

Building Quality Education: A Comprehensive Review of its Goals and Benefits

Shalom Putri Suryanto^{1*}, Putri Asri Aningsih², Putri Sara febriana³, Rika Puspitasari⁴,
Sulma Sopa⁵

^{1,2,3,4,5}Elementary Teacher Education, Universitas Pamulang, Indonesia
shalomthesecond@gmail.com^{1*}

Abstract

This study aims to provide a comprehensive review of the concept of quality education, including its objectives and benefits, through an extensive analysis of national and international literature. Using a literature review method, this research examines 20 scientific articles addressing factors that influence educational quality, such as teacher competence, school leadership, curriculum reforms, school culture, digital technology, educational service management, and inclusive education. The findings indicate that quality education is the result of a synergistic interaction among multiple elements within the educational system, particularly the enhancement of professional teacher competence and visionary school leadership. Curriculum development and character education also play a crucial role in shaping students to become adaptive, creative, and ethical individuals. Furthermore, digital technology and IT-based educational services significantly improve the effectiveness of teaching and administrative processes. Inclusive education emerges as a strategic component that ensures equal access for all learners. Overall, this study concludes that achieving quality education requires a holistic, multidimensional, and sustainable approach that is responsive to global changes. Such efforts are essential to support the development of high-quality human resources capable of contributing to national progress.

Keywords: *quality education; teacher competence; school leadership; curriculum; inclusive education*

Article Info

Submitted : 12 March 2026
Revised : 25 March 2026
Accepted : 25 March 2026

Introduction

Quality education constitutes a fundamental foundation for building a progressive, civilized, and highly competitive nation. In a global context, education is no longer merely understood as a process of knowledge transmission, but also as a strategic instrument for developing human resources capable of adapting to contemporary developments. Social, economic, technological, and cultural transformations demand the emergence of a generation that is not only intellectually competent but also possesses strong character, creativity, and 21st-century skills (Sari & Munir, 2024). Quality education therefore becomes a crucial prerequisite for addressing these challenges, as the success of national development largely depends on the quality of its education system. Effective education fosters productive and critical societies that are capable of contributing to social and economic advancement (Harsoyo, 2021).

In the national context, Indonesia faces complex educational dynamics, including disparities in educational access across regions, uneven teacher quality, limited educational infrastructure, and the need for continuous curriculum improvement (Indadihayati & Hariyanto, 2023). In several urban areas, access to quality education is more readily available

compared to remote regions, leading to disparities in learning outcomes. These issues indicate that quality education is not merely an end goal but also a continuous process that requires systematic collaboration among stakeholders, including the government, educational institutions, teachers, students, and the wider community.

The urgency of achieving educational equity becomes increasingly apparent when considering the role of teachers as a key determinant of learning quality. Teachers are not only responsible for delivering subject matter but also serve as facilitators who guide, motivate, and foster students' character development and critical thinking abilities. However, challenges remain regarding teachers' pedagogical and professional competencies, which are often not fully optimized due to limited access to continuous professional development or updated learning resources (Variansi et al., 2024). Educational facilities and infrastructure—such as laboratories, libraries, digital resources, and conducive learning environments—also significantly influence the effectiveness of the learning process. Limited facilities frequently hinder students' learning creativity and restrict opportunities to develop practical skills. Therefore, building quality education requires a comprehensive understanding of the factors that influence educational quality, including relevant curricula, effective learning processes, objective evaluation systems, and transparent educational management oriented toward quality improvement.

In relation to the objectives of education, numerous studies emphasize that quality education should aim to develop the full potential of human beings. Educational goals extend beyond cognitive development to include affective and psychomotor domains. Effective education is expected to produce individuals who possess knowledge, strong character, critical thinking skills, problem-solving abilities, and sound moral values. In the era of digitalization and the Fourth Industrial Revolution, the mastery of 21st-century competencies such as digital literacy, collaboration, communication, creativity, and lifelong learning skills has become increasingly essential (Purba & Saragih, 2023). Consequently, education must be designed to produce graduates who are adaptive, innovative, and resilient in facing rapid societal changes. Furthermore, quality education also aims to ensure equitable learning opportunities without discrimination, enabling every individual both persons with and without disabilities, and those living in urban as well as rural areas to access equal educational opportunities (Hendayati et al., 2025).

The benefits of quality education are extensive and generate long-term impacts for individuals, communities, and nations. For individuals, quality education enhances opportunities for social mobility, increases employability, and fosters critical thinking and responsible character development. At the societal level, quality education contributes to strengthening literacy culture, reducing poverty, fostering inclusive communities, and improving overall quality of life. Educated societies tend to demonstrate greater awareness of environmental sustainability, public health, legal systems, and democratic values. At the national level, quality education serves as a primary driver for enhancing national competitiveness, fostering innovation, and addressing global challenges through the strengthening of human capital. High-quality education also contributes to political stability and sustainable development (Harsoyo, 2021).

Therefore, this article aims to provide a comprehensive review of the concept, objectives, and benefits of quality education. Through a literature review approach, this study analyzes scholarly perspectives on the nature of educational quality, the challenges encountered, and the opportunities for its development in the modern era. This analysis is expected to contribute theoretically by enriching academic discourse on educational quality, while also

providing practical insights for the development of inclusive, relevant, and sustainable educational policies. With a comprehensive understanding, this article is expected to serve as a reference for designing strategies to improve educational quality in Indonesia.

Research Method

This study employs a literature review method aimed at collecting, evaluating, and synthesizing various previous studies relevant to the topic of quality education in Indonesia. This method was selected because it allows for a comprehensive understanding of the various factors influencing educational quality, including teacher competence, school leadership, curriculum, digital technology, and inclusive education.

This study employs a literature review method aimed at critically analyzing various scholarly references related to the concept of quality education, along with its objectives and benefits. The reviewed literature was obtained from nationally indexed journals in SINTA, reputable international articles indexed in Scopus, and scientific publications available through Google Scholar published between 2020 and 2025. The data collection process was conducted through systematic searches using keywords such as *quality education*, *educational development*, and *learning outcomes*. Literature selection applied inclusion criteria consisting of topic relevance, recent publication year, robust research methodology, and theoretical contributions to the study of educational quality. References that did not meet academic standards, were not peer-reviewed, or fell outside the specified publication period were excluded from the analysis (Rahmawati, 2021).

The data were analyzed using content analysis techniques, which involved reading, identifying themes, categorizing information, and synthesizing key findings from multiple sources (Fadhilah & Putra, 2022). Additionally, a thematic synthesis approach was applied to identify patterns in the relationship between the objectives of quality education and its benefits for individuals and society (Nurhayati, 2023). This method enables researchers to comprehensively compare findings from previous studies, thereby producing a deeper understanding of how quality education is developed and implemented. Through this approach, the article presents an objective, systematic, and academically accountable overview.

The literature search process utilized keywords such as "quality education," "educational development," and "learning outcomes" to ensure the relevance of the selected literature to the research objectives. Literature selection applied inclusion criteria that included topic relevance, the most recent publication year, robust research methodology, and theoretical contributions to the study of educational quality. References that did not meet academic standards, were not peer-reviewed, or fell outside the specified publication period were excluded from the analysis.

Result and Discussion

A. Results

The results of this study provide a comprehensive overview of various factors contributing to the development of quality education. The researchers conducted a review of a number of relevant scientific articles. A summary of the analysis of the twenty articles is presented in Table 1, which includes information regarding the authors, research titles, research methods, and the main findings of each study.

Table 1. Summary of Scientific Articles

N o	Author	Title & Year	Research Method	Research Findings
1	Meyvita et al.	Building Professional Competence of Elementary School Teachers... (2025)	Qualitative	Improving teacher competence through continuous training directly influences the quality of education.
2	Ramadhani et al.	The Importance of Character Education... (2025)	Descriptive Study	Character education serves as a foundation for developing high-quality generations and supporting school quality.
3	Rismayanti & Sutabri	ITSM Analysis... (2023)	ITIL V3 Analysis	IT-based administrative service management improves the efficiency of educational services.
4	Nurfatimah et al.	Building Educational Quality... SDGs (2022)	Literature Study	Educational quality can be achieved through equal access and strengthened national policies.
5	Diana & Kisworo	E-learning Service Management (2024)	ITIL Framework	Effective e-learning management improves the quality of online learning.
6	Anggelina et al.	Audit Evaluation of E-Learning Information Systems (2023)	COBIT 4.1	Well-managed e-learning systems enhance the quality of digital services in higher education.
7	Sugiyarto et al.	The Role of School Principal Management... (2024)	Qualitative	School leadership plays a strong role in improving elementary school quality.
8	Mufliva & Permana	Digital Technology in Elementary Learning (2024)	Literature Study	Digital technology becomes a priority issue in developing a quality society.
9	Halim & Ali	Quality Islamic Education... (2024)	Qualitative Study	Curriculum reform is a key strategy for improving the quality of Islamic education.
10	Harisnur	Development of PAI JSIT Curriculum (2021)	Document Study	Structured Islamic education curricula improve students' character and academic achievement.
11	Hada & Erna	School Culture 5S... (2024)	Qualitative	The 5S school culture improves positive character development among elementary students.
12	Suma & Ardana	The Role of School Principal Leadership... (2025)	Qualitative	Visionary leadership influences the quality of basic education.
13	Jamal et al.	Socialization of Intolerance... (2025)	Community Service	Tolerance education prevents negative student behavior and strengthens character.
14	Junaidi & Wahyudi	Improving the Quality of Educational Management... (2025)	Training Program	Management training improves school management competencies.

No	Author	Title & Year	Research Method	Research Findings
15	Wati & Anggriani	Building National Character through Civic Education (2024)	Literature Study	Civic education contributes to national character building from the elementary level.
16	Kinanthi et al.	Inclusive Education... (2024)	Qualitative	Inclusive school management improves the effectiveness of educational services.
17	Tambunan et al.	Teachers as Facilitators... (2024)	Qualitative	Teachers as facilitators enhance students' independent learning.
18	Nurfatimah et al.	Educational Quality and SDGs (2022)	Literature Review	Improving educational quality supports the achievement of SDG 4.
19	Sudiarta & Porro	Quality Character Education... (2023)	Qualitative	Teachers play a fundamental role in building students' character quality.
20	Cahyati et al.	Building Equality through Inclusive Education... (2025)	Qualitative	Inclusive education in elementary schools improves equitable learning access and supports quality education development.

Based on Table 1, it can be observed that research on quality education covers a wide range of topics, including teacher competence development, school principal leadership, curriculum strengthening, school culture, educational management, digital transformation, and inclusivity. Most of the studies employ qualitative approaches, literature reviews, and IT management framework analyses, indicating that issues related to quality education are often explored through in-depth examination of field phenomena as well as evaluation of educational systems and policies.

Overall, several studies highlight that teacher competence and school leadership are key factors in creating educational quality. Research by Meyvita et al., Sugiyarto et al., and Suma & Ardana reveals that continuous training and visionary leadership enhance both learning effectiveness and school governance. Furthermore, studies on character education demonstrate that early moral value development through school culture, civic education, and active teacher involvement contributes significantly to building a high-quality and positively behaved generation.

On the other hand, several articles address educational digitalization and IT service management, as discussed by Mufliva & Permana, Diana & Kisworo, and Anggelina et al. Their findings indicate that the use of digital technology, e-learning management, and effective information systems improves the quality of academic services and online learning processes.

Meanwhile, studies focusing on curriculum development, particularly Islamic education curricula, emphasize that continuous curriculum reform is an essential strategy to maintain educational relevance in response to changing societal demands. In addition, research on inclusive education highlights the importance of adaptive school management in providing equitable educational services for all learners without discrimination.

B. Discussion

Quality education represents a fundamental foundation for building a competitive, civilized, and sustainable society. The literature review of twenty analyzed articles indicates that the development of quality education requires a multidimensional approach, involving human resources, systems, technology, curriculum, school culture, and inclusive policies.

Within this context, teacher competence emerges as a fundamental element. Meyvita et al. (2025) emphasize that improving teachers' professional competence through continuous training not only enhances pedagogical skills but also directly influences the quality of learning and student outcomes. This finding is consistent with the studies of Tambunan et al. (2024) and Sudiarta & Porro (2023), which highlight that teachers, as facilitators, play a strategic role in fostering students' learning independence and character development. Teacher competencies encompassing pedagogical, professional, and personal dimensions therefore constitute a major pillar for ensuring that education remains effective and relevant to the demands of the 21st century.

In addition to teacher competence, school leadership plays a crucial role in improving educational quality. Research by Sugiyarto et al. (2024) and Suma & Ardana (2025) indicates that visionary leadership, strategic management, and the ability of school principals to facilitate teachers' professional development significantly influence school performance and educational quality. School leaders who effectively manage human resources, administrative systems, and educational facilities can create a conducive learning environment that promotes collaboration, innovation, and creativity among teachers and students. This finding aligns with Junaidi & Wahyudi (2025), who found that school management training improves administrative quality and service effectiveness in primary schools.

From the perspective of character development, the literature indicates that character education serves as an essential foundation for building high-quality generations. Ramadhani et al. (2025), Hada & Erna (2024), and Wati & Anggriani (2024) demonstrate that strengthening students' character through both formal instruction and school culture fosters moral values, tolerance, discipline, and responsibility. School cultural practices such as the 5S culture (Smile, Greeting, Salutation, Politeness, and Courtesy) serve as practical instruments for cultivating positive student character. This is important because quality education should not only emphasize cognitive development but also address affective and psychomotor dimensions. Strong character education produces individuals who are not only academically competent but also morally responsible and socially engaged.

Beyond human factors, digital technology and IT-based educational service management also influence educational quality. Diana & Kisworo (2024), Anggelina et al. (2023), and Rismayanti & Sutabri (2023) demonstrate that technology-based e-learning management and administrative systems enhance efficiency, accessibility, and the quality of educational services. Technology supports not only online learning processes but also monitoring, evaluation, and school management systems. Appropriate technological integration allows teachers to deliver interactive and adaptive learning experiences tailored to students' needs. This is particularly relevant in the context of 21st-century education, where digital literacy, collaboration, and critical thinking skills are essential competencies.

Curriculum development and instructional innovation also emerge as key components in building quality education. Halim & Ali (2024) and Harisnur (2021) demonstrate that curriculum reform, both in general and Islamic education contexts, improves the relevance of education to contemporary societal needs while balancing character and academic development. An adaptive, competency-based, and inclusive curriculum ensures that education addresses not only academic objectives but also social, moral, and cultural development. Such an approach is essential for preparing graduates who are capable of addressing global challenges and contributing positively to societal development.

Furthermore, inclusive education has become an important contemporary perspective in advancing quality education. Research by Cahyati et al. (2025) highlights that inclusive education in elementary schools enhances equal access to learning opportunities for all students, including vulnerable groups. This finding aligns with Kinanthi et al. (2024), who demonstrate that inclusive school management expands educational access and improves learning service effectiveness. Inclusive education not only promotes equal learning opportunities but also cultivates values of tolerance, collaboration, and respect for diversity, thereby supporting the development of high-quality and socially responsible generations.

From a national development perspective, the literature also indicates that quality education is closely linked to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education. Nurfatimah et al. (2022) emphasize that improving educational quality through equitable access, teacher development, curriculum innovation, and digital technology contributes significantly to achieving the SDGs. Equitable, inclusive, and high-quality education serves as a strategic instrument for reducing social inequality, improving social mobility, and strengthening national competitiveness. Therefore, the development of quality education has broader implications not only for individuals and schools but also for the social, economic, and cultural development of a nation.

Overall, the literature findings emphasize that the development of quality education requires synergy among human factors (teachers and leadership), curriculum innovation, technology integration, school culture, and inclusive policies. Quality education cannot be achieved through a partial approach but must involve integrated efforts including teacher competence development, curriculum reform, character strengthening, technological innovation, and inclusivity. Such synergy ensures that education provides sustainable benefits for individuals, communities, and the nation. With this comprehensive understanding, policymakers, educators, and society can develop well-informed strategies, programs, and interventions aimed at achieving holistic educational quality.

It is also important to note that the role of family and community in the implementation of quality education is equally crucial. Collaboration between schools, parents, and the local community can create an environment that supports a holistic learning process. Parental involvement in their children's education, both in terms of emotional support and participation in school activities, can enhance students' learning motivation and academic performance. Additionally, the community can help provide resources and opportunities for extracurricular activities that enrich students' learning experiences beyond the classroom.

Furthermore, sustainable and adaptive education policies are key elements in achieving quality education. The government must ensure that the policies implemented not only address the current educational needs but also prepare for future educational challenges, such as technological advancements, social changes, and the demand for 21st-century skills. With the right policies, supported by adequate investments in infrastructure and training for educators, the education system can evolve more effectively and comprehensively.

Conclusion

Based on the literature analysis conducted, it can be concluded that quality education is not only determined by internal factors such as teacher competence and school leadership but also involves close collaboration between the school, parents, and the community. In this context, active parental involvement and support from the local community can create a more conducive learning environment, which in turn supports the achievement of educational goals. Furthermore, quality education also requires sustainable and adaptive education policies that respond to changes in society. The right policies can ensure that education is not only relevant to current needs but also able to face future challenges, such as technological advancements and social changes.

Additionally, the implementation of inclusive education is also a critical element in achieving equitable and quality education. By providing equal access for all students, including those with special needs, we can ensure that every individual has the same opportunity to thrive. Therefore, strengthening teacher competencies through continuous training, improving facilities and infrastructure that support inclusive education, and policies that promote diversity are crucial steps that must be taken to achieve inclusive, relevant, and sustainable quality education.

References

- Anggelina, A., Maharani, R. S., Falaqi, F. I., & Suroso, F. (2023). Audit evaluasi sistem informasi e-learning Politeknik STMI Jakarta menggunakan framework COBIT 4.1 dengan domain monitoring and evaluation. *Journal of Manufacturing and Enterprise Information System*, 1(1), 52–59. <https://doi.org/10.52330/jmeis.v1i1.102>
- Cahyati, R. N., Zahira, K. H., & Nabila, V. (2025). Membangun kesetaraan melalui pendidikan inklusif: Peran sekolah dasar di Gemolong. *Satya Widya*, 41(1), 47–62. <https://doi.org/10.24246/j.sw.2025.v41.i1.p47-62>
- Diana, R., & Kisworo, M. W. (2024). Analisis manajemen layanan e-learning pada Palcomtech Baturaja dengan framework ITIL. *Jurnal Informatika Teknologi dan Sains (Jinteks)*, 6(4), 1191–1200. <https://doi.org/10.51401/jinteks.v6i4.4933>
- Hada, G. S., & Erna, E. Z. (2024). Analisis penerapan budaya sekolah 5S (senyum, salam, sapa, sopan, santun) dalam membangun karakter di sekolah dasar. *Janacitta*, 7(1), 63–71. <https://doi.org/10.35473/jnctt.v7i1.3055>
- Halim, A., & Ali, D. (2024). Membangun pendidikan Islam berkualitas melalui pembaharuan kurikulum di SD Muhammadiyah Plus Kota Batam. *Didaktika: Jurnal Kependidikan*, 13(1), 823–834. <https://doi.org/10.58230/27454312.511>
- Harisnur, F. (2021). Pengembangan kurikulum pendidikan agama Islam (PAI) jaringan sekolah Islam terpadu (JSIT) tingkat sekolah dasar. *Genderang Asa: Journal of Primary Education*, 2(2), 52–65. <https://doi.org/10.47766/ga.v2i2.156>
- Harsoyo, R. (2021). Model pengembangan mutu pendidikan (Tinjauan konsep mutu Kaoru Ishikawa). *Southeast Asian Journal of Islamic Education Management*, 2(1), 95–112. <https://doi.org/10.21154/sajiem.v2i1.44>
- Hendayati, D., Caroline, C., & Firmansyah, F. (2025). Pendidikan inklusif yang berkeadilan: Analisis literatur dan implikasinya untuk kebijakan pendidikan. *Jurnal Ilmiah Edukatif*, 11(1), 26–36. <https://doi.org/10.37567/jie.v11i1.3543>
- Indadihayati, W., & Hariyanto, V. L. (2023). Tinjauan literatur tentang penerapan prinsip total quality management dalam pendidikan vokasi: Tantangan dan peluang. *Satya Sastraharing: Jurnal Manajemen*, 7(1), 1–20. <https://doi.org/10.33363/satya-sastraharing.v7i1.1029>
- Jamal, A. A., Yanis, M., & Ahmad, A. (2025). Sosialisasi intoleransi sebagai upaya pencegahan dosa besar pendidikan terhadap siswa siswi di sekolah dasar. *Jurnal ABDINUS: Jurnal Pengabdian Nusantara*, 9(1), 162–173. <https://doi.org/10.29407/ja.v9i1.23851>
- Junaidi, M., & Wahyudi, J. (2025). Peningkatan kualitas manajemen pendidikan di sekolah dasar melalui pelatihan. *Begawe: Jurnal Pengabdian Masyarakat*, 3(1), 10–16. <https://doi.org/10.62667/begawe.v3i1.154>
- Kinanthi, T. K., Wardani, D. K., Sarie, A. C., & Marini, A. (2024). Meningkatkan efektivitas manajemen sekolah dalam penerapan pendidikan inklusif di sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 9–9. <https://doi.org/10.47134/pgsd.v1i3.532>
- Meyvita, I., Azizah, A. N., Alya, J., & Agetta, Y. M. (2025). Membangun kompetensi profesional guru sekolah dasar dalam menyambut pendidikan berkualitas. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 212–231. <https://doi.org/10.23969/jp.v10i02.24535>
- Mufliva, R., & Permana, J. (2024). Teknologi digital dalam pembelajaran di sekolah dasar sebagai isu prioritas dalam upaya membangun masyarakat masa depan. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 12(1). <https://doi.org/10.20961/jkc.v12i1.83127>

- Nurfatimah, S. A., Hasna, S., & Rostika, D. (2022). Membangun kualitas pendidikan di Indonesia dalam mewujudkan program sustainable development goals (SDGs). *Jurnal Basicedu*, 6(4), 6145–6154. <https://doi.org/10.31004/basicedu.v6i4.3183>
- Purba, A., & Saragih, A. (2023). Peran teknologi dalam transformasi pendidikan bahasa Indonesia di era digital. *All Fields of Science Journal Liaison Academia and Society*, 3(3), 43–52. <https://doi.org/10.58939/afosj-las.v3i3.454>
- Ramadhani, O., Marsanda, A., Damayanti, P. D., Suriansyah, A., & Cinantya, C. (2025). Pentingnya pendidikan karakter di sekolah dasar untuk membangun generasi berkualitas. *MARAS: Jurnal Penelitian Multidisiplin*, 3(1), 151–160. <https://doi.org/10.60126/maras.v3i1.659>
- Rismayanti, D., & Sutabri, T. (2023). Analisis IT service management (ITSM) pada layanan administrasi mahasiswa STIPER Sriwigama menggunakan framework ITIL V3. *Indonesian Journal of Multidisciplinary on Social and Technology*, 1(3), 190–195. <https://doi.org/10.31004/ijmst.v1i3.149>
- Sari, A. P., & Munir, M. (2024). Peran filsafat ilmu dalam membangun karakter pendidikan di era digital dan teknologi. *Digital Transformation Technology*, 4(2), 952–958. <https://doi.org/10.47709/digitech.v4i2.5129>
- Sudiarta, I. N., & Porro, A. L. (2023). Membangun pendidikan karakter yang bermutu melalui peran guru. *JOCER: Journal of Civic Education Research*, 1(2), 76–84. <https://doi.org/10.60153/jocer.v1i2.37>
- Sugiyarto, S., Haryati, T., & Wuryandini, E. (2024). Peran manajemen kepala sekolah dalam meningkatkan mutu pendidikan sekolah dasar negeri 2 Tinapan. *Indonesian Research Journal on Education*, 4(4), 1709–1715. <https://doi.org/10.31004/irje.v4i4.1338>
- Suma, K., & Ardana, I. M. (2025). Peran kepemimpinan kepala sekolah dalam meningkatkan mutu pendidikan di sekolah dasar. *Pendas: Jurnal Pendidikan Dasar Indonesia*, 9(1), 126–134. https://doi.org/10.23887/jurnal_pendas.v9i1.5304
- Tambunan, M., Wulandari, T., & Junior, D. D. (2024). Peran guru sebagai fasilitator dalam meningkatkan kemandirian belajar siswa sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 393–402. <https://doi.org/10.23969/jp.v9i04.19932>
- Variani, H., Al Qadri, H., & Nellitawati, N. (2024). Pengaruh kepemimpinan transformasional terhadap pengembangan sumber daya manusia di sebuah satuan pendidikan. *Academy of Education Journal*, 15(1), 991–1000. <https://doi.org/10.47200/aoej.v15i1.2356>
- Wati, D. R., & Anggriani, M. (2024). Membangun karakter bangsa melalui pembelajaran PKn di sekolah dasar: Tantangan dan strategi. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 13–13. <https://doi.org/10.47134/pgsd.v1i3.562>