



ISLAMIC EDUCATIONAL MANAGEMENT STRATEGIES IN ADDRESSING THE CHALLENGES OF THE SDGs 2025

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Abstract

This study aims to analyze Islamic educational management strategies in addressing the challenges of the Sustainable Development Goals (SDGs) 2025 within the Indonesian educational context. The research employed a qualitative approach using a literature review method by examining relevant books, scientific journals, policy documents, and previous studies related to Islamic education and sustainable development. The findings indicate that Islamic education has a strategic role in supporting the achievement of the SDGs, particularly in promoting quality education, strengthening moral values, fostering social responsibility, and developing sustainable human resources. However, Islamic educational institutions continue to face several challenges, including disparities in educational quality between urban and rural areas, limited infrastructure, low teacher professionalism, and the inadequate integration of digital technology into learning processes. In addition, conventional learning approaches and limited innovation in educational management also affect the effectiveness of educational development. The study further reveals that strengthening educational management through strategic planning, improving educators' competencies, utilizing digital learning technologies, developing contextual curricula, and enhancing institutional collaboration are essential efforts in improving educational quality sustainably. Therefore, adaptive and innovative Islamic educational management is necessary to support inclusive, competitive, and sustainable education in achieving the SDGs 2025.

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INTRODUCTION

The Sustainable Development Goals (SDGs) constitute a global development agenda established by the United Nations (UN) as a collective effort to address various social, economic, and environmental issues sustainably (SDGs, 2024). The SDGs comprise 17 primary goals aimed at promoting human welfare, environmental protection, and inclusive as well as equitable development (LOCALISE SDGs Indonesia, 2024). In their implementation, education occupies a strategic position as it serves as the principal instrument for developing adaptive, productive, and globally competitive human resources. Quality education is considered capable of improving living standards, expanding economic opportunities, and reducing poverty through the enhancement of individual competencies (Setyorini & Asmonah, 2023; Ditmawa, 2023). Furthermore, education contributes to improving public health, social awareness, and sustainable environmental development (Natari, 2022). Within the global context of the twenty-first century, education is not only expected to produce academically competent graduates but also individuals capable of generating innovation and creativity in response to social and technological changes (Jaya et al., 2023).

In responding to these dynamics, educational management strategies become one of the essential aspects in supporting the successful implementation of the SDGs. Strategic management in education is understood as a process of planning, organizing, managing, coordinating, and supervising educational resources effectively and efficiently in order to achieve institutional objectives (Komarudin, 2022). The implementation of strategic management enables educational institutions to identify their strengths, weaknesses, opportunities, and challenges, thereby allowing them to formulate educational policies that are more adaptive to contemporary developments (Saifani et al., 2020). Within the context of Islamic education, management strategies are not solely oriented toward improving academic quality but are also directed toward character building, strengthening spirituality, and developing students' moral values (Muhammad & Murtafiah, 2023).

Islamic education in Indonesia holds a highly strategic position as it has developed through various educational institutions such as pesantren, madrasahs, and Islamic higher education institutions (Aini, 2022). The existence of Islamic educational institutions functions not only as a medium for the transfer of knowledge but also as a means of internalizing Islamic values that emphasize justice, social welfare, and humanity (Padila, 2024). From an Islamic perspective, education is regarded as an essential instrument for building a civilized society through the strengthening of knowledge and social responsibility (Ridwan et al., 2023). Therefore, Islamic education possesses significant potential to support the achievement of the SDGs, particularly in the areas of quality education, reduction of social inequality, and the development of an inclusive society.

Nevertheless, Islamic education continues to face various structural and managerial challenges in confronting the Sustainable Development Goals (SDGs)

in the 2025 era. Disparities in educational quality between urban and rural areas remain a major issue affecting the quality of Islamic education in Indonesia (Fadil et al., 2023). In addition, the low level of educator professionalism, limited learning innovation, and weak integration of digital technology have caused some Islamic educational institutions to be unable to adapt optimally to global developments. The curriculum of Islamic education in several institutions also tends to remain traditional and has not been fully responsive to the competency demands of the twenty-first century. These conditions indicate that the transformation of Islamic educational management has become an urgent necessity in order to strengthen educational quality that is relevant to sustainable development.

In addressing these challenges, the utilization of information and communication technology has become an important component of Islamic educational management strategies. The integration of digital-based learning technologies is considered capable of enhancing the effectiveness of the learning process while simultaneously expanding educational access for society (Siminto et al., 2024). On the other hand, strengthening moderation in Islamic education is also an important aspect in responding to globalization, enabling Islamic education to preserve its Islamic identity while remaining open to contemporary developments (Surur, 2023). Improving the quality of Islamic education likewise requires a management orientation capable of producing superior and competitive human resources in facing the challenges of the disruptive era (Hadi, 2023).

Several previous studies have discussed the relationship between Islamic education and the Sustainable Development Goals from various perspectives. The study conducted by Fadil et al. (2023) highlighted the importance of improving the quality of Islamic education through curriculum enhancement, teacher professionalism, and the utilization of educational technology to support the achievement of the SDGs. Indriya (2022) emphasized the significance of Islamic educational policies in supporting SDG implementation through the strengthening of formal, non-formal, and informal educational institutions. Meanwhile, Safitri et al. (2022) examined various governmental efforts to improve equitable access to quality education through national educational programs based on equal learning opportunities. Another study conducted by Sari (2024) demonstrated that the concept of Education for Sustainable Development (ESD) within Islamic education requires the renewal of pedagogical approaches that are relevant to developments in the digital era.

Although numerous previous studies have discussed Islamic education and the SDGs, most of these studies still focus on aspects of educational quality improvement, educational policy, or sustainable education development in general. Previous research has not comprehensively examined how Islamic educational management strategies can be systematically designed to address the challenges of the SDGs 2025 through integrated approaches involving planning, organization, human resource development, digital transformation, and educational quality control. Therefore, there remains a research gap indicating

the need for more in-depth studies concerning Islamic educational management strategies in facing the challenges of sustainable development in the global era.

Based on the aforementioned background, this study aims to analyze Islamic educational management strategies that are relevant to addressing the challenges of the Sustainable Development Goals (SDGs) 2025 and to identify managerial approaches that may be implemented by Islamic educational institutions in supporting the development of quality, inclusive, and sustainable education.

METHOD

This study employed a qualitative approach using a library research design to analyze Islamic educational management strategies in addressing the challenges of the Sustainable Development Goals (SDGs) 2025. The qualitative approach was selected because the study focuses on obtaining an in-depth understanding of educational phenomena through conceptual and theoretical analyses of various scientific sources ([Sugiyono, 2021](#)). The research utilized secondary data obtained from national and international journal articles, academic books, research reports, and other documents relevant to the themes of Islamic educational management and sustainable development. The selection of sources was conducted purposively by considering topic relevance, source credibility, and publication recency to support the depth of the research analysis ([Sari & Asmendri, 2020](#)).

Data collection techniques were conducted through documentation studies by reviewing, identifying, and classifying various literature related to Islamic educational management strategies, educational transformation, and the Sustainable Development Goals (SDGs). Data analysis employed the literature review method, namely a critical and systematic review of previous studies to identify patterns, similarities, differences, and research gaps related to the topic under investigation ([Hadi & Afandi, 2021](#)). The obtained data were subsequently analyzed through stages of data reduction, thematic classification, interpretation, and descriptive-analytical conclusion drawing, thereby generating a comprehensive understanding of Islamic educational management strategies relevant to addressing the challenges of the SDGs 2025 ([Fadli, 2021](#)).

RESULT

The findings of this study indicate that the Sustainable Development Goals (SDGs) constitute a global development agenda designed to create a balance between economic, social, and environmental development sustainably. This agenda represents an essential component of international efforts to improve the quality of life through inclusive, equitable, and human welfare-oriented development. In its implementation, the SDGs position education as one of the strategic sectors because education is considered capable of serving as the primary foundation for improving the quality of human resources and strengthening sustainable development across various countries ([LOCALISE](#)

SDGs Indonesia, 2024).



Source: LOCALISE SDGs Indonesia. (2024). Sustainable Development Goals. Retrieved from <https://localisesdgs-indonesia.org/17-sdgs>

Figure 1. The Seventeen Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development was officially adopted during the United Nations (UN) General Assembly in 2015 as a continuation of the Millennium Development Goals (MDGs) program. The SDGs consist of 17 main goals and 169 development targets aimed at addressing various global issues, including poverty, social inequality, education, health, climate change, and the strengthening of sustainable institutions. The concept of sustainable development emphasizes the importance of cross-sectoral collaboration in creating social welfare without neglecting environmental sustainability and social justice (LOCALISE SDGs Indonesia, 2024).

The 17 Sustainable Development Goals (SDGs) include: (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation, and Infrastructure, (10) Reduced Inequalities, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life on Land, (16) Peace, Justice, and Strong Institutions, and (17) Partnerships for the Goals (LOCALISE SDGs Indonesia, 2024). All of these goals are interconnected and designed to encourage development capable of comprehensively addressing global challenges.

Based on the review of previous studies, the education sector demonstrates a very close relationship with the successful implementation of the SDGs, particularly Goal 4 concerning quality education. Education is regarded as the primary instrument for improving people's quality of life because it is capable of strengthening individual capacities, expanding economic opportunities, and reducing social inequality. In the Indonesian context, the achievement of quality education continues to face various structural and cultural challenges. Disparities

in educational quality between urban and rural areas remain a dominant issue affecting the equitable distribution of educational access. Differences in the quality of educational facilities, limitations in professional teaching personnel, and inadequate access to learning technologies have caused educational quality to develop unevenly across regions.

Furthermore, the findings reveal that learning systems in several educational institutions still tend to be conventional and insufficiently responsive to contemporary developments. Monotonous teaching methods have contributed to the limited development of students' critical thinking skills, creativity, and digital literacy. This condition presents a significant challenge in responding to the developments of the twenty-first century, which require educational institutions to adapt rapidly to technological transformation and social change. Educational transformation has therefore become an urgent necessity to ensure that educational systems are capable of producing human resources who are not only academically competent but also innovative and competitive in facing global challenges (Jaya et al., 2023).

On the other hand, the findings also demonstrate the existence of various opportunities and innovations that may support the achievement of the SDGs within the education sector. The development of curricula that are more adaptive to students' needs and technological advancements constitutes one of the strategic measures for improving educational quality. In addition, enhancing educators' competencies through professional training, strengthening digital literacy, and utilizing educational technologies are considered capable of improving the effectiveness of teaching and learning processes. The implementation of technology-based learning also provides opportunities for educational institutions to expand learning access more flexibly and inclusively.

Subsequent findings indicate that the government plays a crucial role in supporting educational quality improvement through various national educational policies and programs. Educational equity programs, the development of school infrastructure, improvement of teacher quality, and strengthening educational access in underdeveloped regions constitute part of the efforts to accelerate the achievement of sustainable development goals. In this context, synergy among the government, educational institutions, and society becomes an important factor in creating a more equitable, high-quality, and sustainability-oriented educational system.

DISCUSSION

Education holds a strategic position in supporting the achievement of the Sustainable Development Goals (SDGs), particularly Goal 4 concerning inclusive and sustainable quality education. Within the context of national development, the education sector functions not only as a means of knowledge transfer but also as an essential instrument for improving the quality of human resources, strengthening social equality, and creating societies capable of adapting to global changes. Nevertheless, the findings of this study indicate that the

implementation of the SDGs in the educational sector in Indonesia continues to face various structural, cultural, and managerial challenges. These challenges are associated with disparities in educational access, the low quality of educators, weak learning innovation, and the limited utilization of educational technology in the teaching and learning process (Safitri et al., 2022).

One of the major challenges identified in this study is the disparity in educational quality between urban areas and disadvantaged, frontier, and outermost regions (3T areas). These inequalities are reflected in differences in the quality of school infrastructure, the availability of learning facilities, access to technology, and the unequal distribution of professional educators. Schools located in urban areas tend to possess more adequate educational facilities compared to educational institutions in remote areas, which continue to experience limitations in infrastructure and supporting facilities. Such conditions have a direct impact on the low quality of the learning process and the limited opportunities for students to obtain proper and competitive education (Safitri et al., 2022). In addition to geographical factors, educational disparities are also closely related to the socio-economic conditions of society, which prevent certain groups from accessing education optimally.

Another dominant issue concerns the low level of educator professionalism, which directly affects the quality of national education. Teachers play a central role in determining the quality of learning; therefore, improving educator competence is an unavoidable necessity. However, the findings reveal that the quality of teachers in several regions still fails to meet the expected professional standards, particularly in pedagogical competence, digital literacy, and the development of innovative teaching methods (Susiani & Abadijah, 2021). The low quality of educators is further exacerbated by the unequal distribution of teachers in remote areas, limited professional training opportunities, and insufficient welfare support that affects teachers' motivation and work effectiveness. This situation demonstrates that improving educational quality depends not only on curriculum development but also on the quality of the human resources responsible for implementing the educational system itself.

In addition to issues related to educators, monotonous teaching methods also represent a significant challenge in implementing quality education. Several educational institutions continue to employ conventional approaches centered on one-way lectures, resulting in limited active student participation in the learning process. Such learning models contribute to the limited development of students' critical thinking, creativity, collaboration, and problem-solving skills. In the era of digital transformation, passive learning approaches are no longer considered relevant to the demands of twenty-first century education, which requires adaptability and innovation. Therefore, the development of technology-based learning methods and interactive media has become an essential requirement for improving educational quality. The study conducted by Istiq'faroh et al. (2020) demonstrated that the use of digital media in learning is capable of enhancing students' creativity, writing skills, and participation more effectively than traditional learning methods.

Technology-based educational transformation also constitutes an important aspect of addressing the challenges of the SDGs in the digital era. The integration of information technology into the educational system is considered capable of expanding learning access, improving learning effectiveness, and creating more flexible and inclusive educational models. The utilization of interactive multimedia in the learning process has been proven to increase students' learning motivation and create a more engaging learning atmosphere (Kusumawati et al., 2021). Within the context of Islamic education, digital transformation is not only related to the use of technology but also involves the renewal of pedagogical approaches capable of integrating sustainability values, morality, and technological development in a balanced manner. This perspective is consistent with the view of Sari (2024), who emphasized that the concept of Education for Sustainable Development (ESD) in Islamic education requires adaptive learning innovations that are responsive to digital-era developments and the needs of modern society.

On the other hand, Islamic educational institutions also face various internal problems that affect the quality of educational implementation. These challenges include weak institutional management, limited funding, suboptimal human resource management, and a low capacity to adapt to technological developments and social changes (Rahman & Akbar, 2021). Such conditions indicate that strengthening Islamic educational management is an important aspect of supporting the creation of quality and sustainable education. Islamic educational management strategies are not solely oriented toward administrative aspects but also encompass resource management, educator competency development, curriculum strengthening, and the establishment of organizational cultures that support educational quality improvement.

Based on the literature review findings, Islamic educational management strategies in addressing SDG challenges may be implemented through several major approaches, namely planning, organizing, staffing, coordinating, and controlling (Komarudin, 2022). In terms of planning, educational institutions need to formulate educational plans based on societal needs and global technological developments. The development of digital learning platforms, the enhancement of teacher competencies, and the preparation of contextual curricula constitute essential aspects in supporting educational transformation. In the organizing aspect, educational resource management must be conducted effectively through strengthening infrastructure, developing learning facilities, and improving educational access in remote areas.

Furthermore, the staffing aspect emphasizes the importance of human resource management through the recruitment, training, and development of professional educators who are adaptive to contemporary changes. In terms of coordinating, synergy among the government, educational institutions, society, and social organizations is required to support educational equity and improve learning quality. Meanwhile, the controlling aspect is implemented through continuous supervision and evaluation of educational program implementation

to ensure that every policy operates effectively and in accordance with sustainable educational development goals.

CONCLUSION

The findings of this study indicate that Islamic education has a strategic role in supporting the achievement of Sustainable Development Goals (SDGs) 2025, particularly in improving the quality of education, strengthening moral values, and fostering socially responsible human resources. Nevertheless, the implementation of sustainable education in Indonesia continues to face various challenges, including disparities in educational quality, limited infrastructure, low educator professionalism, and the inadequate integration of technology in learning processes. These conditions demonstrate that the development of Islamic education requires adaptive and innovative management strategies to respond effectively to global changes and contemporary educational demands.

This study further reveals that strengthening Islamic educational management through effective planning, organizing, staffing, coordinating, and controlling can become an important strategy in addressing educational challenges within the SDGs framework. The improvement of educator competencies, the utilization of educational technology, the development of contextual curricula, and collaboration among educational institutions, government, and society are essential efforts in enhancing educational quality sustainably. Therefore, Islamic education is expected to contribute not only to academic development but also to the creation of ethical, competitive, and sustainable generations capable of supporting national and global development goals.

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