

**ANALYSIS OF EDUCATION QUALITY USING THE PSYCHOLOGICAL
CROSS-CUTTING METHOD AT SD INPRES 12/79 MACANANG, BONE
DISTRICT**

Perawati Bte Abustang¹, Arita Marini², Zulela³

Universitas Megarezky¹, Universitas Negeri Jakarta^{2,3}

andiferawati@gmail.com

| Article Info | Abstract |
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| <p>Article History: Accepted Revised Approved</p> | <p>This research aims to provide an overview of the quality of education in public elementary schools in South Sulawesi. The analysis of education quality is based on four components, graduate quality, learning process, teacher quality, and school management. The data collection techniques used are data mining, including document analysis, interviews, observations, and questionnaires. Research respondents consisted of School Committee members, Parent Representatives, Principals, Vice Principals, Teachers, and Students. The data were analyzed using quantitative and qualitative, then analyzed using the Cross-Cutting method to provide recommendations to the local government and schools. The results show that: (1) the overall quality of education in public elementary schools is categorized as very good in all components, (2) there is a need for improvement in some sub-components, including student competence, learning quality, learning climate, professional development of teachers, school leadership, curriculum, and student management. The cross-cutting score obtained was 96 in the category of A-accreditation.</p> <p>Keywords: Quality of Education; School Management</p> |

A. Introduction

Quality is a description of the overall characteristics of goods or services that demonstrate their ability to satisfy the user's needs. In general, quality can be interpreted as an overview and overall characteristics of goods and services that demonstrate their ability to satisfy the expected or implied needs. In the context of education, the definition of quality includes the input, process, and output of education (Akareem & Hossain, 2016; Ali Munirom et al., 2021; George 2018, N.D; Ramalepe, 2015; Thangeda et al., 2008; Vykydal et al., 2020)

Educational input is everything that must be available because the process must take place. The things referred to are resources, software, and expectations as guidelines for the ongoing process. Input resources include human resources (headmaster, teachers including guidance and counseling teachers, staff, and students) and remaining resources (equipment, tools, money, materials, etc). Software input includes school organizational structure, laws, job descriptions, plans, and programs.

Input expectations are in the form of vision, mission, goals, and targets that the school wants to achieve. Input readiness is necessary for the process to run smoothly. The consequences of traditional teaching methods resulted in overly dominant lectures and teachers as the sole all-knowing resource, which lead to very poor learning outcomes. Therefore, teachers must strive to improve their students' learning motivation to achieve results above the predetermined standards. One way for teachers to do this is by implementing interactive learning strategies through the use of interactive teaching models (Rasmita, 2020). Therefore, the quality of input can be measured by the level of input readiness. The higher the level of input readiness, the higher the quality of the input. The specifications of education services in schools always adhere to the education standards set by the government (Abunifa, 2017; Fadhli et al., n.d. 2017; Hidayat, 2019)

The output of education is not only in the form of school graduates but also the performance of the school

and the achievements from the school's processes or behaviors, which can be measured by quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work spirit. It has become a public discourse both within and outside academia. The quality of education is usually defined as the characteristics of education according to criteria that can fulfill the satisfaction of education users such as students, parents, and relevant parties. It must be understood that the function and role of teachers still dominating the learning process and have a strategic role so the success of educational goals affects the contribution of teacher performance. Specifically related to the quality of school outputs, it is considered that the school outputs are of high quality if the school's achievements, particularly the achievements of students, show high performance in (1) academic achievements, such as general achievements, exams scores, final exam scores, scientific works, academic competitions; and (2) non-academic achievements, such as IMTAQ (Islamic knowledge and

behavior), honesty, manners, sports, arts, skills, and other extracurricular activities. The quality of a school is influenced by many interconnected stages (processes), such as planning, implementation, and supervision. The educational results are considered to be of quality if they can produce academic and extracurricular excellence in students who have completed a certain level of education. Student learning outcomes can improve when supported by learning media, one of which is interactive multimedia that can enhance students' interest, thus improving the quality of student learning (Ina Fatikha Dwi Lestari, Bambang Supriadi, Lailatul Nuraini, 2022). Academic excellence is represented through the grades achieved by students. Extracurricular excellence is represented through various types of skills acquired by students during their participation in extracurricular programs (Anjani & Dafit, 2021; Sentana & Wiyasa, 2021; Perawati Abustang, 2023).

The educational process is a series of efforts to transform input into expected output. In micro-scale

education (schools), the processes involved include decision-making processes, institutional management processes, program management processes, teaching and learning processes, and monitoring and evaluation processes, with the note that the teaching and learning process has the highest level of importance compared to others. The process is considered to be of high quality if the coordination and harmonization, as well as the integration of school inputs (teachers, students, curriculum, funds, equipment, etc.), are carried out in a synchronized manner, creating an enjoyable learning situation that can encourage motivation and interest in learning, and truly empower students. It means

that students have genuinely mastered the knowledge taught by teachers and that knowledge has become a part of their conscience, internalized, and practiced in everyday life, but most importantly, students have learned how to learn, becoming lifelong learners (Akareem & Hossain, 2016; Ali Muniron et al., 2021; *George 2018*, n.d.; Ramalepe, 2015; Thangeda et al., 2008; Vykydal et al., 2020). In addition, to support the learning process, teachers have been facilitated by the school to innovate their teaching methods, and students have been provided with ease of learning, so learning difficulties are no longer encountered by students (Setiawan & Iasha, 2020)

B. Research Methodology

The method used in this research is a combination of qualitative and quantitative methods. Mixed method research is a method that combines both quantitative and qualitative to be used concurrently in research activity to obtain more comprehensive, valid, reliable, and objective data (Creswell, J. W., & Poth, 2007; Dawadi et al., 2021;

Fàbregues et al., 2020; Saeidi & Khaliliaqdam, 2013). This research was conducted at Inpres 12/79 Macanang School. Performance standards were measured following the provisions of the National Accreditation Agency by emphasizing the assessment of 4 evaluation components, Graduate Quality, Learning Process, Teacher Quality,

and School Management, using standard instruments from IASP 2020. The data collection was conducted through various techniques, field observation, document studies, interviews with school stakeholders, distribution of questionnaires, and in-depth investigation of specific components and accreditation aspects. Observations were done on the school environment, facilities, teaching, and other aspects. The documents studied included all documents related to educational standards. Interviews were conducted with 1 School Committee member, 2 Parents, 1 Principal, 1 Vice Principal, 2

Teachers, 1 Administrative Staff, and 2 Students (Wewe et al., 2021). The collected data were processed through triangulation and then analyzed cross-cuttingly to conclude. Triangulation is an approach used by researchers to seek more perspectives regarding the discovered data, while Psychologically-Cross Cutting is an analysis to study the dynamics of correlations between factors that have similar or the same psychological indicator effects within constructs or variables, with an approach, observational, or data collection (Creswell, J. W., & Poth, 2007; Chu, PH. and Chang, 2017; Che Md Ghazali, 2016; Oktavia et al., 2018).

C. Result and Discussion

Based on the results of data collection from document analysis, observation, questionnaire, and interview, the results are shown in the following table and graph.

Table 1
Performance Level of Graduate Quality

| Items | Statements | Performance Level |
|-------|--|-------------------|
| 1 | Students exhibit disciplined behavior in various situations | 4 |
| 2 | Students show religious behavior in activities at school/madrasah | 4 |
| 3 | Students show tough and responsible behavior in school/madrasah activities | 4 |
| 4 | Students are free from bullying at school/madrasah | 4 |
| 5 | Students demonstrate communication skills according to the characteristics of 21st century skills | 4 |
| 6 | Students demonstrate collaboration skills according to the characteristics of 21st century skills | 4 |
| 7 | Students demonstrate critical thinking and problem solving skills according to the characteristics of the 21st century | 2 |
| 8 | Students demonstrate creativity and innovation skills according to the characteristics of 21st century skills. | 3 |
| 9 | Students demonstrate the ability to express themselves and be creative in interest and talent development activities. | 3 |
| 10 | Students show an increase in learning achievement | 4 |
| 11 | Stakeholders are satisfied with the quality of school/madrasah graduates. | 4 |

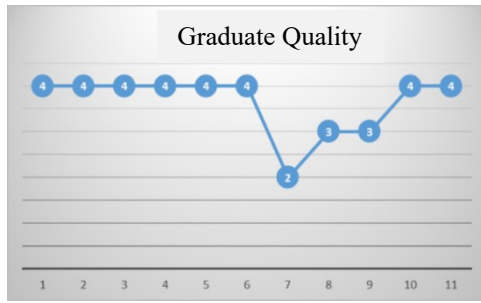


Figure 1. Graph of Graduate Quality

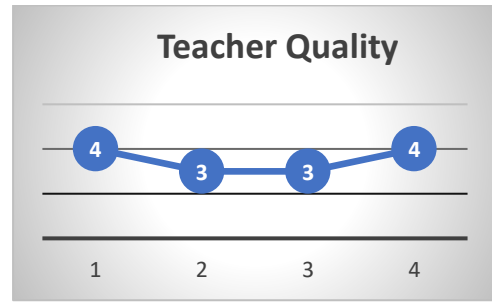


Figure 3. Graph of Teacher Quality

Table 2
 Performance Level of Learning Process

| Items | Statements | Performance Level |
|-------|--|-------------------|
| 12 | The learning process takes place actively by involving all students and developing higher-order thinking skills so that an effective learning process occurs in accordance with the learning objectives in the Education unit. | 3 |
| 13 | Assessment of learning processes and outcomes is used as a basis for improvement and is carried out systematically. | 4 |
| 14 | Remedial and/or enrichment programs are provided to students who need | 4 |
| 15 | Students actively participate in learning and the learning atmosphere in the classroom is fun. | 4 |
| 16 | The teacher makes reading and writing literacy habituation | 3 |
| 17 | The teacher creates a learning atmosphere that pays attention to safety, comfort, cleanliness, and makes it easier for students to learn. | 4 |
| 18 | The facilities and infrastructure available in schools/madrasahs are utilized optimally in the learning process | 4 |

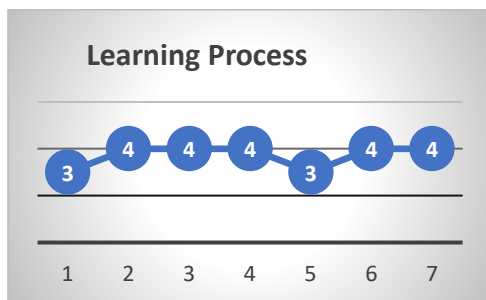


Figure 2. Graph of Learning Process

Table 3
 Performance Level of Teacher Quality

| Items | Statements | Performance Level |
|-------|---|-------------------|
| 19 | Teachers develop active, creative, and innovative learning plans by optimizing the environment and utilizing ICT or other means according to the context. | 4 |
| 20 | The teacher conducts self-evaluation, reflection and competency development for performance improvement on a regular basis | 3 |
| 21 | Teachers carry out continuous professional development to increase knowledge, skills, and insights | 3 |
| 22 | Teachers develop creative and innovative strategies, models, methods, techniques, and learning media | 4 |

Table 4
 Performance Level of School Management

| Items | Statements | Performance Level |
|-------|--|-------------------|
| 23 | Schools/madrasahs develop, socialize, implement, and evaluate the vision, mission, and goals of schools/madrasahs. | 4 |
| 24 | The principal of the school/madrasah demonstrates the competence of academic supervision to help teachers realize quality learning | 4 |
| 25 | Principals of schools/madrasahs are consistently participative, collaborative, transformative, and effective in leading teachers, education staff, and students to develop creative and innovative ideas in the development of school/madrasah activities/programs to achieve the vision, mission, and goals that have been set. | 3 |
| 26 | Schools/madrasahs build communication and interaction between school/madrasah residents (students, teachers, principals/madrasahs, education staff), parents, and the community to create internal and external harmony of schools/madrasahs | 4 |
| 27 | Schools/madrasahs do the habituation, safe, orderly, clean, and comfortable to create a conducive school/madrasah environment | 4 |
| 28 | Schools/madrasahs involve parents and communities from various backgrounds in planning, implementing, and supervising programs, as well as school/madrasah activities | 4 |
| 29 | Schools/madrasahs develop, implement, and evaluate curriculum implementation in a systematic, creative, innovative, and effective manner. | 3 |
| 30 | Schools/madrasahs implement effective, efficient, and accountable management of teachers and education personnel in recruitment, selection, assignment, competency development, performance appraisal, compensation and rewards/ sanctions activities | 4 |
| 31 | Schools/madrasahs carry out good management of facilities and infrastructure to support a quality learning process | 4 |
| 32 | Schools/madrasahs manage revenue and expenditure budgets in a transparent and accountable manner according to planning | 4 |
| 33 | Schools/madrasahs organize student activities to develop students' interests and talents | 4 |
| 34 | Schools/madrasahs provide guidance and counseling services for students in the personal, social, academic, further education, and career fields to support achievement and achievement development | 3 |
| 35 | Schools/madrasahs carry out Internal Quality Assurance every year related to the achievement of national education standards, which include activities: implementation of school/madrasah self-evaluations (EIS/M), preparation of School/Madrasah Work Plans and Budgets (RKA-S/M) referring to report cards quality. | 4 |

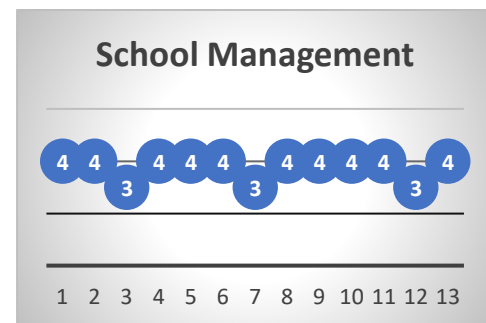


Figure 4. Graph of School Management

Based on the table and graph above, the following information is obtained.

Item 7 (Students demonstrate critical thinking and problem-solving skills following the characteristics of the 21st century) in the Sub-Component of Student Competencies has a low score is correlates with Item 12 (the learning process actively involves all students and develops higher-order thinking skills to ensure effective learning following the learning objectives of the educational unit) in the Sub-Component of Learning Quality. It also correlates with Item 22 (Teachers develop creative and innovative strategies, models, methods, techniques, and learning media) in the Sub-Component of Teacher Innovation and Creativity. Furthermore, it is correlated with Item 29 (The school/institution develops, implements, and evaluates the curriculum implementation systematically, creatively, innovatively, and effectively) in the Sub-Component of Curriculum Management, and Item 34 (The school/institution provides guidance and counseling services for students in personal, social, academic, further education, and career fields to support

achievement and development of achievements) in the Sub-Component of Student Affairs.

Critical thinking and problem-solving are the abilities to use knowledge to identify problems, gather relevant information, think of alternative solutions, and conclude. These skills are supported by high-quality learning processes that utilize various creative and innovative strategies, methods, models, techniques, and media. It requires the creativity of teachers and the school management in developing and evaluating the curriculum systematically, creatively, innovatively, and effectively, as well as providing guidance and counseling services to support student achievement and development. Critical thinking and problem-solving skills are essential in 21st-century education. Problem-solving skills are characteristics of the 21st century. With these thinking skills, students have a strong desire to solve problems that arise in their daily lives, both individually and in groups.

Therefore, quality learning is the key factor in developing students'

critical thinking and problem-solving skills. Quality learning needs to be supported by the systematic, creative, innovative, and effective development of the curriculum, as well as guidance and counseling services to support student achievement and development. Thus, students need to be 1) facilitated in learning that enhances their skills in identifying problems, analyzing problems, and creatively solving problems using various strategies, methods, technical models, and creative and innovative media, diverse and challenging following the developed/modified design. 2) Guided and facilitated to produce works and achievements related to critical thinking and problem-solving skills, orally and in writing, such as scientific debates and youth scientific works. 3) Facilitated to be actively engaged in learning through opportunities for students to ask questions, opportunities for students to answer, opportunities for students to do assignments/read/discuss, and opportunities for students to communicate results/ideas. 4) Facilitated concrete experiential

learning, providing opportunities for students to practice, simulate, and use learning media. 5) Presented or provided with material that considers the relevance of the material learned to students' lives, facilitating learning through examples that help students better understand the material learned, and facilitating learning by explaining the benefits of the material learned for life. 6) Facilitated the use of information technology in implementing learning, both as a source/material and as a learning strategy (e.g., PPT, video, images, graphics, internet, etc.). 7) Facilitated by the systematic, creative, innovative, and effective development of the school curriculum, curriculum structure, and content standards to meet quality excellence targets, involving all school stakeholders in curriculum development, implementation, and evaluation. 8) Facilitated guidance and counseling services in personal, social, academic, and further education/career fields, both individually and in a group setting.

Item 16 (Teachers cultivate reading and writing habits) in the

Learning Climate Subcomponent is still low. This correlated with Item 21 (Teachers engage in continuous professional development to improve knowledge, skills, and insights) in the Teacher Professional Development Subcomponent. It also correlated with Item 25 (School/principal demonstrates consistent, participatory, collaborative, transformative, and effective leadership in guiding teachers, education personnel, and students to develop creative and innovative ideas in developing school/ madrasah activities/programs to achieve the established vision, mission, and goals) in the School Principal/Headmaster Leadership Subcomponent. A culture of literacy in reading and writing is a condition where literacy in reading and writing becomes a consistent and sustainable natural habit that is consistently practiced and ingrained as a result of the habituation process, development process, and literacy learning process in the school/madrasah environment. The creation of a literacy culture in schools is supported by the professionalism of teachers, including their knowledge, skills, and insights.

The role of the school principal is essential in developing creative and innovative ideas in efforts to develop school activities/programs to achieve the established vision, mission, and goals.

Literacy has a broad meaning that not only encompasses literacy skills, but also the ability to use components of literacy such as knowledge, language, and culture. Literacy is the ability to read, write, speak, and listen (Maria Adventina Disne, Rusmawan, 2022). Literacy can become a tool for students to recognize and understand the knowledge acquired in school, which is beneficial for improving grades and enhancing students' creativity in thinking.

Through reading, students can absorb beneficial knowledge for their lives. Literacy is an essential skill for life. The education process depends on literacy skills and awareness. Literacy embedded in students influences their level of success. The importance of literacy awareness strongly supports students' success in facing various challenges. Through literacy activities, students will

become accustomed to reading and gaining information. Teachers with high professionalism (have good knowledge, skills, and insights) are crucial factors in creating a culture of literacy in schools. In addition, the role of the school principal is also essential in developing creative and innovative ideas in the development of school activities/programs to achieve the set vision, mission, and goals. Therefore, teachers need to: 1) Encourage reading and writing habits in a class by providing opportunities for students to actively read and write before the learning process. 2) Encourage students to actively read outside of class in reading corners/libraries. 3) Encourage students to produce literacy works such as bulletin boards, short stories, and other written works. 4) Provide facilities and easy access to places for displaying students' writings, such as school walls, classrooms, etc. 5) Actively participate in professional development activities through various forms of activities; discussion/seminar/training activities; publication of scientific works; and creation of innovations, both on their

initiative and by invitation or assignment. 6) Disseminate good practices resulting from teacher professional development (ideas/concepts) to others within and outside the school, such as papers presented in seminars/discussions/training, both offline and online, including video content; and publishing books/papers/scientific works/articles/guidelines for writing books. 7) Actively participate in the consistent, effective, accountable, and transparent implementation of creative and innovative ideas.

Item 20 (Teachers engage in self-evaluation, reflection, and competency development for periodic performance improvement) in the Sub-Component of Teacher Professional Development still has a low score. It correlated with Item 30 (School/madrasah applies effective, efficient, and accountable teacher and personnel management in recruitment, selection, assignment, competency development, performance assessment, compensation, and reward/sanction management) in the Sub-Component

of Facility and Infrastructure Management.

Periodic performance improvement is the teachers' effort to systematically and continuously develop their competencies and performance through various means and media. Performance improvement requires self-evaluation, which is an effort by teachers to assess, measure, or evaluate their abilities related to their job or role as a teacher, as well as self-reflection, which is an effort by teachers to recognize their strengths and weaknesses related to their job or role as a teacher, to understand their position in the scope of competence and professional development. Additionally, the management of teachers and personnel needs to be carried out effectively, efficiently, and accountably in recruitment, selection, assignment, competency development, performance assessment, compensation, and reward/sanction activities.

The advancement or regression of an institution is greatly influenced by the performance of individual teachers within that institution.

Similarly, the quality of education is inseparable from the role of individual teachers in improving educational quality. The role of individual performance is crucial in advancing the quality of education. Without good performance, goals will be far from achieved, like a fire without fuel. Therefore, the performance of individual teachers is highly necessary for the field of education. Regular evaluation and self-reflection by teachers are crucial in improving teacher performance. Additionally, it is necessary to manage effectively, efficiently, and accountably the teachers and personnel in activities such as recruitment, selection, assignment, competency development, performance assessment, compensation, and reward/sanction.

Therefore, school principals need to: 1) Conduct self-evaluation and reflection based on assessment results, peer assessment from fellow school principals, and audio/video/CCTV recordings of their performance. This is to continuously improve their performance, learning quality, and learning outcomes based

on the results of evaluation and self-reflection. 2) Manage teachers and personnel comprehensively, effectively, efficiently, and accountably. 3) Carry out their duties and functions following existing guidelines and governance to work effectively and efficiently. 4) Be facilitated with policies on rewards and sanctions, such as certificates or awards, based on school regulations. 5) Increase motivation in carrying out tasks and create a conducive work climate that impacts performance improvement, such as implementing a culture of punctuality, not leaving work early, avoiding disputes with colleagues, and others.

The items with low scores in the School Management Component are Item 25 (Sub-component of Principal/Headmaster Leadership), Item 29, Sub-component Curriculum Management, and Item 30, Sub-component Facility & Infrastructure Management. These items are correlated with the Graduate Quality Component, Learning Process Component, and Teacher Quality Component. Therefore, School Management Component becomes the

top priority in improving school quality. School Management is an activity carried out effectively and efficiently to improve the school's performance in achieving educational goals, both national and institutional goals, which can be seen from several factors as performance indicators achieved by the school. School principals are expected to carry out their duties and functions in managing various school components to achieve the formulated school goals. School principals demonstrate their functions as two main roles, the role of a manager and the role of a leader. Implementation of School Management requires a skilled and qualified workforce to generate more productive work motivation and empower local governments, as well as to streamline systems and eliminate overlapping bureaucracy. School Management provides opportunities for school principals, teachers, and students to innovate and improvise in schools related to curriculum, learning, managerial, and other issues that arise from their activities, creativity, and professionalism.

Therefore, the school principal needs to: 1) Develop the vision, mission, and objectives, involving stakeholders and aligning them with the school's needs. 2) Socialize the vision, mission, and objectives openly using various media. 3) Implement the vision, mission, and objectives in activities aligned with the goals, and achieve the vision and mission through programs/activities as scheduled. 4) Evaluate the implementation of the vision, mission, and objectives periodically, including assessing the support and obstacles to program/activity implementation. 5) Continuously improve the vision, mission, and objectives based on evaluation results and recommendations for further improvement, including quality

enhancement. 6) Develop and implement creative and innovative ideas, concepts, or new and superior ways, involving external stakeholders in school activities. 7) Involve stakeholders in the development of the school curriculum, and use the results of curriculum evaluation as a basis for curriculum development. 8) Evaluate the curriculum implementation systematically, creatively, innovatively, and effectively based on recommendations for improving curriculum implementation. 9) Organize extracurricular activities involving teachers, education personnel, and other parties in the development of extracurricular activities.

D. Conclusion

The education process is a series of efforts to transform input into the desired output. The low quality of input can be measured by the readiness level of the input. The learning quality needs to be supported by systematic, creative, innovative, effective, efficient, and accountable

curriculum development, teacher and education personnel management, guidance, and counseling services to support student achievements and development. School management provides opportunities for school principals, teachers, and students to innovate and improvise in school. The

research results presented above include the following effects.

1. Many factors influence the quality of basic education. Among various factors, school accreditation is a significant factor as it is a process of assessing the compliance of schools to provide an overview of the performance and level of compliance of schools in education provision. Education to receive the predicate or status of the school. Therefore, there is no reason for existing schools to refuse accreditation.
2. The quality of education is reflected in the quality of graduation, the learning process, the quality of teachers, and school

management.

3. On average, the implementation of school introduction qualitatively is very good, and the improvement of education quality is also very good. It shows that the accreditation of Inpres 12/79 School in Macanang, Bone Regency, has successfully improved the quality of education. It should not weaken the motivation and desire to always strive for better and further development, and stronger strategies should be encouraged to anticipate undesirable things.
4. The school should also consider other factors that influence the improvement of education quality.

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