

## Optimizing Educational Excellence: Unveiling SMA Darul Ulum 2 Jombang's Successful Integration of the Seven Correlates of Effective Schools

Afifa Syamsun Zulfikar

Universitas Pesantren Tinggi Darul Ulum

**Corresponding Author:** Afifa S. Zulfikar [afifazulfikar@fbs.unipdu.ac.id](mailto:afifazulfikar@fbs.unipdu.ac.id)

---

### ARTICLE INFO

*Keywords:* Educational excellence, Effective schools, Holistic Education, Integration of moral values

*Received :* 23, December

*Revised :* 24, January

*Accepted:* 25, February

©2024 Zulfikar: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This study examines the holistic approach to education practiced at SMA Darul Ulum 2 in Jombang, Indonesia, within the context of pesantren schools. Pesantren schools blend Islamic values with general knowledge, presenting a unique educational model. Despite their role in fostering strong moral values, these schools encounter challenges in curriculum development and infrastructure. Traditional emphasis on religious sciences sometimes results in a perceived gap compared to public schools, highlighting the need for balance between religious and academic education. Through innovative strategies, SMA Darul Ulum 2 aims to integrate religious teachings with modern educational practices. The study employs qualitative methods, including interviews and observations, to explore how SMA Darul Ulum 2 implements effective school practices, focusing on Lezotte's Seven Correlates of Effective Schools. Findings reveal a comprehensive approach to education, integrating moral and academic development. The principal's leadership, teacher commitment, clear mission alignment, and positive school-home relations contribute to the school's success. These findings underscore the importance of effective leadership and strategic management in achieving educational excellence.

## INTRODUCTION

The intersection of intellectual and moral education has long been a subject of debate within the broader educational discourse. While the emphasis on academic rigor is universally acknowledged, the integration of moral values into the educational framework remains a nuanced topic. This study delves into the educational milieu of SMA Darul Ulum 2 Jombang, situated within the unique context of pesantren schools in Indonesia.

Pesantren schools, as distinct educational entities, embody a fusion of Islamic values with a focus on spiritual intelligence integrated with general knowledge. The evolution of pesantren schools from traditional to modern orientations reflects the dynamic nature of education in Indonesia. The landscape includes Salafi (traditional) and Khalafi (modern) pesantren schools, each contributing to the diverse educational tapestry of the nation (Kusnadi, Sobur, & Aziz, 2017).

Despite their significant role in shaping individuals with strong moral grounding, pesantren schools often face challenges in various aspects of their operations. These challenges encompass curriculum development, teaching methodologies, infrastructure inadequacies, and administrative complexities. Traditionally, pesantren schools prioritize religious sciences, which sometimes leads to a perceived disparity compared to public schools, especially in the realm of general sciences. This disparity highlights the need for a critical reassessment of the educational approach to strike a balance between religious education and academic proficiency. Achieving this equilibrium is essential to create educational environments that not only nurture religious virtues but also foster academic excellence. It calls for innovative strategies that integrate religious teachings seamlessly with modern educational practices to ensure students receive a comprehensive and well-rounded education. Such efforts are crucial to address the evolving needs of students and equip them with the skills and knowledge necessary to succeed in today's dynamic world.

The educational barriers faced by pesantren schools extend beyond content to encompass technological, financial, and pedagogical readiness, posing substantial challenges for teachers and policymakers (Habibi et al., 2021). Addressing these challenges is essential for pesantren schools to not only maintain their religious focus but also provide a well-rounded education that prepares students for broader societal recognition.

This research is based on the foundational belief that Lezotte's "Seven Correlates of Effective Schools" provide a valuable framework for addressing the challenges encountered by pesantren schools. Lezotte's correlates encompass essential aspects of school functioning, including instructional leadership, a well-defined mission, a secure and organized environment, high expectations for student achievement, regular assessment of student progress, positive collaboration between home and school, and adequate time and resources for student learning and completion of assignments.

Instructional leadership serves as a cornerstone for effective schools, with principals and administrators playing a pivotal role in guiding teaching practices and fostering a culture of continuous improvement. A clear and

focused mission provides schools with a sense of direction and purpose, guiding decision-making processes and aligning efforts towards common goals.

Ensuring a safe and orderly environment is crucial for creating an atmosphere conducive to learning, where students feel secure and can focus on their studies without distractions. High expectations for success motivate students to strive for excellence and reach their full potential, while frequent monitoring of student progress allows educators to identify areas for improvement and provide timely support.

Positive home-school relationships strengthen the educational experience by fostering collaboration between teachers and parents, leading to greater student engagement and achievement. Finally, providing dedicated learning opportunities and allocating sufficient time for students to complete assignments are essential for fostering academic growth and ensuring that students have the resources they need to succeed.

Through an exploration of SMA Darul Ulum 2 Jombang, this research seeks to unravel how the application of these correlates contributes to the delicate balance between religious/moral learning and general sciences. By investigating the school, located within the Jombang region, this study aims to shed light on the strategies employed by the schools in nurturing competent and morally grounded graduates.

## LITERATURE REVIEW

Lezotte's groundbreaking research on *Effective Schools*, as articulated in his 2010 book "What Effective Schools Do," aimed to demonstrate that schools could wield a significant positive impact on student achievement irrespective of external circumstances. Central to Lezotte's work are the seven "Correlates of Effective Schools," identified as fundamental characteristics across racial and socioeconomic spectrums for a school to be considered effective (Lezotte & Snyder, 2011).

### 1. Be a Safe and Organized Place

An effective school prioritizes creating a safe and supportive environment, physically and emotionally. Lezotte emphasizes the importance of viewing schools as "sacred places" to instill a culture where students and teachers of all backgrounds can focus on learning. Donelson's (2020) study warns against punitive measures like suspension and expulsion, advocating instead for positive behavior interventions focusing on social skills and emotional learning.

### 2. Set High Expectations for Students

Effective schools nurture an expectation of student success. Lezotte draws from psychology researcher Robert Rosenthal's 1960s experiment, showcasing that students excel when teachers have high expectations. Effective teachers provide equal opportunities, thoughtful feedback, and are willing to re-teach concepts to ensure every student's success (Turner, 2016).

### **3. Have a Relatable Leader**

In an effective school, the principal serves as a "leader of leaders," embodying qualities of a coach, partner, and cheerleader. Lezotte emphasizes collaborative leadership over a top-down approach, citing the example of Principal Robert Mastruzzi, who motivated staff and students through a shared vision and innovative leadership (Lezotte & Snyder, 2011).

### **4. State a Clear Mission**

An effective school upholds a clear vision articulated by the principal, fostering unity among teachers, administration, and parents in striving for higher achievement. Lezotte (2011) warns against vague goals, advocating for a mission emphasizing innovation and improvement for all members of the school community.

### **5. Monitor Students' Progress**

Lezotte's research emphasizes the value of regular testing and teacher-written evaluations to track academic progress. While assessments are used, Lezotte encourages holistic and less formal evaluation methods, such as portfolios and presentations, to better gauge students' learning (Scheerens, 2016).

### **6. Provide the Opportunity to Learn**

Effective schools recognize limited instruction time and craft flexible syllabi that allow for both coverage and mastery of material. Lezotte endorses "organized abandonment" when necessary, prioritizing fundamental skills and advocating for extended school time to enhance learning (Schur, 2015).

### **7. Build a True Partnership Between Home and School**

Lezotte underscores the importance of an authentic partnership between schools and parents, extending beyond basic responsibilities. Effective schools foster open communication, collaboration in assignments, and address non-school-based issues, creating a team approach to problem-solving for a better learning environment and society (Blase & Blase, 1999).

By integrating these principles, schools can cultivate effective learning environments that positively impact student achievement and contribute to the overall well-being of the community.

## **METHODOLOGY**

**Research Design:** This study adopts a qualitative approach, aiming to gain a nuanced understanding of how SMA Darul Ulum 2 Jombang implements the Correlates of Effective Schools. Qualitative research allows for an in-depth exploration of specific events, group dynamics, and social interactions within the context of pesantren education (Locke, Spirduso, & Silverman, 2007). The research design employs a case study methodology, delving into individual events, group dynamics, and life portraits within the schools.

**Participants and Setting:** The study focuses on SMA Darul Ulum 2, situated in Jombang, Indonesia. The selection criteria for the school were based

on their distinctive characteristics, combining the essence of pesantren education with effective school practices. The institution, embedded within the pesantren community, requires students (santri) to reside in Pondok (dormitory) for the study of religious sciences. Interviews were conducted with the principal and teachers from the school to gain insights into the implementation of effective school principles.

**Data Collection Techniques:**

1. Interviews: The principal and teachers from SMA Darul Ulum 2 were interviewed to gather specific data regarding the policies and practices related to pesantren effective schools. The interviews aimed to explore the nuances of how these institutions balance religious/moral learning and general sciences, particularly focusing on the seven correlates of effective schools.
2. Observations: Direct observations of events and activities at the school were conducted to collect data on the practical implementation of pesantren effective school policies. This involved capturing real-time scenarios, interactions, and dynamics within the school environment.
3. Data Analysis: The collected data underwent analysis using the interactive analysis model proposed by Miles and Huberman (1984). This model emphasizes a systematic and iterative process, involving data reduction, data display, and conclusion drawing. The focus of the analysis was on unraveling how SMA Darul Ulum 2 applied the seven correlates of effective schools, with a specific emphasis on the intricate balance between religion-based moral learning and general sciences. The findings were interpreted in the context of these schools' identities as effective schools within the pesantren framework.

**RESEARCH RESULT**

SMA Darul Ulum 2 exemplifies a comprehensive approach to education, underscored by various effective school practices that foster holistic development among students. The school's commitment to a balanced curriculum implementation ensures that both religious/moral content and general science content are harmoniously integrated. This nuanced approach, championed by the principal acting as instructional leaders, reflects a dedication to shaping well-rounded individuals with a blend of academic competence and moral grounding. Furthermore, strategic planning in infrastructure and facilities provision prioritizes resources essential for both religious/moral learning and general sciences, creating conducive learning environments that cater to both academic and moral development. Recognizing the pivotal role of teachers, SMA Darul Ulum 2 emphasizes teacher competence and continuous development, aligning selection criteria with the integration of morality/religion into general science learning. The school's clear mission alignment articulates a commitment to producing graduates with a holistic blend of moral virtues and intellectual prowess. Moreover, a safe and orderly environment, high expectations for student success, frequent monitoring of student progress, positive home-school relations, and effective use of learning time further enhance the school's holistic educational approach. These practices collectively position SMA Darul Ulum 2 as an exemplar of holistic education,

nurturing individuals prepared for success in both moral and intellectual domains.

**Balanced Curriculum Implementation:** In SMA 2 Darul Ulum, a concerted effort is observed in ensuring a harmonious balance between religious/moral content and general science content. The principal, acting as instructional leaders, emphasized the need for equilibrium in curriculum design. This nuanced approach highlights the commitment to shaping well-rounded individuals with a blend of academic competence and moral grounding.

**Infrastructure and Facilities:** The principal exhibited strategic planning by providing adequate facilities and infrastructure for both religious/moral learning and general sciences. SMA 2 Darul Ulum prioritizes essential resources, such as Islamic centers, mosques, and well-stocked libraries with a rich collection of Islamic references. Simultaneously, they ensure the availability of laboratories and comprehensive libraries to support the learning of general sciences. This infrastructure alignment underscores the dedication to creating conducive learning environments that cater to both academic and moral development.

**Teacher Competence and Development:** Recognizing the pivotal role of teachers, the principal prioritized competence and continuous development. Teachers are encouraged to attend relevant seminars and training sessions, ensuring they stay abreast of advancements in their fields. In the school, the selection criteria for teachers include a potential competence in religious knowledge, emphasizing the integration of morality/religion into general science learning. This selection criterion resonates with the overarching goal of achieving maximal targets and objectives within the pesantren effective school framework.

**Clear Mission Alignment:** The missions of the school explicitly articulate the commitment to balancing religious/morality and general science learning. The mission statements highlight the cultivation of religion-based character alongside the development of competence in general sciences. The emphasis on integrated education further underscores the schools' dedication to producing graduates with a holistic blend of moral virtues and intellectual prowess.

**Safe and Orderly Environment:** The school manifests a commitment to creating a safe and orderly environment by establishing clear regulations governing student and staff behavior. CCTV installations further contribute to ensuring a secure learning environment. The schools' regulations, coupled with monitoring mechanisms, aim to guarantee a conducive atmosphere for learning and foster peaceful study environments.

**High Expectations for Student Success:** A climate of high expectations prevails in the school, with teachers exhibiting unwavering belief in their students' potential for success. The teachers' strong conviction transcends students' initial learning capital, emphasizing that success is achievable through effective learning methods. This climate aligns with the schools' commitment to realizing minimum mastery scores in both religious and general science subjects.

**Frequent Monitoring of Student Progress:** SMA Darul Ulum 2 employs a variety of written and oral tests to regularly monitor student progress. These assessments, including mid-term and final-term tests, serve as crucial tools for evaluating student learning and informing instructional decisions. The commitment to regular assessment aligns with the principle of frequent monitoring of student progress, ensuring a dynamic and adaptive approach to teaching.

**Positive Home-School Relations:** Establishing robust home-school relations, SMA Darul Ulum 2 leverages social media platforms for daily communication and organizes regular face-to-face meetings. These interactions, facilitated through WhatsApp, Telegram, Zoom, and GMeet, serve as conduits for conveying student progress and obtaining parental input. The emphasis on multi-channel communication aligns with the evolving dynamics of contemporary family structures.

**Effective Use of Learning Time:** The principal encouraged teachers to judiciously allocate more time to pivotal topics that align with the school's missions. This approach adheres to the principle of providing ample opportunity for learning and optimizing student time on task. Teachers exhibit the courage to prioritize important subjects, aligning with the schools' mission to produce intellectually adept and morally grounded individuals.

In summary, the findings underscore a synergistic integration of effective school practices within the pesantren effective school framework. The commitment to balancing moral and intellectual development, coupled with strategic infrastructure planning, teacher development, and clear mission alignment, positions the school as exemplars of holistic education.

## **DISCUSSION**

The analysis of SMA Darul Ulum 2's management of the seven correlates reflecting effective schools reveals several noteworthy findings in the pursuit of its mission, which prioritizes the development of students' competencies in both general sciences and religion-based morality studies. The principal of SMA Darul Ulum 2 emerges as a pivotal figure, actively managing various resources to align with the school's mission. They demonstrate seriousness in achieving this mission by designing balanced curricula encompassing religious and general sciences, integrating morality-based extracurricular activities, and enhancing facilities and teacher competencies. This aligns with research by Shava, Heystek, and Chasara (2021), emphasizing the critical role of principals in fostering academic development and school improvement.

Furthermore, the active involvement of the principal in curriculum formulation positively impacts student competence, echoing findings by Robinson et al. (2008) on the correlation between principal engagement in teaching and learning processes and improved student outcomes. Hoy (2012) underscores the principal's duty in fostering a competitive learning environment and nurturing a culture of achievement, emphasizing the significance of shared missions among stakeholders.

Teachers in SMA Darul Ulum 2 play a pivotal role as instructional leaders, actively integrating religious-based morality content across various subjects while simultaneously fostering the development of students' intellectual abilities. This multifaceted approach underscores the holistic nature of education pursued by the school, where academic excellence is intertwined with moral and ethical development.

By infusing religious-based morality content into their teaching across subjects, teachers not only impart academic knowledge but also instill values and principles that are integral to the school's mission. This approach ensures that students receive a well-rounded education that encompasses both cognitive and ethical dimensions.

Moreover, teachers in SMA Darul Ulum 2 go beyond mere instruction by actively motivating students to practice religious teachings in their daily lives. They create opportunities for students to apply moral principles and ethical values in real-world contexts, fostering a deeper understanding and internalization of these teachings.

This emphasis on integrating religious-based morality content and promoting the practice of religious teachings reflects the crucial role of teachers in advancing the school's mission. As highlighted in Cosenza's study (2015), teachers play a central role in shaping the educational experience and outcomes of students. Their dedication and commitment to holistic education contribute significantly to the achievement of the school's objectives.

The transparent and easily understandable mission of SMA Darul Ulum 2 plays a pivotal role in achieving its goals by effectively communicating adopted strategies and measurable objectives to all stakeholders. This aligns with the perspectives of Ouma & Mosoti (2018) and Edwards (2014), emphasizing the importance of clear communication in educational institutions.

Moreover, a meticulously designed system of rules governing student behavior is rigorously enforced at the institution, augmented by thorough CCTV monitoring. This comprehensive approach plays a pivotal role in ensuring the upkeep of a secure and disciplined environment within the school premises. The institution's commitment to these practices finds resonance in the research findings of Purwanto (2020), Voight, Austin, and Hanson (2013), Cornell & Mayer (2014), and Kutsyuruba, Klinger, & Hussain (2015).

The structured system of rules serves as a framework that delineates expected behavior and fosters a sense of responsibility among students. The meticulous monitoring through CCTV adds an extra layer of vigilance, deterring potential disruptions and contributing to a heightened sense of security within the school community.

The research insights from Purwanto (2020), Voight, Austin, and Hanson (2013), Cornell & Mayer (2014), as well as Kutsyuruba, Klinger, & Hussain (2015), provide empirical support for the effectiveness of this approach. These studies affirm that a well-defined system of rules, coupled with vigilant monitoring, significantly correlates with the maintenance of discipline, creating an environment conducive to focused learning and positive social interactions.

In essence, SMA Darul Ulum 2 not only sets clear strategic objectives but also implements concrete measures to ensure a conducive and safe learning atmosphere. This comprehensive approach, rooted in both mission clarity and stringent behavioral regulations, reflects the school's commitment to fostering an environment conducive to academic excellence and student well-being.

Teachers at the school demonstrate a high level of confidence in their students' potential for success, which is complemented by their practice of regularly monitoring student progress. This approach aligns with recognized effective school characteristics, as it helps to foster student motivation and engagement in learning. Research by Alexander, Ryan, & Deci (2000) and Lumsden (1999) supports the notion that such teacher behaviors contribute positively to student outcomes.

Furthermore, the establishment of strong relationships between the school and students' homes is emphasized, utilizing a variety of communication channels. This highlights the importance of parental involvement in the overall development of students, a finding consistent with research conducted by The Education Hub in 2019. Such robust school-home relationships facilitate collaboration between educators and parents, providing opportunities for mutual support and reinforcement of students' learning experiences.

The principal's policies prioritizing essential topics over others reflect a strategic approach to curriculum management, which is crucial in enhancing student understanding and achievement. This practice aligns with research findings by Poedjiastutie & Oliver (2017) and Sipes (2017), which underscore the importance of focusing on core subjects to optimize learning outcomes.

By prioritizing essential topics, the principal ensures that students receive adequate time and resources to master foundational concepts and skills. This targeted approach allows for deeper exploration and understanding of key subject matter, laying a solid foundation for further learning and academic success.

Moreover, prioritizing essential topics helps streamline the curriculum, preventing overload and ensuring that students have sufficient time to grasp fundamental concepts thoroughly. This approach promotes clarity and coherence in instruction, making learning more accessible and meaningful for students.

Furthermore, by focusing on essential topics, the principal demonstrates a commitment to academic rigor and excellence. This emphasis on core subjects reflects a strategic vision for educational improvement, as it enables educators to allocate resources effectively and prioritize areas of greatest need.

In summary, the analysis highlights the significance of effective leadership, teacher commitment, clear mission formulation, discipline enforcement, parental involvement, and strategic curriculum management in realizing SMA Darul Ulum 2's mission to develop well-rounded, competent students in both secular and moral domains. These findings underscore the multifaceted approach required for achieving educational excellence and student success.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussions, it is evident that SMA Darul Ulum 2 adopts a holistic approach to education, integrating effective school practices to nurture students' comprehensive development. The school's commitment to a balanced curriculum, combining religious/moral and general science content, underscores its dedication to shaping individuals with academic proficiency and moral values. Led by the principal as instructional leaders, the school emphasizes the cultivation of well-rounded individuals capable of excelling in both intellectual and ethical domains. Strategic infrastructure planning ensures essential resources for holistic development, while teachers play a pivotal role in integrating moral content across subjects. These practices, along with clear mission alignment and a conducive learning environment, position SMA Darul Ulum 2 as an exemplar of holistic education within the pesantren effective school framework, emphasizing the importance of effective leadership, teacher commitment, and parental involvement in achieving educational excellence and student success.

## ADVANCED RESEARCH

Building on the identified strengths of SMA Darul Ulum 2 in adopting a holistic educational approach, future research could delve into the specific pedagogical strategies employed by the school to seamlessly integrate moral and academic content within the curriculum. Investigating the methodologies and instructional techniques used by teachers in incorporating moral values across subjects would provide valuable insights into effective moral integration practices. Additionally, a comparative analysis with other institutions following similar holistic models, both within and outside the pesantren effective school framework, could offer a broader perspective on the versatility and adaptability of such educational approaches. Further exploration into the long-term impact of holistic education on students' academic achievements, character development, and post-graduation success would contribute to the existing knowledge base. Additionally, a qualitative study examining the perspectives of students, teachers, and parents on the perceived benefits and challenges of the holistic approach at SMA Darul Ulum 2 would offer a comprehensive understanding of its effectiveness from various stakeholders' viewpoints.

## REFERENCES

- Alexander, P., Ryan, R., & Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1). <https://doi.org/10.1006/ceps.1999.1020>
- Blase, J., & Blase, J. (1999). Implementation of shared governance for instructional improvement: Principals' perspectives. *Journal of educational administration*, 37(5), 476-500.
- Cornell, D.G. and Mayer, M.J. (2014). Why Do School Order and Safety Matter? *Educational Researcher*, 39(1), 7-15. <https://doi.org/10.3102/0013189X09357616>

- Cosenza, M.N. (2015). Defining Teacher Leadership Affirming the Teacher Leader Model Standards. *Issues in Teacher Education*, 24(2): 79 - 99
- Donelson, L. V. (2020). Alternatives to Out-Of-School Suspensions and Expulsions and Zero Tolerance Disciplines: A Case Study (Doctoral dissertation, Northcentral University).
- Habibi, A., Mukminin, A., Yaqin, L. N., Parhanuddin, L., Razak, R. A., Nazry, N. N. M., & Fathurrijal, F. (2021). Mapping instructional barriers during covid-19 outbreak: Islamic education context. *Religions*, 12(1), 50.
- Hoy, W. K. (2012). School characteristics that make a difference for the achievement of all students. A 40-year academic odyssey. *Journal of Educational Administration*, 50, 76- 97.  
<https://doi.org/10.1108/09578231211196078>
- Ketchen, D., Try, D., Edwards, J., & Short, J. (2014). *Mastering strategic management-1st Canadian Edition*.
- Kusnadi, E., Sobur, K. and Aziz, A (2017) An Islamic boarding school: A study of al-mubarak al-Islam within the social changes of seberang kota Jambi. *ADDIN* 11(1): 101-130. <http://dx.doi.org/10.21043/addin.v11i1.1920>
- Kutsyuruba, B, Klinger, D, and Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education*. 3(1):103-135.  
<https://doi.org/10.1002/rev3.3043>
- Lezotte, L. W., & Snyder, K. M. (2011). *What Effective Schools Do: Re-Envisioning the Correlates*. Soluion Tree Press
- Poedjiastutie, Dwi & Oliver, Rhonda. (2017). Exploring Students' Learning Needs: Expectation and Challenges. *English Language Teaching*. 10(10): 124-133. <http://doi.org/10.5539/elt.v10n10p124>.
- Purwanto, S. (2020). Pemanfaatan CCTV Sebagai Media Pembinaan Karakter Siswa Di SMP Istiqomah Sambas Purbalingga. *QALAM: Jurnal Pendidikan Islam* 1(1): 109-124.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the different effects of leadership types. *Educational Administration Quarterly*, 44: 635-674.  
<https://doi.org/10.1177/0013161X08321509>
- Scheerens, J. (2016). Educational effectiveness and ineffectiveness. A critical review of the knowledge base, 389.
- Schur, A. M. (2015). Implications of HB5 at the high school level (Doctoral dissertation).
- Shava, G.N., Heystek, J, and Chasara, T. (2021). Instructional Leadership: Its Role in Sustaining School Improvement in South African Schools. *International Journal of Social Learning*. 1(2), 117-134.  
<https://doi.org/10.47134/ijsl.v1i2.51>
- Sipes, Shannon (2017, February 1) Emphasize Time on Task. Center for Innovative Teaching and Learning @IUB.  
<https://blogs.iu.edu/citl/2017/02/01/emphasize-time-on-task/>
- The education hub. (2019, April 8). Home-school partnerships: What the research says.

- Turner, C. (2016). What Matters Most: Using High-Traction Instructional Strategies to Increase Student Success. *NADE Digest*, 9(1), 44-48.
- Voight, A., Austin, G., and Hanson, T. (2013). A climate for academic success: How school climate distinguishes schools that are beating the achievement odds (Full Report). San Francisco: WestEd.