

## SCHOOL LEADERSHIP IN TEACHER RESOURCE QUALITY DEVELOPMENT PLANNING

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### ABSTRACT

This study aims to describe the role of principal leadership in planning the development of the quality of teacher resources at SMP Negeri 2 Sebulu Kutai Kartanegara. Related to the role of principal leadership in planning, implementing, evaluating planned programs in developing the quality of teacher resources. This research uses a qualitative approach with this type of research, namely a case study. Data collection techniques through observation, interviews and documentation. Data analysis used the Miles & Huberman model, which includes data collection, data reduction, data presentation, and drawing conclusions. The results showed: (1) planning for the development of the quality of teacher resources was carried out by deliberation in internal meetings; (2) the form of developing the quality of teacher resources, namely the implementation of workshops, training, seminars and advanced education levels; (3) evaluating by conducting academic supervision; (4) the role of the principal as: (a) educator; (b) managers; (c) administrator; (d) supervisors; (e) leader (f) innovator; and (g) motivators. Based on the results of interviews with three informants about the principal's leadership in planning the development of the quality of teacher resources, the principal as a leader has tried to carry out according to procedures in determining planning, namely by involving stakeholders in internal school meetings. In the implementation process, it is carried out in accordance with the procedure, all the steps taken by the principal and the teacher are to begin with the formation of a school development team, each school development team is given a mandate according to its capacity.

**Keywords:** *principal leadership, planning, development, quality of teacher resources*

### INTRODUCTION

The achievement of educational goals is very dependent on the skills and wisdom of the principal as one of the educational leaders. Therefore, principals must believe that their school members need high standards, expectations and performance. This is because the principal is a professional official in the school organization in charge of managing all organizational resources, and working with teachers in educating students to achieve educational goals.

In every school institution, each principal has its own innovation in the context of developing the quality of teacher resources. In general, principals have responsibilities as leaders in the fields of teaching and curriculum development, student administration, staff personnel administration, public relations, school plant administration and school organizational equipment. However, the principal of SMP Negeri 2 Sebulu has his own role in realizing a professional leader, namely as an educator,

manager, administrator, supervisor, leader, innovator and motivator.

(Hanim et al., 2020) in his research suggests that "increasing the effectiveness of teacher performance has a strong influence on the success of the principal in leading his school, because the principal is the top leadership in educational institutions, namely schools, which of course have a very important role in achieving the success of school management, while The position of a teacher plays an important role in the success of teaching and learning activities in the school. Continuous quality improvement must be a strategy or planning, as one of the paradigms of increasing teacher professionalism in schools.

Based on the observations of previous researchers, among the problems faced by teachers, one of which is the lack of discipline and the desire to carry out self-development in the professionalism of teachers, and that is what dominates the cause of the decline in the quality of teacher resources. Meanwhile, one of the dominant factors in

implementing the program in schools is human resources. Based on the description of the importance of improving the quality of education through a learning process that involves the role and function of teachers, the development of human resources, especially teachers in educational institutions, should receive special attention from the principal. And in connection with these problems, school principals need to make steps in planning and developing their quality. The problem above is currently one of the problems that occur in the education unit of SMP Negeri 2 Sebulu which shows a link between the planning of the principal on the development of the quality of teacher resources. So far, there are several supporting and inhibiting factors in improving teacher professionalism, and this can be seen from the competence and qualifications of the teacher concerned, because basically teachers who have good competencies and qualifications will have an impact on the quality of resources and teaching in the classroom and led to an increase in the quality of education at SMP Negeri 2 Sebulu. Improving the quality of teacher resources can have implications for improving the quality of education in schools and to uncover answers to the above problems, the researchers conducted research on "leadership leadership in planning the development of teacher resource quality" with a location in SMP Negeri 2 Sebulu Kutai Kartanegara.

## **Literature Review**

### **A. Basic Concept of School Principal's Leadership**

#### **1. Leadership Definitions**

A leader is someone who is at the forefront of what followers expect to direct them, is good at motivating themselves and motivating their followers. This is in line with what was conveyed by Ekosiswoyo (2016: 77) that "leadership is someone who influences and moves people to achieve the desired goals". (Hanim et al., 2020). According to the opinion (Yudiaatmaja, 2013) "leadership is an activity to influence group and individual activities, and leadership is an ability to obtain agreement on a common goal". Likewise, according to (Tua et al., 2020) "leadership can be conceptualized as a leader's personal ability to influence others (followers) through relationships, interactions, behavior, and credibility to achieve certain goals".

Based on the explanations of several experts above, the researcher concludes that leadership is an effort in a mutually influencing relationship between the leader

and his subordinates to achieve common goals.

#### **2. School Principal Definitions**

According to (Rosyadi & Pardjono, 2015) "the principal is a leader in an educational institution who has an important role in developing the educational institution he leads and as the holder of control in the educational institution". Then according to (Patras et al., 2019) is "the principal is a leader in the education unit who has the responsibility in efforts to empower all resources in the school to achieve school goals". Mulyasa (2012) argues that "the principal is the sole leader in the school who has the responsibility to teach and influence all parties involved in educational activities in schools to work together in achieving school goals". (Patras et al., 2019).

Based on some opinions of previous researchers, it can be concluded that the principal's leadership is a person's ability to mobilize all stakeholders of the educational institution he leads, has the ability to influence, motivate, communicate and direct his subordinates, so that the educational goals that have been set can be achieved effectively and efficiently in the vision. school mission.

#### **3. School Principal's Leadership Role**

One of the components of education that has the most important role in planning the education unit is the principal, and all of that is for improving the quality of education in the education unit under his leadership. Rivai (2004, p.148) argues that "role or role can be defined as behavior that is regulated and expected from someone in a certain position". (Rosyadi & Pardjono, 2015). Likewise, according to (Manora, 2019) "the role of the principal here is to guide, foster teachers who are obliged to support teaching improvement, fully participate in teaching programs, communicate information to teachers, encourage teachers and students to carry out their duties well". In this case, what is meant by the leadership role of the principal as a mentor and coach is that when carrying out supervision, the principal should influence and provide direction or guidance to each teacher in preparing their own devices for teaching and learning activities, directing teachers to improve the quality of their professional resources.

#### **4. The Planning of Quality Development for Teacher Resources**

Plans are predetermined directions and actions. A plan becomes a bridge that connects the gap between the present state and the expected situation in the future, in this case

especially education. According to Edwin B. Flippo (2004:3) in his book "Personnel Management", which was quoted by Handoko in his book "Management of personnel and human resources" suggests that human resource management is planning, organizing, directing, and supervising procurement activities, development, compensation, integration, maintenance and release of human resources in order to achieve various individual, organizational and community goals. Then according to Hasibuan (2005:244), what is meant by human resources (HR) is an integrated ability of the thinking power and physical power of the individual. The perpetrators and their nature are carried out by their descendants and their environment, while their work performance is motivated by the desire to fulfill their satisfaction. In educational institutions such as schools, the human resources owned are vice principals/staff, teachers/educators, employees/education staff. (Purnama, 2016).

### **5. Steps in Planning the Quality Development of Teacher Resources**

Every work plan that has been neatly prepared can only be realized if it is followed up with innovative, professional, and highly motivated implementation of each activity actor in the educational institution environment. As stated by Junaidah (2016) "One of the requirements to meet the quality of education is to implement decentralization within schools towards other tasks and programs starting from planning management". The same thing is also emphasized by Sagala (2010: 170), namely "through decentralization, school principals can have the authority to prepare school plans, lead program implementation, determine vision and mission, divide tasks to staff, and carry out supervision and improvement as needed. school". (Wulogening & Timan, 2020).

Sutarto (2015) said that "good program planning must be bottom-up using a participatory approach and following the offered PDCA cycle, commonly called the deming cycle, namely plan, do, check, and adjust. (Wulogening & Timan, 2020). Through the PDCA cycle, the application of strategic planning and management concepts can be carried out by the following steps: (1) preparing and communicating strategic plans; (2) budgeting; understand the organization's internal environment in the form of

assumptions and beliefs, values, organizational culture, strategic vision, main strategy, general goals, specific goals, and critical factors for success; (4) marketing strategy, market measurement technology; (5) market share mapping; (6) portfolio analysis; and (7) understanding portfolio competitive analysis. The Deming cycle was developed to develop the production of a product with customer needs and focus on all departmental resources (research, design, production and marketing) in a collaborative effort to meet customer needs.

## **B. The Implementation of Quality Development for Teacher Resources**

### **1. Quality Definitions**

Quality is based on common sense and is the overall characteristics / characteristics of a product. For every institution, quality is the main agenda and the most important task. Principals should have a new paradigm in implementing and developing the principles of quality culture in the institutions they lead. This new paradigm or framework of thinking is certainly very much needed in an effort to develop the quality of education in the midst of a changing era. And what the principal should understand is that quality includes educational inputs, processes, and outputs. Educational input is everything that must be available because it is needed for the process to take place.

The educational process changes something into something else by integrating school input to create a pleasant learning situation, high motivation, and interest in learning. Educational output is a school's performance measured by its quality, productivity, efficiency, innovation, and work morale. Therefore, according to Soewarso Hardjosodarmo (2003:23), "quality is a subjective assessment of educational costumers who is determined by the view of the product or service, and the view itself can change because it is influenced by several things, such as climate, reputation, experience, relationships, and connection. (Fatoni, 2017). Arcaro (2015: 72) says that "quality is a structured process to improve an output produced. (Aziz, 2015).

According to (Rohmah, 2017), strategies that school principals can carry out to improve the quality of education include a) Increasing the professionalism and welfare of teachers; b) Improved materials and increased variations in the use of methods; c)

Improvement of infrastructure; d) Generating Learning Motivation. Furthermore, according to Handoko (2011: 120-131), "Career development is an employee's personal efforts to achieve a career plan." This means that the career development of an employee or teacher depends on one's efforts. (Teacher et al., 2020). Kasmir (2016:157-159) states that education and training influence careers. Education and training are activities of a teacher to hone and increase his knowledge, abilities, and skills so that he can carry out his main duties well. Education and training greatly affect a person's career either directly or indirectly. The forms of education and training in the context of teacher career development, according to Basri (2015:229), are 1) in house training (IHT); 2) distance learning; 3) tiered and specialized training; 4) short courses in educational institutions; 5) internal coaching by schools; 6) further education. The next indicator is promotion. Syahril et al. (2009:40) state that "teachers have groups and ranks and positions that have been arranged in such a way in the context of their development." The point here is that the development of civil servants (teachers and education personnel in particular) must be based on the class, rank, and position held. This will help them in their work careers. (Teacher et al., 2020).

## 2. Implementasi Pengembangan Mutu Sumber Daya Guru

Implementasi perencanaan pengembangan mutu SDM perlu dilakukan pada lembaga pendidikan sebagai bentuk dari upaya peningkatan kualitas pendidikan guna menjalankan fungsi manajemen dalam setiap lembaga pendidikan lebih berkualitas lagi daripada sebelumnya. Seperti yang pernah diungkapkan oleh (Wulogening & Timan, 2020) bahwa "implementasi TQM akan berdaya efektif jika lembaga memiliki pedoman yang jelas dan struktur organisasi yang baik yang berfungsi untuk mengatur tugas dan kewajiban para anggota dalam pelaksanaannya".

### C. Evaluation of Teacher Resource Quality Development

Evaluation is an activity to collect information about the work of something, which is then used to determine the right alternative in making a further decision. The main function of evaluation is to examine an object or situation to obtain appropriate information as a basis for

decision making. According to Gronlund's opinion in Fauzi (2001: 13), "evaluation is a process of systematically collecting, analyzing, and interpreting information to determine the extent to which the objectives of the activity have been achieved." (Zubair, 2017).

Evaluation has a very important and strategic position because evaluation is an inseparable part of the planning itself. As Arifin (2012) said, "almost all instructional system procedure, experts place evaluation as the steps. (Hidayat & Asyafah, 2019). In line with the previous opinion, (Alwizra, 2020) argues that "the implementation of the evaluation of activities needs to be managed as well as possible so that the evaluation carried out can have a positive impact on development and quality improvement."

### D. Barriers and Solutions to Planning for Quality Development of Teacher Resources

In planning and implementing school programs, various inhibiting factors will be encountered. As stated by (Nur et al., 2016), "the obstacle faced by school principals in implementing school programs is the relationship between education and the demands of community life which can change continuously and is always sustainable, this needs adjustments and improvements in results towards improving quality so that it is in accordance with the goals and expectations of national education. In line with the opinion (Mayasari & Syarif, 2018) that "the obstacles faced by school principals to increase teacher professionalism, among others: knowledge of the teacher performance system is relatively lacking, teacher discipline in student learning is relatively weak, and learning administration tools are relatively heavy. The solution sought by the principal is through developing knowledge and technical skills through empowering teacher competencies listening to input about the importance of discipline in carrying out routine learning processes so that teachers can comply with school rules and binding staffing rules.

### METHOD

This research on principal leadership in planning the quality development of teacher resources at SMPN 2 Sebulu uses a qualitative approach.

In this approach, the researcher creates a complex picture, examines words, reports detailed views of the respondents, and conducts studies in natural situations. When viewed from the point of view of the place of research, this research is

included in the type of field research that seeks to research or conduct observational studies. In this study, the researcher used a case study research method. Collecting data in case studies can be taken from various sources of information.

This research on the quality of teacher resources was carried out at SMPN 2 Sebulu, Kutai Kartanegara Regency, which was established on November 4, 1985, based on the Decree of the Minister of Education and Culture of the Republic of Indonesia in 1984. SMPN 2 Sebulu is a school in East Kalimantan, and this school occupies a plot of land. With an area of 18,227 M2 and is located on Jln. Prince Antasari No. 31 RT. 20 Manunggal Daya Village, Sebulu District, Kutai Kartanegara Regency. The research will be carried out in mid-January 2021, coinciding with the even semester learning process.

Data collection techniques for principals, PNS teachers, and non-PNS teachers used in-depth interviews, observation, and documentation. The analysis activity is an interactive process between the three data analysis steps: data reduction, data presentation, and conclusion drawing. According to (Miles and Huberman, 1984), "Interview data were analyzed by an interactive model, involving data presentation, data reduction, and data verification/conclusion. (Ali Imron & Nugrahani, 2019).

## RESULT AND DISCUSSION

The study results include the leadership role of school principals in developing the quality of teacher resources related to principals' leadership in planning, implementing, evaluating teacher resource quality development programs.

Planning for developing the quality of teacher resources carried out by the principal and all citizens in the school's internal meeting is to form a school development team first. The team is tasked with compiling a program for developing the quality of teacher resources. Together with the team, the school principal prepares a development plan by analyzing needs, medium, and long-term goals, program activities, details of activities, forms for proposals, and budgeting.

The principal of SMP Negeri 2, Sebulu, in planning the program for developing the quality of teacher resources, made an interesting strategy by creating a team to formulate programs to be implemented to achieve the

objectives. Together with the development team, the principal will analyze the needs needed by teachers to develop their professional competencies so that they are more effective. From the results of the formulation of the program, then it was presented to the teacher through a meeting attended by all teachers. In the meeting, the teachers were allowed to submit suggestions and proposals related to developing the quality of teacher resources that were made together. To research conducted by Rosyadi (2015, p.132), the role of the principal in planning the program starts from planning the needs of human resources who will carry out their duties, planning policies in the form of the principal's program and curriculum that will be carried out in schools. In planning, the principal always involves teachers and school committees.

The Plan the development program carried out by the principal and the school development team, according to the existing theory. Furthermore, the planning results are confirmed by the theory of Boddy (2008, p.20) that planning is related to the entire direction of work to be carried out. This includes forecasting future trends (trends), resource assessment, and development of work facilities. This is intended to make decisions regarding the work tasks that must be used and how to use existing resources to achieve goals.

The results of the research at SMP Negeri 2 Sebulu show that the types of quality development of teacher resources are: developing teachers in mastering online learning, with workshops on making learning videos, using google forms and google classroom, developing teachers' abilities in mastering the material (complete learning and assessment and evaluation). The development of the quality of teacher resources is a form of the program aimed at teachers.

Teachers are human resources in determining the success of schools' teaching and learning processes. For this reason, teachers as human resources must be managed so that the goals in education can be achieved. Here it is necessary and important the role of the principal in developing the quality of teacher resources.

Judging from the principal's planning, that program is a fundamental program for teachers to develop the quality of their teacher resources. Because in the Regulation of the Minister of National Education of the Republic of Indonesia Year 2007 Number 16 concerning Academic Qualification Standards and Teacher Competence Article 1, the professional

competencies of teachers that must be mastered are: (1) mastering the material, structure, concept, and scientific mindset that supports the subjects being taught; (2) mastering competency standards and basic competencies of the subjects being taught; (3) developing creatively guided learning materials; (4) sustainably develop professionalism by taking reflective actions; (4) utilize information and communication technology to develop themselves.

From the study results, the program made by the principal in developing the professional competence of teachers is by the standards set by the Ministry of National Education. The form of training is in the form of training/workshops; course it has been adapted to the needs of teachers and the development of existing education.

In development training, the method used must be implemented by the program. Implementation of quality development training for teacher resources using the workshop method. This method was chosen because teachers can interact actively and directly practice what is given by the resource person. This is by the concept put forward by Moenir (1987, p.167) that the methods used in employee education and training are "seminar or conference methods, workshop methods, school or course methods, learning while working methods (learning methods). by doing)."

The quality development program for teacher resources at SMP Negeri 2 Sebulu is held once a semester. The place where the quality development activities for teacher resources are carried out is in schools (In-House Training). The workshops held were adjusted to the allocated funds budgeted for training/workshop activities. Limited funds make the training not held more than once (In-House Training).

The principal invites resource persons who are considered competent in their field to provide training to teachers at the school. The implementation of the training/workshop held in schools (In-House Training) aims to ensure that all teachers can participate in the training held by the school so that the distribution of knowledge gained by all teachers is the same and does not experience gaps because if it is held outside of school, not all teachers can participate in the training.

The research results at SMP Negeri 2 Sebulu, which the principal carried out in developing the quality of teacher resources, namely the principal invited the IT team from the Kutai Kartanegara

Education Office. And in this case, the implementation of the teacher resource quality development program at SMP Negeri 2 Sebulu will not run well without the support of all personnel.

Based on the results of interviews with three informants about the principal's leadership in planning the development of the quality of teacher resources, the principal as a leader has tried to comply with the procedures in determining planning, namely by involving stakeholders in the school's internal meeting deliberation. Because through the meeting forum, principals and teachers can determine the steps that must be taken after the planning is established so that there is synchronization in the implementation process for all forms of planning, especially planning for the development of the quality of teacher resources.

In planning the development of the quality of teacher resources, the implementation is carried out according to procedures; all the steps taken by the principal with the teacher start with the formation of a school development team, each school development team is given a mandate according to its capacity. When the activity is running, the principal provides independent direction to teachers who are competent in several workshop materials to guide and share knowledge. Principals play an active role in implementing teacher quality development plans in terms of professionalism, teacher careers, teacher health, and teacher welfare.

In every activity carried out, evaluation is one of the important aspects in the management of education. Through the evaluation, various accurate inputs will be obtained regarding the program's feasibility, the readiness of human resources and supporting facilities, the accuracy and effectiveness of the program implementation process, and the achievement of the results. From the results of this study conducted by researchers in the field, it shows the obstacles faced by school principals in implementing and evaluating activities that have been included in the planning, especially activities for developing the quality of teacher resources, and some feel that they are in their comfort zone so that they are less enthusiastic about self-development. And it ultimately affects the quality of the teachers themselves.

Based on these obstacles, the solution prepared by the principal is the intensity of supervision and evaluation of teacher performance, which impacts the quality or quality of teachers as educators. His readiness to equip himself participates in various activities to develop the quality of teacher

resources, not only at the district level but also at the provincial level.

## CONCLUSION

The plan decided by the principal is the result of a meeting forum with various processes and procedures carried out to provide a decision that can ultimately be carried out together with full responsibility. To determine the steps to be taken in implementing the principal's planning activities in developing the quality of teacher resources, in this case, a plan that provides a positive reciprocal effect for teachers in carrying out their professionalism. And with various considerations of the principal, the budget contained in the RAPBS becomes the main consideration because these activities require a large allocation of funds. Therefore, activities must be carefully planned with the support of all stakeholders, teachers, vice principals, and administrative staff.

In implementing the plans that have been decided by the principal and the teachers regarding the development of teacher resources, the principal has implemented a procedure for implementing activities by forming a school development team, an activity implementing committee, and sharing during the implementation of these activities. The activity of developing the quality of teacher resources has a good impact/influence even though it is only 25%, at least there is progress compared to the previous situation. The principal only re-planned the activity program to develop teacher resources, similar to the presenters from their environment.

In planning the development of the quality of teacher resources, principals face several significant obstacles, namely relating to the quality of teachers. Among others, principals have to face several less disciplined teachers in their duties and functions as educators and do not want to develop themselves to keep up with the times. And all of this has an unfavorable influence on the goals of education itself. The principal, in this case, has made several solutions through special tricks and tips in dealing with teachers who are in their comfort zone, one of which is personal coaching, supervision, and evaluation of teacher performance. Another obstacle the principal faces is the lack of cooperation with parties or agencies outside of education, which has a special program for developing the quality of teacher resources.

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