low quality of learning. On the other hand, evolving technological challenges require schools to quickly adopt digital-based learning systems, which are sometimes constrained by limited budgets and teacher training. This analysis shows the need for a comprehensive risk management strategy to effectively deal with internal and external challenges. (Asir et al., 2023).

b. Prevention Strategy

To address the various risks faced, SMKN 1 Kopang has taken strategic steps through several important initiatives. One of them is a regular teacher training program to improve pedagogical and vocational competencies. (Santika et al., 2022). Based on the NTB Provincial Education Office report (2023), SMKN 1 Kopang has sent more than 20% of teachers to national training and industry workshops in the past two years, aiming to align their skills with the needs of the working world. On the other hand, to overcome facility limitations, the school actively collaborates with industry and external partners. For example, cooperation with a local technology company in 2023 has enabled the school to update practical equipment in several skill programs, such as Computer and Network Engineering. SOPs include technical guidelines and documentation that enable the school to run the learning process flexibly, including online learning during emergency situations (Susanto et al., 2024).

c. Risk Readiness

SMKN 1 Kopang has established an emergency response team as part of its risk management efforts to deal with unexpected situations, such as natural disasters. (Perajaka & Ngamal, 2021). The team consists of teachers, administrative staff and some students who have undergone special training on handling emergencies. Based on internal school data, evacuation simulations are conducted every semester to improve the preparedness of the entire school community. For example, in a simulation conducted in February 2024, 95% of students successfully followed the evacuation procedure in less than 10 minutes, showing an improvement from the previous simulation.

d. Resource Risk Management

Limited teaching staff is also a major concern (Efendi & Sholeh, 2023). To overcome this, the school recruits qualified honorary staff according to the needs of the existing expertise programs. In addition, in collaboration with related institutions, guest teachers from local

industries or companies are invited, so that students get practical insights and learning that is relevant to the needs of the world of work. In terms of facilities, SMKN 1 Kopang utilizes various assistance programs, such as the Special Allocation Fund (DAK) from the government to improve the quality of facilities and infrastructure. In addition, cooperation with companies through CSR (Corporate Social Responsibility) programs helps to complement the needs of learning facilities, such as the procurement of practical equipment for laboratories or renovation of classrooms. With this strategy, the school manages to minimize the risks arising from limited resources while ensuring the sustainability of education quality.

e. Peran Stakeholder

Teachers, students, parents and communities have a significant role in risk management (Efendi & Sholeh, 2023). Teachers are involved in policy-making, while students are empowered through organizations such as student councils. Parents often provide input through committee meetings, and the community contributes through cooperation, such as providing resources or moral support. This collaboration builds a solid environment in the face of challenges.

f. Application of Technology

SMKN 1 Kopang makes optimal use of technology to support risk management and maintain the sustainability of education quality. One initiative is the use of a school management application designed to facilitate reporting and risk analysis. (Susanto et al., 2024). The app allows principals, teachers and staff to document and monitor potential risks in real-time, so that anticipatory steps can be taken quickly and appropriately. During the COVID-19 pandemic, technology has also played an important role in ensuring the learning process continues without a hitch. (Perajaka & Ngamal, 2021). With the implementation of this technology, SMKN 1 Kopang demonstrates its commitment to improving operational efficiency, supporting data-driven decision making, and creating an educational environment that is resilient to various challenges (Asep Deni & others, 2024).

g. Monitoring and Evaluate

SMKN 1 Kopang actively collects feedback from various related parties, including teachers, students, and parents, to ensure that the strategies implemented match their needs and expectations (Fitri & Hidayat, 2023). Teachers provide feedback on the learning process and challenges faced in the classroom, while parents provide feedback on their child's development. Students are also involved in providing input on aspects of school life that relate to their well-being and safety. With this collaborative approach, SMKN 1 Kopang can continue to improve and adjust its risk management strategies to be more effective, thus maintaining the sustainability of education quality.

h. Leadership Role

The principal at SMKN 1 Kopang plays an important role in ensuring that risk management strategies are effectively implemented across all aspects of the school. Direct supervision is done by regularly monitoring the progress of policy implementation and ensuring that any actions taken are aligned with the established objectives. The principal also holds regular discussions with the management team, including teachers and staff, to assess the implementation of the risk management strategy, share updates and ensure everyone understands their role in risk management (Sigiyuwanta, 2024).

With strong and purposeful leadership, principals create a work culture that focuses on problem solving and finding solutions to any risks that arise (Susanto et al.,

2024). Effective leaders can motivate the entire school community, from teachers to students, to actively contribute to risk management, both in terms of prevention and impact mitigation. Principals also instill the importance of collaboration and openness in sharing information about risks that may affect the quality of education, thus creating a more resilient and adaptive environment. This culture ensures that all elements of the school can function synergistically to overcome challenges, maintain the quality of education and protect the welfare of students and staff.

i. Effect of Risk Management on Education Quality

The success in facing major challenges such as this pandemic shows that SMKN 1 Kopang can maintain the continuity of education quality even in uncertain situations. Technology-based risk management allows schools to continue to excel, by continuing to provide quality education even when faced with space and time constraints (Dayona et al., 2023). This also proves that the strategies applied in dealing with risks can be an opportunity for innovation and development in education, so that the quality of learning remains optimal even though external conditions experience drastic changes.

j. Long-term Plan

SMKN 1 Kopang plans strategic measures to strengthen its risk management system to ensure continuity and improvement of education quality in the future. One of the key initiatives is ongoing training for teachers and staff aimed at improving their ability to deal with various risks that may arise, be it risks related to learning, infrastructure or government policies (Budiman, 2024). Kolaborasi ini diharapkan tidak hanya memberikan sumber daya tambahan, tetapi juga memperluas wawasan dan peluang bagi siswa dan guru, serta memastikan bahwa sekolah dapat beradaptasi dengan cepat terhadap perubahan di dunia pendidikan.

Conclusion

Effective risk management is an essential element in ensuring continuity and improvement of education quality in an institution such as SMKN 1 Kopang. In the face of various challenges, both internal such as limited resources, and external such as policy changes or natural disasters, a structured risk management strategy has helped the school manage negative impacts and capitalize on opportunities. The implementation of technology, strengthening the role of stakeholders, continuous training and collaboration with external parties are the keys to SMKN 1 Kopang's success in maintaining stability and quality of education. The principal's leadership plays a central role in ensuring that all these strategies are effective. Through direct supervision, regular discussions and strategic direction, the principal creates a work culture that focuses on solutions and collaboration. The results of this approach can be seen in the improved quality of education that has been maintained despite the challenges, such as the COVID-19 pandemic. Going forward, with the strengthening of more integrated risk management policies, technology upgrades, and closer partnerships with external parties, SMKN 1 Kopang has great potential to continue to grow. These measures will not only strengthen the school's resilience to risks, but also open up new opportunities to achieve higher, relevant and sustainable education standards.

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