

Managerial Practices in Improving the Quality of Education in Sekolah Indonesia Jeddah

Fifi Nofiaturrahmah¹⁾, Rukhaini Fitri Rahmawati²⁾, Yunis Eka Putra³⁾, Mei Ernawati⁴⁾

^{1), 2), 4)} Universitas Islam Negeri Sunan Kudus, Indonesia

³⁾ Sekolah Indonesia Jeddah, Arab Saudi.

e-mail Correspondent: fifinofiaturrahmah@iainkudus.ac.id

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Abstract

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This research is motivated by the problems faced in Sekolah Indonesia Jeddah (SIJ) on providing quality education for children of Indonesian citizens abroad, including the adaptation of the national curriculum to the local context in Jeddah, limited resources (teachers, facilities, and funding) and differences in students' cultural backgrounds. The purpose of this study was to analyze managerial practices in improving the quality of education in Sekolah Indonesia Jeddah. The method used is qualitative. Data were obtained using observation techniques, interviews, and documentation studies. Subjects in the study consisted of principal, vice principal, teachers and student Guardian. These subjects were selected using purposive sampling techniques. Data analysis techniques start from data collection, data reduction, data presentation, and drawing conclusions. Data validity testing through source triangulation. The results of the study indicate that management practices at SIJ have a significant impact on the quality of education provided. SIJ management practices use an holistic approach. This research emphasizes the need for open management that accepts input from various stakeholders, from curriculum planning to resource management, implementation of educational programs, and periodic evaluation. This research contributes to improving the quality of Indonesian school education abroad.

Kata kunci:

*Praktek Manajerial,
Kualitas Pendidikan,
Sekolah Indonesia Jeddah*

Abstrak.

Penelitian ini dilatarbelakangi oleh permasalahan yang dihadapi Sekolah Indonesia Jeddah (SIJ) dalam menyelenggarakan pendidikan bermutu bagi anak warga negara Indonesia di luar negeri, antara lain penyesuaian kurikulum nasional dengan konteks lokal di Jeddah, keterbatasan sumber daya (guru, fasilitas, dan pendanaan) serta perbedaan latar belakang budaya siswa. Tujuan penelitian ini adalah untuk menganalisis praktik manajerial dalam meningkatkan kualitas pendidikan di Sekolah Indonesia Jeddah. Metode yang digunakan adalah kualitatif. Data diperoleh dengan menggunakan teknik observasi, wawancara, dan studi dokumentasi. Subjek dalam penelitian terdiri dari kepala sekolah, wakil kepala sekolah, guru dan wali murid. Subjek ini dipilih menggunakan teknik purposive sampling. Teknik analisis data dimulai dari pengumpulan data, reduksi data, penyajian data, dan menarik Kesimpulan. Uji keabsahan data melalui triangulasi sumber. Hasil penelitian menunjukkan bahwa praktik manajemen di Sekolah Indonesia Jeddah (SIJ) memiliki dampak yang signifikan terhadap mutu pendidikan yang diberikan. Praktik manajemen SIJ menggunakan pendekatan holistik. Studi ini menekankan perlunya manajemen terbuka yang menerima masukan dari berbagai pemangku kepentingan, mulai dari perencanaan kurikulum hingga pengelolaan sumber daya, pelaksanaan program pendidikan dan evaluasi secara berkala. Penelitian ini berkontribusi dalam peningkatan kualitas pendidikan sekolah Indonesia di luar negeri.

INTRODUCTION

Indonesian schools abroad exist to meet the educational needs of Indonesian children living abroad through the Indonesian national education curriculum and as an effort to maintain

Indonesian identity and culture for those living in an international environment. In addition, these schools promote Indonesia abroad by becoming a forum to introduce Indonesian culture, language, and values to the local community. One of these schools is SIJ, established in 1964 by the Indonesian government through the Education and Culture Attaché of the Indonesian Embassy in Riyadh, becoming an important educational institution for the Indonesian people in Jeddah and its surroundings. Initially providing only primary education (elementary and junior high school), SIJ proliferated, opening a high school (SMA) level in 1973, with about 1,000 students (Jeddah, 2023). SIJ plays a central role in meeting the educational needs of Indonesian children abroad. However, SIJ cannot be separated from the challenges that must be overcome. Cultural differences among students from diverse cultural backgrounds require extra effort to create an inclusive and positive learning environment. In addition, SIJ must compete with other international schools regarding resource availability, including teaching staff, facilities, and funding. Improving the quality of education is also a focus so that SIJ can compete effectively with other international educational institutions (Fakhrudin et al., 2020).

Several research results on Indonesian schools abroad have been conducted, including a study on Indonesian Schools in Kuala Lumpur, the results of which show that Indonesian Schools in Kuala Lumpur have successfully played a role in cultural diplomacy in Malaysia and the school's financial management is running well. However, the implementation of curriculum management is hampered by a lack of teachers in certain subjects when teachers whose contracts have expired have to return to Indonesia without a replacement. Problems also arise in the management of students regarding residence visas and the mismatch of teaching teachers with their educational background, which impacts professional competence (Matin et al., 2020). Another study by Dewi Ika Sari on multiculturalism at the Indonesian School of Singapore showed that multicultural identity allows individuals to adapt and live in various cultural contexts. However, the cultural identity of origin remains essential and is part of multicultural identity, and intercultural communication plays a vital role in forming multicultural identity (Sari, 2022). The research results in Kuala Lumpur can provide an overview of the obstacles or problems Indonesian schools face even though they are in developed countries. Studies in Singapore show the importance of stakeholders in helping students adapt.

There is also a study in SIJ, but it focuses more on its human resources. The study shows that there are problems faced by SIJ, including the low knowledge and skills of teachers in implementing the Merdeka Curriculum at the SIJ, the absence of leading teacher programs and leading schools in SIJ (Kusumantoro et al., 2024), differences in student characteristics and lack of knowledge about differentiated learning, lack of use of digital technology in learning, to ineffective evaluation and feedback (Rofiah et al., 2024). Rofiah's writing is the result of devotion, researchers show that there is an increase in teacher knowledge and skills in differentiated learning. Teachers develop learning tools by making variations in content, processes, products, and learning environments. In its implementation, participants looked very enthusiastic when the differentiated learning process was implemented (Rofiah et al., 2024). The difference with this study from the previous one is that the researcher discusses managerial practices that affect the quality of education in facing challenges at SIJ such as: Adaptation of the national curriculum to the local context in Jeddah, limited resources (teachers, facilities, and financing) and Differences in students' cultural backgrounds.

This research focuses to analyze how managerial practices in improving the quality of education in Sekolah Indonesia Jeddah. Effective management at SIJ is essential to ensure that the

education provided follows Indonesia's national standards while being relevant to the local context in Saudi Arabia. In this context, managerial practices at SIJ include Educational planning, Managing resources, Implementation of Comprehensive Extracurricular Programs, Continuous Evaluation and Improvement. In addition, this study is expected to contribute to the development of educational theory, especially regarding cultural adaptation-based management models, and provide practical recommendations to improve the quality of education in Indonesian schools abroad.

METHOD

Qualitative data were analyzed using qualitative methods, This study uses a type of field research, namely research conducted directly in the field to examine in depth various aspects, such as environmental interactions, real conditions in the field, and the position of the research unit. research conducted directly in the field to examine in depth various aspects, such as environmental interactions, real conditions in the field, and the position of the research unit. The research unit can be a social unit, such as a community group, or an educational unit. The aim is to obtain a comprehensive picture of the actual situation in the field (Harahap, 2020).

In the qualitative approach, data was collected through interviews, observations, and document analysis. The Interviews technique employed is semi-structured interviews, Interviews were conducted with the principal, vice principal, student Guardian, and SIJ teachers. Given the broad scope of this research, the author identified 15 (fifteen) informants as crucial sources of information. These subjects were selected using purposive sampling techniques. The process by which researchers directly observe the object of research, the process of direct observation of the object of research to assess in detail the ongoing activities is called observation(Sri Hartati, 2019). Observations were conducted with non-participants, Observations focused on managerial practices applied in SIJ, such as attendance at meetings, involvement in school activities, and implementation of educational programs. Documentation includes analysis of administrative data archives and other related data owned by the school, such as activity reports, meeting minutes, and financial reports. This process begins with transcription of interview and observation data, followed by coding to identify the main themes that emerge from the data. These themes are then further analyzed to find patterns that are relevant to managerial practices in SIJ.

Data analysis is carried out by data reduction: the data reduction stage, the researcher selects and filters the data that has been obtained, data that is not directly related to the focus of the study is deleted because it is considered unimportant. Data presentation (data display) In qualitative research, data is usually presented in various forms to facilitate understanding, such as summaries, diagrams, relationships between categories, and flowcharts that show the flow or process. After the data is reduced, the next step is to present the data. In this study, the researcher presents data on the principal's managerial practices in the form of text descriptions, not in the form of numbers, graphs or the like. Furthermore, the researcher concludes by taking data that states the answer to the formulation of the problem that has been formulated from the beginning, namely regarding managerial practices at SIJ. This model allows researchers to systematically organize, interpret, and synthesize the field data through an iterative process, enabling the emergence of meaningful patterns and themes(Creswell, J. W., & Creswell, 2012).

Data validity testing is also carried out to ensure that the data obtained in the study are truly valid, accurate, and reliable. This is done by means of Source triangulation, where data is cross-checked from multiple respondents with potentially diverse perspective (Natow, 2020).

RESULT AND DISCUSSION

Results

Educational Planning

The managerial practice at SIJ reflects a holistic approach to education management involving various stakeholders. SIJ's Educational planning focuses on academics and the local social and cultural context. This can be seen from implementing the flexible Independent Curriculum, which is adjusted to students' specific characteristics and needs. Resource management, from teaching staff to facilities, is carried out by considering input from various parties, including the government and local communities. This participatory approach allows SIJ to optimize limited resources and create a learning environment more responsive to student needs.

Successful curriculum implementation depends not only on the content and structure of the curriculum itself but also on the active involvement of various stakeholders in the educational process. School principals, as leaders of academic institutions, have a vital role in ensuring the successful implementation of the curriculum. Educational planning at SIJ is carried out by considering the needs of students and the local context. The curriculum implemented is the Independent Curriculum, which provides flexibility for teachers to adjust teaching materials according to student characteristics.

"We use the same curriculum as Indonesia, but we have local Arabic content because there are still some children here who are not very proficient in Arabic, but children who are fluent in Arabic are very helped by the presence of Indonesian. My child is helped with his Arabic (KP)"

In this case, school management plays a role in developing a learning plan that covers various aspects, such as character development, social skills, and academics. The plan also includes developing extracurricular programs to increase students' interests and talents outside formal school hours. They must consider various factors such as available resources, student characteristics, and local context to ensure that the curriculum implemented truly meets the needs of students. This involves a continuous evaluation and adjustment process, where the principal must be able to analyze data and feedback from various sources to make informed decisions in optimizing the learning process. Thus, the role of school principals is crucial in bridging the national curriculum policy with the reality and specific needs at the school level.

In addition to the commitment and role of the principal, the success of implementing the curriculum is highly dependent on teachers' pedagogic and professional competence. Meanwhile, professional competence includes mastery of materials, structures, concepts, and scientific mindsets that support the subjects taught. These two competencies complement each other and become the foundation for teachers in implementing the Independent Curriculum effectively.

Managing Resources

Managing resources at SIJ involves managing teaching staff, facilities, and teaching materials. The school strives to recruit qualified, experienced teachers and provides the necessary training to improve their competence.

"Well, recruitment of human resources is done through two channels, the first is recruitment carried out by the Indonesian government through the Ministry of Education and Culture and recruitment which is in the nature of recruitment of honorary teachers who will be carried out independently (WKP)."

In line with what the Indonesian school teacher in Jeddah said :

“I was recruited to be a teacher at this school, in Indonesia through the Ministry of Education and Culture (DN).”

“The last recruitment was in my year, 2021, but we left in 2022. But that year, many SLN (overseas schools) closed due to lack of students, so the placement changed. But most of the students were in Malaysia and Saudi (FT).”

Although SIJ has implemented good managerial practices, the school faces various challenges. Limited resources, both in terms of finance and infrastructure, are obstacles to implementing educational programs. In addition, cultural and language differences between Indonesian students and local communities can also affect the educational process. Therefore, school management must continue adapting and finding solutions to these challenges. In addition, school management is also responsible for ensuring that educational facilities, such as classrooms and laboratories, are adequate to support the learning process. The availability of teaching aids and the right educational technology is also a significant concern in managing resources.

Despite facing challenges in terms of funding, such as the limited School Operational Assistance (BOS) funds received in 2019, SIJ has managed to build a strong support network with external stakeholders. The close relationship with the Embassy of the Republic of Indonesia (KBRI) and the Indonesian community in Jeddah has been an essential source of support in meeting the school's operational needs. This collaboration not only helps financially but also enriches the student's educational experience through various programs and activities involving the community. This open and collaborative management approach allows SIJ to overcome resource constraints and still provide quality education to Indonesian students abroad while maintaining their cultural identity.

Implementation of Educational Programs and Extracurricular

Activities Implementing educational programs at SIJ involves all stakeholders, including students, parents, and the community. At SIJ the committee is always involved in decision making for the progress of SIJ.

“Here there is a school committee because the implementation of education is the same as in Indonesia so we also have a school committee, the purpose of forming a school committee is to discuss several things such as lack of funds and so on (FS).”

Learning activities are designed to be interactive and participatory so that students can actively participate in the learning process. In addition, various extracurricular activities, such as sports, arts, and social activities, are held to support the development of students' character and social skills.

“Here we require 1 child to take 1 extracurricular, we also have habits such as ceremonies, reciting the Koran, memorizing short letters, national songs. MARS Sekolah Indonesian Jeddah Pancasila (TA)”

School management also strives to integrate technology into learning, which can improve teaching effectiveness and student engagement. In the preparation, they must consider various factors such as available resources, student characteristics, and local context to ensure that the curriculum implemented truly meets the needs of students. This involves a continuous process of evaluation and adjustment, where the principal must be able to analyze data and feedback from various sources to make the right decisions in optimizing the learning process. Thus, the role of the principal is very crucial in bridging the gap between national curriculum policies and the realities and specific needs at the school level.

Managerial practices supported by the active participation of stakeholders not only enable continuous evaluation and improvement of quality and create a dynamic and responsive environment to evolving educational needs. Periodic assessments of academic programs and extracurricular activities become more comprehensive when they involve perspectives from various stakeholders, including students, parents, teachers, and community members. This process allows for more accurate identification of areas needing improvement and the development of more effective and contextual solutions. The feedback from these various sources also helps tailor teaching and learning strategies to suit students' needs better and accommodate cultural and language differences in the school environment.

Evaluation and Quality Improvement

SIJ conducts periodic evaluations to identify areas that need improvement and develop new strategies. By involving students and parents in the evaluation process, SIJ ensures that education quality continues evolving as required. Periodic evaluations in the education system play a crucial role in improving the quality of education.

Although SIJ has implemented good managerial practices, the school faces various challenges. Limited resources, both in terms of finance and infrastructure, are obstacles to implementing educational programs. This infrastructure limitation is in accordance with what the SIJ vice principal said:

“SIJ has moved buildings 5 times, and thank God this one can be said to be the best compared to the previous ones, yes, previously it was relatively cheap at only 300 thousand Real, but at that time there were even more students(WKP).”

In addition, cultural and language differences between Indonesian students and local communities can also affect the educational process. Therefore, school management must continue adapting and finding solutions to these challenges.

Evaluation is an integral part of managerial practice at SIJ. School management periodically evaluates educational programs and extracurricular activities to assess their effectiveness. The evaluation results are used as a basis for making improvements and developing programs in the future. In addition, feedback from students and parents is also a consideration in the evaluation process. Thus, SIJ is committed to improving the quality of education provided to students.

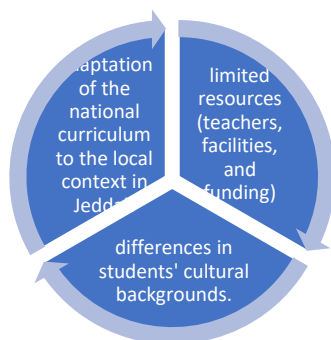


Figure 1. Challenges in Sekolah Indonesia Jeddah

Data that researchers have obtained in the field regarding managerial practices that influence the quality of education in facing challenges in SIJ such as: Adaptation of the national curriculum to the local context in Jeddah, limited resources (teachers, facilities, and funding) and differences in students' cultural backgrounds

Discussion

Flexible and Adaptive Educational Planning

Managerial practice, deeply rooted in classical management theory, has evolved into a comprehensive approach to the management of modern organizations. Figures such as Frederick W. Taylor, Henry Fayol, and Max Weber laid the foundations of efficiency and effectiveness and paved the way for the evolution of managerial practices that are more adaptive and responsive to changes in the business environment. In the contemporary context, managerial practice has expanded its focus from simply achieving organizational goals to a holistic approach considering sustainability, business ethics, and corporate social responsibility.

Implementing modern managerial practices involves a complex and interrelated set of activities. Strategic decision-making is no longer based solely on intuition but is supported by in-depth data analysis and a comprehensive understanding of market dynamics. Proper resource allocation is becoming increasingly crucial in an era where efficiency and flexibility are critical to competitive advantage. In addition, continuous performance monitoring has evolved into an integrated performance management system, which measures results and encourages the constant development of employees and the organization. Through this holistic approach, managerial practices not only shape organizational culture and encourage innovation but also play a crucial role in ensuring organizational resilience and adaptability in the face of disruption and uncertainty that characterize the contemporary business landscape.

SIJ have students from a variety of diverse backgrounds. Because of this diversity, schools implement a flexible and adaptive approach to educational planning. A flexible education system allows institutions to adapt to internal and external changes, such as academic and policy inputs (Shcherbakov et al., 2017). Adaptive planning also will enable schools to modify learning strategies according to the specific needs of students. This approach helps schools address the challenges that arise from diverse students' backgrounds, ensuring that each student can receive an education that suits their needs. It also allows schools to remain responsive to changes in educational policies or other external factors that may affect the learning process.

SIJ's Educational planning focuses on academics and the local social and cultural context. This can be seen from implementing the flexible Independent Curriculum, which is adjusted to students' specific characteristics and needs. Resource management, from teaching staff to facilities, is carried out by considering input from various parties, including the government and local communities. This participatory approach allows SIJ to optimize limited resources and create a learning environment more responsive to student needs. Ardimen (2016) explained in his research that educational institutions need to have an academic plan that can be adjusted to the characteristics of educational institutions to meet the needs of their customers. Rambe (2016) also emphasized advocating for a systems approach in academic planning. The systems approach revolves around using various concepts or theories of suitable systems, which implies the ability to adapt to different situations and contexts. This adaptability allows educational institutions to respond effectively to changing needs and circumstances, ultimately improving the quality of education provided.

Successful curriculum implementation depends not only on the content and structure of the curriculum itself but also on the active involvement of various stakeholders in the educational process. School principals, as leaders of academic institutions, have a vital role in ensuring the successful implementation of the curriculum. They are responsible for coordinating efforts from various parties, including teachers, administrative staff, and school committees, to create an

environment that supports the effective implementation of the curriculum (Wijayanti et al., 2024). In addition, school principals also play a role in making strategic decisions related to curriculum implementation (Ainissyifa et al., 2024). They must consider various factors such as available resources, student characteristics, and local context to ensure that the curriculum implemented truly meets the needs of students. This involves a continuous evaluation and adjustment process, where the principal must be able to analyze data and feedback from various sources to make informed decisions in optimizing the learning process. Thus, the role of school principals is crucial in bridging the national curriculum policy with the reality and specific needs at the school level.

Effective Resources Management

The educational resources owned by SIJ, such as educator resources, infrastructure, and funding resources, can be said to be insufficient. Facing a shortage of limited funding, SIJ strives to optimize the management of personnel and educational facilities. Recruiting honorary educators by utilizing Indonesian citizens living in Saudi Arabia while maintaining minimum qualification standards is the right strategy. Mobegi (2011), in his research, also explained almost the same strategy: institutions can recruit temporary educators to deal with the shortage of educators with limited funds. This approach helps maintain the continuity of education despite financial constraints.

Managing educational resources with limited funding can be done by developing innovative optimization models. The model considers budget constraints, minimum resource needs, and regional prioritization factors (Xu, 2024). Strategies identified to optimize the use of resources include needs-based allocation, integration of technology with comprehensive teacher training, collaboration with various communities, and strengthening resource networks between schools (Xu, 2024). A resource management approach with such a model can improve resource use efficiency and overcome disparities in the quality of education.

Effective management of educational resources can improve the quality of education by ensuring the efficient allocation and utilization of resources to meet student needs and support better learning outcomes. This includes adjusting teaching plans and curriculum based on student needs, rational allocating resources such as teachers, classrooms, and teaching materials, and developing personalized educational plans to encourage overall student development (Xu, 2024). The quality management system also plays an important role, helping institutions to adapt to the advancement of science and technology so that education remains relevant and up-to-date (Xu, 2024). The management of physical resources, such as school facilities and equipment, needs to be done well to create a conducive learning environment (Xu, 2024), while the management of quality human resources contributes directly to the effective implementation of education (Briggs & Desmond, 2013). Through this approach, educational institutions can create a more effective and motivating learning environment, ultimately improving student satisfaction and overall academic outcomes.

Implementation of Comprehensive Extracurricular Programs

Integrating extracurricular activities such as reciting, ceremonies, and the arts play a vital role in shaping students' character and supporting the development of social skills, discipline, and nationalism. Extracurricular activities that focus on religious and spiritual education, such as reciting, greatly help students develop religious behavior and moral values. This activity teaches students how to apply the principles of honesty, discipline, and responsibility in daily life. Religious

activities such as reciting also increase students' awareness of spiritual values, making them more honest (Syarnubi et al., 2021). Art activities outside the classroom, such as music, dance, or theater, allow students to be creative and express their emotions positively. Art activities improve students' cognitive skills and help them build their overall character through the development of imagination and critical thinking skills (Syarnubi et al., 2021). Through self-expression through art, students can cultivate emotions, which are essential for mental balance.

Extracurricular activities such as sports organizations and groups teach students cooperation, communication, and respect for the opinions of others (Lazar, 2018). Students learn to build trust and positive social relationships, preparing them to integrate into society and face social situations confidently. In addition, this activity also develops leadership and time management skills. Students are encouraged to take responsibility, make decisions, lead groups, and set time to balance academic and non-academic activities (Al Ajmi & Al Adawi, 2023). This ability is essential for being independent, organized, and ready to face life's challenges.

Extracurricular activities such as flag ceremonies instill discipline in students through time appreciation, adherence to rules, and responsibility for attendance. These values shape the character of students to be more orderly and resilient. In addition, national ceremonies and celebrations foster a sense of nationalism and pride in the country (Syarnubi et al., 2021). Students are invited to understand national and historical values so that they grow up with a deep love for the homeland. A strong sense of nationalism forms a young generation that appreciates cultural and historical heritage and is ready to contribute to the country's progress.

Extracurricular activities significantly affect the quality of student education by strengthening social values, positive behaviors, and essential skills. Participation in this activity develops social values and positive behaviors such as leadership skills, social concerns, and ethical values. Student involvement in the arts, such as music and visual arts, is positively related to academic achievement, supporting achievement in other subjects. Extracurricular activities also reinforce non-academic skills such as communication, socialization, and creativity, which are essential for success outside of school. Additionally, these activities support students' emotional and physical well-being by providing space to manage stress and improve mental health, contributing to academic performance. Students also learn about commitment and time management, essential skills for academic success and daily life. Overall, extracurricular activities such as reciting, ceremonies, and arts play a crucial role in enriching the quality of education by developing skills and values that strengthen academic achievement and personal well-being.

Continuous Evaluation and Improvement

Sekolah Indonesia Jeddah conducts periodic evaluations to identify areas that need improvement and develop new strategies. By involving students and parents in the evaluation process, SIJ ensures that education quality continues evolving as required. Periodic evaluations in the education system play a crucial role in improving the quality of education. This process allows for identifying areas that need improvement and facilitates the development of new strategies that align with the dynamic needs of the education community (Hellrung & Hartig, 2013). Through in-depth evaluation, educators and policymakers can gain valuable insights into the effectiveness of teaching methods, allowing for targeted adjustments and improvements. The value-added approach in educational evaluation emphasizes the importance of continuous improvement, focusing on measuring student and teacher development over time rather than just on the result (Wu et al., 2022).

The involvement of various stakeholders, including parents, in the evaluation process, is essential to creating a holistic and responsive education system. Parent participation strengthens the relationship between the school and the family and ensures that the educational strategy aligns with the family's expectations and values (Hanberger et al., 2016). At the local level, evaluations conducted by teachers and academic institutions encourage the formation of results-based governance and performance-oriented school culture. Although implementing assessments is often challenging, the benefits far outweigh the difficulties. By implementing a structured evaluation system involving all relevant parties, educational institutions can make necessary adjustments in a timely manner, ensure continuous improvement in the quality of education, and meet the growing community's needs.

Continuous evaluation and improvement (Continuous Quality Improvement) is a strategic approach that improves the quality of education through integral mechanisms. CQI engages the entire organization in constant small changes to achieve educational goals, creating a culture of improvement in daily operational activities (Akdemir et al., 2020). The continuous improvement model includes the evaluation of curriculum and learning outcomes, allowing for systematic monitoring and improvement of the teaching and learning process at the course level and the curriculum as a whole. The use of comprehensive evaluation tools allows for the precise identification of weaknesses for targeted improvement, and the triangulation evaluation method through the observation of department heads and peers strengthens the effectiveness of teaching through consistent feedback. Adopting CQI allows educational institutions to develop adaptive and responsive learning environments, improving the overall quality of education.

Managerial practices at SIJ profoundly impact the quality of education provided. Effective management in curriculum planning, resource allocation, and evaluation of educational programs ensures that students receive a high-quality education despite limited funding and cultural differences. The holistic approach adopted by SIJ, with a focus on character development and social skills through extracurricular programs, strengthens the overall quality of education. This demonstrates the school's commitment to meeting academic standards and preparing students to face global challenges.

Furthermore, good management at SIJ is essential in bridging the gap between Indonesia's national education standards and the local context in Saudi Arabia. Through adaptive and responsive managerial practices, SIJ can create a learning environment that supports the unique needs of Indonesian expatriate students while still maintaining their cultural identity. This success is reflected in the school's ability to provide educational services that meet Indonesia's national standards and are relevant to the realities of student life abroad. Thus, effective management is the foundation for SIJ to realize its vision as a superior and globally competitive educational institution while maintaining Indonesia's national values and identity.

Managerial practice is a set of activities carried out by managers to achieve organizational goals through planning, organizing, directing, and controlling (Van, 2022). Trust in the leadership context can be established through the Spirit of giving carried out by a leader toward the people he leads (Hidayat & Nurhidayati, 2023). Managerial practice can also be interpreted as a series of activities by managers to achieve organizational goals using human, physical, and information resources (Weintraub et al., 1948). Overall, managerial practice is a set of activities carried out by managers to achieve organizational success. Management functions such as planning, organizing, directing, and controlling are critical elements in managerial practice.

Schools facing limited resources must adopt a more strategic and innovative management approach. This can include optimizing existing facilities, utilizing technology to improve efficiency, and empowering staff and teachers to take on dual roles. In addition, these schools can forge partnerships with local communities and businesses to get additional support through material resources and expertise. A management approach focusing on inclusion and equity is essential for schools with diverse student populations. This can involve developing culturally responsive curricula, training teachers in multicultural education, and implementing mentoring programs that consider each student's unique needs. These schools may also consider the application of adaptive technology and diverse assessment methods to accommodate students' different learning styles and backgrounds, thus ensuring that every learner has an equal chance of succeeding (Herlina, 2019)

The quality of education is a condition that shows the compatibility between the expectations or desires of the recipient of education and what they receive from the educational process. The quality of education can be seen from various aspects, such as input, process, output, and outcome. Educational input is everything needed to organize education, including students, teachers, curriculum, facilities, infrastructure, and funds. The educational process is an activity carried out by teachers and students to achieve educational goals. Educational output is a student's learning outcome measured by test scores, academic achievement, and attitude. Educational outcomes are the influence of education on students' lives, such as employability, adaptability, and social skills (Ryan & Cousins, 2009).

Contingency theory in management practice proposes that no universal management approach can be applied in all situations (Clegg, S., & Dunkerley, 2013). In the context of education, contextual factors significantly influence the effectiveness of school management. The school culture, which includes the values, norms, and traditions the school community embraces, shapes the learning climate and interaction between teachers, students, and staff. Schools with a positive and inclusive culture tend to have higher motivation and performance levels. The availability of resources, be it human, financial, or infrastructure, also dramatically determines the ability of schools to implement innovative and quality educational programs. For example, schools with a collaborative and creative culture tend to be more successful with management practices involving teachers and staff in decision-making (Kholis et al., 2014)

Meanwhile, institutional theory highlights the role of institutions and structures in determining management practices (Hage & Mintzberg, 1980). In the context of education, institutions such as the government, educational authorities, and supervisory agencies play an essential role in shaping management practices in schools. For example, academic regulations and policies set by educational authorities can affect management practices implemented in schools (Maimunah & Imron Rosadi, 2021). Likewise, societal expectations of education and values can influence how schools manage and regulate themselves (Sinaga & Muhammad, 2020). Therefore, schools must consider their institutional context when designing their management practices and adapt to changing regulations and societal demands.

The concept of quality is a complex and multidimensional topic, as explained by Edward Sallis. While there is general agreement on the importance of quality, the definition often varies depending on the individual's context and perspective. Experts in the field of quality management have provided various interpretations that enrich our understanding of this concept. Philip B. Crosby, for example, emphasizes the importance of meeting predetermined requirements and prioritizing prevention over improvement after problems have occurred (Firquin, 1992). This

approach emphasizes the importance of standards and consistency in achieving quality. On the other hand, W. Edwards Deming and Kaoru Ishikawa offer a broader perspective on quality. Deming views quality as a whole-of-the-box transformation in management that involves changing organizational culture and focusing on continuous improvement (Deming, 2018). This approach emphasizes the importance of systemic and long-term change in improving quality.

Meanwhile, Ishikawa expands the concept of quality by involving all organization members in the quality improvement process. This view emphasizes that quality is a specific department's responsibility and a collective effort involving all organizational levels. This difference in perspectives shows that quality is a dynamic and ever-evolving concept that requires a holistic and adaptive approach to its application. (Ishikawa, 1981).

The Theory of Educational Quality, specifically Total Quality Management (TQM), offers a comprehensive approach to improving the quality of education. TQM focuses on the result and the processes and systems supporting such quality. In the context of education, this means paying attention to various aspects such as the curriculum, teaching methods, school infrastructure, and professional development of teachers. The application of TQM in education also emphasizes the importance of data collection and analysis for evidence-based decision-making and continuous improvement in all aspects of school operations (Beckford, 2022). The managerial practice at SIJ reflects a holistic approach to education management involving various stakeholders. SIJ's Educational planning focuses on academics and the local social and cultural context. This can be seen from implementing the flexible Independent Curriculum, which is adjusted to students' specific characteristics and needs. Resource management, from teaching staff to facilities, is carried out by considering input from various parties, including the government and local communities.

The Indonesian government has demonstrated a strong commitment to improving the quality of domestic education as a top priority. Although access to education and funding allocation have improved significantly, there are still major obstacles to achieving the desired quality standards. These efforts include improving school infrastructure, improving teacher competency, updating the curriculum, and implementing technology in the learning process. However, this intensive focus on domestic education issues has the potential to limit the resources available for other initiatives. In particular, this priority involves a trade-off in the allocation of national resources. While improving the quality of domestic education is critical to Indonesia's long-term development and global competitiveness, too much focus on this sector can reduce the capacity to address other important issues such as health, infrastructure, or economic development in other sectors. Therefore, the government needs to balance education investment with other national development needs to ensure holistic and sustainable growth.

CONCLUSION

The managerial practice at SIJ reflects a holistic approach to education management involving various stakeholders. SIJ's Educational planning focuses on academics and the local social and cultural context. This can be seen from implementing the flexible Independent Curriculum, which is adjusted to students' specific characteristics and needs. Resource management, from teaching staff to facilities, is carried out by considering input from various parties, including the government and local communities. This participatory approach allows SIJ to optimize limited resources and create a learning environment more responsive to student needs. Managerial practices supported by the active participation of stakeholders not only enable continuous evaluation and improvement of quality and create a dynamic and responsive

environment to evolving educational needs. This research is expected to contribute to the development of educational theory, especially regarding cultural adaptation-based management models, and provide practical recommendations to improve the quality of Indonesian school education abroad.

This study has several limitations that need to be considered. First, the scope of the study is limited to one school, namely Sekolah Indonesia Jeddah, so the results of the study cannot be generalized widely to other schools with different social and cultural conditions. Second, this study emphasizes more on the descriptive-qualitative aspect and has not measured quantitatively, for example, the influence of managerial practices on improving the quality of education. Therefore, further research can be with a wider scope, namely a mixed method.

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