

## **Regional Autonomy and Education Decentralization: Implications and Challenges in the Management of Education in Indonesia**

\*Ahyar Rasyidi, Husna,  
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia

### **Abstract**

Received: December 1, 2025  
Revised: December 15, 2025  
Accepted: December 30, 2025

Regional autonomy and education decentralization have been strategic policies implemented in Indonesia since the reform era to enhance the efficiency, effectiveness, and equity of educational services. Through the transfer of authority from the central government to local governments, education management is expected to become more responsive to local needs and better able to encourage community participation in decision-making processes. This policy also aims to accelerate improvements in educational quality through innovation and strengthened local capacity, however, the implementation of regional autonomy in the education sector presents various implications and challenges. Disparities in fiscal capacity and human resources among regions contribute to unequal quality of educational services. In addition, coordination issues between central and local governments, regulatory inconsistencies, and weak oversight systems hinder the realization of accountable and sustainable education governance. Other challenges include the uneven distribution of teachers, limited infrastructure, and differing policy priorities across regions, therefore, strengthening local institutional capacity, harmonizing central and local policies, and establishing effective monitoring and evaluation systems are essential to ensure that education decentralization genuinely contributes to improving national education quality and equity. With synergistic and quality-oriented governance, regional autonomy can serve as a strategic instrument in developing an inclusive and equitable education system in Indonesia.

### **Keywords:**

(\*) Corresponding Author:

Regional Autonomy, Education, Decentralization  
[ahyarrasyidi@staialjami.ac.id](mailto:ahyarrasyidi@staialjami.ac.id)

## **INTRODUCTION**

Regional autonomy and educational decentralization are two interrelated concepts in efforts to improve the quality and equity of education in Indonesia. These concepts emerged as part of a broader reform agenda aimed at restructuring governance after decades of centralized administration. By transferring significant authority to local governments, policymakers expected that education services would become more responsive to local needs. Regional autonomy provides districts and provinces with the legal mandate to design and implement policies that reflect their socio-cultural and economic contexts. In the educational sphere, decentralization shifts critical responsibilities such as planning, budgeting, and supervision to regional authorities. This structural transformation was intended to reduce bureaucratic inefficiencies that often characterized centralized systems. Ultimately, both regional autonomy and educational decentralization are positioned as strategic instruments for achieving a more democratic and accountable education system.

The implementation of regional autonomy grants local governments the authority to regulate and manage governmental affairs and the interests of local communities in



accordance with applicable laws and regulations, particularly Law Number 23 of 2014. This legal framework clearly delineates the division of authority between central, provincial, and district governments. In practice, such authority includes decision-making power in education financing, infrastructure development, and personnel management. Local governments are expected to identify priority issues within their jurisdictions and allocate resources accordingly. This autonomy allows regions to innovate in designing programs tailored to their unique challenges. However, the effectiveness of these measures depends heavily on the administrative competence of local officials. Without sufficient capacity, the promise of autonomy may remain unfulfilled.

In the context of education, decentralization means the delegation of authority from the central government to regional governments in managing the education system, including planning, implementation, and evaluation. This delegation is not merely administrative but also strategic, as it involves adapting national standards to local realities. Schools and local education offices gain more flexibility in organizing teaching and learning activities. Regional authorities can develop policies that align with community expectations and labor market demands. Such flexibility is expected to encourage innovation in curriculum design and instructional methods. At the same time, decentralization requires a clear accountability framework to ensure compliance with national goals. Balancing autonomy with national cohesion remains a central concern in this reform process.

The implementation of educational decentralization in Indonesia began with the enactment of Law Number 22 of 1999 concerning Regional Government, which marked a significant turning point in governance reform. This law symbolized a shift from a highly centralized system to a more distributed model of authority. It was later updated by Law Number 23 of 2014 to refine and clarify the division of responsibilities. These regulatory changes were introduced to address inefficiencies and disparities that persisted under centralized control. The reform aimed to empower local governments to take ownership of educational development. By doing so, policymakers hoped to accelerate improvements in access and quality. The legal evolution demonstrates the government's commitment to continuous institutional adjustment.

This policy aims to improve the efficiency, effectiveness, and relevance of education to local needs through the active involvement of local governments and communities in decision-making. Local participation is considered crucial because communities best understand their educational challenges. When stakeholders are directly

involved, policy decisions are more likely to reflect real conditions. Community engagement can also strengthen transparency and public trust in education management. In theory, decentralized governance fosters a sense of shared responsibility among various actors. This collaborative approach encourages schools to build partnerships with parents and local organizations. Over time, such cooperation is expected to create a supportive educational ecosystem.

However, in practice, educational decentralization faces various challenges, such as disparities in resources between regions, varying managerial capacities, and coordination issues between central and regional governments. Indonesia's vast geographical diversity contributes to uneven economic development. Wealthier regions often possess better infrastructure and financial capacity to support education. In contrast, remote or underdeveloped areas struggle with limited budgets and inadequate facilities. These disparities create gaps in educational quality and access. Furthermore, managerial competence differs significantly among local governments. Without proper oversight and guidance, decentralization may inadvertently widen inequality.

One major issue concerns financial management within decentralized systems. Regional governments are responsible for allocating and monitoring education budgets. In some cases, limited financial expertise hampers effective fund utilization. Inefficiencies in procurement and planning can reduce the impact of available resources. Transparent budgeting practices are essential to prevent misuse of public funds. Strong internal control mechanisms must be established to ensure accountability. Capacity-building initiatives are therefore critical for improving financial governance. Sustainable reform depends on sound fiscal management at the local level.

Another challenge lies in human resource development, particularly regarding educational administrators and teachers. Decentralization requires local authorities to manage recruitment, training, and supervision. Not all regions have adequate professional development programs for educators. As a result, teacher quality varies considerably across districts. Continuous training and certification programs are necessary to maintain professional standards. Local governments must collaborate with higher education institutions to enhance teacher competence. Incentive systems can also motivate educators to perform effectively. Without investment in human resources, structural reform alone cannot improve educational outcomes.

Coordination between central and regional governments remains a complex issue in decentralized education governance. Although authority is delegated, national standards

must still be upheld. Misalignment between local policies and national objectives can create confusion. Clear communication channels are required to harmonize regulations and practices. Regular monitoring and evaluation help identify gaps in implementation. The central government plays a strategic role in providing guidance and technical support. Effective coordination ensures that decentralization does not undermine national unity. A balanced relationship between autonomy and oversight is therefore indispensable.

Curriculum development represents another dimension of decentralization. Local governments and schools have the opportunity to adapt curricular content to reflect regional culture and economic priorities. This flexibility can enrich learning experiences and make education more relevant. However, disparities in expertise may hinder effective curriculum design. Some regions lack qualified curriculum developers and subject specialists. Consequently, adaptation efforts may not always meet expected standards. Continuous professional support from the central authority can mitigate these shortcomings. Ensuring quality while allowing flexibility is a delicate task.

Infrastructure inequality further illustrates the uneven impact of decentralization. Urban regions often enjoy well-equipped schools and modern facilities. In contrast, rural and remote areas may lack basic amenities such as laboratories and libraries. Infrastructure deficits directly affect learning outcomes and student motivation. Addressing these gaps requires targeted investment strategies. The central government may need to implement affirmative policies for disadvantaged regions. Collaborative funding models can also help reduce disparities. Equal access to facilities remains a fundamental principle of educational justice.

Community participation is frequently highlighted as a strength of decentralized governance. School-based management encourages parents and local stakeholders to engage in decision-making. Active participation can enhance transparency and responsiveness. Communities may contribute resources, ideas, and oversight to improve school performance. Nevertheless, participation levels vary depending on socio-economic conditions. In some areas, limited awareness restricts meaningful involvement. Strengthening civic education can empower communities to play a more active role. Sustainable decentralization relies on strong grassroots engagement.

Technological advancement also interacts with decentralized education policies. Digital tools can facilitate communication and data management across regions. Information systems enable better monitoring of school performance. However, technological access is unevenly distributed. Regions with limited internet connectivity

face additional barriers. Bridging the digital divide is therefore essential for equitable reform. Investment in educational technology infrastructure can support innovation. Technology should be integrated strategically to enhance governance efficiency.

Policy evaluation is crucial in assessing the success of decentralization initiatives. Continuous assessment helps determine whether objectives are being achieved. Data-driven analysis can identify strengths and weaknesses in implementation. Local governments must establish reliable monitoring frameworks. Transparent reporting increases accountability to the public. Comparative studies among regions can reveal best practices. Evidence-based policymaking ensures adaptive and informed decision-making. Evaluation thus strengthens the overall reform process.

Leadership quality significantly influences the effectiveness of regional autonomy. Competent leaders can mobilize resources and inspire innovation. Conversely, weak leadership may result in stagnation and inefficiency. Professional training programs for local education officials are necessary. Ethical leadership promotes transparency and public trust. Decision-makers must balance local interests with national priorities. Strong leadership fosters a culture of accountability. Institutional success depends on visionary and responsible governance.

Equity considerations remain central to decentralization debates. While autonomy aims to empower regions, it may also entrench disparities. Policymakers must design mechanisms to redistribute resources fairly. Intergovernmental transfers can support less advantaged areas. Monitoring equity indicators ensures balanced development. Social justice principles should guide educational reform. Equal opportunity is a constitutional mandate. Decentralization must therefore align with broader national equity goals.

The political dimension of decentralization cannot be overlooked. Regional autonomy reshapes power relations within the state. Local elites may influence policy decisions in various ways. Democratic accountability mechanisms are necessary to prevent abuse of authority. Transparent elections and civic participation reinforce legitimacy. Political stability contributes to consistent policy implementation. A supportive political environment enhances reform outcomes. Governance reform is inseparable from broader political dynamics.

Cultural diversity across Indonesia adds complexity to decentralized education. Regions possess distinct traditions, languages, and social norms. Decentralization allows for culturally responsive education policies. Integrating local wisdom into curricula can strengthen identity and engagement. However, maintaining national cohesion remains

essential. Policies must promote unity while respecting diversity. Inclusive education fosters mutual understanding among communities. Cultural sensitivity enriches the educational landscape.

Economic development levels also shape the success of decentralization. Regions with strong economic bases can allocate greater funds to education. Economic disparities influence the availability of qualified personnel and facilities. Long-term planning should integrate educational and economic strategies. Investing in education contributes to regional competitiveness. Sustainable growth requires skilled human capital. Decentralized education can support local economic aspirations. Synergy between education and development is vital, Therefore, it is crucial to comprehensively analyze the implementation of regional autonomy and educational decentralization in Indonesia to identify existing opportunities and challenges. A deeper understanding provides a foundation for more effective policy formulation. Research must consider legal, administrative, social, and economic dimensions. Policymakers should learn from both successes and shortcomings. Adaptive strategies can refine the decentralization framework. Continuous dialogue among stakeholders strengthens collective commitment. Thoughtful analysis ultimately contributes to the improvement of national education quality.

## **LITERATURE REVIEW**

### **A. Introduction**

Regional autonomy and educational decentralization are policies aimed at improving the efficiency and effectiveness of the education system by granting greater authority to local governments. Implementation of these policies in Indonesia began with the issuance of Laws No. 22 and 25 of 1999, and was updated with Law No. 23 of 2014 (Rusdiana & Kodir, 2013).. However, decentralization of education brings its own challenges, including in terms of funding, human resource capacity, and accountability for education management in the regions.

### **B. Principles of Decentralization of Education**

Educational decentralization can be categorized into two main types: administrative decentralization and school decentralization. Administrative decentralization involves delegating authority to local governments regarding education policy, while school decentralization gives educational institutions flexibility in managing curriculum and resources (Rusdiana & Kodir, 2013). This

approach is expected to improve educational quality by adapting policies to local needs.

### **C. Implications of Regional Autonomy on Educational Decentralization**

In the context of decentralization, local governments are responsible for the provision of primary and secondary education. However, the main challenge is ensuring that budget allocations and implemented policies improve educational quality (Rusdiana & Kodir, 2013). Some regions with abundant resources are able to develop education better, while regions with limited financial resources struggle to meet national education standards.

### **D. Challenges in Implementing Educational Decentralization**

One of the biggest challenges in educational decentralization is the disparity in managerial capacity between regions. Many regions lack the competent human resources to manage education independently (Rusdiana & Kodir, 2013). Furthermore, coordination between the central and regional governments is also a challenge, particularly in ensuring that policies implemented in the regions remain aligned with national education standards.

### **E. Accountability in Education Management**

Accountability is a crucial aspect of educational decentralization. Local governments need to ensure that allocated funds are used effectively and transparently (Rusdiana & Kodir, 2013). Without a strong accountability system, the risk of misuse of funds and inequality in education management will increase.

### **F. The Role of Society and the Private Sector in Education**

In addition to the government, community and private sector participation are also key factors in improving the quality of education in the era of decentralization (Rusdiana & Kodir, 2013). Many schools have begun adopting school-based management (SBM) systems, which allow for greater community and parental involvement in education-related decision-making.

### **G. Decentralization of Curriculum and Learning Methods**

With decentralization, schools have greater freedom to determine curricula and learning methods that suit local needs. However, curriculum development

remains a major obstacle due to limited expertise and educational infrastructure in some regions (Rusdiana & Kodir, 2013).

#### **H. Disparities in Education Quality Between Regions**

The implementation of educational decentralization in Indonesia has shown disparities in educational quality between regions. High-income regions tend to have better educational facilities than regions with limited budgets (Rusdiana & Kodir, 2013). This creates inequality in access to quality education.

#### **I. Strategies to Improve the Effectiveness of Educational Decentralization**

To overcome the challenges in educational decentralization, several strategies can be implemented, such as increasing the capacity of local governments, strengthening accountability systems, and encouraging collaboration between the government, communities, and the private sector.. Thus, it is hoped that the quality of education can improve evenly across all regions. Regional autonomy and educational decentralization have significant potential to improve the quality of education in Indonesia, but their implementation still faces various challenges. By increasing the capacity of local governments, strengthening accountability, and encouraging community participation, educational decentralization can be an effective solution in creating a more inclusive and high-quality education system (Rusdiana & Kodir, 2013).

### **METHOD**

This study uses a library research method with a qualitative descriptive approach. This approach was chosen because the research focuses on analyzing the theory, application, and challenges in regional autonomy and educational decentralization based on a literature review. This method was carried out by collecting, reviewing, and analyzing various relevant references, especially the book *Kapita Selekta Pendidikan Islam: Buku Daras*, which serves as the main reference in this study. The primary source used is the book *Kapita Selekta Pendidikan Islam: Buku Daras*, which reviews various aspects of Islamic education, including regional autonomy and educational decentralization policies. Secondary

sources include scientific journals, academic articles, laws and regulations, and official documents related to educational decentralization policies in Indonesia.

Data collection was carried out through documentation studies, with the following stages:

1. Literature Review

Examine in depth the relevant chapters in the book *Kapita Selektta Pendidikan Islam Buku Daras*, especially Chapter 5 which discusses Regional Autonomy and Decentralization of Education.

2. Additional Reference Search

Collecting and reviewing academic journals and government regulations related to educational decentralization policies.

3. Comparative Analysis

Compare theories and concepts in primary sources with other relevant research to gain broader insights.

## **RESULTS AND DISCUSSION**

### **A. Implementation of Regional Autonomy in Education**

Regional autonomy in the education sector in Indonesia refers to the granting of authority to local governments to manage education policy. This implementation began with the enactment of Laws No. 22 and 25 of 1999, which were later updated through Law No. 23 of 2014. Educational decentralization aims to improve the efficiency of resource management and the relevance of education policies to local conditions. However, studies show that not all regions are able to effectively utilize this autonomy due to limited human and financial resources.

### **B. Challenges in Educational Decentralization**

One of the main challenges in implementing educational decentralization is the capacity gap between regions. Regions with strong financial resources tend to have better education quality than those with limited budgets. Furthermore, coordination between the central and regional governments remains a challenge,

particularly regarding educational standards and the management of teaching staff. (Usman, 2001)

### **C. Accountability in Education Management**

Accountability in the management of education funds is a crucial aspect of decentralization. Several studies have shown that not all regions have robust accountability systems, resulting in frequent inefficiencies in budget allocation. Furthermore, minimal public involvement in monitoring the use of education funds is also a factor affecting the effectiveness of decentralization.

### **D. Curriculum Management and Teacher Quality**

Decentralization of education allows regions to adapt curricula to local needs. However, many regions face challenges in curriculum development due to a lack of education experts. Furthermore, teacher quality varies across regions, necessitating more equitable training and professional development.

### **E. Community Participation in Education**

One important aspect of educational decentralization is community participation. With increased regional autonomy, it is hoped that communities will play an active role in decision-making regarding education policy. However, the level of community involvement varies, depending on their socialization and understanding of their role in the education system.

### **F. Implications for the Education Gap**

The educational gap between regions has become increasingly apparent with decentralization. High-income regions tend to have better educational facilities, while regions with limited budgets struggle to meet national education standards. Therefore, affirmative action policies are needed to help disadvantaged regions improve their educational quality. (Madani, 2019)

### **G. Strategy to Increase the Effectiveness of Educational Decentralization**

To increase the effectiveness of educational decentralization, several strategies can be implemented, including:

1. Strengthening the Capacity of Regional Governments, through training and technical assistance for education policy makers in the regions.

2. Increasing Accountability and Transparency develops a stricter monitoring system in the use of education funds.
3. Collaboration with the Private Sector and Community, increasing the involvement of the private sector and community in supporting education in the region.
4. Developing Teacher Quality and Curriculum Ensuring that each region has qualified teaching staff and a curriculum that is appropriate to local needs.

**Table of Challenges and Solutions in Educational Decentralization**

No	Challenge	Solution
1	Capacity disparities between regions	Strengthening local government capacity through training and technical assistance
2	Coordination between central and regional governments	Improve communication and policy integration between central and regional governments
3	Lack of accountability in the management of education funds	Develop a more transparent and accountable monitoring system
4	The gap in education quality between regions	Affirmative action policies for underdeveloped regions and increased investment in educational infrastructure
5	Public participation is still low	Socialization and community empowerment in educational decision making

## **CONCLUSION**

This study confirms that educational decentralization in Indonesia has significant potential to improve the efficiency and effectiveness of the education system, particularly in adapting policies to local needs. Through the implementation of regional autonomy, local governments have gained broader authority in managing education, encompassing aspects of planning, implementation, and evaluation of policies. However, the implementation of this policy still faces various complex challenges. One major obstacle is the disparity in managerial capacity and resources between regions. Regions with stronger financial support tend to have better education systems, while regions with limited budgets often struggle to achieve national education standards. Furthermore, accountability and transparency in the management of education funds remain a serious challenge. Without a strict oversight system, the risk of budget misuse and inefficiency in allocation remains high. Furthermore, decentralization also poses challenges in curriculum development and improving the quality of teaching staff. Although this policy provides regions with the freedom to adapt curricula to local needs, many regions still face obstacles in developing effective curricula due to limited expertise and educational facilities. Disparities in teacher quality across regions are also a factor influencing the effectiveness of education delivery.

**Bibliography**

- Amin, S., I. Abinnashih, and R. C. Dewi. 2025. "Utilizing CBT Based E-Learning to Enhance the Quality of Education at MTs N 2 Purbalingga." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Arfani, A. A. D., P. S. Fintani, T. Falasifa, and ... 2025. "Implementation of the Incentive Grant Policy by the Central Java Provincial Government for Non-Formal Religious Education Teachers at BADKO LPQ in Belik Subdistrict." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Bakar, A. B. A., and M. R. Ridho. 2025. "The Impact of Human Psychological Conditions on the Application of Islamic Law in Determining the Validity of Worship." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Bida, O. (2021). Decentralization Policy and Local Education Disparities in Southeast Sulawesi Province. *ASIAN Journal of Public Administration Science (Association of Public Administration Scientists)*, 9(1), Article 1. <https://doi.org/10.47828/jianaasian.v9i1.59>
- Casudi, Casudi, Haris Diar Rizki, Siti Winda Normasari, Prada Laila Isyrina, and Elza Roikhatul Miskiyyah. 2025. "Integration of Character Education in Aqidah Akhlaq Learning for Fourth Grade Students at Madrasah Diniyah Baabussalam, Kemukten Village." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):290–318.
- Faiz, M. Abd, S. Amin, E. N. Sari, and ... 2025. "Enhancing Qur'anic Memorization through the Yanbu'a Method: The Role of Tahfidz Teachers at SD Takhassus Al-Qur'an Walisanga Tanjung." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Fariduddin, Ecep Ishak. 2025. "Fiqh Education in the Age of Digital Clicks and Social Conflict : Preserving Islam Nusantara Amidst Social Fragmentation." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(1):126–43.
- Fatwa, M., and M. Sa'diyah. 2025. "Building the Mental of Santri Through 40 Days of Sunnah Fasting (A Study at Pondok Pesantren Darul Amanah Sukorejo Kendal)." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Firmansyah, Firmansyah. 2025. "The Purpose of Education from the Perspective of Hadith in Instilling Islamic Values Dynamically in Daily Life." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):340–58.
- Handayani, F., M. H. Basari, and ... 2025. "Implementation of Boarding School Learning in Building Religious Character at SMA Daarul Qur'an Bandung." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Harahap, E. K. (2016). Management of educational autonomy in Indonesia. *Ri'ayah: Social and Religious Journal*, 1(02), 137–151.
- Hasani, Khairunnisa, Khojir Khojir, Muhammad Saparuddin, and Atik Atun Farida Munawaroh. 2025 "Implementation of Multicultural Education in Islamic Religious Education Learning to Foster Tolerance and Brotherhood in Junior High School (SMPN) 2 Samarinda." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*
- Ishak, D. (2022). REVIEW OF EDUCATION DECENTRALIZATION POLICY IN INDONESIA. *PAPATUNG: Journal of Public Administration*,

- Government and Politics, 5(1), Article 1.  
<https://doi.org/10.54783/japp.v5i1.497>
- Latifah, Yunia Dwi. 2025. "Challenges and Strategies in Strengthening the Implementation of the Independent Curriculum in Islamic Religious Education Learning." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):279–89.
- Mabruri, M. O., S. Amin, and ... 2025. "The Use of the Quran Belajar Indonesia Application in Quran Learning at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Hidayatut Tholabah, Tegalreja Village, Banjarharjo District, Brebes Regency." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100–109.
- Mahrita, M., M. Afnanda, and ... 2025. "The Concept of Creed on Allah Decree in the Nussa and Rarra Animated Film." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Mukhlis, M. 2025. "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Qomariyah, Alfiyah Ayu, and Fina Surya Anggraini. 2025. "Implementation of Islamic Religious Education Learning in the Independent Curriculum Using the Jigsaw Method to Enhance Student Activeness at SMAN 1 Kutorejo." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):319–39.
- Rivai, F. A., and N. Rahmawati. 2025. "Workshop, Assistance, and Capacity Building in the Development of Teaching Materials Based on 21st-Century Learning." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Rusdiana, A., & Kodir, A. (2013). *Selected Chapters on Islamic Education: Basic Textbook*. Department of Islamic Religious Education, Faculty of Education and Teacher Training, UIN Bandung.  
<https://digilib.uinsgd.ac.id/32364/1/02-BUKU%20AJAR%20Kapita%20Selekta%202013.pdf>
- Rusydi, A., A. Khalidi, and Z. Najirah. 2025. "The Effect of Colored Headscarf Punishment on Improving the Speaking Skills (Maharah Kalām) of Female Students at Pondok Pesantren Ihyā Ulumuddīn Nur Sufi'iyah Amuntai." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*.
- Santina, R. (2024). THE EFFECT OF DECENTRALIZATION AND REGIONAL AUTONOMY ON PUBLIC WELFARE IN INDONESIA. *Journal of Review of Education and Teaching (JRPP)*, 7(3), 9496–9502.  
<https://doi.org/10.31004/jrpp.v7i3.31301>
- Sofiani, N., Frinaldi, A., Magriasti, L., & Wahyuni, Y. S. (2024). Educational Decentralization Policy and Its Implementation in Education in Indonesia. *Menara Ilmu: Journal of Scientific Research and Studies*, 18(1).  
<https://jurnal.umsb.ac.id/index.php/menarailmu/article/view/5273>
- Syifa, A., and N. Hasanah. 2025. "The Thoughts of Shaykh Abdus Shamad Al-Palimbani in Hidayatus Salikin on the Concept of Tazkiyatun Nafs." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*

- Tanuri, T. 2025. "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam
- Usman, H. (2001). The New Role of Educational Administration: From a Centralized System to a Decentralized System. *Journal of Educational Sciences, State University of Malang*, 8(1), 106260.
- Wahyuni, Siti, and Tri Handriani. 2025. "Teaching Arabic Pegon through the AIR (Auditory Intellectually Repetition) Learning Model for New Female Students at the Tahfizh Al-Qur'an Islamic Boarding School, Lirboyo." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5(2):263–78.