

Making and Implementing Decisions at Educational Institutions

Rosnida
Universitas Negeri Medan
rosnidayahya2@gmail.com
Hantono
Universitas Negeri Medan
hantono12@gmail.com
Dodi Arisandi
Universitas Negeri Medan
Dodi-adi@gmail.com
Arif Rahman
Universitas Negeri Medan
rahmanarif@gmail.com

Abstract

This research explicitly examines decision-making and implementation in educational organizations. The research aims to analyze the cognitive process of decision-making in academic organizations and its impact on organizational dynamics. Methods: An in-depth literature study of decision-making theories and their application in the context of educational organizations. The research findings identified that effective decision-making requires fulfilling the principles of authority, credibility, reference, ethics, orientation, and scope. The findings demonstrate the importance of diverse decision-making paradigms, including classical, administrative, incremental, administrative-incremental, and contingency, in improving organizational performance. The research is expected to provide new insights into the importance of a multidimensional approach to decision-making in educational organizations, which can guide leaders in implementing effective strategies for motivation, leadership, communication, coordination and organizational change.

Keywords: Decision Making; Decision Implementation; Educational Institutions.

Introduction

People are continuously confronted with problems concerning the finest choices to create among the options available. The goal is to develop a distant better, a much better, a higher, a more robust, an improved, "higher life for the present and the long run. Selecting the leading elective is commonly caught on as the act of choice-making. Choice-making may be a human cognitive handle that produces beliefs or activities among a few accessible elective alternatives, either reasonably or unreasonably.¹ Conceptually, choice-making could be a arrangement of thinking forms based on the expected values, inclinations, and convictions of the individual making a choice. A choice is based on involvement, instinct, or investigation in understanding consistent or experimental standards.² Choice-making could be a issue of understanding action or an endeavour to resolve a problem that produces an arrangement that's considered ideal or best, or at slightest palatable. The decision-making handle can be reasonable or silly and based on express or specific information and convictions.³

In organisational life, choice making is an vital component of administration. The duty lies with the person who is the pioneer of the organisation. In reality, choice making plays a really critical part in authority hone. The capacity to form exact choices in facing organisational dilemmas is one viewpoint of a leader's administrative qualities. Pioneer skills and competencies are critical variables in propelling employees to do better work.⁴ In this case, the leader's impact indeed decides the direction of the organization's goals. This is often because, to attain organisational objectives, it is fundamental to apply roles that consistently coordinate work in certain work circumstances.

A pioneer must too attempt to construct and keep up good relationships with subordinates so that they can work profitably. This, in a roundabout way, increments worker inspiration. More particularly within the conceptual area, decision making is one

¹ Vaidehi Pathak and Sameer Deshkar, "Transitions towards Sustainable and Resilient Rural Areas in Revitalising India: A Framework for Localising SDGs at Gram Panchayat Level," *Sustainability* 15, no. 9 (2023): 7536.

² Sakti Pada Mukherjee, "Decision-Making: Concepts, Methods and Techniques," (SAGE;2021).

³ Erich N Brockmann and William P Anthony, "Tacit Knowledge and Strategic Decision Making," *Group & Organization Management* 27, no. 4 (2002): 436–455.

⁴ S K Kulshrestha and S K Kulshrestha, "Megacity Regional Governance and Plan Implementation," *Planning Indian Megacity Regions: Spatial Model, Development Dynamics and Future Advances* (2022): 107–145.

of the capacities of instructive administration.⁵ It is critical for instructive chairpersons because the decision-making prepare plays a key part in inspiration, authority, communication, coordination, and organisational alter. An organisation works as it were if the pioneer has the capacity to create choices and direct their usage to organizational individuals in understanding with their parts and obligations.⁶ Considering the important capacities of choice-making, choice-making incorporates a huge effect on the progression of instructive organizations. Subsequently, pioneers must be able to select the correct choice choices so that the instructive organization's objectives of progressing execution can be accomplished as well as conceivable.

According to Winoto⁷ and Arifin and Elfrianto,⁸ quoted by Makawimbang,⁹ several experts explain various definitions of decision making. Engkoswara provides a definition of decision-making as a process of determining the best alternative, which is carried out comprehensively to solve problems. Gorton said that decision-making is the process of choosing between several alternatives. According to Haiman, the essence of all planning is decision making as a way of acting chosen by the leader as the most effective thing to achieve goals and solve problems. Hasibuan believes that decision-making is determining the best decision from all alternatives for carrying out activities at a certain time. will come. Meanwhile, Koontz and O'Donnell stated that decision making is a choice between alternatives which is the core of planning. A plan can be said to not exist, if no reliable decisions or guidance or reputation have been made.¹⁰ On the other hand, Robbins believes that decision making is the process of choosing between two or more alternatives.¹¹ Meanwhile, according to Owens, decision-making is the heart of organisation and administration. Sabardi believes that decision making is a process of

⁵ Johanna Tina Maylanic, "Tahapan Pengambilan Keputusan (Kajian Teoritis Dari James AF Stoner)," *OPTIMAL Jurnal Ekonomi dan Manajemen* 2, no. 2 (2022): 263–274.

⁶ Supian Noor, "Pengambilan Keputusan Dalam Perencanaan Program Kepala SMA Negeri 1 Danau Sembuluh" (IAIN Palangka Raya, 2020).

⁷ Suhadi Winoto, *Dasar-Dasar Manajemen Pendidikan, Bildung Nusantara*, 2020.

⁸ H Elfrianto, M S Nasrun, and Muhammad Arifin, *Buku Ajar Manajemen Pendidikan* (umsu press, 2023).

⁹ Rutrisme Alicia Makawimbang, Florence Daicy Lengkong, And Very Londa, "Efektivitas Pelaksanaan Pendidikan Dan Pelatihan Kepemimpinan Aparatur Sipil Negara Di Dinas Pendidikan Kabupaten Kepulauan Sangehe," *Jurnal Administrasi Publik* 6, no. 92 (2020).

¹⁰ Winoto, *Dasar-Dasar Manajemen Pendidikan*.

¹¹ Moh Hafidurrahman, Samsul Arifin, and Ach Sholehuddin, "The Dilemma Of Online Education In Building Student Character," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 1–14.

identifying and selecting alternative sets of activities that are appropriate to the existing situation.¹²

Siagian explains that decision making is a conscious choice made on one alternative from various available options. Shull, Delbecq, and Cummings argue that decision-making is a process of awareness of phenomena based on actual events and value assumptions, which includes the behavioral activity of choosing alternatives to achieve desired goals.¹³ According to Stoner, decision-making is the process used to choose one action to solve problems. Terry believes that decision-making can be defined as selecting an alternative behavioural provision from two or more existing alternatives. Thewa and Newport define decision-making as the process of choosing a series/action between two existing alternatives in order to achieve a solution to a particular.¹⁴

From the definitions above, decision-making is an action carried out consciously to choose between alternatives. Available to achieve goals. As explained by Winoto,¹⁵ decision-making is focused on actions to achieve organizational goals and solve managerial problems, the results of which are understood as guidelines that must be adhered to. This study aims to outline a series of thoughts regarding decision making as an important element in educational management.¹⁶ The description includes principles, processes, types, styles and teacher participation in decision-making. Due to its nature as a conceptual description and analysis, this paper is limited to a description of the basic principles and paradigms of theories regarding decision-making in the area of educational organizations. Therefore, practical issues are casuistically outside the scope of discussion.

Method

The purpose of this study is to clarify decision-making in organizations. This research analyzes the cognitive process of decision-making in academic organizations and its impact on organizational dynamics. This research uses a qualitative approach with a focus on writing strategies. Data were collected through literature searches relevant to the research topic. After the data were collected, summarizing, analyzing, and comparing

¹³ Royke Lantupa Kumowal and Firmanians Romula Tuerah, "Tipe Kepemimpinan Demokratis Dan Relevansinya Pada Proses Pembelajaran Pendidikan Kristen," *JMPK: Jurnal Manajemen Pendidikan Kristen* 2, no. 1 (2022): 1–9.

¹⁴ Jerry H Makawimbang, "Kepemimpinan Pendidikan Yang Bermutu," *Bandung: Alfabeta* 22 (2012).

¹⁵ Ibid.

¹⁶ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

writings was carried out to obtain various perspectives on decision making. The writings analyzed in this study were selected based on their relevance to the research topic. The selection criteria included topic relevance, quality of writing, and source credibility. Data triangulation was conducted to ensure the research results' validity and reliability. This triangulation involved comparing findings from different sources and double-checking the data to ensure the consistency of findings. The results of this study are interpreted in the context of the cognitive decision-making process in academic organizations and its impact on organizational dynamics. The findings are expected to provide new insights into how the mental decision-making process in organizations affects organizational dynamics.¹⁷

Result and Discussion

Principles of Decision-Making

According to Arifin and Elfrianto¹⁸ decision making has five important principles as follows. First, in the decision-making process nothing happens by chance. This principle emphasizes the fundamental difference between making decisions in the interests of individuals and making decisions in the interests of the organization. For personal interests, decision making can occur instantly and be irrational and intuitive.¹⁹ However, in the interests of educational organisations, decisions taken must be carefully considered and planned. Organizational leaders must conduct in-depth studies to understand the dilemma or problem being faced as well as the alternatives available to overcome the issue in question. Second, decision making must be based on certain systematics (Arifin & Elfrianto, 2017). This principle is fulfilled by considering the organisation's ability, both qualitatively and quantitatively, to implement decisions. Apart from that, it is a guarantee of the availability of personnel who are deemed capable of executing the decision, as well as in-depth consideration of the situation to implement the decision taken, whether it can be realized or otherwise.

In this principle, leaders of educational organisations must formulate a decision matrix which consists of an explanation of the existing dilemma faced with the options

¹⁷ Sugiyono, *Kuantitatif, Kualitatif, Dan R&D*, ed. Alfabeta (Bandung, 2019).

¹⁸ Elfrianto, Nasrun, and Arifin, *Buku Ajar Manajemen Pendidikan*.

¹⁹ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

available to overcome it.²⁰ Third, before a problem can be solved well, the nature of the problem must be clearly known.²¹ By describing a problem being faced based on its characteristics and complexity, the choice of available alternatives will undoubtedly become easier to determine. An important activity in this principle is valid data collection on the problems faced. The data that has been collected is assessed based on considerations that are in accordance with the organization's objectives. In education management, data and data assessment have an important contribution to improving organizational performance to achieve its vision and mission. According to Hargreaves,²² the use of data helps educators choose the most effective strategies and make better decisions regarding resource allocation. In this way, good data collection regarding existing problems is not only useful for making the best decisions but also improves the quality of educational organizations. Fourth, problem solving cannot be done as an act of trial and error but must be based on facts collected systematically, well and reliably.

This means that a good decision is one that is taken based on mature and rational considerations, not instantly and intuitively. In this case, it is essential what Mukherjee (2022) put forward as Case-based Decision Theory (CBDT), namely decision making that is based on dilemmas that are actually occurring at this time and the consequences they cause both now and in the future. whether a decision to resolve it is taken or not taken. Cases that are concluded as facts must arise from cases that actually occurred. Through CBDT the focus of attention is directed to the design of actions that will be taken after a decision is taken. Fifth, a good decision is a decision taken from various existing alternatives after careful analysis. In some problems, the alternatives or options available to the decision maker may not be apparent at the start of the decision-making process and must be generated by following specific logical procedures.

Even organizational leaders may not know in advance the number of available alternatives needed to solve the problem. In several situations that have several options, the role of the leader is to determine the sequence of other options based on criteria that best suit the conditions, capabilities, mission and vision of the organization. Thus, all alternative spaces need to be explored until finally arriving at the best alternative choice

²⁰ Chetan Anand and Jyoti Dalal, "Schooling in the Margins of the State: Exploring the Vicissitudes of Violence," *Contemporary education dialogue* 19, no. 2 (2022): 228–255.

²¹ Elfrianto, Nasrun, and Arifin, *Buku Ajar Manajemen Pendidikan*.

²² Andy Hargreaves et al., "The Changing Dynamics of Educational Judgment and Decision Making in a Data-Driven World," in *Decision Making in Educational Leadership* (Routledge, 2014), 3–20.

which is the solution. According to Mukherjee,²³ alternatives do not have to be a single entity but can be a portfolio, a collection of probabilities that provide strategic benefits. In some cases, organizational size can be understood a priori or can be one of the decision variables itself.

Principles of making and implementing decisions

Principle of Authority

The principle of authority concerns the legalistic accountability of parties who are given the right to make decisions. In this case, there are two parties who have authority as decision makers, namely specific individuals who carry out duties and responsibilities as leaders of educational organizations.²⁴ On the other hand, rights and obligations in decision making can be owned by the organization as an entity. Both types of authority depend on organizational rules. Authority as a decision maker is understood as legitimate power that allows officials to carry out their functions. Authority can also mean the right to act or power, authority, or the right to take action or the right to be a decision maker.²⁵

Credibility Principle

The principle of credibility concerns data collection, analysis and assessment of dilemmas which are described as a series of data and information that must meet the characteristics of being comprehensive, accurate and credible. Extensive data and information means that it does not contain part of the existing facts but instead covers the entire problem for which a solution is to be sought. Accurate data and information means that it has gone through a series of tests to meet the level of objectivity. Next, credible data and information is that which comes from a trustworthy source. Comprehensiveness, accuracy and credibility of data and information are prerequisites for logical, realistic and heuristic decision making. Valid data will really help organizations to make inferences, in the form of assessment and analysis of data which can be the basis for drawing conclusions about problems.²⁶ Mistakes in producing comprehensive, accurate and

²³ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

²⁴ Dina Meriana Sinaga, "Pengambilan Keputusan Dalam Organisasi Pendidikan," *Jurnal Pendidikan dan Konseling (JPDK)* 5, no. 1 (2023): 2899–2907.

²⁵ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

²⁶ Sharon D Kruse and Julie A Gray, *A Case Study Approach to Educational Leadership* (Routledge, 2018).

credible data and information can make a decision that has been taken inappropriate when implemented.

Principles of Reference

A decision, especially in an educational organization, cannot be separated from the values, norms, rules, legal products that apply, both within the organization and society in general. This means that decision making cannot be separated from the demands of existing moral and cultural values. Members of an organization are not only bound by the organization's internal rules but are also members of a social group that has its own ethical and moral values. At a higher level, an educational organization is also bound by state law and is obliged to obey it. Thus, organizational decisions must always be in accordance with and refer to higher and broader values as they apply in society and the state. According to Mukherjee,²⁷ the reference for organizational decision making must be in line with what is called a social choice decision, namely that the reference for social values can be a source of alternative availability for decision making.

Ethical Principles

It has been stated above that decision making - apart from solving problems - is needed to make organizational performance and performance better. Thus, an act of taking an organizational decision must first ensure that the decision in question is solely in the interests of the organisation, not a particular individual, whether a member or leader of the organisation.²⁸ For this reason, honesty is needed as an ethical basis for every decision. Ethical principles in decision-making require moral literacy from the decision-maker. Moral literacy is the ability to understand moral values in the element of honesty as they apply in organizations and society.²⁹

Orientation Principles

One of the objectives of decision making in an educational organization is to resolve problems or dilemmas that are considered to negatively influence the performance of the organization concerned. Therefore, decision making must be able to guarantee that

²⁷ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

²⁸ Sinaga, "Pengambilan Keputusan Dalam Organisasi Pendidikan."

²⁹ Patrick M Jenlink, "Ethical Decision Making in Leadership: A Moral Literacy Perspective," in *Decision Making in Educational Leadership* (Routledge, 2014), 165–182.

it is aimed at resolving organizational problems in the form of decisions that can function effectively and efficiently. Here a decision must meet the following two conditions, namely not adding to the burden on the organization (efficient) and at the same time being able to solve the problem (practical). In this case, a leader must have the ability to know the resources the organization has, especially human resources who are considered capable of being assigned to implement decisions.³⁰

Coverage Principle

Educational organisations cannot be separated from the 5 (five) pillars of education, namely learning to believe, learning to know, learning to act, learning to exist, learning to live together.³¹ Thus, all decisions taken and intended to be implemented as policies must cover the five pillars in question. Learning to believe is a pillar that becomes the benchmark that the implementation of education must be able to build faith and trust in both educators and students. Learning to know is a requirement that the teaching and learning process must produce students who have knowledge. Learning to act means that students must be able to implement the knowledge they have in everyday life. Learning for existence is that education is intended as an activity to shape students into complete humans. Learning to live together is an effort to shape the character of students with high social awareness and solidarity.

Decision-Making Process Paradigm

Referring to Winoto's presentation, the decision-making process in educational organizations has various models as an elaboration of decision-making theories in management science in general.³² Quoting Stoner, Freeman, and Gilbert (1995), Winoto said that a process is a predetermined way to carry out an activity systematically. If it is related to decision making, the decision making process can be said to be systematic steps or methods for carrying out decision making activities in an organization. There are several paradigms in the organisational decision-making process, namely the Classical, Administrative, Incremental, Administrative-Incremental and Contingency Paradigms.³³

³⁰ Mukherjee, "Decision-Making: Concepts, Methods and Techniques."

³¹ Zelhendri Zen, "Syafri. Dasar-Dasar Ilmu Pendidikan" (Depok: Kencana, 2017).

³² Winoto, *Dasar-Dasar Manajemen Pendidikan*.

³³ Ibid.

Classical Paradigm

According to Hoy and Miskel,³⁴ as quoted by Winoto, the decision-making process according to the classical paradigm consists of a series of sequential actions, namely: (a) Identifying problems, (b) Setting goals and objectives, (c) Make details of all alternatives; (d) Consider the consequences of each alternative; (e) Evaluate all alternatives based on goals and objectives; (f) Selecting the best practical alternative to achieve goals and objectives; (g) Implementing and evaluating decisions that have been taken. Meanwhile, Hanson, as quoted by Winoto,³⁵ explains that the classical model decision-making process must go through systematic stages, namely: (a) Understanding and limiting problems by organisational goals; (b) Analyze and evaluate problems; (c) Establishing specific standards and criteria as a basis for consideration of solving a problem; (d) Determine problem solving alternatives; (e) Collect data on each alternative available; (f) Applying criteria and evaluation for each alternative; (g) Selecting the most appropriate alternative to be implemented; (h) Implement the selected alternative; (i) Evaluate the results. Management expert Robbins (Winoto, 2020) proposes a process of what he calls rational decision making. The steps are: (a) Create a definition of a problem; (b) Identify and identify the criteria for a decision to be taken; (c) Make considerations regarding the established criteria; (d) Generate several alternatives; (e) Make an assessment of all alternatives; (f) Calculating decisions optimally. Another leading management expert, Peter F. Drucker (Winoto, 2020), created the stages of the decision-making process as (a) Defining the problem that is currently occurring; (b) Analysing the problem in question; (c) Finding and developing several alternative solutions; (d) Determine the solution that is considered the best; (e) Implementing decisions into practical organisational actions.

Administrative Paradigm

A more realistic decision-making process paradigm is found in the administrative model. This paradigm was discovered by Herbert Simon,³⁶ who created a more accurate picture of the ways that school administrators can take organizational decisions. The essence of Simon's approach is that decision making must be able to find a solution that

³⁴ Wayne K Hoy and C G Miskel, "School Effectiveness," *Educational administration: Theory, research, and practice* (2008): 299–308.

³⁵ Winoto, *Dasar-Dasar Manajemen Pendidikan*.

³⁶ Herbert A Simon, *Administrative Behavior* (Simon and Schuster, 2013).

is satisfactory, not the best. He put forward a decision-making process through the steps of the action cycle, namely: (a) Understanding and formulating the problem; (b) Understanding and analyse the difficulties that arise in the situation at hand; (c) Establishing satisfactory solution criteria; (d) Develop action plans or strategies; (e) Initiate an action plan.

Incremental Paradigm

The following decision-making process paradigm is the incremental paradigm which was first introduced by economist Charles E. Lindblom. The birth of incremental theory was inseparable from criticism of the classical rational paradigm and also the administrative paradigm which was deemed unsuitable for solving complex organizational problems. Although satisfactory strategies in administrative theory are suitable for solving various problems in educational management, sometimes situations require incremental strategies.³⁷ The basic assumption of incremental theory is that small changes will not result in negative consequences and significant risks to the organization. This theory looks at solving a problem from a more realistic perspective regarding the limitations of decision-makers. Incremental changes are much faster than comprehensive or comprehensive changes. Incremental means decisions that are based on gradual or minor changes. The most essential thing about the incremental paradigm is the limitations of decision-makers. So, this paradigm only focuses on modifying decisions that have been taken previously. According to Winoto, the incremental decision-making process is as follows: (a) The decision maker only considers several alternatives that are directly related to the main problem; (b) Only basic alternatives will be evaluated; (c) Define the problem faced by decision-makers; (d) There is no right decision or solution for each problem; (e) Decision making is essentially in the form of minor improvements aimed at correcting existing imperfections rather than at setting new goals for the future.³⁸

Administrative-Incremental Paradigm

Another economist, Amitai Etzioni, offers a decision-making paradigm which is an adaptation of the synthesis between the administrative paradigm and the incremental paradigm. This decision-making model attempts to make decisions with partial data to

³⁷ Ibid.

³⁸ Winoto, *Dasar-Dasar Manajemen Pendidikan*.

produce satisfactory decisions, without having to review all the information. In other words, this model is a combination of a decision-making model that uses fleeting data (incremental paradigm), with a decision-making model that uses in-depth data (administrative paradigm).³⁹ The characteristics of the administrative-incremental adaptive decision-making model Winoto, are as follows: (a) Broad organisational policies, providing direction for temporary incremental decisions; (b) A good decision is "satisfying" and in line with the organisation's policies and mission; (c) The search for alternatives is limited to alternatives that are close to the problem; (d) Analysis is based on the assumption that important information is missing but requires action to resolve the problem; (e) Theory, experience and comparison are used together.⁴⁰

Contingency Paradigm

Contingency decision making is a decision-making approach that is based on the organizational situation. In other words, no decision-making paradigm fits all situations. Certain conditions require specific decision processes. For example: If the organization is relatively stable, standard, and the problem is simple, then the classical decision-making model is very appropriate. When organisational uncertainty is high, and conflicts emerge, an administrative approach that emphasises satisfaction is more relevant.⁴¹

Concluding

Decision-making in educational organizations is a systematic process that involves various models derived from general management theories. Paradigms used in this process include Classical, Administrative, Incremental, Administrative-Incremental and Contingency Paradigms. Every decision must adhere to basic principles such as authority, credibility, reference, ethics, orientation, and scope. Therefore, decision-making in educational organizations is not just about choosing the best option but also about ensuring that the process conforms to these principles. While these paradigms have provided a practical framework for decision-making in educational organizations, further research is needed to understand how these principles can be optimally applied in various

³⁹ Amitai Etzioni, *The Common Good* (John Wiley & Sons, 2014).

⁴⁰ Winoto, *Dasar-Dasar Manajemen Pendidikan*.

⁴¹ Ali Ali Shash et al., "Predicting Cost Contingency Using Analytical Hierarchy Process and Multi Attribute Utility Theory.," *Journal of Engineering, Project, and Production Management* 11, no. 3 (2021): 228.

contexts and situations. In addition, further research can also help identify and develop new decision-making models that better suit the challenges and needs of educational organizations in this modern era.

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