Strategic Pathways to Educational Excellence: An ISM Analysis of Leadership, Curriculum, and Service Quality in Muhammadiyah Schools Amid Society 5.0

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Strategic Pathways to Educational Excellence: An ISM Analysis of Leadership, Curriculum, and Service Quality in Muhammadiyah Schools Amid Society 5.0

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Abstract

This research aims to analyze the determining factors of Muhammadiyah school management excellence in Society 5.0 using the Interpretive Structural Modeling (ISM) approach. School excellence is an important factor in maintaining competitiveness and improving the quality of education. To achieve school excellence, it is important to understand the factors that influence school excellence. The method used in this study is qualitative descriptive with the Interpretive Structural Modeling (ISM) approach, a system analysis method based on a conceptual framework to determine priority choices and connect important factors in a complex system of society 5.0 to create inclusive and sustainable schools. The key factors determining the excellence of Muhammadiyah schools based on the results of the ISM analysis are Principal Leadership, Quality of Teachers and Education Personnel, School Services, and Learning Curriculum. The key factor determining school excellence will support quality school management, thereby producing quality graduates.

Keywords: educational ecosystem, excellence schools, manajemen excellence, interpretive structural modeling, inclusive schools, sustainable schools

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1. Introduction

Education is an important factor in the development of a country, especially in building quality human resources. One of the most important indicators in assessing the quality of education and its effectiveness is school excellence. School excellence can be defined as the ability of a school to provide high-quality educational services and achieve outstanding achievements at both national and international levels, as well as becoming a reference for the community. In principle, schools need quality assurance as a benchmark for assessing their strengths or weaknesses.

Excellent schools, often called effective schools, are built jointly by all school members (Poerwanti, 2021). Superior schools have good quality education and can provide satisfactory results. Schools with successful or effective management determine success in input, process, output, and outcomes characterized by the quality of the system components (Casnan et al., 2021; Hidayat, 2014).

Excellent school is defined as the high quality of the school in managing its educational process. The process of managing and regulating all aspects related to school operations and administration to ensure the achievement of educational goals. School

management covers various fields, such as curriculum management (Nange & Mkulu, 2020; Wani & Mehraj, 2014; Yurni & Bakti, 2016), financial management (Amran, 2015), human resource management (Newman, 2013; Wijaya et al., 2019), facilities management (Asmi & Sahuri, 2013), and management. Relations with society (Mentesogullari, 2023; Nurcahyani, 2015). Effective school management will have a positive impact on the quality of education provided, student and parent satisfaction, and the school's reputation in the eyes of the community.

The characteristics of a Excellent school are schools that have indicators, namely: a) Academic and non-academic achievements above the average for schools in the area; b) More complete facilities and infrastructure and services; c) Better learning system and longer learning time; d) Carry out fairly strict selection of applicants; e) Receiving great interest from the community, with evidence of a large number of registrants compared to class capacity; f) School fees are higher than surrounding schools (Amran, 2015; Hasnadi, 2021; Hidayat, 2014).

Excellent schools are measured by the achievement of 8 National Education Standards, but conceptually based on literature reviews from several articles and journals, superior schools can be seen from 10 indicators, namely (1) Effective and visionary school leadership and management from the school principal; (2) Qualified teachers and education personnel; (3) Appropriate curriculum; (4) Adequate facilities and infrastructure; (5) A conducive learning environment; (6) Developing students' skills and interests as well as fulfilling students' rights and obligations; (7) Use of technology in learning; (8) Transparent school resource management and use policies; (9) Collaboration and partnerships with other educational institutions

and being able to adapt to changes in the environment and developments over time; and (10) Regular evaluation (Amran, 2015; Hasnadi, 2021; Hidayat, 2014; Wani & Mehraj, 2014), monitoring and commitment from all school members (Asmi & Sahuri, 2013; Newman, 2013; Nurcahyani, 2015; Sormin, 2017; Yuhasnil, 2020).

The development of society 5.0 in the world of education brings major changes that focus on using advanced technology to create a more effective, personal, and inclusive learning process while still placing humans at the center. Education in society 5.0 is not just the "digitization" of schools but a comprehensive transformation that places humans and humanity at the center. Technology is only a tool—the main goal is to create an intelligent generation that has character and is ready to face the future.

Based on research results, the key factors that determine the excellence of Muhammadiyah school management based on the results of the analysis are Principal Leadership, Quality of Teachers and Education Personnel, School Services, and Learning Curriculum. The key factors determining school excellence will support quality school management. Schools can develop more effective efforts to improve the quality of education and provide superior learning experiences, thereby producing quality graduates.

2. Method

The research method in this study is a descriptive qualitative method. The research sample was 8 education experts who manage Muhammadiyah schools. The experts conducted a Focus Group Discussion (FGD) using the World Cafe method so that there was a focused and in-depth discussion regarding analyzing the factors determining the superiority of Muhammadiyah school management. The World Café method is a

collaborative learning approach that involves relaxed and dynamic group discussions to explore ideas, solve problems, or build shared understanding. The world cafe method was applied in this research using metaplan and plenary paper. Respondents from 8 schools of Muhammadiyah with excellent criteria provided an overview of the importance of developing excellent Muhammadiyah schools..

The FGD results were analyzed using Interpretive Structural Modeling (ISM) to determine priority choices and link important factors in a complex system (Casnan et al., 2021). The stages of ISM analysis in this research are shown in Figure 1.
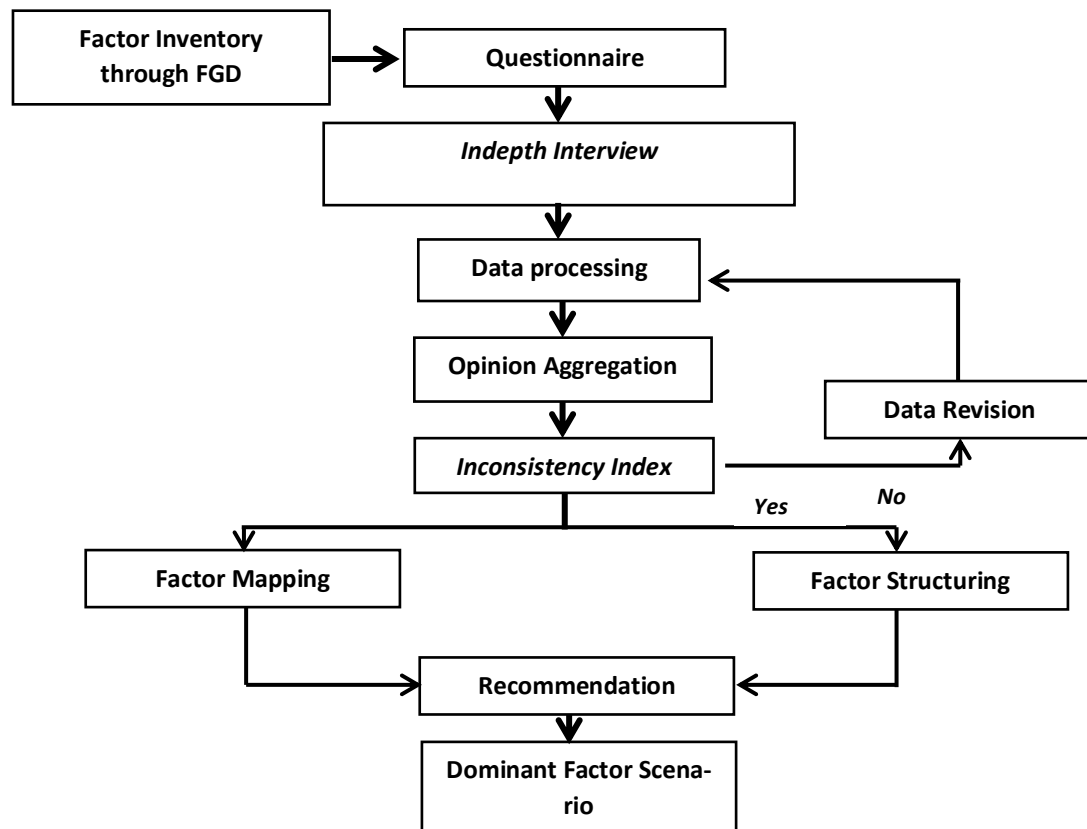

Figure 1. Stages of ISM Analysis in Structuring the Determining Factors of Muhammadiyah School Management Excellence

3. Result and Discussion

National Education Standards (SNP) in Indonesia have been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021, which are used to see the excellence of education in the unit education. SNP consists of Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Education Management Standards, Education Financing Standards, and Education Assessment Standards. National Education Standards in Indonesia are set by the government to ensure that all educational institutions meet minimum criteria in providing education. These standards cover various aspects that are important for achieving quality education. The

implementation of National Education Standards is expected to improve the quality of education in Indonesia and ensure that every student has the right to a decent and quality education (Casnan et al., 2021; Hamdi, 2020; Kumari, 2021; Rizkita & Supriyanto, 2020).

The Indonesian constitution guarantees that every citizen has the same right to obtain quality education in accordance with the national education standards set by the government (Susetyo et al., 2022). Quality education has a very important role in the development of individuals and society. With the increasing demand for quality educational services, students are looking for educational institutions that not only have strong academic programs but also offer quality support services, modern facilities and are environmentally friendly (Rahmiaty et al., 2025). Quality education is not only about transferring knowledge but also about forming individuals who are empowered, productive, and contribute positively to society. A good education opens the door to greater opportunities and a better life, both for individuals and society as a whole (Awwaliyah, 2019; Nange & Mkulu, 2020; Poerwanti, 2021). To achieve world-class education, educational institutions must make improvements so that they are able to compete globally in organizing education and the quality of their educational process. In achieving world-class education, educational institutions remain independent in maintaining the existence of their local culture (Indonesian values) into the world of world-class education (global education) (Fuadi et al., 2021).

Excellent schools are measured from the achievements of 8 National Education Standards, but conceptually based on literature reviews from several articles and journals, superior schools can be seen from 10 indicators, namely (1) Effective and visionary school leadership and management from the school principal (Firmawati et al., 2017; Newman, 2013; Setiati, 2014; Sormin, 2017); (2) Quality teachers and education personnel (Dalyono & Agustina, 2016; Hidayat et al., 2014; Kumari, 2021; Sepriyanti, 2012); (3) Appropriate curriculum (Hamdi, 2020; Yuhasnil, 2020); (4) Adequate facilities and infrastructure; (5) A conducive learning environment; (6) Developing students' skills and interests as well as fulfilling students' rights and obligations (Darwanto et al., 2021; Poerwanti, 2021; Rizkita & Supriyanto, 2020; Wani & Mehraj, 2014); (7) Use of technology in learning, the Indonesian government has begun implementing ICT in education since 2002 marked by the establishment of the Indonesian Telematics Coordinating Team (TKTI) (Fitriansyah et al., 2020); (8) Transparent school resource management and use policies; (9) Collaboration and partnerships with other educational institutions and also being able to adapt to environmental changes and developments over time (Awwaliyah, 2019; Nurcahyani, 2015; Yurni & Bakti, 2016); and (10) Regular evaluation and monitoring and commitment from all school members (Amran, 2015; Awwaliyah, 2019; Hamdi, 2020; Mentesogullari, 2023).

Based on research results through input from education experts or practitioners in FGD activities, the determining factors for the excellence of Muhammadiyah school management and their strategies were obtained, as shown in Figure 2.

Figure 2. Implementation and Results of FGD Analysis of Determining Factors of School Management Excellence

Based on the results of the Focus Group Discussion (FGD), ten key factors were identified as determinants of the excellence of Muhammadiyah schools, as outlined in Table 1. These factors emerged from a comprehensive dialogue involving educational practitioners, school leaders, and stakeholders who provided insights based on their practical experiences and institutional knowledge. The ten factors represent a diverse range of components essential to achieving and maintaining high-quality education in Muhammadiyah schools, encompassing areas such as leadership, teacher quality, curriculum relevance, school infrastructure, student enrollment, adaptability, and community engagement.

To systematically explore the interrelationships among these factors and to determine which elements should be prioritized in efforts to develop superior Muhammadiyah schools, the Interpretative Structural Modeling (ISM) method was applied. ISM is a structured methodology used to identify and summarize relationships among specific variables, allowing for a clearer understanding of how certain factors influence and depend on one another. Through this analytical process, the ten factors were mapped into a hierarchical model, which categorizes them based on

their driving power and dependency. This helped identify which factors serve as foundational enablers and which are outcomes or dependent variables. The ISM analysis thus provided valuable strategic guidance for decision-makers aiming to strengthen school management and overall institutional excellence.

Table 1. Determining Factors of Muhammadiyah School Management Excellence

No	Determining Factors of Excellence
1	Principal Leadership
2	Quality of Teachers and Education Personnel
3	School Services
4	Learning Curriculum
5	Maintain the School's Vision and Mission
6	Adaptability
7	Collaboration and Networking
8	Number of Students
9	School Financing
10	School facilities and infrastructure that are comfortable and safe

The ISM analysis of the factors influencing excellence in Muhammadiyah school management was conducted based on the ten key determinants identified through the Focus Group Discussion (FGD), as presented in Table 1. These factors represent critical components that collectively contribute to the overall quality and effectiveness of Muhammadiyah schools. To determine which of these factors should be prioritized in the strategic development of

superior educational institutions, ISM was employed as a methodological framework.

ISM is a systematic and interactive approach that enables researchers and decision-makers to understand the complex relationships between various elements within a system. By applying this method, the ten identified factors were analyzed to establish a structured hierarchy that distinguishes between driving factors (those that significantly influence other elements) and dependent factors (those that are outcomes of other influences). This classification helps school leaders and policymakers in Muhammadiyah educational institutions to allocate resources more effectively and focus on the areas with the greatest potential impact.

The results of the ISM analysis are visually represented in Figure 3 and Figure 4, which display the classification and structural relationships among the factors. These figures provide a clear illustration of the strategic positioning of each factor and serve as a roadmap for guiding the systematic improvement of Muhammadiyah school management.

Figure 3. Classification of Determining Factors of Muhammadiyah School Management Excellence

The results of the ISM analysis, as depicted in Figure 3, reveal a comprehensive classification of the critical factors contributing to the superiority of Muhammadiyah school management. Among these, certain elements exhibit high driving power with low dependency, positioning them as foundational enablers in shaping effective educational institutions. These high-priority factors include the leadership of the school principal, the quality of teachers and educational staff, the standard of school services, and the design and implementation of the learning curriculum. These elements are considered pivotal because they significantly influence the performance and outcomes of the entire educational ecosystem, yet are not heavily reliant on other factors to function optimally.

Leadership, particularly that of the school principal, emerges as a vital force in steering Muhammadiyah schools toward excellence. In the modern era, leadership roles have evolved considerably due to rapid technological advancements and the transformation of organizational frameworks. As Purbonuswanto et al. (2024) observe, the nature of leadership is becoming increasingly multifaceted. Leaders are now expected to not only manage but also inspire, innovate, and guide institutions through change. In the context of school management, a principal's vision, decision-making ability, and motivational skills can significantly shape the institutional culture and effectiveness. Effective leadership thus directly influences teacher performance, curriculum delivery, and ultimately, student achievement.

Equally important is the quality of teachers and educational staff. Competent and well-trained educators are the backbone of any successful educational institution. They are responsible for translating curriculum goals into meaningful learning experiences. To optimize student engagement and learning outcomes, it is essential that teachers are supported through continuous professional development and provided with autonomy in their pedagogical approaches. As highlighted by (Herlandy et al., 2024) , giving educators the freedom to choose from a wide array of teaching aids empowers them to tailor instruction to the diverse learning needs and preferences of their students. This personalized approach can foster greater student interest and academic performance.

Another determinant with high drive and high dependency identified by the ISM analysis is the ability to adapt to change, along with the number of enrolled students.

Adaptability is increasingly crucial in today's fast-paced educational landscape. Schools that can quickly respond to technological, social, and policy changes are more likely to sustain high performance. Additionally, student enrollment numbers influence resource allocation, class sizes, and program offerings. Therefore, while these factors are critical, they are also dependent on broader institutional and societal dynamics.

On the other hand, factors categorized with low driving and low dependency power include the school's vision and mission, collaboration and networking, school financing, and the availability of comfortable and secure facilities. Although these are not primary drivers, they are nonetheless important for creating a conducive learning environment and supporting long-term institutional stability. A clear vision and mission provide strategic direction, while effective collaboration enhances community engagement and resource sharing. Financial stability ensures the continuity of operations, and quality facilities contribute to the physical and psychological well-being of students and staff.

To attain superior school management, Muhammadiyah schools must focus strategically on the key driving factors particularly leadership, teacher quality, school services, and curriculum development. Enhancing these areas will not only boost institutional performance but also foster a more dynamic, adaptive, and learner-centered educational culture. Investing in these priority domains, while also nurturing supporting factors, will create a holistic and sustainable framework for school excellence in the Muhammadiyah educational system.
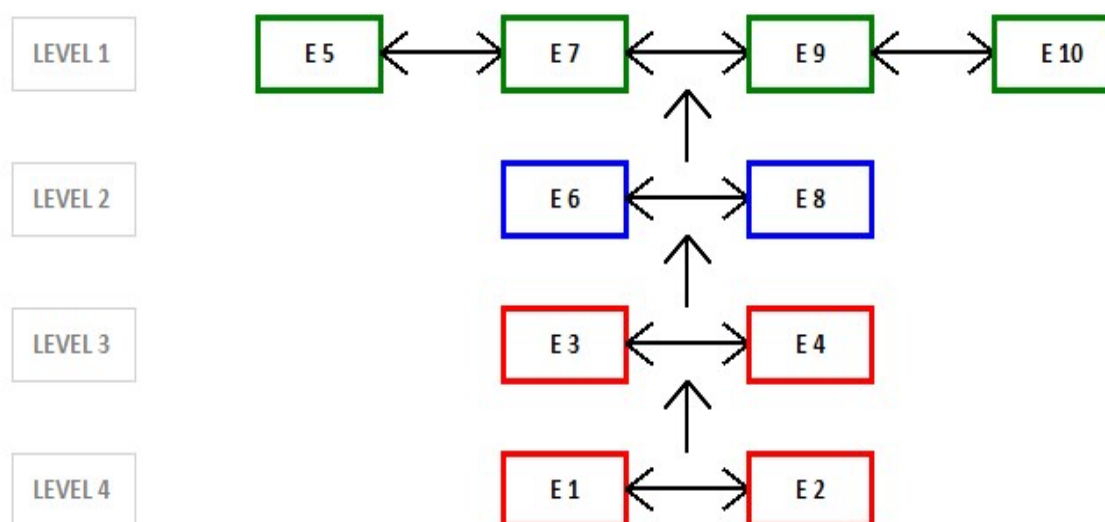
Figure 4. Structure of Determining Factors of Muhammadiyah School Management Excellence

The results of the ISM analysis based on its structure are shown in Figure 4. The first key factor determining excellence in Muhammadiyah school management is the school principal's leadership. The research results show that there is a strong correlation between effective principal leadership and high teacher performance. The principal's leadership can increase by 15.8% of teacher performance (Firmawati et al., 2017; Kumari, 2021; Setiati, 2014). Therefore, school principals need to develop leadership skills that can support and motivate teachers in carrying out their duties well. Leadership that encourages continuous professional development for teachers can improve their performance. School principals who provide training, workshops, and self-development opportunities can help teachers improve their skills and knowledge (Dalyono & Agustina, 2016; Newman, 2013; Sepriyanti, 2012). Good teacher performance, which is supported by effective school principal leadership, ultimately has a positive effect on student achievement (Asmi & Sahuri, 2013; Kumari, 2021; Rizkita & Supriyanto, 2020). School principals who facilitate optimal conditions for teachers to teach will contribute to better student learning

outcomes (Hasnadi, 2021; Wani & Mehraj, 2014).

The second key factor determining the excellence of Muhammadiyah school management is the quality of teachers and educational staff. The quality of teachers and education personnel plays a very important role. Teachers and education personnel must have academic competence with adequate education and relevant qualifications, professional certification and further education are very important to ensure that they have the latest knowledge and skills (Wijaya et al., 2019). Participation in training, workshops, seminars, and professional development programs to increase competence and remain attentive to the latest developments in the field of education to improve teacher professional competence (Dalyono & Agustina, 2016; Mentesogullari, 2023; Sepriyanti, 2012). Teachers must be able to design and implement effective, inclusive, and interesting learning (Julaeha, 2019; Kumari, 2021; Wijaya et al., 2019). Teachers need to master various teaching methods and strategies that suit students' needs (Asmi & Sahuri, 2013; Newman, 2013; Yuhasnil, 2020). Ability to adapt and apply innovation

in learning, including the use of technology and new teaching methods to increase learning effectiveness. Skills in managing classes, maintaining discipline, and creating a conducive learning environment are very important to support optimal teaching and learning processes (Darwanto et al., 2021; Kumari, 2021). The ability to communicate well with students, parents, and colleagues is very important, including the ability to listen, provide constructive feedback, and establish positive relationships (Hidayat et al., 2014; Mentesogullari, 2023; Wijaya et al., 2019).

The third key factor determining the excellence of Muhammadiyah school management is school service. School services are an important aspect of creating an educational environment that supports and facilitates the teaching and learning process. Services that facilitate effective communication between schools, parents, and communities help build strong partnerships in supporting student education (Asmi & Sahuri, 2013; Awwaliyah, 2019; Nange & Mkulu, 2020). High-quality school services help schools meet and exceed educational quality standards set by accrediting bodies. Good service increases parental and community trust in schools, which can increase student enrollment and support from the community (Newman, 2013; Nurcahyani, 2015).

The fourth key factor determining excellence in Muhammadiyah school management is the educational curriculum. The educational curriculum is the main foundation in the education system which plays a crucial role in shaping the quality and direction of education. A well-designed educational curriculum is very important to

ensure that the education provided is quality, relevant, and able to meet the needs of students and society (Awwaliyah, 2019; Julaeha, 2019; Nange & Mkulu, 2020; Yuhasnil, 2020). An effective curriculum not only regulates what is taught but also how teaching is carried out and how the results are evaluated, thereby creating holistic and sustainable education (Mentesogullari, 2023; Nange & Mkulu, 2020; Yuhasnil, 2020).

Other research results related to superior schools, indicators of quality schools or superior schools are: 1) Parental support; 2) Quality of educators; 3) Student commitment, 4) Principal leadership; 5) Quality of learning; 6) Resource management in schools; and 7) School comfort. Meanwhile, based on the results of other research, it is stated that the implementation of superior schools focuses on substantive matters, namely: a) Leadership of the school principal; b) Educators and educational staff; c) The school environment is good and conducive; d) The school has adequate facilities and infrastructure to support learning activities; e) Excellent service provided by school principals, teachers, and other education personnel to students; and f) Class climate (Amran, 2015; Hasnadi, 2021; Hidayat, 2014; Kumari, 2021; Mentesogullari, 2023; Wani & Mehraj, 2014).

Based on the results of the analysis, the determining factors for determining school management excellence can be identified as shown in Figure 3. The results of the analysis of achievement strategies for creating superior schools are based on the results of FGDs and literature studies as shown in Table 2.

Table 2. Determining Factors of School Management Excellence and Solution Strategies

Determining Factors of Excellence	Achievement Strategy
Main priority	
Stage I	
Principal Leadership	1. Leadership Training 2. Internship Program 3. Inspiration Study 4. Continue studying
Quality of Teachers and Education Personnel	**Teacher** 1. Learning Innovation Training 2. Strengthening Academic Qualifications 3. Excellent Service Training 4. Strengthening Muhammadiyah ideology 5. Teacher Standardization **Educational staff** 1. Excellent Service Training 2. Inspiration Study 3. Structured Training 4. Standardization of Staff 5. Management training/education management 5. Monitoring and Evaluation
Stage II	
School Services	1. Excellent Service Training 2. Monitoring and Evaluation
Learning Curriculum	1. Agree on the School's Vision and Mission 2. Design a special curriculum 3. Building school culture as a culture 4. Comprehensive assessment
Second Priority	
Adaptability	1. Reading culture for teachers 2. Copy Study 3. Needs of graduate users
Number of Students	1. Massive and integrated socialization 2. PPDB program that can access all groups 3. Improving the quality of learning 4. Interest and talent guidance 5. Strengthening students' philosophy
Third Priority	
Maintain the School's Vision and Mission	1. Socialization and Strengthening of Vision and Mission to Teachers and Education Personnel 2. Evaluate regularly
Collaboration and Networking	1. Building networks between schools 2. Build networks with partners
School Financing	Building parental awareness
School facilities and infrastructure that are comfortable and safe	Adequate school facilities

Education in the era of Society 5.0 represents a significant paradigm shift that extends far beyond the mere digitalization of schools. It is a holistic and transformative approach that emphasizes the integration of advanced technologies with human-centric values. In this context, education is not simply about embedding digital tools into classrooms; rather, it is about reimagining educational processes, objectives, and

environments to empower individuals to thrive in a highly dynamic and interconnected world. Society 5.0 envisions a future where technology and humanity coexist harmoniously, with education serving as a key enabler in achieving this vision.

As highlighted by Adhantoro et al. (2025), the role of technology in this era is undeniably crucial. However, it is important to understand that technology is not the ultimate goal of educational reform, but rather a means to a greater end. The ultimate objective remains the cultivation of an intelligent, ethical, and adaptable generation—one that not only possesses digital literacy but also embodies strong character, empathy, and critical thinking skills. In this light, technology should serve as a tool to support personalized learning, foster creativity, enhance collaboration, and facilitate access to global knowledge networks.

Excellent school management plays a pivotal role in realizing the ideals of Society 5.0. Effective leadership and governance in schools can create inclusive, safe, and sustainable learning environments that support the holistic development of students. Inclusivity ensures that every student, regardless of background or ability, has equal opportunities to learn and grow. Safety—both physical and psychological—is essential for students to engage meaningfully in their educational journeys. Sustainability, on the other hand, emphasizes long-term educational resilience and environmental consciousness, encouraging schools to adopt practices that support both academic excellence and global responsibility.

A key element in achieving this vision is a flexible and adaptive curriculum. As noted by Hidayat et al. (2025), the modern education curriculum must be able to evolve in response to the ongoing disruptions brought about by digital technologies. This means that curricula should no longer be static documents bound by rigid content and methods. Instead, they should be dynamic frameworks that respond to real-world changes, technological advancements, and the diverse needs of learners. Flexibility in the curriculum allows educators to integrate new tools, methodologies, and interdisciplinary approaches, which are essential in preparing students for the complexities of the future workforce.

Moreover, curriculum transformation must be accompanied by robust teacher development programs. Educators need to be equipped not only with technical skills but also with pedagogical strategies that foster meaningful engagement and student autonomy. Teachers must become facilitators of learning who guide students in navigating digital landscapes, solving problems collaboratively, and reflecting on ethical and social implications of technology use.

Education in Society 5.0 is a transformative endeavor that places human dignity, intelligence, and adaptability at its core. While technology plays a vital role in enabling this transformation, it must always remain subordinate to the overarching goal of developing capable, compassionate, and future-ready individuals. With visionary school management, adaptive curricula, and empowered educators, schools can become the cornerstone of a humane and innovative society that embraces both progress and purpose.

4. Conclusion

The key factors determining the excellence of Muhammadiyah school management in Society 5.0 based on the results of the analysis are Principal Leadership, Quality of Teachers and Education Personnel, School Services, and

Learning Curriculum. Supporting factors that determine school excellence are adaptability, number of students/students, maintaining the school's vision and mission, cooperation and networking, school financing, and school facilities and infrastructure. Key factors and supporting factors determining school excellence will support quality school management, thereby producing quality graduates. Excellent school management can create inclusive, safe, and sustainable schools. This research was only conducted in several Muhammadiyah schools in certain areas, so the results and model structures obtained cannot be generalized as a whole for all schools in Indonesia.

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