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## School Principal Management for Improving Elementary School Teachers' Performance Through Training

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Paper received: May-2025; Accepted: July-2025; Publish: August-2025

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### Abstract

The principal must have good management skills in improving teacher performance. This study aims to describe the planning, organizing, implementing and supervising carried out by the principal to improve teacher performance at the Islamic Center Elementary School in Samarinda. This study uses a qualitative approach with a case study method. Data collection techniques include observation, in-depth interviews, and documentation, with data validity tested through triangulation of sources and methods. The research findings reveal that 1) Principal planning through comprehensive identification of teacher professional development needs, designing relevant ongoing training programs, providing resources and infrastructure that support learning innovation, and formulating measurable performance targets and transparent evaluation systems 2) Organizing principal must be reflected through the application of collaborative management principles, including clear and accountable division of tasks, the formation of competent supervisory and mentor teams, and facilitating effective communication and synergistic collaboration between teachers, 3) The implementation of principal is implemented through the provision of training, application workshops, and the adoption of innovative technology-based learning models to spur teacher creativity and mastery of technology, 4) Supervision of principal is carried out through clinical supervision that focuses on development, formative evaluation of teacher performance, constructive follow-up of evaluation results, and ongoing individual coaching programs. Comprehensively, principal leadership management to improve teacher performance through training has been implemented effectively and consistently with the principles of modern education management. This study provides practical implications for the development of an effective principal leadership model in improving the quality of education at the elementary school level.

**Keywords:** Management; Principal; Teacher Performance

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## 1. Introduction

Educational management plays a crucial role in creating a conducive work environment for teachers, which in turn influences their job satisfaction and performance. Educational management can be defined as the process of planning, organizing, implementing, and



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supervising the resources within an educational system to achieve educational goals effectively and efficiently (Sripeni et al., 2024). These resources include human resources (teachers, educational staff, students), financial resources, facilities and infrastructure, as well as methods and curriculum. With effective management, schools can foster a positive work climate, provide adequate support for teachers, and ensure that available resources are utilized optimally.

Teachers are the cornerstone of Indonesia's education system. They serve not only as instructors but also as motivators, mentors, and often as parental figures for their students. The quality of a nation's education is largely determined by the performance of its teachers, as emphasized (Singgih Pangestu et al., 2024). However, educational challenges in Indonesia remain significant and unresolved. Although the government and various community organizations have endeavored to find solutions, the outcomes have yet to reach optimal levels. This underscores the critical role teachers play in shaping the nation's future, as stipulated in Law No. 14 of 2005.

Based on data from the East Kalimantan Central Statistics Agency (BPS) in 2024, there are 1,800 elementary schools in the province for the 2023-2024 academic year, with 22,000 teachers and 300,000 students. In Samarinda City alone, there are 316 public elementary schools and 318 private elementary schools (Sitompul, 2022). In this context, the role of the school principal is crucial in advancing the quality of education at the elementary level. An effective principal must be capable of creating a conducive learning environment, developing teacher competencies, and ensuring the learning process runs optimally. The quality of education is influenced not only by the curriculum and facilities but also heavily depends on the management skills of the principal and the performance of the teachers (Khun-Inkeeree et al., 2019).

Teacher performance is a key factor in the success of education. As the frontline of the education system, teachers play a strategic role in shaping the character and quality of students. Optimal teacher performance directly impacts the improvement of educational quality (Ibnu Prayoga et al., 2024). However, in practice, many challenges still confront teachers, such as lack of motivation, limited facilities, heavy workloads, and insufficient support from various stakeholders. Therefore, the evaluation and enhancement of teacher performance remain a primary focus in the field of education (Cahyo et al., 2022).

Islamic Center Elementary School Samarinda serves as an interesting case study in this research. Established in 2012, the school embraces a vision of nurturing a Qur'anic generation that is intelligent, excellent, and environmentally conscious. Operating under a full day school system, Islamic Center Elementary emphasizes Islamic studies, Qur'an education, habitual worship practices, and the integration of technology in learning. The school also focuses on holistic education based on religious values, which has been proven to enhance students' moral and spiritual character, as well as positively influence their motivation and academic achievement (Hasnawati, 2021).

However, the full day school system also presents its own challenges. Teachers face heavier workloads and the demand to create engaging lessons to prevent students from feeling



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bored or fatigued (Firda rahmayani, Bahri, 2020). Additionally, the phenomenon of teacher turnover-frequent changes of teaching staff within a short period-and the lack of ongoing professional development are significant issues that can hinder the stability and quality of education. Teachers who do not receive adequate training tend to lack confidence in adapting to changes, such as the implementation of new curricula, and are less innovative in their teaching methods (Abdul Hamid Bashori, Moh. Nafi' Alisha, et al., 2024)

This study aims to conduct an in-depth analysis of the school principal's management in enhancing teacher performance through training at SD Islamic Center Samarinda. The research focuses on the principal's activities in planning, organizing, implementing, and supervising. By identifying effective management strategies, this study is expected to provide practical recommendations for other schools in efforts to improve teacher professionalism and performance. The implications of this study are significant both theoretically and practically. Theoretically, the findings can enrich the body of knowledge in educational management and serve as a reference for developing standards of school leadership. Practically, the results are expected to assist principals in evaluating and improving their management strategies, inspire teachers to continue innovating, and promote the creation of a more conducive learning environment. Ultimately, enhancing teacher performance through effective school principal management is expected to produce high-quality graduates who are competitive and capable of facing future challenges.

## 2. Method

This study employs a qualitative approach using a case study method focused on the management practices of the school principal and teacher performance at SD Islamic Center Samarinda. The case study method was chosen to provide an in-depth description and analysis of phenomena based on human opinions and behaviors. The research was conducted over a three-month period, from December 2024 to February 2025, with primary data collected through interviews, observations, and documentation.

The data gathered consist of both primary and secondary sources. Primary data were obtained through direct interviews with the principal, vice principal, and teachers, while secondary data were sourced from school documentation and relevant literature. Various aspects examined include teacher training programs and strategies, the principal's organizational role, training implementation, supervision, and evaluation of training effectiveness. Additionally, data related to the school's profile, vision, mission, and supporting facilities were analyzed to support the study.

The primary research instrument was the researcher, assisted by observation guidelines, interview protocols, and document analysis. Data collection techniques included in-depth interviews, documentation review, and non-participant observation. Each technique was employed to complement and strengthen the data, ensuring the validity and comprehensiveness of the findings. Observations were conducted systematically to record informants' behaviors and activities during the research process. Data analysis followed the interactive model by Miles and Huberman, which involves data collection, data reduction, data display, and



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conclusion drawing. To ensure data credibility, the study utilized source and method triangulation by combining multiple data sources and collection methods. Thus, this research aims to provide a comprehensive and accurate depiction of the principal's management in enhancing teacher performance through training.

### 3. Findings and Discussion

#### 3.1. Profile of the school

SD Islamic Center Samarinda is strategically located in the city of Samarinda. The school is situated within the Islamic Center complex, offering a tranquil and green environment. Its geographic advantages include easy accessibility from various parts of Samarinda, a conducive learning atmosphere, and proximity to public facilities.

Originally named SD Alfath, the school was founded by Dra. Hj. Ida Farida, B.A., and later renamed SD Islamic Center in 2013 under the leadership of Siti Aisha, S.Pd. The school distinguishes itself with an integrated curriculum that combines the national curriculum with Islamic religious education, active and enjoyable teaching methods, comprehensive facilities, diverse extracurricular activities, and a team of professional educators. The school's vision is to cultivate a Qur'anic generation that is intelligent, excellent, and skilled. Its mission includes implementing education based on Qur'anic values, promoting active learning, and nurturing students' potential and talents. The goals of SD Islamic Center encompass developing students who are faithful, possess good character, have broad knowledge, and are prepared to face future challenges, while fostering a collaborative and supportive learning environment.

For the 2023/2024 academic year, SD Islamic Center employs 56 staff members, predominantly female, including 52 educators, 2 administrative staff, 2 clinic personnel, 2 catering staff, and 1 security officer. Since its establishment, student enrollment has steadily increased, currently totaling 492 students across 21 classes from grades one through six. The school building, consisting of three floors, has been in use since 2019 and is part of the Islamic Center complex, which also includes a mosque and other supporting facilities. Each classroom is equipped with modern amenities such as air conditioning, LCD TVs, CCTV, and internet access. Classrooms are named after prominent East Kalimantan scholars, reflecting the school's commitment to providing quality education grounded in Islamic character.

#### 3.2. The Principal's Planning for Training to Enhance Teacher Performance

Management originates from the English word "to manage," which means to handle, organize, or take care of something. It refers to the process of organizing, directing, and controlling resources to achieve specific goals. The term strategy comes from the Greek word "strategos," meaning "general" or "commander." Management has various meanings, including the skill to accomplish or solve problems using the abilities one possesses (Pramesti & Miyono, 2024). It is defined as the process of managing, controlling, and carrying out tasks appropriately. Management is a process aimed at achieving objectives by working together through people and other organizational resources (Singgih Pangestu et al., 2024).



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Management also involves coordinating work activities efficiently and effectively through others. It is a discipline that studies the effective and efficient management of organizational resources to achieve goals through planning, organizing, directing, and supervising (Anni et al., 2023). Management is a distinctive process consisting of planning, organizing, directing, and controlling actions undertaken to determine and achieve predetermined targets by utilizing human resources and other assets. Through the planning function, primary staff duties are established, which leaders then use to supervise and provide the necessary resources for staff to perform their tasks. Planning can also be described as a method of utilizing available resources effectively and efficiently to achieve specific objectives (Mulyono et al., 2020).

Research findings indicate that the principal's planning to enhance teacher performance through training is conducted thoroughly and systematically. The principal, together with the vice principal, holds meetings to design the training, usually several months before the new academic year begins or as needed. During the planning process, they discuss training materials aligned with the school's vision and mission and identify teachers' strengths and weaknesses, particularly in pedagogical, professional, social, and personal aspects. Teachers also expect the training to be technology-based to facilitate the creation of teaching materials and the learning process. Stakeholders involved in training planning are generally limited to the principal and vice principal, especially for internal training. However, if the training involves other units such as kindergarten, elementary, and junior high schools, committees are formed from each institution and the foundation. Training planning is conducted at least once per academic year, either at the beginning or mid-year, and can be held anytime if there are curriculum changes or technological developments requiring teacher competency improvement.

The primary goal of this training planning is to enhance teachers' competencies in various areas, such as teaching skills, subject matter understanding, student interaction abilities, and continuous self-development. The training strategies employed vary, including participatory methods, case studies, and on-the-job training. Thus, the training planning carried out by the principal is expected to positively impact teacher performance quality and the overall standard of learning at the school.

### 3.3. The Principal's Organization of Training to Enhance Teacher Performance

Organization is the act of establishing effective behavioral relationships among individuals so that they can work together efficiently and derive personal satisfaction while performing specific tasks within certain environmental conditions to achieve particular goals or objectives (Shafiera et al., 2022). The principal's organization efforts to improve teacher performance through training at SD Islamic Center Samarinda are carried out by forming a dedicated team or committee. This team is responsible for managing and executing the entire training process, from planning and resource management to the technical implementation of the training (Budiman & Suparjo, 2021). The principal also forms a curriculum development and learning innovation team that plays a role in designing training materials aligned with





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educational needs and developments. Task allocation within the committee is based on each teacher's skills and professionalism, ensuring that every member has a clear role suited to their expertise (Murwaningsih, 2022).

However, not all training activities involve the formal establishment of a committee. For internal training limited to the elementary school level, the principal tends to simply inform the teachers without forming a special team (Rahmasar & Hastuti, 2023). Conversely, if the training involves multiple educational levels under the foundation's supervision such as kindergarten, elementary, and junior high schools committees are formed from each institution to ensure more effective coordination and implementation. Within this organizational structure, each committee member is assigned specific responsibilities and is expected to perform their duties diligently and responsibly.

Nevertheless, there are differing perceptions among teachers regarding their involvement in the training organization process. Some teachers feel that their suggestions or input are rarely considered by leadership, and their participation in training planning is inconsistent. This limited involvement negatively impacts the effectiveness of the training, as it reduces the relevance and responsiveness of the training programs to actual teacher needs and classroom realities. When teachers are not actively engaged in organizing or providing feedback, training sessions may fail to address practical challenges, leading to lower motivation and diminished application of new skills. Therefore, fostering two-way communication and empowering teachers as part of the school development team is critical to enhancing training outcomes.

The unique characteristics of an Islamic full day school, such as the integration of religious values and extended learning hours, require tailored training content and management approaches. This context influences the design of training programs to include spiritual development alongside academic skills, as well as management strategies that respect religious practices and community expectations. Understanding this context is essential for developing effective principal management and teacher training that align with the school's mission and culture.

Interviews with teachers reveal mixed feelings about their involvement. One teacher stated, "I often feel my input is overlooked when training plans are made." Another noted, "When we are involved, the training feels more relevant and practical." These insights highlight the need for more inclusive planning processes to enhance training effectiveness. Increasing teacher participation not only improves the relevance of training content but also boosts motivation and ownership, which are key factors for successful implementation.

Data collected from student assessments before and after training programs show a positive correlation between improvements in teacher performance and student achievement gains. For example, average student test scores increased by 12% following the implementation of the digitalization workshop, indicating that enhanced teacher competencies directly benefit student learning outcomes. This evidence underscores the importance of linking teacher development initiatives with measurable improvements in student performance to justify training investments and guide future programs.



Figure 1. Organizational Structure of SD Islamic Center Samarinda

### 3.4. Implementation of Training to Improve Teacher Performance

Teacher Performance refers to the condition that demonstrates a teacher's ability to carry out their duties and responsibilities at school during the learning process. It also reflects the teacher's capacity to motivate and influence students so that learning objectives are achieved effectively and as expected (Ahiri et al., 2023). Teacher performance is manifested through their behavior, actions, and work achievements, which are the cumulative result of their knowledge, skills, values, motivation, opportunities, and attitudes. These qualities are applied in teaching, educating, guiding, training, and directing students toward mental, spiritual, physical, and psychological maturity. Implementation is the effort to direct or mobilize the workforce and utilize available facilities to carry out tasks simultaneously. Implementation, or actuating, is a natural phase in achieving goals and involves anticipating environmental changes quickly through prediction and imagination (Pratiwi & Mulyono, 2022).

In the context of educational management, implementation is a crucial stage to actualize strategies and policies that have been previously designed. At this stage, the principal acts as the main driver, directing human resources and optimizing available facilities to ensure all activities align with the intended objectives. The implementation process involves not only coordinating human resources but also decision-making and supervision to keep every activity on track. According to George Terry (1972), implementation is the effort to mobilize all planned resources to achieve common goals, making this stage vital in the management cycle (Muhamad Faiz et al., 2024).

However, the reality on the ground shows that the implementation of teacher training at SD Islamic Center Samarinda has not fully aligned with existing theories. Various training programs, workshops, and coaching clinics conducted so far have not significantly improved teacher performance. This is evident from the limited number of teachers and students achieving academic excellence. The gap between planning and implementation indicates obstacles in actualizing strategies, including issues with participation, motivation, and the effectiveness of training methods used.

Teachers, as the primary resource in education, need to be empowered through effective and sustainable implementation. To achieve improvements in teacher professionalism, support



is required from various factors such as visionary school leadership, solid coordination among staff, and regular evaluation (Setyawan & Santosa, 2021). With well-directed implementation supported by a robust monitoring system, the quality of learning at the school is expected to improve, ultimately having a positive impact on student learning outcomes.

For teacher training implementation to be truly effective, it is important to address the real needs of teachers, provide adequate facilities and qualified instructors, and conduct continuous evaluation of the training's impact. Additionally, active teacher involvement in the training process and appropriate motivation are key to success. Through a comprehensive approach, training implementation can become a strategic means to enhance teacher competence, improve educational quality, and create an inspiring learning environment at SD Islamic Center Samarinda.

**Table 1. Teacher Performance Improvement Program**

Activity	Objective	Place and Time	Involved Teachers	Activity Outcomes
Principal Supervision 1	Monitor the learning process and develop teachers' understanding.	Classroom, August to September 2024	Principal	1. Principal develops relevant coaching programs such as workshops, group discussions, and 2. use of Smart TV (which is currently underutilized).
Monthly and Weekly Evaluation	Report on student learning outcomes and challenges faced during the learning process.	SD Islamic Center, 3rd Floor	Principal, Vice Principal, all elementary school teachers	1. Addition of learning media. 2. Identification of necessary training programs.
Digitalization Workshop	Improve teacher performance using AI through interactive and enjoyable	Hotel Bumi Senyur, January 7, 2025	All teachers of SD Islamic Center	More interactive and enjoyable learning; teachers become more enthusiastic in teaching.





Activity	Objective	Place and Time	Involved Teachers	Activity Outcomes
	learning methods.			
Inclusive Education Training	Handling and basic management of children with special needs.	SD Islamic Center, 3rd Floor, February 27-28, 2025	Grade 1, 2, and 3 teachers, counseling teachers, elementary school principal, kindergarten principal, vice principal for student affairs and curriculum, all TK and PAUD Islamic Center teachers, childcare caregivers	1. Understanding the meaning of special needs children. 2. Recognizing different types of special needs. 3. Methods to educate children with special needs.

### 3.5. The Principal's Supervision of Teacher Performance After Training

The process of continuously observing staff activities in carrying out the planned work and making corrections if deviations occur is essential. This management function requires the formulation of staff performance standards as part of the organization's standard operating procedures (Tambajong et al., 2020).

Supervision of teacher performance after training is a crucial step to ensure that the knowledge and skills acquired are genuinely applied in the teaching and learning process. At SD Islamic Center Samarinda, the principal conducts regular supervision to monitor the extent to which training outcomes are implemented by teachers in classroom activities. This supervision not only serves as a benchmark for the success of the training but also provides a basis for delivering feedback and further development to the teachers.

Various supervision methods are employed, including classroom observations, individual and group supervision, and coaching techniques to directly support teachers. Additionally, focused group discussions and surveys are conducted to evaluate the application of training results in teaching practice. The evaluation findings from these methods are then



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presented in meetings, either general or specific as needed, ensuring that each teacher receives constructive input for continuous improvement (Zaini et al., 2023).

The principal's support extends beyond supervision and evaluation to include the provision of adequate learning support facilities. For example, the installation of Wi-Fi on every floor, the addition of smart TVs, and projectors to facilitate technology-based learning. These facilities greatly assist teachers in applying new teaching methods acquired from training, while also enhancing the quality of student interaction and learning experiences in the classroom. Overall, the supervision of teacher performance after training at SD Islamic Center Samarinda is conducted systematically and continuously. The principal not only monitors and evaluates but also follows up on evaluation results with coaching and facility improvements. This approach is expected to continuously enhance teacher performance, positively impacting educational quality and student achievement at the school. Effective supervision also serves as a vital foundation for fostering a professional and innovative work culture within the school environment.

#### 4. Conclusion

Based on the research findings, it can be concluded that the school principal's management in enhancing teacher performance through training at SD Islamic Center Samarinda has been conducted in accordance with management principles, covering planning, organizing, implementation, and supervision. The principal identifies teachers' needs, develops development programs, provides facilities and infrastructure, and sets targets along with teacher performance evaluations. The organization is characterized by clear task delegation and the formation of supervisory teams, although collaboration among teachers still needs improvement. Training implementation follows the schedule, and supervision is carried out through classroom observations, regular evaluations, and ongoing coaching to ensure that the training outcomes are effectively applied in teaching.

This study offers several recommendations: the principal is encouraged to further promote collaboration and the use of technology in learning, while teachers are expected to actively adapt to technological advancements. The implications of this research highlight the importance of school leadership in motivating teachers, the need for targeted professional development strategies, and the critical relationship between effective leadership and improvements in teacher performance and student achievement. Thus, effective school principal management can serve as a strong foundation for enhancing educational quality through the continuous development of teacher competencies.



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## Acknowledgments

I would like to express my deepest gratitude to my thesis advisors, Prof. Dr. Dwi Nugroho Hidayanto, M.Pd., Prof. Dr. Hj. Widyatmike Gede Mulawarman, M.Hum., Prof. Dr. Warman, M.Si., Dr. Yudo Dwiyono, M.si and Dr. Akhmad, M.Kes, for their guidance, support, and direction throughout the process of writing this article. Their patience and wisdom in providing feedback have been invaluable to me, and without their assistance, the completion of this article would not have been possible. I hope that all the knowledge and experience they have shared will benefit me in the future.

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