



VISIONARY LEADERSHIP STRATEGY OF THE SCHOOL PRINCIPLE IN IMPROVING THE QUALITY OF TEACHERS

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Abstract:

This study describes the strategy of visionary leadership in improving the quality of teachers at MTs Al Husna. Teacher quality is a very urgent thing to pay attention to, considering that teachers are actors in the learning process. Quality learning is obtained from quality teachers as well. This study uses a qualitative approach to the type of case study. The informants in this study consisted of four people, namely, the principal, deputy head of curriculum, deputy student affairs, and teacher. Data analysis goes through three stages, namely, data collection, data reduction, data display, and conclusions. The research results obtained are comparative studies, need assessment, training and supervision.

Key words: *Visionary Leadership, Teacher Quality*

INTRODUCTION

School is an educational organizational institution which is the place where the learning process takes place which aims to achieve national development goals. An organization is said to be successful if the organization has quality human resources, the same goes for schools (Rudin, 2020) . The success of the vision, mission and goals in the school depends on the human resources in the school. Therefore, in order to become a quality school, qualified teachers are also needed. The teacher as the main component of education acts as a director as well as an actor in the learning process (Manao et al., 2022) . That is, the teacher has the task of planning and implementing learning in schools. While the quality of the teacher itself can be understood as the level of intelligence and dexterity of the teacher in conveying the purpose or learning to students. The measuring instrument for the level of qualified teachers is their professionalism at work. His professionalism can be seen from the four competencies he has such as pedagogic competence, professional competence, social competence, and personality competence. A quality teacher is a competent teacher who has the ability to carry out his obligations in a responsible and appropriate manner (Pribudhiana et al., 2021) .

Today there are various kinds of phenomena in the world of post-pandemic education, this then causes the emergence of new policies in the world of education. These policies in the world of education oblige teachers to immediately adapt to the policies themselves (Singh et al., 2021) . The teacher's ability to follow these policies largely determines the ability to compete according to technological advances (Tute et al., 2020) . Teachers are expected to be able to improve their own abilities so that they can more quickly follow the flow of changes in learning and are able to develop their pedagogical competence as well.

However, in reality good teacher quality is not easy to obtain. This is based on what happened at MTs Al Husna where the majority of teachers still have difficulty understanding new policies in the world of education. This has something to do with the new policy, namely the independent learning curriculum which requires a student-

centered learning process and is more oriented towards project-based learning. Without qualified teachers, learning with this new policy will be difficult to implement at MTs Al Husna. For this reason, one of the efforts made by the institution in order to improve the quality of its teachers is through the visionary leadership of the school principal.

Efforts to improve teacher quality require planning and a long process. Improving teacher quality requires planning what to improve, selecting which areas need improvement, and producing the most superior output among existing teachers. Therefore, improving the quality of teachers requires a high commitment from all components that become the driving force. Each step in realizing good teacher quality requires discipline, shared responsibility, and shared commitment (Maranting, 2020) . To achieve the above, the principal's leadership strategy is an effort to encourage and stimulate teacher growth on an ongoing basis both individually and as a group so that they can more effectively carry out the learning function.

In this case, MTs Al Husna teachers must have agility, speed and be able to adapt in carrying the school's course and have an important role in dealing with school conditions that are constantly changing. For that we need a leader who acts proactively, creatively, innovatively and non-conventionally. These things are relevant to the leadership style of the MTs Al Husna principal who is a leader with a visionary leadership style who has a change and visionary inspiration, that is, has a clear vision in which direction the organization will be taken. Visionary leadership itself is understood as a leadership style that sees a vision ahead and takes steps to make it happen (Gusli et al., 2021) . Visionary leadership is part of a leadership pattern aimed at giving meaning to work and efforts that need to be carried out jointly by members of the organization by giving direction and meaning to work and efforts carried out based on a clear vision (Mukaddamah & Wutsqah, 2022) .

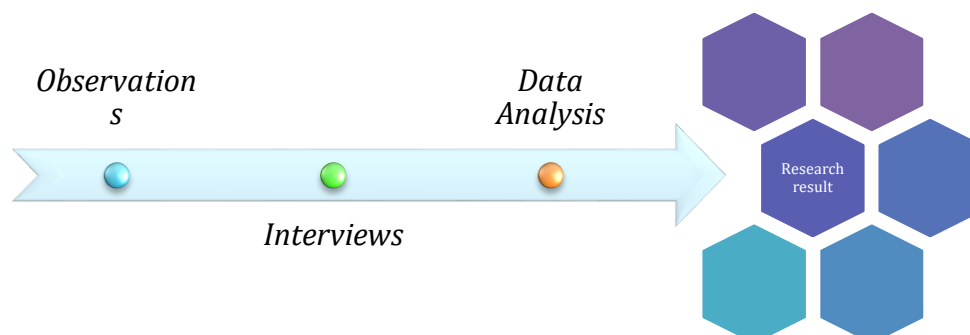
Research with a similar theme was conducted by (Suleman & Suling, 2022) who stated in their research results that the visionary leadership behavior of school principals had a direct positive and significant effect on teacher *performance* . The same research was also carried out by (Safariya et al., 2022) and obtained research results which stated that the school principal's visionary leadership can improve school quality both partially and simultaneously. Another statement that was also obtained from research with the same theme was by (Lestari et al., 2022) which stated from the results of his research that the school principal's visionary leadership can increase the productivity of teacher performance. Research by (Sugiyanto & Abdullah, 2022) also states the same thing, that the school principal's visionary leadership can create an *adiwiyata* culture in schools.

From some of these studies the majority stated that visionary leadership is an effective leadership style in improving the quality, both institutions and teacher performance. The novelty in this study is focused on the visionary leadership strategy of school principals in improving teacher quality based on Corinne McLaughlin's theory. The purpose of this study is to analyze and understand what the principal's strategy at MTs Al Husna looks like as an effort to improve the quality of their teachers.

RESEARCH METHODS

This study uses a qualitative research method with a case study type. This research focuses on the principal's visionary leadership strategy in improving the quality of teachers at MTs Al Husna . Data obtained through observation and *interviews*. The researcher determined the research focus on March 12, 2023 3 , then before going down to the location explained the problems in the research and continued to research reporting. Various data obtained by researchers are then systematically narrated, then reduced, adapted to research needs so as to facilitate researchers in obtaining conclusions . To obtain valid and accountable data, the researcher conducted *interviews* with several informants using a *purposive sampling technique*, namely four people namely Ahmad Jailani as the principal, Bahrudin as deputy head of curriculum, Agus Arifandi as deputy head of student affairs, Dewi Ayu

Ainur as one of the teachers at MTs Al Husna . Researchers provide structured explanations, as facts in the field, can also be measured about the conditions that exist at the research location both in the form of the object being studied as well as facts related to these conditions and to draw a conclusion later (Arifin, 1994) . Data analysis was carried out with reference to the concepts of *data collection, data reduction, data display, and conclusions* (Milles & Huberman, 2014) .



RESULTS AND DISCUSSION

Corinne McLaughlin defines visionary leaders as those who are able to build a 'new dawn' (*a new dawn*) working with intuition and imagination, appreciation, and *boldness* (Molina, 2018) . They present challenges as an effort to provide the best for the organization and make it something that inspires to achieve organizational goals. They work in full force and are enlightened with higher goals. His eyes are far ahead. They are *social innovators*, change agents, see things as a whole (*big picture*) and always think strategically. Visionary leadership is a pattern of leadership aimed at giving meaning to work and efforts that need to be carried out jointly by members of the organization by giving direction and meaning to work and efforts carried out based on a clear vision. The characteristics of a visionary leader according to McLaughlin include having high integrity, having high commitment and consistency to the vision he formulates, respecting good relations, and being dynamic and innovative (Poonvichaen & Sutheejariyawat, 2022) .

The visionary leadership strategy for the MTs Al Husna school principal in improving the quality of its teachers includes conducting comparative studies, then analyzing the needs and expectations of the community, then providing opportunities for teachers to develop their competencies either through advanced schools or by participating in training, then the principal conducts regular supervision routinely every 2 times in one semester. This was conveyed by the principal of MTs Al Husna in his interview as follows:

"In order to improve the quality of teachers here, there are several things that I do. Among them are conducting comparative studies, analyzing what the community's expectations and needs are for the school, giving teachers the opportunity to develop their skills usually by participating in some training, and I usually carry out supervision twice a semester, at the beginning and at the end."

From this explanation it can be understood that there are several strategies undertaken by the principal of MTs Al Husna in improving the quality of his teachers, namely conducting comparative studies, analyzing the expectations and needs of the community, involving teachers in various trainings and conducting supervision.

Comparative study

Comparative studies are one of the strategies carried out by the principal of MTs Al Husna. The target school locations are schools with superior quality and are in great demand by the community. The schools that have been visited are MTsN 1 Probolinggo and MTsS Nurul Jadid. This was conveyed by the deputy head of MTs Al Husna curriculum in his interview as follows:

"The school principal took the initiative to conduct a comparative study whose

aim was to be able to learn how the teachers at the schools we visited responded to various new policies, especially regarding teaching and learning activities. The two locations that had been visited were MTsN Probolinggo and MTs Nurul Jadid, the two schools were chosen by the principal because of their pretty good reputation in the eyes of the community. Of course, this has been proven by the various achievements scored by the students. This achievement certainly cannot be achieved without qualified teachers or teaching staff in it. From these two institutions we gained a lot of new knowledge, both about classroom management so that we are able to create a climate that is conducive to new policies, to how to be a responsible or professional teacher."

From this explanation it can be understood that comparative studies by MTs Al Husna teachers to schools with good reputations are one of the principal's strategies in improving the quality of their teachers. This strategy then had a positive impact on MTs Al Husna teachers, namely gaining knowledge and new ways to be implemented in the learning process. Comparative study itself is a learning concept carried out in different locations and situations and conditions with the intention of adding insight and knowledge both in the context of increasing quality, expanding business, improving systems, determining new policies, improving laws and regulations, and others (Suhartinah, 2021). Comparative study activities can be carried out by interest groups in the context of visiting or observing, conducting discussions on certain themes with short planning and implementation time (Purwanto, 2022). The process of carrying out a comparative study is in order to compare the condition of the object that is the purpose of the comparative study with the situation and conditions that occur where the visitors come from. The hope of the comparative study is to obtain detailed information in collecting data and comparative information as material for further discussion in formulating the concept as the goal (Etisnawati, 2020). Comparative studies as an effort to improve teacher performance by sharing experiences and carrying out their responsibilities as educators effectively and efficiently. Therefore, school principals can empower them by developing the potential of teachers in academic activities to the fullest (Safitri et al., 2022). This is the key role and responsibility of the principal in education is to empower and develop the potential of teachers by giving them the maximum opportunity to develop their students' learning.

This strategy reflects the visionary leadership of the principal, as explained by McLaughlin that a visionary leader is very good at building relationships (Molina, 2018), in this case the principal of MTs Al Husna tries to establish good relations with quality schools. From this good relationship, MTs Al Husna teachers obtained many references that could be implemented, especially regarding their responsibilities as teachers which would then have implications for the quality of these teachers.

Need Assessment

The needs analysis carried out by MTs Al Husna is to analyze the programs and services that have been running and measure them by what which is the hope of society. This was conveyed by the principal in his interview as follows:

"I always try to do a needs analysis by comparing the performance of teachers with the expectations of society. That is, people's expectations can be a benchmark for the quality of this institution. An institution will not be qualified without qualified teachers in it. The institution that I lead is still a developing institution, so there are incidents which can then invite complaints from student parents. For example, last year, a student's parent asked me about his son's activities while at school. This happened because he was confused because his son was never busy doing assignments, even though his next-door neighbor happened to be at the same school, there were always assignments being carried out, either conducting interviews, he said, and so on. After being investigated, it turned out that this child had never listened to the explanations of his teachers in class and completed his assignments by following the example of his friends. So, a case like this should be the task of

the teacher in class, only then if he is deemed unable to do so then he is sent to the person in charge, namely the counseling teacher. However, in reality teachers who see this phenomenon just leave it without action. This is why I did a needs analysis, the needs here are for the community which will then be provided by the teachers through their children who are here. That way, slowly the knowledge and skills of the teachers here will be honed by themselves. ”

From this explanation it can be understood that the needs analysis carried out by the school principal is one of the strategies in improving the quality of MTs Al Husna teachers. *Need assessment* (needs analysis) is a data analysis process in identifying gaps between current performance and expected performance so that data can be obtained regarding matters that must be prepared for future improvements (Iqbal, 2022) . In the current era of educational competition, quality alone is not enough to build superior educational institutions (Muallim et al., 2023) . Managers of educational institutions must be able to make their institutions competitive. In winning the competition, education providers must have a competitive attitude in carrying out their institutional duties (Husni & Wahyudiati, 2022) . A leader must carry out a needs analysis which must be factual and measurable. Therefore the analysis of learning or educational needs is based on calculations about existing potential, problems that occur, future trends, and demands for change and future challenges.

This strategy then describes the characteristics of a visionary leader who must understand the external environment and have the ability to react appropriately (Poonvichaen & Sutheejariyawat, 2022) . This is done by a visionary leader to build a value, which means that the principal of MTs Al Husna is trying to convince the community that what is in MTs Al Husna is what they need. With this analysis, the spirit of responsibility/professionalism within the teacher will awaken by itself. Professionalism is one of the characteristics of a quality teacher (Perni, 2019) .

Training

Training is one of the strategies carried out by the principal of MTs Al Husna in improving the quality of his teachers. The concept of the training designed by the head of the school is to first analyze what topics are currently the prima donna of the school, in the sense that the teachers are the biggest obstacle. Then the principal brings in experts, such as lecturers to serve as resource persons. The second concept is that the principal recommends several teachers to take part in training at certain locations or even online. This was conveyed by the vice president of student affairs in his interview as follows:

"School principals usually hold trainings, both on the theme of learning strategies or on this new curriculum. Usually experts are brought in, as last month the source was a lecturer from a nearby university. The principal hopes that this training will increase our enthusiasm to always learn and be responsible for our assignments. The feeling of laziness usually comes when we can't do or find a solution to something, so we innately want to avoid it. This is what the principal wants to eliminate. With training, our knowledge will increase so that as our knowledge increases, our enthusiasm also increases. I personally feel that a lot of things were gained after the training, because apart from the material there is practice, so when it is implemented in class it is not that difficult. Once too, the school principal delegated several teachers here to take part in training in the district at that time."

From this explanation it can be understood that training is one of the principal's strategies in improving the quality of teachers at MTs Al Husna. The training concept designed by the MTs Al Husna principal is to bring in expert sources, delegate teachers to training places or take online training. The main goal of the principal besides improving teacher quality is to increase teacher motivation. Training or *training is a systematic effort to increase all the knowledge , skills and work attitudes of teachers through the learning process so that they are optimal in carrying out their functions and duties* (Ritonga et al., 2020) . Training will also provide opportunities for teachers to develop skills and abilities in teaching so that what is

known and mastered can help to understand what should be done and why it should be done, providing opportunities to increase knowledge and skills. Everyone has their own abilities, but the abilities *possessed* are not necessarily in accordance with the specifications sought and required by the company, therefore it is important for the company to carry out training so that members know what should be done and how to do it. Training means the process of helping members to master specific skills or to correct deficiencies in carrying out work (Mukhlis et al., 2023) . Training also means one of the programs of a strategic organization in order to maintain and provide motivation to members. Therefore training can improve performance and behavior. Training has a positive and significant influence on work motivation and job completion.

The strategy of the principal of MTs Al Husna falls into the category of a visionary leader according to McLaughlin, namely overcoming an existing obstacle (Molina, 2018) . This training can make teachers have the ability to master their competencies both in terms of academics and services. If this has been achieved, then indirectly it can be stated that quality teachers have been created, because one of the characteristics of teacher quality is mastering their competence (Perni, 2019) .

Supervision

The next strategy carried out at MTs Al Husna is supervision, which is carried out by the principal at the beginning and end of each semester. According to him this will greatly affect the quality of teachers there, based on his interview as follows:

"I carry out supervision at the beginning and end of each semester, I consistently do this in order to be able to build teacher quality, as well as a reference that we shouldn't be playing around and have to be consistent in achieving a vision. The supervision that I did was in the category of academic supervision, so before being supervised, the teacher was first asked about his readiness. In previous years, I would continue to examine the learning tools, for this year, in the new curriculum, the teacher is no longer burdened with administrative matters, so we can only see how the teacher brings learning with a new nuance, how the teacher tries to adapt. with a new atmosphere. Because the new learning policy is student-oriented and project-based. After it is finished, there will be a question and answer stage as a form of evaluation of the supervision."

From this explanation it can be understood that supervision, in this case, is the principal's strategy in improving teacher quality. Supervision at MTs Al Husna is academic supervision that is carried out at the beginning and end of each semester, this is done to find out whether the program planned at the beginning of the semester can be implemented perfectly, for then evaluation is carried out. Supervision is carried out after determining an agreement with the teacher regarding his readiness to be supervised. Supervision at MTs Al Husna begins with asking about readiness and ends with a question and answer about a matter that is an inhibiting or difficult factor in learning. Supervision is planned coaching to assist teachers and other employees in carrying out their work effectively, efficiently, successfully and usefully (Indriani et al., 2022) . The implementation of this supervision is not just controlling the implementation of activities carried out in accordance with a predetermined plan or program, but supervision carried out by the school principal includes the conditions or personnel or material requirements needed to create an effective learning situation and carried out according to the predetermined conditions (Ramadhani et al., 2022) . The principal as a supervisor has a role in seeing improvements in teacher performance and quality in teaching in the classroom so that they can achieve effective and efficient learning objectives, this cannot be separated from the teacher's role in implementing the learning process optimally.

Academic supervision is the principal's main task in improving the quality of education in a sustainable manner in schools (Soro, Handayani, Zein, et al., 2022) . By implementing an academic supervision program in a well-organized and sustainable manner, high-quality learning process services will be created and achieved (Soro,

Handayani, Baskara, et al., 2022) . Learning led by a good and qualified teacher will improve student achievement. Academic supervision is carried out with the intent and purpose of monitoring teaching and learning activities in the classroom. This activity is carried out through several stages with one of them being the visit of the principal to each class while the teacher is teaching, private conversations with the teacher, his colleagues, as well as during interactions with his students when the teacher is teaching in class.

This principal's strategy is in line with the characteristics of a visionary leader according to McLaughlin, which is dynamic and has a strong commitment and consistency in achieving his vision (Poonvichaen & Sutheejariyawat, 2022) . From the supervision, suggestions and input are obtained to improve what is lacking and develop what is already good. If this continues to be done, the teacher will get used to being disciplined and responsible for what is his duty. In this way, professionalism will be easy to obtain.

Some of these strategies can then be illustrated in the following figure:



CONCLUSION

From the presentation of the data, it can be concluded that the visionary leadership strategy of the MTs Al Husna principal in improving the quality of his teachers includes conducting comparative studies, *need assessment*, providing training, and conducting supervision. From this strategy, the characteristics of a visionary leader from the principal of MTs Al Husna can be seen, namely being good at building relationships, having high integrity, being able to build values and overcoming obstacles, and having high consistency and commitment in achieving his vision. From this strategy, several indicators of teacher quality can also be achieved, namely being able to manage classes and create a conducive learning climate, being able to master their competencies both academically and in service, and building a sense of professionalism/responsibility. The implication of this research is as a reference for school principals in improving the quality of their teachers. This research is limited to the form of the school principal's visionary leadership strategy, for this reason further research is needed, both regarding its supporters and obstacles.

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