

Analysis of the Implementation of Flagship Programs in Efforts to Improve Educational Quality at Vocational High School

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ABSTRACT

Educational quality is essential for preparing graduates to meet workforce demands. To achieve this goal, schools implement flagship programs that support students' character and competency development. However, research examining the contribution of such programs to educational quality based on Education Report indicators remains limited. This study aims to analyze the implementation of flagship programs in supporting educational quality improvement at Taruna Masmur Private Vocational High School. A descriptive qualitative approach was employed through interviews with the principal, vice principal for student affairs, teachers, and students, as well as document analysis of the 2025 Education Report. The findings indicate that the cadet program, physical training, swimming, volleyball, futsal, and English Day contribute to strengthening students' character, social competencies, and communication skills. These contributions are reflected in the achievement of character, diversity climate, and link-and-match indicators, demonstrating the role of flagship programs in supporting continuous educational quality improvement.

Keywords: *Flagship Programs, Educational Quality, Student Character, Education Reports***Article History:**Received 11th June 2026Accepted 30th August 2026Published 10th September 2026

INTRODUCTION

Educational quality is one of the key indicators in assessing the success of educational programs. Educational quality is not only related to students' academic achievements but also encompasses character development, the quality of the learning process, the school climate, and the ability of educational institutions to produce competent graduates. Therefore, improving the quality of education has become a primary focus in the management of educational institutions to address the demands of society and the increasingly dynamic developments in the workforce (Herfiyanti et al., 2024; Hidayah et al., 2025).

One approach school can take to improve educational quality is through the development of flagship programs. A flagship program is a systematic series of activities designed in alignment with the school's vision, mission, and characteristics to optimally develop students' potential. Such programs not only serve as the school's identity but also function as a strategy to enhance the quality of educational services, shape students' character, and boost the school's competitiveness amid increasingly intense competition among educational institutions. Research by Hayudiyani et al., (2020) indicates that flagship programs can support improvements in educational quality through the strengthening of school culture, the development of student competencies, and increased public trust in the school.

In the current era of educational transformation, school quality improvement is also supported by the use of data as a basis for decision-making. The Ministry of Education, Culture, Research, and Technology has developed the Education Report Card as an evaluation instrument for the education system that presents various indicators of educational unit quality (Minarso et al., 2024). The Education Report provides an overview of student learning

outcomes, character, quality of learning, school climate, and other indicators that can serve as a basis for planning educational quality improvement (Musakirawati et al., 2023).

Various studies indicate that the use of the Education Report can assist schools in implementing data-driven planning more effectively. Musakirawati et al., (2023) found that the Education Report Card provides comprehensive information on the condition of educational institutions, thereby facilitating schools in determining priorities for improvement programs. Additionally, Minarso et al., (2024) explain that the Education Report Card can be utilized as a tool for data-driven evaluation and planning to sustainably improve the quality of educational services.

Another study conducted by Herfiyanti et al., (2024) indicates that data-driven planning utilizing the Education Report Card can help schools identify priority issues and design quality improvement programs that are more targeted. These findings are reinforced by Handayani et al., (2025), who state that the use of Education Report data can support more objective decision-making, thereby making school quality improvement programs more focused and measurable.

A number of previous studies have shown that school flagship programs contribute to improving the quality of education. Ramadhanti et al., (2024) found that flagship programs integrated through intracurricular, cocurricular, and extracurricular activities can create a more conducive learning environment and support improvements in the quality of educational services. Furthermore, the implementation of flagship programs designed according to the school's characteristics and needs can serve as an effective strategy for developing students' competencies while enhancing the school's competitiveness.

These various studies indicate that flagship programs play a crucial role in supporting improvements in educational quality through character development, student competencies, and enhanced school services. However, most studies still focus on the effectiveness of flagship programs as school development strategies without directly linking them to measurable indicators of educational quality. On the other hand, research on the Education Report Card primarily addresses its use as a data-driven planning tool and a means of evaluating school quality. Consequently, the relationship between the implementation of flagship programs and educational quality outcomes reflected in the Education Report Card indicators has not yet been extensively examined.

These findings align with the research by Ibadi et al., (2025), which indicates that flagship class programs can serve as an alternative strategy for improving educational quality through the implementation of more intensive and targeted instruction. The results of this study emphasize that the success of flagship programs is determined not only by sound planning but also by the consistency of implementation, school resource support, and the involvement of the entire school community in carrying out the designed program.

Although various studies have addressed school flagship programs and the use of the Education Report Card, these two topics are generally examined separately. Research on flagship programs tends to focus more on implementation strategies and their impact on school quality, while research on the Education Report Card tends to highlight its role in data-driven planning and the evaluation of educational quality. To date, research analyzing the contribution of flagship programs to educational quality outcomes based on Education Report Card indicators remains relatively limited, particularly at the Vocational High School (SMK) level. Therefore, this study offers a novel approach by integrating an analysis of flagship program implementation and educational quality outcomes based on data from the 2025 Education Report to provide a more comprehensive picture of the contribution of flagship programs to improving educational quality.

Taruna Masmur Private Vocational High School is a vocational high school that has developed various flagship programs as part of its efforts to improve the quality of education. These flagship programs include swimming, physical training, volleyball and futsal, youth leadership training, and English Day. These programs are designed to support the development of character, discipline, physical fitness, leadership skills, teamwork, and

communication competencies among students. The existence of these flagship programs is worth examining because they have the potential to contribute to educational quality outcomes, as reflected in the indicators of the Education Report Card.

Based on this description, this study aims to analyse the implementation of flagship programs at Taruna Masmur Private Vocational High School and their contribution to supporting improvements in educational quality based on the results of the 2025 Education Report Card. This study is expected to provide an overview of the implementation of the school's flagship programs and their contribution to efforts to improve educational quality in vocational education institutions.

METHOD

This study employs a qualitative approach using the case study method to analyze the implementation of flagship programs in supporting educational quality improvement at Taruna Masmur Private Vocational High School. This approach was chosen because it allows the researcher to gain a deep understanding of the school's flagship program implementation and its contribution to educational quality outcomes based on the 2025 Education Report.

The research data consists of primary and secondary data. Research informants were selected using purposive sampling, which involves intentionally selecting informants based on the consideration that they possess knowledge and are directly involved in the implementation of the school's flagship program. The informants included the school principal, the vice principal for student affairs, the student council advisor, the English teacher, the physical education teacher or sports coach, as well as several students participating in the flagship program. Primary data was obtained through semi-structured interviews with these informants. Meanwhile, secondary data was obtained from the 2025 Education Report and other supporting documents related to the implementation of the school's flagship program. Data collection was conducted through interviews and document analysis.

Data analysis utilized the interactive model proposed by Miles et al., (2014), which includes data condensation, data presentation, and drawing conclusions. Analysis was conducted continuously from the data collection process until the study was completed. To ensure data validity, this study applied source triangulation and methodological triangulation by comparing interview and documentation data from various information sources.

FINDINGS AND DISCUSSION

The State of Educational Quality at Taruna Masmur Private Vocational High School Based on the 2025 Education Report Card

The 2025 Education Report indicates that the quality of education at Taruna Masmur Private Vocational High School still faces several challenges while also achieving certain milestones that can serve as a foundation for school development. According to the Education Report data, students' literacy achievement stands at 37.5%, while numeracy is at 12.5%. These results indicate that students' foundational skills in understanding information and solving numeracy-based problems still need improvement. On the other hand, the student character indicator scored 51.51, while the diversity climate reached 63.98 and the "link and match" indicator with the workforce stood at 63.20. These findings suggest that the school has established a solid foundation in character development, school culture, and the relevance of vocational education to workforce needs, although academic improvement remains a primary concern.

These findings align with the perspective that educational quality is a multidimensional concept measured not only by academic achievement but also by character development, the quality of the learning environment, and graduates' readiness to meet the demands of life and the workforce. In the context of vocational education, a school's success is determined not only by students' academic abilities but also by their mastery of skills, work ethic, discipline, responsibility, and ability to adapt to changes in the work environment (Ningsih et al., 2025;

[Novitanti & Situmorang, 2023](#)). Therefore, efforts to improve the quality of education must be carried out comprehensively by strengthening both academic and non-academic aspects in a balanced manner.

The fact that students' character development outcomes are relatively better than their academic indicators suggests that schools have made efforts to build an educational culture that supports the formation of positive values. Research by [Sikarti et al., \(2024\)](#) indicates that the character development of vocational high school students is influenced by various factors, including school culture, the cultivation of discipline, the learning environment, and continuous self-development activities. Character traits such as discipline, responsibility, hard work, and the ability to collaborate are essential competencies that vocational high school students need as preparation for entering the workforce ([Akhimelita et al., 2020](#)).

Furthermore, the achievements in the areas of diversity and "link and match", which fall into the "fairly good" category, indicate that the school has made efforts to create a learning environment that fosters positive social interaction while preparing students to acquire competencies relevant to the needs of the workforce. These conditions serve as a crucial foundation for Taruna Masmur Private Vocational High School in developing various school programs focused on strengthening students' character, social skills, and competencies. Nevertheless, the still-low literacy and numeracy scores indicate that the school needs to make more targeted efforts to improve students' foundational competencies. Consequently, continuous efforts to improve educational quality are necessary to ensure balanced development in both academic and non-academic areas.

Youth Development, Physical Training, and Swimming Programs in Student Character Building

Based on interview results, Taruna Masmur Private Vocational High School organizes cadet training, physical conditioning, and swimming programs as part of the school's efforts to shape student character. The principal explained that these programs are driven by the need to cultivate students who are disciplined, responsible, and possess strong mental and physical resilience. These programs also aim to improve physical fitness, foster a spirit of leadership, and accustom students to adhering to school rules and regulations. The principal explained that the program was designed to foster the students' overall character development. According to him, *"We want students to not only possess academic skills, but also to be disciplined, responsible, and mentally resilient as they prepare to enter the workforce"* (P, 2026).

The youth development program is implemented through various activities such as assemblies, drill exercises, discipline training, and leadership training. According to the youth development advisor, these activities are designed to instill the values of discipline, responsibility, cooperation, leadership, and nationalism in students. The routine implementation of these activities serves as a means of habit formation that encourages students to apply these values in their daily lives. The cadet program coordinator stated that *"Through youth program activities, students learn to be punctual, follow rules, and learn to lead as well as be led. It is hoped that these values will become habits in their daily lives"* (CPC, 2026). This finding aligns with research stating that the cultivation of discipline and responsibility can be achieved through consistent habit formation and enforcement of school rules, thereby shaping positive student behavior ([Utomo & Setyadi, 2022](#)). Furthermore, a school culture implemented consistently plays a crucial role in building students' discipline, responsibility, and cooperation ([Hardiansyah & Wahdian, 2021](#)).

In addition to the cadet program, the school also conducts scheduled physical training and swimming activities under the supervision of teachers and coaches. Based on interviews with physical education teachers, these activities aim to improve physical fitness while developing character traits such as courage, sportsmanship, perseverance, and hard work. Physical activities conducted regularly not only impact students' health but also help foster the positive attitudes necessary for both the learning process and community life. Activities based on physical exercise and positive habits are known to support students' character

development by enhancing discipline, responsibility, collaboration skills, and self-control (Norianda et al., 2021). Character development through various structured school activities has also proven effective in instilling positive values that students can apply in their daily lives (Amelia & Ramadan, 2021).

The positive impact of implementing these programs is evident in changes in student behavior. According to interview results, students demonstrated increased discipline in participating in school activities, took greater responsibility for assigned tasks, and exhibited improved self-confidence. The students felt the same way. One student remarked, *"After participating in the cadet program and physical training, I became more disciplined about coming to school and more responsible in completing my assignments"* (S1, 2026). Students also reported benefits such as enhanced discipline, collaborative experience, and better physical condition after participating in cadet training, physical conditioning, and swimming programs. These findings indicate that the flagship programs implemented by the school serve not only as supplementary activities but also as tools for character development that support improvements in educational quality. These results align with research showing that character strengthening through habit formation and school culture can enhance discipline, responsibility, and positive student behavior within the educational environment (Mashuri, 2021; Pribadi et al., 2021).

These findings align with the character development scores of students in the 2025 Education Report, which recorded a score of 51.51. Although this score remains in the "needs improvement" category, the various flagship programs focused on character development demonstrate the school's commitment to creating an educational environment that fosters the values of discipline, responsibility, and leadership. Thus, cadet programs, physical training, and swimming can be viewed as one of the school's strategies to strengthen educational quality through student character development. These findings support the view that school culture and planned habit-forming programs are important instruments in character strengthening as part of efforts to improve educational quality (Erni, 2021; Lutfiana et al., 2020).

Volleyball and Futsal Programs in the Development of Students' Social Skills

In addition to character-building programs, Taruna Masmur Private Vocational School also develops sports activities through volleyball and futsal as part of the school's flagship programs. Based on interview results, these activities are conducted regularly through weekly practices and inter-team matches. This sports program aims not only to develop students' talents and interests in sports but also to foster their ability to cooperate, communicate, take responsibility, and uphold sportsmanship. The physical education teacher explained that *"In volleyball and futsal practice, we don't just teach playing techniques, but also teamwork, communication, and sportsmanship, because a team's success depends on the unity of all its members"* (PET, 2026).

Interviews with the sports coaches revealed that the training provided focuses not only on mastering game techniques but also emphasizes the importance of teamwork in achieving shared goals. Through volleyball and futsal activities, students learn to value the role of each team member, communicate effectively, and adhere to the rules in effect during the game. These findings align with the research by Ristiyanto et al., (2024), which explains that physical education and sports activities can develop students' social skills through cooperation, communication, tolerance, and social interaction that occur during group activities.

Student participation in volleyball and futsal activities was relatively high. Based on interview results, students reported being interested in participating in these activities because they provided opportunities to interact with peers, improve health, and gain experience competing in matches. Students also stated that involvement in team sports helps them learn to solve problems together, build team cohesion, and boost self-confidence. One student said, *"Through futsal and volleyball, I've learned to work together with my friends and help each other during matches"* (S2, 2026). These findings are supported by research by Purnomo et al., (2022), which

indicates that physical education activities emphasizing personal and social responsibility can enhance students' social skills, particularly in terms of cooperation, responsibility, and positive interaction with others.

In addition to improving social skills, volleyball and futsal activities also contribute to building a positive school culture. During both practice and matches, students are encouraged to respect differences in ability, accept match results in a sportsmanlike manner, and maintain good relationships with fellow team members. These conditions support the creation of a conducive and harmonious school environment. Sports activities involving intensive group interaction are known to strengthen social bonds among students and foster attitudes of tolerance and care for one another (Ristiyanto et al., 2024).

These findings align with the achievement in the diversity climate category of the 2025 Education Report, which scored 63.98. This achievement indicates that the school has an environment sufficiently supportive of positive social interaction among students. The presence of sports programs such as volleyball and futsal can serve as a key factor in strengthening cooperation, communication, tolerance, and a sense of community within the school environment. Thus, sports programs not only function as a means of developing students' talents and interests but also contribute to improving educational quality by enhancing positive social and cultural competencies within the school.

The English Day Program to Support Communication Skills and Job Readiness

One of the flagship programs implemented at Taruna Masmur Private Vocational High School is the English Day activity, conducted regularly to enhance students' English language proficiency. This program encourages students to use English in daily communication within the school environment, whether interacting with teachers or fellow students. As a vocational school, proficiency in English is a critical competency because it supports graduates' readiness to face the increasingly competitive and global demands of the workforce.

Based on interview findings, the implementation of English Day aims to accustom students to using English in real-life situations so that their communication skills can develop gradually. This activity is carried out through simple conversations, exchanging greetings, using everyday vocabulary, and various activities involving oral communication. Teachers stated that the program is not only intended to improve English language skills but also to build students' confidence in communicating in front of others. The English teacher explained that *"English Day was created to help students get used to using English in everyday communication so that they feel more confident when speaking and are not afraid of making mistakes"* (ET, 2026).

These findings align with research conducted by Silvia et al., (2023), which showed that the English Day program can improve students' speaking performance by habituating them to use English in daily activities. The program helps students enrich their vocabulary, increase their courage to speak, and build the habit of using English in real-life communication contexts.

Interview results also indicate that students perceive benefits from the implementation of English Day, particularly in boosting self-confidence and communication skills in English. Although challenges such as limited vocabulary and shyness when speaking persist, students reported feeling more comfortable using simple English expressions after participating in the program. One student stated, *"At first I was shy about speaking English, but after participating in English Day, I became more confident using simple vocabulary when talking with friends and teachers"* (S3, 2026). These findings are supported by research by Aryaputri & Kaniadewi (2024), which found that the consistent implementation of English Day can improve students' speaking skills in terms of pronunciation, vocabulary, grammar, and fluency.

In the context of vocational education, English communication skills are one of the competencies required by the workforce. Vocational high school graduates are not only expected to possess technical skills relevant to their fields of expertise but also strong communication skills to support professional interactions in the workplace. Therefore, the English Day program can be viewed as one of the school's efforts to prepare students to

possess competencies more relevant to the needs of the workforce and to adapt to global developments.

These findings align with the “link and match” achievement in the 2025 Education Report, which scored 63.20. This achievement indicates that the school has made efforts to develop students’ competencies in line with the needs of the workforce. Through the English Day program, the school not only improves students’ communication skills but also equips them with skills that support their future work readiness. Thus, English Day has become a flagship program that contributes to improving educational quality by strengthening communication competencies and graduates’ readiness to enter the workforce.

Contribution of Flagship Programs to Improving Educational Quality

Research findings indicate that various flagship programs implemented at Taruna Masmur Private Vocational High School contribute to improving educational quality, particularly in terms of students’ character, social competencies, and readiness for the workforce. The cadet program, physical training, and swimming play a role in fostering discipline, responsibility, leadership, and physical resilience among students. Meanwhile, volleyball and futsal activities provide students with opportunities to develop teamwork, communication, sportsmanship, and tolerance through group activities. On the other hand, the English Day program supports the improvement of students’ communication skills while strengthening their readiness to face the demands of an increasingly competitive job market.

These findings indicate that flagship programs serve not only as supplementary learning activities but also as part of the school’s strategy to create an educational environment conducive to the holistic development of students’ potential. This aligns with the research by [Ramadhanti et al., \(2024\)](#), which states that school flagship programs can serve as a strategy to improve educational quality through the development of students’ competencies and the creation of a learning environment that optimally supports the educational process. Thus, the implementation of flagship programs is one of the school’s efforts to realize education oriented toward the holistic development of students.

The contribution of flagship programs is also reflected in the achievement of several indicators in the 2025 Education Report Card. A character score of 51.51 indicates the school’s efforts to instill values of discipline, responsibility, and leadership through cadet programs, physical training, and swimming. Additionally, the diversity climate score of 63.98 indicates that the school environment supports positive social interaction, which is further strengthened through sports activities such as volleyball and futsal. Meanwhile, the “link and match” score of 63.20 demonstrates alignment between the educational process and the needs of the workforce, supported by the English Day program as a means to develop students’ communication skills.

Nevertheless, the Education Report Card results also indicate that students’ literacy and numeracy scores still require further attention. Therefore, the success of flagship programs in developing non-academic aspects must be balanced with strategies specifically aimed at improving students’ academic competencies. Integrating flagship programs with strengthened classroom learning can be an effective step toward promoting more comprehensive and sustainable improvements in educational quality.

Overall, the research findings indicate that the flagship programs implemented at Taruna Masmur Private Vocational High School positively contribute to improving educational quality through the strengthening of students’ character, social skills, communication abilities, and work readiness. These programs play a crucial role in fostering an educational environment that is not solely focused on academic achievement but also on developing the competencies students need to face future challenges.

CONCLUSIONS

The implementation of flagship programs at Taruna Masmur Private Vocational High School contributes to improving the quality of education by strengthening students' character, social skills, communication abilities, and work readiness. The youth development program, physical training, swimming, sports, and English Day serve as tools for the holistic development of students, as reflected in the achievement of indicators for character, a climate of diversity, and link and match in the 2025 Education Report. Nevertheless, the still-low literacy and numeracy scores indicate the need for more targeted efforts to improve students' academic competencies so that educational quality improvement can occur in a more balanced manner. Theoretically, this study reinforces the view that educational quality is not determined solely by academic achievement but also by a school's success in developing character, social skills, and competencies relevant to the needs of the workforce through flagship programs. Practically, the results of this study can serve as a reference for school principals and education administrators in designing flagship programs integrated with data-driven planning to support sustainable improvements in educational quality. However, this study is limited to a single school with a limited number of informants; therefore, future research is recommended to involve more schools and a more diverse range of data sources to gain a more comprehensive understanding of the contribution of flagship programs to improving educational quality.

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