

## THE PRINCIPAL'S ROLE IN IMPROVING TEACHER COMPETENCE

**Didi Kriswanto<sup>1</sup>, Enung Hasanah<sup>2</sup>**

Educational Management Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Email: didikriswanto1999@gmail.com<sup>1</sup>, enung.hasanah@mp.uad.ac.id<sup>2</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v5i3.2988>

Received: November 2021

Accepted: November 2021

Published: December 2021

### Abstract:

This study aims to explore the role of principals in improving teacher competence and analyze the supporting and inhibiting factors of principals in improving teacher competence. This study uses a qualitative research approach in descriptive form. The subjects of this study were seven people consisting of the principal and six teachers with criteria based on years of service at elementary school Muhammadiyah Sagan. Data collection techniques include interviews, observation, and documentation. The validity of the data used triangulation of sources and methods. Data analysis activities include data reduction, data presentation, and conclusions. The results showed that the principal's role in improving teacher competence at elementary school Muhammadiyah Sagan was as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Supporting factors are the willingness and enthusiasm of teachers, support from school coordinators, and adequate facilities and infrastructure. Meanwhile, the limiting factor is the limited budget of funds with many school needs, so the increase in teacher competence is minor. In addition, different teachers' different areas of expertise require other forms of training and cost a lot of money.

**Keywords:** *Principal, Teacher, Competence*

### Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi peran kepala sekolah dalam meningkatkan kompetensi guru dan menganalisis faktor pendukung serta penghambat kepala sekolah dalam meningkatkan kompetensi guru. Penelitian ini menggunakan pendekatan penelitian kualitatif dalam bentuk deskriptif. Subjek penelitian ini sejumlah 7 orang yang terdiri dari kepala sekolah dan 6 guru dengan kriteria berdasarkan masa kerjanya di SD Muhammadiyah Sagan. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Keabsahan data menggunakan teknik triangulasi sumber dan teknik. Kegiatan analisis data meliputi reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa peran kepala sekolah dalam meningkatkan kompetensi guru di SD Muhammadiyah Sagan yaitu sebagai educator, manager, administrator, supervisor, leader, innovator, dan motivator. Faktor pendukung meliputi kemauan dan antusias guru, adanya dukungan dari koordinator sekolah, serta sarana dan prasarana yang memadai. Sedangkan faktor penghambat terbatasnya anggaran dana dengan banyaknya kebutuhan sekolah, sehingga terbatasnya kegiatan peningkatan kompetensi guru. Selain itu, bidang keahlian guru yang beragam membutuhkan bentuk pelatihan yang berbeda-beda dan biaya yang banyak.

**Kata Kunci:** *Kepala sekolah, Guru, Kompetensi*

## INTRODUCTION

Teachers have a vital role in the educational process (Hasanah et al., 2020) because teachers have a crucial role in helping students grow optimally through various meaningful learning processes (Wening & Hasanah, 2020). A significant learning process can only be carried out by teachers who can carry out effective classroom management and create classrooms that actively involve students (Abdulbaki et al., 2018; Mashuri & Hasanah, 2021). Therefore, every teacher needs to have adequate competence to carry out their duties professionally.

In Indonesia, teacher quality indicators can be seen from Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 on Academic Qualification Standards and Teacher Competencies which contains four competencies that must be possessed by teachers, namely pedagogic, personality, social, and professional competencies. According to Rusmawati (2013) one of the factors that can influence the process of developing teacher competence is the principal, because the principal has a role as a power holder who is the driving force in school activities and as a controller of the implementation of teacher duties and functions so that their performance is directed towards achieving the goals that have been set. Mulyasa (2003) seven principal roles must be carried out: educator, manager, administrator, supervisor, leader, innovator, and motivator (*EMASLIM*). The principal's leadership role is an effort to influence or mobilize all human resources, especially teachers, to achieve the school's goals or vision and mission through increasing teacher competence (Salim & Hasanah, 2021).

As the school's highest leader, the principal has a huge role in developing teacher competence (Wang et al., 2016; Kurniawan & Hasanah, 2021). Principals can play their part in improving teacher competence by providing various pieces of training for teachers and diverse learning opportunities for teachers (Burhanudin, 2017). Learning opportunities for teachers are significant in the process of increasing teacher competence so that teachers can help students grow optimally both in terms of moral development (Baharun, 2017; Hasanah, 2019), student achievement development (Aulia & Sontani, 2018), as well as the result of the mental maturity of students (Kozhevina, 2018). As the highest leader in the school, the principal serves to improve teacher competence (Rachmawati & Suyatno, 2021). Improving teacher competence cannot be separated from the role of the principal (Lee & Kuo, 2019).

A principal must have a managerial role for effective leadership; the principal's administrative role contributes to managing and optimizing human resources in schools (Rachmawati et al., 2020). However, there is a gap in its implementation in the field; there are still many principals who do not master managerial roles so that the management of human resource competencies is not optimal. As the research results, school principals still lack a managerial role in managing and developing human resource competencies (Widodo,

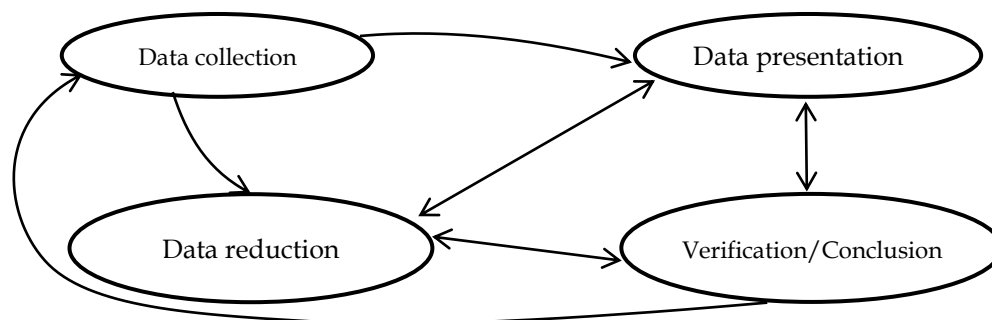
2017). Nur (2009) stated that based on the data from the competency test, elementary school teachers mastered pedagogic competence 38%, personality competence 48%, professional competence 35.33%, and social competence 43.60%. This condition indicates the lack of a principal's role in managing and empowering teacher competencies.

Elementary school Muhammadiyah Sagan Yogyakarta is a private school under the auspices of the Muhammadiyah organization. The results of the initial interview conducted with the principal of elementary school Muhammadiyah Sagan said that the school still lacked teachers; this number had not met the school's needs in the process of school activities. Schools still lack local content and English teachers. The principal added that some teachers work not according to the qualifications of their graduates until now. Knowing these conditions with various existing shortcomings, the principal at elementary school Muhammadiyah Sagan Yogyakarta has good managerial competence by carrying out many positive activities to maximize existing resources by improving the quality of teacher competencies so that existing deficiencies can be overcome because they have human resources the good one. So that the empowerment of teachers at elementary school Muhammadiyah Sagan is utilized to the maximum. As the results of interviews with teachers at elementary school Muhammadiyah Sagan obtained information that the principal routinely conducts evaluation activities to find out the learning and teaching process once a week, as well as to find out the obstacles faced by teachers both in administration and in the learning process so that solutions are immediately sought. Principals are also active in involving teachers in various training activities, workshops, and seminars and providing opportunities for teachers to continue their professional education.

The role of the principal is vital in empowering and improving the competence of human resources, especially teachers. The principal's role is significant in improving teacher performance in schools (Nasukah et al., 2020). The role of the principal is to optimize teacher competence and provide inspirational motivation and intellectual stimulation to teachers (Purwanto et al., 2020; Rahman & Subiyantoro, 2021). Principals can guide, mobilize and encourage and direct human resources to achieve school goals (Aryani et al., 2021). One of the best solutions to increase the insight and ability of school principals to improve teacher competence is by increasing the availability of various school leadership best practice literature. However, these references are still rarely available. By looking at this gap, this study aims first to explore the role of school principals in improving teacher competence at elementary school Muhammadiyah Sagan Yogyakarta; and second, to analyze the supporting and inhibiting factors of principals in improving teacher competence at elementary school Muhammadiyah Sagan Yogyakarta. It is hoped that this research can fill in the literature on best practice school leadership to enrich the insights and abilities of school principals in terms of improving teacher competence.

## RESEARCH METHODS

This research uses qualitative research in descriptive form. According to Moleong (2019), this type of qualitative research intends to understand what is experienced by behavior, perception, or action holistically and by way of description in the form of words and language. The research was conducted at elementary school Muhammadiyah Sagan Yogyakarta, located at Jl. Sagan Baru III, Terban, Gondokusuman, Yogyakarta City, Special Region of Yogyakarta. Subjects in this study were determined by the purposive sampling technique (Jupp, 2015), the issues in this study were seven people consisting of the principal and six teachers at elementary school Muhammadiyah Sagan Yogyakarta. The teachers' criteria were based on their tenure at elementary school Muhammadiyah Sagan. The data collection techniques in this study were interviews, observation, and documentation. To check the validity of the data using triangulation techniques, namely source triangulation and technical triangulation. According to Moleong (2019) triangulation is a technique of checking the validity of data that utilizes something other than the data for matching purposes or as a comparison against the data. Data analysis activities include data reduction, data presentation, and verification/conclusion.



**Figure 1. Data Analysis according to Miles & Huberman**

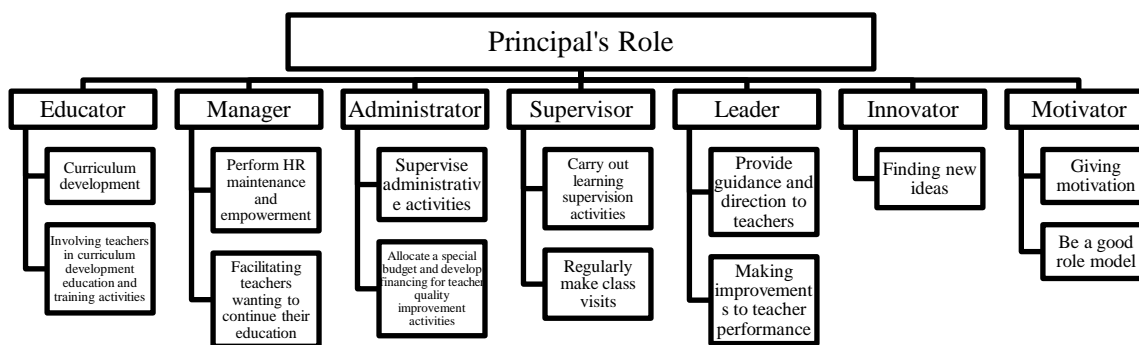
Based on Figure 1, the activity begins with data collection, namely recording all phenomena found in the field through interviews, observations, and documentation. This data reduction process is carried out to summarize and focus on data related to the research theme and discard unnecessary data. After data reduction, the next step is to present the data by classifying it according to the subject matter in charts and brief descriptions. The final step is drawing conclusions based on the data obtained during research activities.

## RESULTS AND DISCUSSION

Based on the data analysis process that has been carried out, the results of this study show the following:

### **The Principal's Role in Improving Teacher Competence**

In general, the role of school principals in improving teacher competence at elementary school Muhammadiyah Sagan can be seen in Figure 2 below:



**Figure 2. The Principal's Role in Improving Teacher Competence at Elementary School Muhammadiyah Sagan Yogyakarta**

Based on Figure 2, the role of the principal in improving teacher competence at elementary school Muhammadiyah Sagan is divided into seven groups, namely the role of the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). In detail, it is explained as follows.

### *Educator*

Based on Figure 2, The Principal's role as an educator is to develop a curriculum with teachers, including the development of syllabus, lesson plans, and local content development. Principals involve teachers in curriculum development education and training activities to carry out curriculum development independently. This is as the result of the interview with P1, which said: "The role of the principal is to utilize school resources to realize the school's vision, mission, and goals. Develop school curriculum and participate in managing it. Principals also involve teachers in curriculum training activities so that teachers can also develop the curriculum independently."

According to Muflihah & Haqiqi (2019) the principal as an educator plays a role in fostering and educating teachers, education staff, and students and being a good example. Then Baharun (2017) explained that the part of the educator was influential in improving teacher competence and producing professional teachers. According to Fitrah (2017), as an educator, the principal must actively conduct competency development activities and involve teachers in education and training activities. Thus, the role of the principal as an educator plays a role in increasing the academic competence and professional competence of teachers.

### *Manager*

Based on Figure 2, The Principal's role as manager is to maintain and empower teachers through education and training activities that are tailored to their respective fields to develop and improve the professional standards of educators, developing monitoring and evaluating standards for teacher performance, and developing teacher scholarships for continuing education. The principal scholarship program also facilitates teachers who want to continue their education equivalent to S1 PGSD or teachers who wish to take PPG. This is the result of the interview with P2, which said: "Schools facilitate



teachers who want to continue their education or professional development and from schools provide subsidies as much as possible. Teachers whose graduates are not equivalent to PGSD must continue their education. Involving teachers and employees in training activities by their fields, there is library training for library employees, admin training for school administration employees, teacher training and curriculum."

According to Widodo & Nurhayati (2020) the Principal's role as manager is to plan, organize, implement, and supervise and is obliged to maintain school stability. Then according to Baharun (2017) the principal is a manager in carrying out curriculum management, student work, employment, finance, facilities and infrastructure, school relations with the community, and school administration. Fitrah (2017) conveyed that to carry out his role and function as a manager, the principal must have the right strategy to empower teachers through collaboration, providing opportunities for teachers to improve their profession. Furthermore Fauzi & Falah (2020) explained that in carrying out his role and function as a manager, the Principal must build partnerships with various educational institutions and encourage the involvement of all teachers in various activities that support school programs. Thus, the role of the Principal as a manager plays a role in increasing the pedagogic competence and professional competence of teachers.

### **Administrator**

Based on Figure 2, The principal's role as an administrator is to direct and supervise teacher administration activities, allocate particular budgets, and develop adequate education funding for teacher competency improvement activities by working with funders and raising funds from various school partnership sources. This is the result of the interview with P3, which said: "The principal provides direction and supervision to teachers in carrying out school administration. Then, there is a special budget for training activities."

According to Muflihah & Haqiqi (2019) as an administrator, the principal is responsible for the smooth running of all administrative work and activities in his school. Then Haryono et al., (2020) explained that principals must have the ability to improve and develop all facilities in educational services in schools. Furthermore Baharun (2017) demonstrated that the principal, as the person in charge of school administration activities in supporting learning activities, must carefully analyze the environment (economic and socio-cultural) and develop strategies for making changes and improvements to schools. Thus, the role of the principal as an administrator plays a role in increasing the academic competence and professional competence of teachers.

### **Supervisor**

Based on Figure 2, the role of principal as a supervisor carries out learning supervision activities every semester to assess, control, and supervise the learning process of teachers and students in the classroom. In addition, the principal regularly conducts class visits to inquire regarding problems or obstacles faced by teachers and students during the learning process and find solutions. This is the result of the interview with P4, which said: "Supervision

activities in classroom learning, teaching and learning time, teacher supervision in making lesson plans and controlling the way teachers teach in the classroom. School principals often carry out class visits suddenly to check teacher administration and control the learning process carried out by teachers in class."

According to Mulyasa (2003) the Principal carries out supervision and control as a preventive measure to control so that educational activities in schools are directed at the goals that have been set. Then Baharun (2017) explained that the principal carried out monitoring or classroom observation activities, held meetings to provide technical guidance to teachers, and provided solutions to learning problems experienced by teachers. Mufliah & Haqiqi (2019) states that the principal observes and identifies problems or things that deviate from being then directed and carried out coaching so that activities can be directed at achieving goals. More in research Kartini et al. (2020) mention that the principal's supervision activities improve teachers' performance and professionalism. Thus, the role of the principal as a supervisor plays a role in increasing educational competence, personality competence, and teacher professional competence.

### *Leader*

Based on Figure 2, The role of the principal, as a leader, holds regular meetings every Friday to evaluate and provide direction and guidance to teachers. In addition, making improvements to teacher performance by asking the obstacles faced by teachers and looking for solutions. In making improvements, the principal is a decision-maker on problems that need to be fixed through joint deliberation. This is the result of the interview with P5, which said: "Every Friday, coaching, and guidance activities are carried out for teachers and employees. In making decisions, the principal often conducts sample deliberations to find solutions if teachers face obstacles."

According to Widodo & Nurhayati (2020) the principal's role as a leader is to influence the school community and mobilize school resources to play their role professionally and proportionally to achieve school goals. Then Baharun (2017) explained that the principal functions to mobilize all school potential with principles and methods that promote exemplary, especially in empowering teachers. Fitrah (2017) said that the principal must be able to influence and mobilize school resources about planning and evaluating school programs, curriculum development, learning, workforce management, learning facilities, and resources, finance, student services, school relations with the community, creating a school climate, and so on. According to Mufliah & Haqiqi (2019) the Principal as a leader, the principal's leadership is one of the factors that can encourage schools to realize the school's vision, mission, goals, and objectives through programs that are implemented in a planned and gradual manner. Thus, the role of the principal as a leader plays a role in increasing educational competence, personality competence, social competence, and teacher professional competence.

### *Innovator*

Based on Figure 2, The principal's role as an innovator is to find new ideas, especially in the field of school facilities and infrastructure, which has undergone many changes and development of school facilities such as computer laboratories, music laboratories, science laboratories, complete sports facilities, photocopying places, minimarkets, and accredited libraries A. This is the result of the interview with P6, which said: "The innovations that school principals mostly carry out are in the development of school facilities such as computer laboratories, music laboratories, science laboratories, complete sports facilities, photocopiers, and minimarkets. There is an idea that has just been realized, namely to make school library facilities that have National A certification."

According to Sodiah & Nurhikmah (2017) , principals look for innovation or renewal in the education system. It is hoped that a quality educational atmosphere will be created and adapted to the times with creation. According to Muflihah & Haqiqi (2019), principals must have the right strategy to find new ideas, integrate each activity, and develop innovative learning models. Thus, the principal's role as an innovator plays a role in increasing teachers' academic competence and professional competence.

### *Motivator*

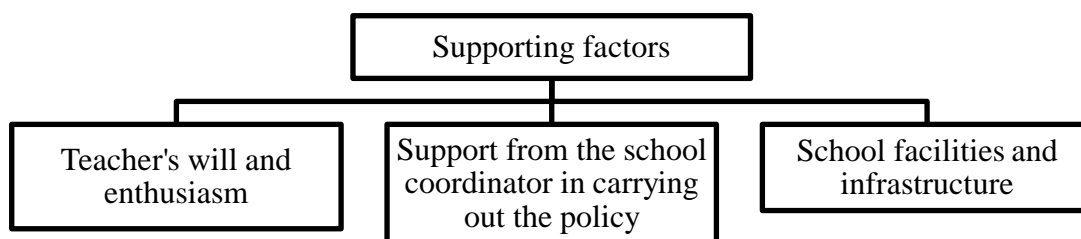
Based on Figure 2, The principal's role as a motivator provides general motivation for all teachers during regular meetings every Friday. In addition, the principal also provides a personal basis directly to the teacher concerned to be given a solution to the obstacles faced. The principal includes enthusiasm and motivation to complete his task well. The principal is also a good role model for teachers; for example, the principal often arrives early to welcome students in terms of discipline. This is the result of the interview with P7, which said: "I give motivation to teachers and employees who experience personal problems. In addition, during the meeting, I also conveyed my motivations and set a good example, especially in terms of discipline to the teachers."

The principal, as a motivator, has the right strategy to motivate educational staff in carrying out their duties and functions (Hidayatulloh, 2017). Next in research, Haryono et al. (2020) prove that the role of the principal as a motivator has a positive and significant effect on increasing teacher work motivation. According to Muflihah & Haqiqi (2019), , principals must have the right strategy to motivate education staff to carry out various tasks and functions. The ability of principals to build motivation is one of the keys to improving the quality of education because it collaborates with teacher performance. Thus, the role of the principal as a motivator plays a role in increasing educational competence, personality competence, social competence, and teacher professional competence.



### Supporting Factors for Principals in Improving Teacher Competence

The supporting factors for principals in improving teacher competence at elementary school Muhammadiyah Sagan are grouped into three groups; in general, they can be seen in figure 3 below:



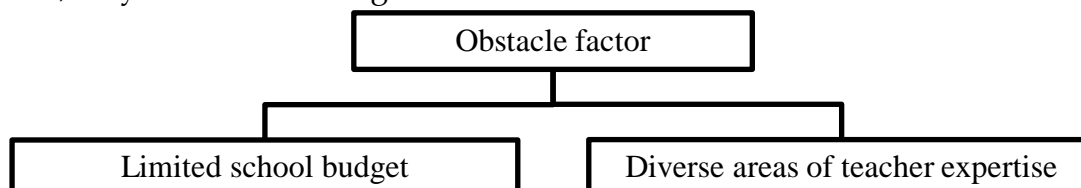
**Figure 3. Principal Supporting Factors in Improving Teacher Competence at Elementary School Muhammadiyah Sagan Yogyakarta**

Based on Figure 3, the principal supporting factors in improving teacher competence at elementary school Muhammadiyah Sagan are the willingness and enthusiasm of teachers in participating in training activities, support from school coordinators in carrying out their policies, and facilities and infrastructure that can maximize teacher competence in teaching. This is the result of the interview with P7, which said: "The supporting factor is the willingness and enthusiasm of teachers and employees in participating in training activities so that it is easier to be directed and guided to be better. then support facilities and infrastructure that can maximize teacher competence in teaching."

In research, Indrawari & Hadi (2019) supporting factors in carrying out his role as principal include strengths and opportunities owned by the school. According to Ardiansyah (2013), helping factors in improving teacher competence are programs integrated with local governments, high leadership commitments, funds for education at least 20% of the regional revenue budget and national revenue budget. Mistriningsih et al., (2015) supporting factors are creative and innovative human resources, adequate supporting facilities, and class dynamics. The principal, as a leader, must build a harmonious, cooperative relationship within the school so that efforts to improve teacher competence are supported and carried out correctly.

### Obstacle factor for Principals in Improving Teacher Competence

The obstacle factor for principals in improving teacher competence at elementary school Muhammadiyah Sagan are grouped into two groups; in general, they can be seen in figure 4 below:



**Figure 4. Obstacle factor for Principals in Improving Teacher Competence at Elementary School Muhammadiyah Sagan Yogyakarta**

Based on Figure 4, the obstacle factor for principals in improving teacher competence at elementary school Muhammadiyah Sagan is the limited school budget with many school needs, which results in limited activities to increase teacher competence that can be carried out. In addition, the various fields of teacher expertise require different forms of training and cost a lot of money. This is the result of the interview with P7, which said: "The inhibiting factor for me is the limited school budget. School needs are extensive, so the available funds must be allocated evenly. So the budget for activities to improve the quality of teachers and employees is limited. Then the various fields of teacher expertise are also obstacles to accelerating the improvement of teacher competencies because they require different forms of training and cost a lot of money."

This is in line with research Hidayatulloh (2017) mentions that the factor that hinders principals from improving teacher competence in schools is the different ability of human resources. It takes a long time and is sustainable. According to Ardiansyah (2013), the inhibiting factor in improving teacher competence is the limited budget, and there are still some less competent teachers.

## CONCLUSION

Based on the problem formulation and all research results regarding the role of school principals in improving teacher competence at elementary school Muhammadiyah Sagan Yogyakarta, it can be concluded that the role of principals in improving teacher competence at elementary school Muhammadiyah Sagan is as educator, manager, administrator, supervisor, leader, innovator, and motivator. Supporting factors include the willingness and enthusiasm of teachers to participate, the support from the school coordinator in carrying out the principal's policies, and facilities and infrastructure that can maximize teacher competence in teaching. While the inhibiting factors include the limited budget of school funds with the many school needs, resulting in limited activities to increase teacher competence that can be carried out. In addition, the various fields of teacher expertise require different forms of training and require a lot of costs.

## ACKNOWLEDGMENT

This research can be carried out properly thanks to the help of various parties; for that, the researchers would like to thank the principal and teachers at elementary school Muhammadiyah Sagan Yogyakarta who have given permission and facilitated this research activity. May the kindness of all those who contribute be rewarded with a better reply.

## REFERENCES

- Abdulbaki, K., Suhaimi, M., Alsaqqaf, A., & Jawad, W. (2018). The Use of the Discussion Method at University: Enhancement of Teaching and Learning. *International Journal of Higher Education*, 7(6), 118-128.
- Ardiansyah, J. (2013). Peningkatan Kompetensi Guru Bidang Pendidikan di Kabupaten Tana Tidung. *EJournal Pemerintahan Integratif*, 1(1), 38-50. Retrieved from [http://www.ejournal.pin.or.id/site/wp-content/uploads/2013/02/jimmyonlineinsyallah\\_baru\\_\(02-14-13-03-36-16\).pdf](http://www.ejournal.pin.or.id/site/wp-content/uploads/2013/02/jimmyonlineinsyallah_baru_(02-14-13-03-36-16).pdf)
- Aryani, E., Hasanah, A. U., Putra, H. D., & Zahrudin. (2021). Effect of Head Management Competence on Teacher Performance in SMA Nusantara Plus. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 05(02), 105-114. Retrieved from <https://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/2177>
- Aulia, & Sontani, U. T. (2018). Pengelolaan Kelas Sebagai Determinan terhadap Hasil Belajar. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 3(2), 149-157. <https://doi.org/https://doi.org/10.17509/jpm.v3i2.11759>
- Baharun, H. (2017). Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6(1), 1-26.
- Burhanudin, M. (2017). The Roles Of Principals In Increasing Education Quality By Developing Teacher Profesionalism. *Didaktika Religia*, 5(1), 143-174.
- Fauzi, M. S., & Falah, M. S. (2020). Peran Kepala Sekolah Dalam Peningkatkan Mutu Pendidikan Studi di SMANU 1 Gresik. *JM-TBI: Jurnal Manajemen Dan Tarbiyatul Islam*, 01(01), 54-76.
- Fitrah, M. (2017). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Penjaminan Mutu*, 3(1), 31-42. <https://doi.org/10.25078/jpm.v3i1.90>
- Haryono, S., Amrullah, N. I. H., & Surah, S. (2020). The Effect of Principal Leadership and Teacher Competence on Teacher Performance: The Role of Work Motivation. *International Journal of Business Marketing and Management (IJBMM)*, 5(4), 9-14. Retrieved from [www.ijbmm.com](http://www.ijbmm.com)
- Hasanah, E. (2019). Perkembangan Moral Siswa Sekolah Dasar Berdasarkan Teori Kohlberg. *JJournal UNY*, 6(2), 131-145.
- Hasanah, E., Suyatno, Tugino, & Ali, S. (2020). Work Satisfaction Level of Private School Teachers in Yogyakarta Indonesia. *Randwick International of Social Science Journal*, 1(3), 542-554.
- Hidayatulloh, A. (2017). Peran Kepala Madrasah dalam Meningkatkan Kualitas Sumber Daya Manusia di Madrasah Ibtidaiyah Persiapan Negeri Miftahul Huda Turen. In *Doctoral dissertation*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Indrawari, K., & Hadi, A. (2019). Gaya Kepemimpinan Kepala Yayasan Dalam Meningkatkan Kinerja Guru TK Nur Iman Palembang. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 179-190.

- Jupp, V. (2015). *Purposive sampling*. USA: SAGE Publications Inc. <https://doi.org/10.4135/9780857020116.n162>
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.
- Kozhevina, A. (2018). Maturity of University Students Mental Health. *Baikal Research Journal*, 9(2), 1-11.
- Kurniawan, H., & Hasanah, E. (2021). Peran Kepala Sekolah dalam Meningkatkan Inovasi dan Kreativitas Guru di Masa Pandemi di SD Muhammadiyah Bantul Kota. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 56-66.
- Lee, Y.-D., & Kuo, C.-T. (2019). Principals' Transformational Leadership and Teachers' Work Motivation: Evidence From Elementary Schools in Taiwan. *The International Journal of Organizational Innovation*, 11(3), 90-113. Retrieved from <http://www.ijoi-online.org/>
- Mashuri, M., & Hasanah, E. (2021). Manajemen Pembelajaran Bahasa Inggris dalam Meningkatkan Hasil Belajar Siswa saat Pandemi Covid-19 di SMA Muhammadiyah 3 Yogyakarta. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 4(2), 227-234.
- Mistianingsih, S., Imron, A., & Nurabadi, A. (2015). Peran Kepala Sekolah dalam Implementasi Manajemen Berbasis Sekolah. *Jurnal Manajemen Pendidikan*, 24(5), 367-375.
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Muflihah, A., & Haqiqi, A. K. (2019). Peran kepala sekolah dalam meningkatkan manajemen mutu pendidikan di madrasah ibtidaiyah. *Jurnal QUALITY*, 7(2), 48-63.
- Mulyasa. (2003). *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan MBS dan KBK*. Bandung: ROSDA.
- Nasukah, B., Sulistyorini, S., & Winarti, E. (2020). Peran Komunikasi Efektif Pemimpin Dalam Meningkatkan Kinerja Institusi. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 81-93. <https://doi.org/10.33650/al-tanzim.v4i1.899>
- Nur, H. (2009). Pendidik dan Tenaga Kependidikan. *Jurnal MEDTEK*, 1(1), 1-12.
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic dan Authoritarian Terhadap Kinerja Guru Madrasah Tsanawiyah di Kudus. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 70-80. <https://doi.org/10.33650/al-tanzim.v4i1.938>
- Rachmawati, Y., & Suyatno, S. (2021). The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment. *Participatory Educational Research*, 8(1), 362-378.

- Rachmawati, Y., Suyatno, & Santosa, A. B. (2020). Principal's managerial competence in actualizing a creative school. *Universal Journal of Educational Research*, 8(8), 3406–3416.
- Rahman, A., & Subiyantoro, S. (2021). The Leadership Role of School Principals in Online Learning During the Covid-19 Pandemic. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 165–175. <https://doi.org/10.33650/al-tanzim.v5i1.1805>
- Rusmawati, V. (2013). Peran Kepemimpinan Kepala Sekolah Dalam Upaya Meningkatkan Disiplin Kerja Guru Pada SDN 018 Balikpapan. *EJournal Administrasi Negara*, 1(2), 395–409.
- Salim, S., & Hasanah, E. (2021). Principal Leadership in Developing Al-Qur'an Learning Management. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 83–94. <https://doi.org/10.33650/al-tanzim.v5i1.1673>
- Sodiah, & Nurhikmah, E. (2017). Etika Kerja Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 163–188. <https://doi.org/https://doi.org/10.29240/jsmp.v1i2.294>
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Wang, L. H., Gurr, D., & Drysdale, L. (2016). Successful School Leadership: Case Studies of Four Singapore Primary Schools. *Journal of Educational Administration*, 54(3), 1–13.
- Wening, M. H., & Hasanah, E. (2020). Strategies for Developing Religious Culture to Shape, the Character of Students. *International Journal of Educational Management and Innovation*, 1(3), 262–270.
- Widodo, H. Nurhayati, E. (2020). *Manajemen Pendidikan Sekolah, Madrasah, dan Pesantren*. Bandung: PT Remaja Rosdakarya.
- Widodo, H. (2017). Manajemen Perubahan Budaya Sekolah. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 2(2), 287–306. <https://doi.org/10.14421/manageria.2017.22-05>