

RISK MANAGEMENT AT SMPN 2 PIABUNG

Erny Roesminingsih¹, Anggi Ariska^{*2}

^{1,2} Universitas Negeri Surabaya, Indonesia
Email: ernyroesminingsih@unesa.ac.id

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Abstract

This study describes risk management as an indicator in decision-making to improve the quality of education. The importance of this research is realized to answer the needs related to risk analysis based on the SWOT model so that organizations can recognize the strengths, weaknesses, opportunities, and threats that are present. This research method is qualitative descriptive. Data collection is done using interviews and documentation. The interview technique carried out is an unstructured interview. The results show that SMPN 2 Piabung has conducted a reasonably good risk management analysis at the strategic, financial, operational, fulfillment, and reputation risk levels. Risk analysis of this strength lies in strategic, fulfillment and operational risk aspects. The biggest drawback comes from financial risk. The most significant opportunities are identified from strategic and reputational risks. The most significant threat risk comes from strategic and financial risk.

Keywords: Education Quality; Risk Management; SWOT Analysis

Abstrak

Penelitian ini mendeskripsikan manajemen risiko sebagai sebuah indikator dalam pengambilan keputusan sebagai upaya untuk meningkatkan mutu pendidikan. Pentingnya penelitian ini disadari untuk menjawab kebutuhan terkait analisis risiko berdasarkan model SWOT sehingga organisasi dapat mengenali kekuatan, kelemahan, peluang, dan ancaman yang hadir. Metode penelitian ini adalah deskriptif kualitatif. Pengumpulan data dilakukan dengan cara wawancara, dan dokumentasi. Teknik wawancara yang dilakukan adalah wawancara tidak terstruktur. Hasil analisis adalah bahwa SMPN 2 Piabung telah melaksanakan analisis manajemen risiko yang cukup baik dalam tataran risiko strategis, keuangan, operasional, pemenuhan, dan reputasi. Analisis risiko kekuatan ini terletak pada aspek risiko strategis, pemenuhan dan operasional. Kelemahan terbesar datang dari risiko keuangan. Peluang terbesar teridentifikasi dari risiko strategis dan reputasi. Risiko ancaman terbesar berasal dari tataran risiko strategis dan keuangan.

Kata kunci: Analisis SWOT; Manajemen Risiko; Mutu Pendidikan

1. Introduction

Improving and developing the quality of education is imperative in creating productivity and effectiveness of educational sustainability that survives amid today's modern globalization. An educational institution that successfully maintains and can improve its quality continuously will be a selling point and attract public trust to receive an education. Therefore, the quality of this education must be an essential point of thought in maintaining the existence of the operational sustainability of the educational institution. Another reason is the quality of education is the determination of the quality of education with predetermined standards and goals to be achieved (Setiawan et al., 2022).

The quality of education can be defined as support for standards set to be achieved in organizations oriented towards increasing the value of students in both academic and non-academic fields to obtain competitive and competitive students (Rosyada et al., 2022). Related to quality assurance, some things need to be considered that will always affect the quality of an organization, namely risk. As we know, risk will always occur in every institutional operation. A quality institution is undoubtedly an institution that can analyze and control the risks that occur in its institution. Risk analysis and control are essential to make effective decisions for the organization. Thus, it takes a risk-based approach to management that includes a set of methods and tools to identify, assess, analyze, and develop strategies and tactics and impact in strategy management (Korechikov, 2021).

Risk management is the process of continuous organizational risk reduction. Risk management contains how the organization actively chooses the type and level of risk it has, so it deserves to be assumed. Most of an organization's decisions are about sacrificing current resources for uncertain returns in the future (Crouhy et al., 2006). Ferreira de Araújo Lima et al. (2020) suggest that risk management aims to reduce potential risks and mitigate the impact of losses. Risk management has become one of the critical approaches for organizations to ensure their survival and overcome uncertainty to achieve their goals.

Perera et al. (2020) explained that the goal of risk management is invention and value protection. The risk management framework aims to integrate actual management activities and functions. The effectiveness of risk management depends on integration into governance and all other organizational activities, including decision-making. Risk management has considerable implications for competitiveness because it allows the development of strategies to mitigate potential losses while exploiting new opportunities. Risk management should be translated as a strategy in technical and operational objectives, assignment of tasks and responsibilities and the ability to respond thoroughly to an organization, where every manager and employee views risk management as part of the job description (Subekti & Nur'aini, 2019).

Thus, it can be concluded that risk management is a process of identifying, evaluating, and controlling risks related to various aspects of an organization or system. In the context of improving the quality of education, risk management can be used to identify, analyze, and reduce risks that can affect the quality of education.

Some steps needed in implementing risk management to improve the quality of education:

- 1) Risk identification is a first step that covers various aspects related to the quality of education, such as curriculum, teaching methodology, facilities, teacher qualifications, technology support, and so on.
- 2) Risk evaluation involves an analysis of the impact of risk on the quality of education and the likelihood of occurrence, which can be assessed based on the priority scale and level of urgency.
- 3) Development of a risk control strategy that includes concrete measures that can reduce or eliminate the identified risks.
- 4) Implementing a risk control strategy involves implementing concrete steps established in the strategy.
- 5) Monitoring and Evaluation, which involves monitoring the implementation of risk control strategies and evaluating the effectiveness of these strategies.

A risk is an event that impacts the organization in achieving its goals where each institution has its level of risk in carrying out business strategies to attract customers (Rosanti et al., 2018). In KBBI, risk is defined as the unpleasant result of an action (Kamus Besar Bahasa Indonesia, 2016). Society generally understands risk as uncertainty about the implication effects of activity concerning something of value with an often harmful or undesirable focus (Addo & Adusei, 2021).

In all definitions of risk, two common elements emerge uncertainty and loss. Uncertainty implications imply that an event's outcome is always questionable. In addition, the risk is a

combination of the likelihood and consequences of an adverse event (Suyitno, 2021). Referring to these two elements, the importance of risk management for an organization, including school organizations. It is because educational activities are inseparable from risks that can interfere with the sustainability of achieving educational goals. Like other organizations, educational institutions will always face risks, both from inside and outside educational institutions (Setiawan et al., 2022). The many problems that shackle the world of education ranging from asset and financial management by educational institutions to the low quality of graduates produced at each school level have negative implications for education in Indonesia (Munawwaroh et al., 2017).

A holistic approach to managing risk is often described as institutional risk management because it emphasizes anticipating and understanding risk throughout the organization. Thus, in addition to focusing on internal and external threats, organizational risk management emphasizes the importance of managing positive risks. This positive risk is in the form of opportunities that can increase the organizational value or, even vice versa, harm the organization if not taken. Thus, the goal of any risk management program is not to eliminate all risks but to preserve and add value to the company by making intelligent risk decisions (Suyitno, 2021).

Pramana in Subekti & Nur'aini (2019) explained that based on its occurrence, risks are divided into two, namely (1) Internal risks, which are risks originating from within the institution itself, and (2) External risks, which are risks originating from outside the institution. Furthermore, Ferreira de Araújo Lima et al. (2020) cite some literature related to the types of risks that will be faced by an organization, namely financial, hazard, operational, and strategic risks (Casualty Actuarial Society in (Ferreira de Araújo Lima et al., 2020)

Giorgino & Travaglini explained financial risk comes from market forces, financial assets or liabilities. Jørgensen, Duijm, & Troen, Verbano & Venturini explain the risk of harm as a pure risk whose influence is always negative and usually arises from natural or intentional accidents caused by third parties. Kran, Olsson, & Rolstadas explain that operational risks arise from failures resulting from potential human error and process errors that can occur in functional business units. Finally, Chatterjee, Wiseman, Fiegenbaum, & Devers explain that strategic risk can be an obstacle for a company in achieving its strategic goals (Ferreira de Araújo Lima et al., 2020).

In addition to these four risks, Kulasooriya mentions two more risks: compliance and reputation. Compliance risks occur due to non-compliance with the rules and regulations of government and partner institutions. At the same time, reputation risk occurs when the general public perceives the institution's name, the qualifications awarded, and its operations negatively. In this article, strategic, financial, operational, compliance, and reputation risks will be the research review Perera et al. (2020)

Several studies related to risk management have been conducted, such as those conducted by those who stated the results that Rosanti et al. (2018) MAN 4 Madiun has strengths and opportunities in the form of activity programs to create and grow character and potential in students with more prominent religious activities. Research suggests the results that SMK Muhammadiyah 3 Yogyakarta Subekti & Nur'aini (2019) contains more risks seen from its management because of the large number of study groups and students compared to the number of employees in the department, especially cleaning and maintenance and security employees considering the number of students and large buildings. Research stated that risk management in MTs Muhammadiyah Sanden is carried out to minimize risks in each program by identifying risks that may occur starting from planning, implementation, and handling. This risk management effort affects improving the quality of schools because good management of activities and minimizing the risk of these activities will run smoothly and save budgets (Rosyada et al., 2022).

Research by Natalia & Prasetyo (2022) found 51 operational risks identified with 18 priority risks analyzed for risk treatment. Of the 18 risks, ten risks are high-impact risks with high probability,

so they need to be prevented and mitigated; three risks are low-impact risks with high probability, so they need to be prevented; and five risks are high-impact risks with low probability, so they need to be mitigated.

SMPN 2 Piabung, one of the schools with risks in improving the quality of education, carries out risk management that will affect decision-making and strategic plan goals to be achieved by the institution. This school also has strengths, weaknesses, opportunities, and threats that will be part of risk management in maintaining the school's credibility.

2. Method

This study used a qualitative descriptive method. This qualitative approach uses a humanistic approach to understanding social reality, emphasizing an open view of social life (Riyanto & Oktariyanda, 2016). This type of research is a series of activities used to obtain data that has the nature of what it is and provides meaningful results (Rosanti et al., 2018). Data collection is done using interviews and documentation. The interview technique carried out is an unstructured interview. Data obtained from related sources are validated using primary data and secondary data. After validating the data, researchers conducted a SWOT analysis. Researchers use SWOT analysis to provide research results by collecting data from strategic, financial, operational, fulfillment, and reputation risks obtained from related sources, namely principals, vice principals, and treasurers. The data obtained will be analyzed to conclude.

3. Result and discussion

Based on documentation and interviews conducted by researchers, principals, vice principals, and treasurers, the findings as presented below. The data analysis used in this study determines the strengths, weaknesses, opportunities and threats faced by SMPN 2 Piabung in developing the quality of education. SWOT analysis is based on strategic, financial, operational, fulfillment and reputational risks.

Table 1. Strategic SWOT Analysis Model

	Strength	Weaknesses
Internal Analysis	1) The location of the school is strategic because four villages flank it 2) Extracurricular activities that match students' talents and interests 3) The primary abilities of students (literacy and numeracy) are pretty good 4) Intensive religious activities are instilled for character development and faith in True Source;	1) Transportation access is still tricky/in overseas villages 2) Students are reluctant to improve their literacy skills 3) Some bad habits of students sometimes carry over to the school
	Opportunities	Threat
External Analysis	1) Acceptance of learners through a high zoning system 2) Greater cooperation with each village for school activities 3) Strong interest from prospective learners to attend school	1) Uneven distribution of learners 2) The existence of favorite schools that threaten zoning lines

- 4) There is special attention from the Government to 3T regional education

Based on the analysis above, the strengths and opportunities of SMPN 2 Piabung in strategic risks outweigh the weaknesses and threats created. SMPN 2 Piabung can formulate risk management for the determination of better education planning in the future based on these strategic risks.

Table 2. Financial SWOT Analysis Model

	Strength	Weaknesses
Internal Analysis	1) School financing is free because it is sourced from BOS and BOSDA	1) Empowerment from school principals related to financial management is still lacking
	2) Planning proper financial management with the involvement of school residents	2) The use of funds that sometimes do not match the priority
	Opportunities	Threat
External analysis	1) Schools are free to manage school finances following the RKAS prepared	The number of students who have a nominal BOS and BOSDA received.
	2) Maximizing the available budget for the completeness of infrastructure facilities	

Based on the analysis above, the strengths and opportunities of SMPN 2 Piabung in financial risk outweigh the weaknesses and threats created. SMPN 2 Piabung can utilize this financial risk in formulating financial strategies to maximize the education budget by school income and expenditure.

Table 3. Operational SWOT Analysis Model

	Strength	Weaknesses
Internal Analysis	1) Infrastructure facilities are pretty complete	Some teachers don't understand IT
	2) The fulfillment and implementation of the eight educational standards are pretty good	
	Opportunities	Threat
External analysis	1) The development of more accessible access to information and ICT	Often lack costs because only sourced from BOS/BOSDA
	2) Learning media is increasingly varied	
	3) The proliferation of online training and Bimtek to improve teacher PKB	

Based on the analysis above, the strengths and opportunities of SMPN 2 Piabung in operational risk outweigh the weaknesses and threats created. The fulfillment of infrastructure facilities in improving the learning rhythm will support teaching and learning activities for extended periods.

Table 4. Fulfillment SWOT Analysis Model

	Strength	Weaknesses
Internal Analysis	1) 100% teacher qualification with an S1 degree	1) 10% of teachers do not teach as qualified
	2) Too many teachers	2) Work conflicts often occur due to differences in workload

	3) Teachers enthusiastically participated in PKB activities
	4) 90% of teachers teach according to educational qualifications
	Opportunities
	Threat
External analysis	More and more teacher professional development activities
	1) Interest in developing teacher competence that sometimes decreases 2) Work motivation is threatened due to work conflicts

Based on the analysis above, the strengths and opportunities of SMPN 2 Piabung in the risk of fulfillment outweigh the weaknesses and threats created. SMPN 2 Piabung has educator personnel who are the primary key in education. The use of educator qualification standards will support better learning implementation.

Table 5. Reputation SWOT Analysis Model

	Strength	Weaknesses
Internal Analysis	1) The percentage of graduation increases from year to year	1) Support from parents who are not optimal
	2) Student's academic and non-academic achievement improved better	3) Decreased interest in learning from students
	Opportunities	Threat
External Analysis	1) Good relationships and support from the surrounding community	Competition in attracting students' interest
	2) A good relationship with the local education office	
	3) Cooperation with foreign companies as one of the investors	

Based on the analysis above, the strengths and opportunities of SMPN 2 Piabung in strategic risks outweigh the weaknesses and threats created. SMPN 2 Piabung has a good reputation as one of the requirements to attract prospective students' attention.

Discussion

Strengths

SMPN 2 Piabung has implemented risk management very well. That is evidenced by identifying internal analysis of strengths based on strategic, financial, operational, fulfillment and reputation principles. From the inner side of strategic strength, SMPN 2 Piabung identified the location of the school flanked by four villages as a great strength in attracting students. With a strategic location, students should flock to enroll in the school, indirectly making the school not short of students.

The school also has strategic strengths in the form of many extracurricular activities that suit students' talents and interests. The extracurriculars are in the form of Scouting, the fields of religion, science, social, language and literature. With this variety of extracurricular types, the school can provide more selling points so prospective students and parents are interested in attending this junior high school. Another strength is that students' basic abilities (literacy and numeracy) are pretty good, as evidenced by the average score of elementary school report cards, which are entirely satisfactory. That is a strength for schools to focus more on improving literacy and numerical skills on a larger scale. Religious activities are also intensively instilled for character development and faith in True Source as a way of mental development for students in the midst of eroding morals and ethics of students. Thus, this will convince parents/guardians of students because, in addition to learning knowledge, the development of religious activities is also intensively carried out.

The inner side of financial strength is characterized by free school financing. It is sourced from the APBN and APBD (BOS and BOSDA) as stated in the 9-year compulsory education that

elementary level education is free. This program certainly supports parents/guardians of students to provide education rights for their children without considering the high cost of education. In addition, planning to manage education funds always involves school residents in its preparation. It will reflect that the harmonious relationship between school leaders and subordinates is well established to create a healthy work climate.

Internal factors of operational strength are identified with fairly complete facilities and infrastructure. Complete facilities and infrastructure will further ensure conducive teaching and learning activities continuity. The completeness of this infrastructure is undoubtedly one of the risk management issues of concern because without adequate facilities and infrastructure will create learning gaps which ultimately affect the quality of education in a school. In addition, aspects of fulfillment and implementation of 8 educational standards at SMPN 2 Piabung have been implemented very well. This aspect is mainly realized in the formulation of education financing RKAS.

The identification of internal analysis of fulfillment strength shows that SMPN 2 Piabung has a teaching qualification with a bachelor's degree in education of 100%. It is proven that undergraduate graduates with the minimum qualifications teach the subjects in these schools to become a teacher. The number of excess teachers is also one of this school's strengths so that the school will not lack teachers to teach in several roles. It is also beneficial because it will reduce the workload for teachers. Teacher competence in learning quality is also improving because teachers are enthusiastic about participating in PKB activities provided by educational portals. Despite the excess number of teachers, the distribution of subject assistance is still adjusted to the linearity of education. As many as 90% of teachers teach according to qualifications in the field of education, while the rest teach in fields with no appropriate teacher qualification. For example, the cultural arts, crafts, and local content fields.

The strength of reputation risk can be seen from the percentage of graduation that increases yearly, which touches 100%. It proves the quality of students and the commitment of teachers and principals to provide good service for their students. That is a strength for the school to show credibility and professionalism as an education provider. Another commitment was shown by teachers in obtaining academic and non-academic achievements of students who also managed to carve several awards, especially in the fields of religion and sports.

Weaknesses

The strategic weakness of SMPN 2 Piabung can be seen from the contradiction of its strategic strength. Although four villages flank this school, transportation access is an obstacle because one of the four villages is accessed by sea. Students from the school use sea motors as a means of the shuttle, whose costs are borne by the school through BOS fund financing. Another strategic internal weakness is that many students are reluctant to improve their literacy skills because of the low quality of reading hobbies. Many students assume that reading is only done at school, so they will focus while at school. Another weakness is that because most students come from four different villages, it certainly has an impact in the form of bad habits that sometimes carry over to the school, which often affects the learning activities and attitudes of other students. However, until now, the school can still anticipate these bad habits by continuing to instill good characteristic values.

Financial risk weakness is generally influenced by the weak empowerment of school principals in financial management and the use of funds that sometimes have not prioritized educational needs. It is due to queues for approved RKAS according to their respective fund plots. However, this can be solved flexibly when repairs are carried out.

The weakness of operational risk in schools is caused by some teachers who do not understand IT, especially older teachers. Even though it has internet facilities, the field found that some teachers still do not understand operating technological devices.

The downside to this school's fulfillment risk is that 10% of teachers still do not teach according to qualifications. This is because these subjects have been taught by certified teachers, so that sufficient hours are prioritized for certified teachers. This results in some teachers tutoring other

subject areas that are not linear with their diplomas. Due to the risk of strength over the excess number of teachers, sometimes it also causes conflicts due to teaching differences. This is commonplace but can be anticipated by the principal's leadership.

The weakness of reputation risk identified from SMPN 2 Piabung is the support from parents/guardians of students, which is not optimal due to less intensive communication conditions. The level of education of parents/guardians of students also affects this side because generally, parents give complete trust to the school in educating their children, so the control of children's learning when outside school or in the family environment is not optimal. Another weakness is students' interest in learning which sometimes decreases, especially in trying to complete schoolwork. Students tend to rely on more brilliant friends and often underestimate the tasks given.

Opportunities

From the external side of strategic opportunities, SMPN 2 Piabung has a more significant opportunity to accept students through the zoning system. It is due to its internal strength flanked by four villages as described earlier. As a result of its strategic location, this school also has the opportunity to create cooperation with each village in the context of organizing school activities. By itself, the management of community relations between the school and the villagers around the school can be better established. Another strategic external opportunity identified is the high interest from prospective learners to attend school. The increasing number of students who continue school coupled with changes in the way of thinking towards a more modern direction causes school interest both from students and support from parents for the sustainability of their children's education, causing the existence of the nearest school domicile to be the leading choice for attending school. The Government's exceptional attention to education in 3T regions (frontier, underdeveloped, and outermost) is also an opportunity for SMPN 2 Piabung in education risk management. This attention gives birth to optimism for the creation of equal distribution of education in the 3T area, whose implications will improve the quality of education due to support and guarantees from the Government.

In line with regional autonomy, the risk of financial opportunities causes schools to have full rights in financial management planning to meet the needs of their institutions. Thus, this becomes a power for schools to determine the needs of their schools to realize the quality of education mandated by law. School freedom in managing education budgets also creates opportunities for schools to maximize budgets in completing infrastructure facilities according to school needs assessment. That will minimize improper budget wastage.

The external operational side provides three opportunities for SMPN 2 Piabung to take advantage of existing positive risks. The accessible internet infrastructure of Bakti Aksi from the Government facilitates access to information and ICT quickly and flexibly. School residents can access the internet without quota and network restrictions. The support of the ease of internet accessibility also makes it easier for teachers to find various learning media that are increasingly varied according to learning needs. This creativity and innovation are also supported by the proliferation of training and bimtek for teachers available online. The facilities available further create opportunities for SMPN 2 Piabung to continue to improve the quality of learning. It is only the willingness and concern of the school community to execute this.

In terms of fulfillment risk, there are more and more teacher professional development activities as an opportunity to improve the quality of learning. It aligns with the ease of internet access and support from the principal so that teachers continue to improve their competencies. Teachers do not need to wait for programs carried out offline, which are set with quota limits each semester. On the other hand, teachers take advantage of online teacher professional activities to increase competence and teachers' credit scores.

Good relationships and support from the surrounding community awaken the risk of reputation opportunities. This opportunity was born as an implication of the strategic strength of the school related to the location of this school flanked by several villages. Other opportunities are also created by good relations with the local education office, both with the sub-district district and district

education offices. This school has received several awards, as recently, SMPN 2 Piabung was nominated for the excellent school category at the 2023 Anambas Islands District Education Award. In addition to the community and local officials, this school also has a good reputation for successfully collaborating with companies and educational foundations as one of education investors. Educational activities sponsored by investors are not only a disbursement of funds but also often involve school residents when investors hold education-themed activities.

Threats

The threat of this strategic risk is the uneven distribution of students due to access to transportation and the choice of parents who sometimes do not want to enroll their children in this school. That is also influenced by another threat, namely the claim of elite schools that threaten zoning lines. With the basis of four villages, this school should not lack students because, based on the zoning system, this school is the first choice. However, the fact is that there are many cases where parents use other channels to get their children into schools that are considered more qualified.

The threat of financial risk stems from the number of students that affect the nominal BOS and BOSDA funds received in schools. Free schools, which are the strategic power of these schools, manifest sources of financing that only come from the Government. That means that funds disbursement is calculated according to the number of students enrolled. The more students, the larger the plot of funds tied. On the contrary, the smaller the number of students, the smaller the plot of funds poured out. This nominal amount certainly affects the decision-making of education financial policy in a school.

The threat of operational risk in this school is often a lack of costs because the source of school operational financing is only sourced from BOS and BOSDA. It cannot be prevented because the school system only relies on government assistance. Thus, in the formulation of financing, it is thought about the possible risks that occur with limited sources of funds so that all educational planning in the current semester can be realized.

The threat from operational risk is the interest in developing teacher competence which sometimes decreases. That can be influenced by various causes, such as work stress and work motivation, which sometimes also affect the mentality of teachers. Plus, because of work conflicts that sometimes disturb the emotional side of teachers affect their work motivation. That indeed threatens the continuity of professional learning activities in this school.

The threat that emerges as a reputational risk is the competition to attract students. This school has made innovations to attract students to want to study here. This effort continues to be encouraged by highlighting the advantages and benefits of studying here.

4. Conclusion

Based on the results of the study, it can be concluded that the quality of education must be an essential point of thought in maintaining the existence of the operational sustainability of the educational institution, so risk management as one of the indicators of decision-making must be applied. SMPN 2 Piabung has conducted a reasonably good risk management analysis at the strategic, financial, operational, fulfillment, and reputation risk levels. Risk analysis of this strength lies in strategic, fulfillment, and operational risk aspects. The biggest drawback comes from financial risk. The most significant opportunities are identified from strategic and reputational risks. The most significant threat risk comes from strategic and financial risk.

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