

ARTICLE HISTORY

Received
June 15, 2026

Revised
June 26, 2026

Accepted
June 28, 2026

STRATEGIC EDUCATIONAL MANAGEMENT BASED ON TEACHERS' PROFESSIONAL ETHICS FOR DEVELOPING INTEGRITY- BASED SCHOOLS

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Abstract:

This study aims to examine the role of strategic educational management grounded in teachers' professional ethics in developing integrity-based schools. The study employed a qualitative library research approach by reviewing peer-reviewed journal articles, academic books, and relevant policy documents related to strategic educational management, teachers' professional ethics, and school integrity. The collected data were analyzed through literature identification, categorization, critical interpretation, and conceptual synthesis. The findings reveal that the integration of teachers' professional ethics into strategic educational management strengthens school integrity through ethical leadership, value-based strategic planning, transparent governance, continuous professional development, and collaborative stakeholder engagement. The study further demonstrates that strategic educational management and teachers' professional ethics are complementary dimensions that reinforce organizational accountability, professionalism, and sustainable educational quality. It concludes that integrating these dimensions provides a conceptual framework for fostering integrity-based schools and strengthening ethical educational governance.

Keywords:

Strategic Educational Management,
 Teacher Professional Ethics, Schools with
 Integrity, Teacher Professionalism,
 Character Education.

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OPEN ACCESS

eISSN XXXX-XXXX



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CITATION

Hakim, Abdul, Syailatus, Rindang, Nur, Maulana. 2026. Strategic Educational Management Based on Teachers' Professional Ethics for Developing Integrity Based Schols . Contemporary Strategic Management Studies, Volume 1, Issue1, Pages 01-20. DOI: <http://dx.doi.org/xx.xxxxxx/csms.v1i1.xxxxx>

INTRODUCTION

The increasing complexity of educational governance in the digital era has transformed the orientation of schools from merely improving academic achievement toward establishing educational institutions characterized by integrity, accountability, and ethical professionalism. Rapid technological advancement has expanded access to information and learning resources while simultaneously introducing challenges such as academic dishonesty, cyberbullying, plagiarism, misuse of digital technologies, and declining ethical awareness among educational stakeholders (Pelawi et al., 2021). These developments suggest that educational quality should be evaluated not only through academic outcomes but also through institutional integrity and ethical governance as essential dimensions of sustainable educational excellence (Greany, 2024).

School integrity has therefore become an increasingly important issue in contemporary educational management. An integrity-based school is characterized by the consistent implementation of honesty, transparency, accountability, fairness, and professionalism across both academic and administrative processes. Such a school is not only committed to producing academically competent graduates but also to fostering an organizational culture that promotes ethical behavior among all stakeholders (Anisah, 2023). Consequently, strengthening integrity should be positioned as a strategic institutional agenda rather than merely an individual moral obligation. Educational institutions that successfully cultivate organizational integrity tend to demonstrate higher levels of stakeholder trust, organizational commitment, and sustainable educational quality.

Achieving this objective requires educational institutions to implement strategic management practices capable of responding to increasingly dynamic environmental changes. Strategic management in education is understood as a systematic process encompassing environmental analysis, strategic planning, implementation, monitoring, and continuous evaluation to ensure that institutional objectives are achieved

effectively and efficiently (aleh Khalilov et al., 2024). Through strategic management, schools can align their vision, mission, resource allocation, and quality assurance mechanisms while adapting to technological, social, and policy changes (Jauhari, 2025). Previous studies have shown that strategic management contributes significantly to improving organizational performance, teacher development, institutional effectiveness, and educational quality.

Nevertheless, the effectiveness of strategic management is inseparable from the ethical commitment of educational practitioners, particularly teachers. Teachers occupy a strategic position because they function not only as instructional facilitators but also as role models whose behavior directly influences students' character formation. Professional ethics provides the moral framework that guides teachers in carrying out their responsibilities with honesty, fairness, discipline, accountability, and professionalism (Campbell, 2008). Ethical teachers are more capable of establishing positive learning environments, strengthening students' moral development, and maintaining public confidence in educational institutions (Pasaribu et al., 2024). Conversely, weak adherence to professional ethics may undermine organizational credibility, reduce educational quality, and weaken institutional integrity.

The importance of integrating professional ethics into educational governance has become even more relevant in the era of digital transformation. Teachers increasingly encounter ethical dilemmas associated with artificial intelligence, digital learning platforms, student data privacy, social media communication, and the responsible use of educational technology (Akgun & Greenhow, 2022). These conditions require educational institutions to move beyond administrative compliance by embedding ethical values into every stage of strategic planning and organizational decision-making. Ethical governance therefore becomes an essential component of educational leadership capable of sustaining institutional integrity amid rapid technological and social change.

Previous studies have extensively examined strategic management in education and its contribution to improving institutional effectiveness, educational quality, teacher performance, and organizational competitiveness (Seputri et al., 2023). Likewise, numerous studies have highlighted the importance of teachers' professional ethics in strengthening professionalism, instructional quality, character education, and public trust in educational institutions (Socket, 2008). Despite these advances, existing literature generally addresses strategic management and teachers' professional ethics as separate areas of inquiry. Research that explicitly integrates strategic educational management with teachers' professional ethics as an integrated framework for fostering integrity-based schools remains limited. Consequently, there is still insufficient conceptual understanding of how strategic planning, organizational governance, and ethical professionalism interact in shaping sustainable school integrity. Addressing this gap, the present article proposes a conceptual integration of strategic educational management and teachers' professional ethics as complementary dimensions for developing integrity-oriented educational governance and strengthening organizational culture within schools.

Based on this research gap, this article argues that strategic educational management and teachers' professional ethics should not be viewed as independent dimensions but as complementary elements in establishing school integrity. Strategic management provides the organizational mechanism for planning, implementing, monitoring, and evaluating institutional development, whereas teachers' professional ethics supplies the moral foundation that ensures every educational decision and practice is conducted responsibly and professionally. Integrating these two dimensions is expected to strengthen organizational culture, enhance educational governance, reinforce stakeholder trust, and ultimately contribute to the realization of integrity-based schools. Therefore, this article aims to analyze the role of strategic educational management grounded in teachers' professional ethics in developing schools characterized by

integrity, accountability, and sustainable educational quality.

METHOD

This study employed a qualitative approach using a conceptual library research design to explore the integration of strategic educational management and teachers' professional ethics in fostering integrity-based schools (Izzah et al., 2024). Rather than collecting primary empirical data, the study synthesized existing scholarly knowledge to develop a comprehensive conceptual framework explaining how strategic management and professional ethics interact to strengthen school integrity.

The data sources consisted exclusively of secondary data obtained from peer-reviewed journal articles, academic books, policy documents, and conference proceedings relevant to educational strategic management, teacher professional ethics, educational governance, organizational culture, ethical leadership, and school integrity. To ensure the credibility and relevance of the reviewed literature, priority was given to publications indexed in Scopus, Web of Science, DOAJ, ERIC, and SINTA, particularly those published between 2020 and 2025. Classical references were incorporated only when they represented foundational theories that remain widely recognized in educational management and professional ethics.

The literature search was conducted through major academic databases, including Scopus, Google Scholar, ERIC, SpringerLink, ScienceDirect, Taylor & Francis Online, Wiley Online Library, and MDPI Open Access. The search strategy employed combinations of keywords such as *strategic management in education*, *educational strategic management*, *teacher professional ethics*, *ethical leadership*, *school governance*, *organizational integrity*, *integrity-based school*, and *educational quality*. Retrieved publications were screened based on relevance to the research objectives, publication quality, methodological rigor, and contribution to the conceptual development of educational management and professional ethics.

Data analysis followed a qualitative content analysis approach consisting of four interconnected stages: literature identification, literature evaluation, thematic categorization, and conceptual synthesis. Initially, relevant publications were identified and screened according to predetermined inclusion criteria. Subsequently, the selected literature was critically evaluated to identify recurring concepts, theoretical perspectives, and empirical findings related to strategic educational management, professional ethics, and school integrity. The identified concepts were then organized into thematic categories to facilitate comparison and interpretation. Finally, the findings were synthesized into an integrated conceptual framework illustrating the interrelationship between strategic educational management and teachers' professional ethics in establishing integrity-oriented educational governance.

To enhance the trustworthiness of the study, source triangulation was employed by comparing findings across multiple scholarly publications from different authors, educational contexts, and disciplinary perspectives. This triangulation process minimized potential bias while strengthening the consistency and validity of the conceptual interpretation. Consequently, the study provides a comprehensive theoretical understanding of how strategic educational management grounded in teachers' professional ethics can contribute to developing schools characterized by integrity, accountability, professionalism, and sustainable educational quality.

RESULTS AND DISCUSSION

1. Strategic Management as a Foundation for Educational Governance

The literature synthesis indicates that strategic management has evolved into a fundamental approach for improving educational governance amid rapid organizational and technological change. Rather than functioning solely as an administrative process, strategic management serves as a comprehensive framework that enables schools to formulate long-term institutional directions while responding adaptively to internal

and external challenges (Davies, 2011). Contemporary studies consistently emphasize that effective strategic management enhances institutional performance through systematic planning, implementation, monitoring, and continuous evaluation of educational programs.

The strategic management process generally begins with environmental scanning, followed by the formulation of the school's vision, mission, strategic objectives, and measurable performance indicators (Kamara et al., 2024). Subsequently, these strategic plans are translated into operational programs involving school leaders, teachers, administrative staff, students, parents, and other stakeholders. Continuous monitoring and evaluation are then conducted to assess program effectiveness, identify implementation gaps, and formulate improvement strategies. This cyclical process enables schools to maintain organizational adaptability while continuously improving educational quality.

The reviewed literature further demonstrates that strategic management contributes significantly to optimizing institutional resources, including human resources, financial management, infrastructure, information systems, and organizational knowledge. Schools implementing strategic management systematically are more capable of improving educational quality, strengthening institutional competitiveness, and developing sustainable organizational cultures. Therefore, strategic management should be understood not merely as an administrative requirement but as a dynamic governance mechanism that supports long-term institutional development.

2. Teachers' Professional Ethics as the Moral Foundation of Strategic Educational Management

The analysis of previous studies reveals that teachers' professional ethics constitute one of the most influential factors in determining the effectiveness of educational management. Although strategic plans provide organizational direction, their successful implementation largely depends on teachers' ethical commitment and

professional conduct. Consequently, professional ethics functions as the moral foundation that ensures educational policies are translated into responsible educational practices.

Teachers' professional ethics encompass principles of honesty, accountability, fairness, discipline, professionalism, respect, and commitment to students' holistic development (Tirri & Kuusisto, 2022). These ethical principles guide teachers in performing instructional, mentoring, assessment, and administrative responsibilities while maintaining public trust in educational institutions. The literature consistently reports that ethically responsible teachers create more positive learning environments, strengthen students' character formation, and contribute to higher organizational credibility.

Furthermore, the findings indicate that teachers' professional ethics extend beyond classroom instruction. Ethical professionalism is reflected in objective student assessment, responsible use of educational technology, transparent communication with parents, collaborative relationships among colleagues, and compliance with institutional regulations (Mouta et al., 2025). In the context of digital transformation, teachers increasingly face ethical challenges related to artificial intelligence, digital learning platforms, student privacy, and responsible information management (Nguyen et al., 2023). These developments highlight the growing importance of integrating ethical principles into every aspect of educational governance.

The synthesis therefore suggests that professional ethics should not be regarded merely as an individual characteristic but as an organizational value embedded within strategic educational management. When ethical values become part of institutional culture, strategic initiatives are implemented more consistently, transparently, and responsibly.

3. Integrity-Based Schools as the Outcome of Strategic Educational Management

The reviewed literature consistently identifies school integrity as one of the primary indicators of effective educational governance (Keddie, 2016). An integrity-based school is characterized by organizational practices that uphold honesty, transparency, accountability, responsibility, fairness, and professionalism across academic, managerial, and administrative activities. Integrity therefore represents not only individual moral behavior but also an institutional culture shared by all members of the school community.

The findings reveal that integrity is manifested through transparent financial management, accountable administrative systems, fair assessment practices, ethical leadership, responsible decision-making, and consistent compliance with institutional regulations. Likewise, students are encouraged to internalize integrity values through honest academic behavior, respect for school rules, discipline, social responsibility, and mutual respect. Such practices create a positive organizational climate that supports both academic achievement and character development.

Another important finding emerging from the literature is that school integrity cannot be established through isolated ethical programs alone. Instead, integrity develops gradually through the alignment of strategic planning, organizational leadership, institutional policies, and teachers' professional ethics. Schools demonstrating strong organizational integrity generally exhibit higher stakeholder trust, stronger organizational commitment, improved educational quality, and greater institutional sustainability.

Accordingly, the synthesis suggests that integrity-based schools represent the cumulative outcome of effective strategic educational management supported by teachers' ethical professionalism. Strategic management provides the institutional framework for organizational development, whereas teachers' professional ethics ensure that every educational policy is implemented consistently with moral values and professional responsibility. The integration of these two dimensions ultimately strengthens educational

governance and promotes sustainable school quality.

4. Implementation of Strategic Educational Management Based on Teachers' Professional Ethics

The literature synthesis indicates that implementing strategic educational management grounded in teachers' professional ethics requires the systematic integration of ethical values into every stage of the strategic management cycle. Rather than functioning as an additional organizational component, professional ethics should become an integral element guiding strategic planning, implementation, monitoring, and continuous evaluation. This integration enables educational institutions to achieve organizational effectiveness while simultaneously cultivating an ethical culture that supports integrity-based schools.

a. Integrating Strategic Educational Management and Teachers' Professional Ethics to Foster Integrity-Based Schools

The synthesis of the reviewed literature demonstrates that the successful implementation of strategic educational management depends not only on the quality of organizational planning but also on the integration of ethical values throughout the management process. Strategic management and teachers' professional ethics should therefore be viewed as complementary dimensions that mutually reinforce educational governance. While strategic management provides institutional direction, professional ethics ensures that organizational strategies are implemented responsibly, transparently, and consistently.

A recurring finding across previous studies is that integrity should first be embedded within the school's strategic vision and mission. Educational institutions that explicitly incorporate values such as honesty, accountability, professionalism, fairness, and social responsibility into their strategic planning are more likely to establish a

sustainable culture of integrity. These values subsequently influence policy formulation, organizational decision-making, curriculum implementation, human resource development, and institutional evaluation, thereby aligning organizational objectives with ethical educational practices.

The literature also emphasizes the pivotal role of teachers as ethical role models in translating institutional strategies into everyday educational practice. Teachers' professional conduct including honesty, discipline, fairness, responsibility, and respect significantly shapes students' character development and influences the overall ethical climate of the school. Consequently, teachers' ethical behavior should be regarded not merely as an individual responsibility but as a strategic organizational asset supporting the successful implementation of educational policies.

Another important finding concerns the continuous development of teachers' professional competence. Strategic educational management encourages schools to establish sustainable professional development programs through training, mentoring, workshops, collaborative learning communities, and reflective practices. These initiatives strengthen teachers' pedagogical, professional, social, and personal competencies while simultaneously reinforcing ethical awareness. As educational environments become increasingly digitalized, continuous professional development also enables teachers to respond appropriately to emerging ethical challenges, including artificial intelligence, digital learning platforms, student privacy, and responsible technology use.

The reviewed studies further indicate that transparent monitoring and evaluation systems are essential components of integrity-oriented educational governance. Accountability mechanisms, objective performance evaluation, participatory decision-making, and transparent financial

management contribute to reducing organizational misconduct while strengthening institutional trust. Continuous evaluation also enables educational institutions to identify implementation gaps and formulate evidence-based improvements for future strategic planning.

Furthermore, the literature consistently recognizes collaboration among schools, families, and communities as an important factor in cultivating integrity-based educational environments. Character education becomes more effective when ethical values promoted at school are reinforced within families and the broader community. This collaborative governance approach strengthens students' moral development while increasing stakeholder participation in educational decision-making.

b. Challenges in Developing Integrity-Based Schools

Despite its considerable benefits, the literature reveals several challenges in implementing strategic educational management grounded in teachers' professional ethics. One of the most frequently reported challenges is the inconsistency between institutional policies and their implementation. Although many schools formally adopt integrity-related policies, ethical principles are not always translated into daily organizational practices. This discrepancy often weakens organizational commitment and reduces the effectiveness of strategic management initiatives.

Rapid technological advancement represents another significant challenge. The widespread use of digital technologies has introduced ethical issues such as academic dishonesty, plagiarism, cyberbullying, misinformation, misuse of artificial intelligence, and violations of student data privacy. These emerging issues require educational institutions to strengthen digital ethics alongside traditional professional

ethics in order to maintain institutional integrity within technology-rich learning environments.

The literature also identifies ethical leadership as a critical determinant of organizational integrity. Weak ethical commitment among school leaders and teachers may undermine stakeholder trust and negatively affect organizational culture. Conversely, school leaders who consistently demonstrate transparency, fairness, accountability, and ethical decision-making create conditions that encourage teachers and students to internalize similar values. Therefore, integrity-based schools require ethical leadership that is consistently reflected in institutional policies, professional behavior, and organizational culture.

Another challenge highlighted in previous studies concerns resistance to organizational change. Implementing strategic reforms frequently encounters barriers arising from organizational habits, limited professional capacity, insufficient stakeholder participation, and inadequate institutional support. Consequently, strengthening school integrity requires not only strategic planning but also continuous organizational learning, stakeholder engagement, and sustainable capacity-building initiatives.

c. Conceptual Relationship between Strategic Educational Management and Teachers' Professional Ethics in Developing Integrity-Based Schools

The findings synthesized in this study suggest that strategic educational management and teachers' professional ethics are intrinsically interconnected rather than functioning as independent organizational components. Strategic management establishes the institutional framework through which educational goals, policies, resource allocation, implementation strategies, and quality assurance mechanisms are developed. Teachers' professional ethics, meanwhile,

provides the moral foundation ensuring that these organizational processes are conducted with integrity, accountability, fairness, and professional responsibility.

Based on the reviewed literature, the relationship between these two dimensions can be understood as a mutually reinforcing system. Strategic management creates organizational structures that facilitate ethical educational practices, while teachers' professional ethics enhances the effectiveness of strategic implementation by fostering responsible professional behavior. When these dimensions operate simultaneously, educational institutions are better positioned to establish organizational cultures characterized by transparency, trust, collaboration, and continuous quality improvement.

Accordingly, this study proposes a conceptual framework in which integrity-based schools emerge from the dynamic interaction between strategic educational management and teachers' professional ethics. Rather than viewing integrity as merely an ethical attribute of individual teachers, the findings indicate that institutional integrity is collectively constructed through strategic leadership, ethical professionalism, transparent governance, stakeholder collaboration, and continuous organizational improvement. This conceptual integration constitutes the principal contribution of the present study and provides a theoretical foundation for future empirical research investigating integrity-oriented educational governance.

DISCUSSION

The findings of this study demonstrate that strategic educational management and teachers' professional ethics are complementary dimensions in establishing integrity-based schools. The literature synthesis indicates that strategic management contributes not only to organizational effectiveness but also to the institutionalization of ethical values throughout

educational governance (Aydin et al., 2026). This finding supports previous studies reporting that strategic management enhances educational quality by providing a systematic framework for planning, implementation, monitoring, and continuous organizational improvement (Castillo et al., 2024). However, the present study extends these findings by emphasizing that strategic management alone is insufficient unless it is consistently supported by teachers' ethical professionalism.

Another important finding concerns the central role of teachers' professional ethics in translating organizational strategies into educational practice. The reviewed literature consistently indicates that values such as honesty, accountability, fairness, discipline, and responsibility strengthen both instructional quality and institutional credibility (Larrivee, 2000). This finding is consistent with previous research demonstrating that teachers' ethical behavior directly influences students' character development, organizational trust, and school culture. In the present study, teachers' professional ethics is conceptualized not merely as an individual professional obligation but as a strategic organizational resource that determines the successful implementation of educational policies.

The study further reveals that integrity-based schools cannot be achieved solely through formal regulations or administrative compliance (Holidi et al., 2026). Rather, organizational integrity emerges through the interaction between ethical leadership, strategic planning, transparent governance, and teachers' professional conduct. This finding reinforces previous studies emphasizing that organizational integrity is a collective institutional culture developed through consistent ethical practices rather than isolated moral initiatives (Campbell, 2008). Accordingly, school integrity should be viewed as a long-term organizational outcome resulting from strategic and ethical educational governance.

Another significant contribution of this study lies in identifying the implementation dimensions of strategic educational management grounded in teachers' professional ethics (Feliza, 2025). The

synthesis indicates that successful implementation requires the integration of ethical values into institutional vision and mission, ethical leadership, continuous professional development, transparent governance, and collaborative stakeholder engagement. These dimensions operate simultaneously rather than independently, suggesting that educational institutions require systemic approaches to cultivate sustainable organizational integrity (Greany, 2024).

The findings also identify several challenges affecting the implementation of integrity-oriented educational management. Among the most prominent challenges are inconsistencies between institutional policies and daily practice, varying levels of ethical awareness among educational stakeholders, resistance to organizational change, and the increasing complexity of educational governance in rapidly changing environments. These findings suggest that developing integrity-based schools requires continuous organizational learning, ethical leadership, effective communication, and institutional commitment to professional accountability.

Compared with previous studies, the present research offers a broader conceptual perspective by integrating strategic educational management and teachers' professional ethics into a unified theoretical framework. While earlier research generally examined these constructs independently, this study demonstrates that both dimensions interact dynamically in shaping organizational culture and strengthening educational governance. This conceptual integration represents the principal contribution of the study and enriches the literature on educational management by positioning teachers' professional ethics as a strategic driver of institutional integrity rather than solely an individual professional standard.

From a practical perspective, the findings imply that school leaders should incorporate ethical principles into strategic planning, organizational policies, performance evaluation systems, and professional development programs. Simultaneously, teachers should continuously strengthen their ethical commitment alongside

their professional competencies to ensure that educational practices remain accountable, transparent, and learner-centered. Through this integrated approach, educational institutions are better positioned to establish integrity-based schools capable of achieving sustainable educational quality while maintaining public trust.

Overall, this study argues that the future development of educational institutions depends not only on strategic managerial capacity but also on the successful institutionalization of teachers' professional ethics within organizational governance. The integration of these two dimensions creates an educational ecosystem characterized by accountability, professionalism, collaboration, transparency, and continuous improvement, thereby providing a sustainable foundation for the development of integrity-based schools.

CONCLUSIONS

This study concludes that strategic educational management and teachers' professional ethics are interdependent elements in developing integrity-based schools. Strategic management provides the organizational framework for effective planning, implementation, monitoring, and continuous improvement, while teachers' professional ethics serve as the moral foundation that ensures educational governance is conducted with honesty, accountability, professionalism, and transparency. The integration of these dimensions fosters an organizational culture that strengthens school integrity, enhances educational quality, and promotes sustainable institutional development. Accordingly, this study contributes a conceptual framework that positions teachers' professional ethics as a strategic driver of integrity-oriented educational governance.

AUTHOR CONTRIBUTION

All authors contributed substantially to the conception and design of the study, literature review, data analysis, manuscript preparation, and critical revision of the article. Abdul Hakim led the research process by providing academic supervision, conceptual guidance, and overall

coordination throughout the study. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to STAIMAS Wonogiri and Universitas Ma'arif Lampung for their valuable collaboration and academic support throughout this study. This collaborative partnership has provided meaningful opportunities for scholarly exchange, strengthened academic networks, and enriched the authors' research experience. The authors also hope that this collaboration will continue to foster future research and scientific publications.

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