

IMPLEMENTATION OF MANAGERIAL COMPETENCY HEAD OF SCHOOL IN IMPROVING TEACHER PERFORMANCE

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Abstract

This research is motivated by several facts in the field, the lack of trust level of principals in teachers, lack of good relationships in the school environment, the principal's ability to mobilize human resources in schools is still limited. The lack of attention and concern of the principal to mobilize teachers to carry out activities at school. Specifically, this study aims to explore, analyze and obtain data on: Planning, organizing, implementing, and evaluating the managerial competence of junior high school principals in improving teacher performance. Supporting factors and obstacles faced by the Principals of Sechool to improve teacher performance. The efforts of the Head of Sechool in overcoming obstacles to improve teacher performance. Impact of managerial competence of junior high school principals on teacher performance. The research approach used by the author in this study is a qualitative descriptive approach (Qualitative Descriptive Approach). The method used is descriptive method. The research technique used participant observation, in-depth interviews and documentation of research results, namely: (1) Planning has been carried out in accordance with applicable guidelines. This program is made in a team that involves several elements consisting of the principal, deputy principal, teachers who are assigned to be the school development team and school committee representatives (2) Organizing, is carried out in a balanced manner by prioritizing performance, competence and rank order (3).) Implementation of managerial competence by seeking effective learning with. improve the quality of teachers, provide trainings. To see the quality of teacher performance, the principal carries out supervision, the school gives rewards and punishments a tradition. in carrying out his leadership with a democratic approach. (4) Evaluation of school principals in improving teacher performance by monitoring the evaluation of each activity that has been carried out, making reports on program implementation and following up on evaluation results, (5) there are supporting and inhibiting factors for the principal, both coming from the individual himself and from outside individuals such as from organizations (schools) or from outside the organization (6) Efforts made by school principals in facing obstacles in improving teacher performance, by revitalizing MGMP and MKKS, increasing professionalism, fostering discipline for educational personnel, creating harmonious working relationships, utilizing technology and information, reward and punishment, improving the quality of facilities and infrastructure, budget optimization (7) The impact of the implementation of the principal managerial competence in the schools was very good teacher performance

Keywords: Managerial Competence, Teacher Performance

A. INTRODUCTION

The principal has a very influential role in coordinating, mobilizing, and harmonizing all educational resources available in schools. In general, the duties and roles of school principals have five dimensions of competence as stipulated in the regulation of the

Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs, namely personality, managerial, entrepreneurial, supervisory, and social competence competencies.

Teachers are one of the key elements in the education system, especially in schools. All other components, starting from the curriculum, infrastructure, costs, and so on will not mean much if the essence of learning, namely the interaction of teachers with students, is not of high quality. In fact, there has been growing public awareness that there are no teachers, no formal education. There is no quality education, without the presence of a sufficient number of professional teachers. So important is the role of teachers in transforming educational inputs, to the point that many experts state that in schools there will be no change or improvement in quality without changes and improvements in the quality of teachers.

However, there are many factors that hinder the achievement of the professionalism of principals such as the appointment process is not transparent, does not meet certain requirements and criteria that have been set, for example, does not have managerial expertise (competence) in managing and developing teacher professionalism, low mentality of the principal which is marked by a lack of motivation and enthusiasm. as well as the lack of discipline in carrying out tasks, and often arriving late, the principal's insight is still narrow, as well as many other inhibiting factors that hinder the growth of professional school principals to improve the quality of teacher quality and the quality of education nationally.

The results of preliminary observations that have been carried out at several schools in the city of Bandung through the Bandung City Education Office, found several problems, first, there were principals who were less able to interact with the surrounding community, so that the principal was deemed unable to create a truly conducive school condition. This can be seen from the lack of involvement of the surrounding community in school activities. Lack of trust level of principals towards teachers. This picture can see how the managerial competence of principals in leading and managing schools has met the requirements as mandated in the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals, especially those related to the articles governing the managerial competence of principals. The second thing is the lack of good relationships within the school environment, the ability of the principal in mobilizing human resources in schools is still limited. Lack of attention and concern for the principal to move teachers to carry out activities at school. Appointment of principals who only prioritize their working experience as a teacher rather than their managerial abilities. Prior to 2016, there were several high school principals who were elected as principals, due to their experience and working period of more than 10 years and there were several principals who did not have competency development and training certificates. The principal's lack of control over teachers related to classroom management, learning and discipline. Some of these problems must be controlled by the principal as a leader as well as a manager in the school by implementing a managerial

function. If the principal is not able to manage these human resources, it can hinder the implementation of the principal's managerial function.

Based on the phenomenon of the problem above, that in carrying out the managerial function of the principal, it cannot always run smoothly, because there are several problems in implementing the managerial function. The principal's performance is expected to be in accordance with the roles, duties and functions of a school principal, so that he is able to meet the expectations of the school and society. Research activities on the managerial competence of principals are a form of recommendation to be able to organize, lead and manage all school components in accordance with the managerial competence of principals for the better. Next, the researcher describes the research questions as follows:

- a) How is the implementation of the principal's managerial competence in the preparation of plans to improve teacher performance?
- b) How is the implementation of the principal's managerial competence in organizing resources to improve teacher performance?
- c) How is the implementation of the principal's managerial competence in actualizing resources to improve teacher performance?
- d) How is the implementation of the principal's managerial competence in evaluating programs to improve teacher performance?
- e) What are the supporting and inhibiting factors faced by principals in implementing managerial competencies to improve teacher performance?
- f) How are the principal's efforts in overcoming obstacles in implementing managerial competence in improving teacher performance?
- g) What is the impact of the implementation of the principal's managerial competence on teacher performance?

B. THEORY BASIS

Competence can generally be defined as skills, abilities, and abilities. Competence is one of the key determining factors for someone in producing excellent performance. In a collective situation, this competency is one of the key determinants of the success of an organization.

Law on Teachers and Lecturers Number 14 of 2005 states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers and lecturers in carrying out their professional duties.

The principal can be interpreted as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students who receive lessons.

Rahman revealed that the principal is a teacher (functional position) who is appointed to a structural position in the school.

The principal as the head of a school basically has the duty and responsibility to achieve learning goals effectively and efficiently. In line with that, Nawawi stated that the principal duties of the principal include seven areas of duty, namely: (1) academic fields related to teaching and learning processes inside and outside school, (2) administration and school finance, (3) student affairs, (4) staffing, (5) school buildings and equipment, (6) lesson equipment and (7) school and community relations

Teacher performance has certain specifications, teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by every teacher, the form of behavior in question is teacher activities in the learning process.

Performance is expected to have or produce good quality and still see the amount to be achieved. A job must be seen in terms of quality fulfilled and in terms of the amount that will be achieved can be in accordance with what is planned. Performance is a universal concept, which is the operational effectiveness of an organization and its employees based on predetermined criteria standards. Because organizations are basically run by humans, performance is actually human behavior in carrying out their roles in an organization to meet predetermined standards of behavior in order to produce actions and the desired results.

C. RESEARCH METHOD

The method that will be used in this research is descriptive qualitative method through case studies. With the descriptive method, the research will make a systematic presentation and description in accordance with the existing facts accurately, and have the properties and relationships between the phenomena being investigated.

Data collection techniques are an important and strategic step in research because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set. Data collection is done in various settings, various sources, and in various ways. When viewed from the setting, data can be collected in natural settings, in laboratories using experimental methods, at home with various respondents, at seminars, discussions, on the road, and so on. When viewed from the data source, the data collection can use primary sources, secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. Furthermore, when viewed from the method or technique of data collection, the data collection technique can be done by observation (observation) interviews (interviews), documentation, and a combination of the three.

In qualitative research, data collection is carried out in natural settings (scientific conditions), primary data sources, and data collection techniques are more on

participatory observation (participant observation), in-depth interviews (in depth interviews) and documentation. To obtain accurate and valid data and information, a data collection technique that is deemed appropriate is needed, where the researcher acts as the main instrument (key instrument) or goes directly to the field and integrates with the data source in a natural situation (natural setting). The data collection techniques used in this research are: Participatory Observation, In-depth Interviewing, Documentation Study, and Triangulation/combined.

In this study, researchers act as data collectors and active instruments in an effort to collect data in the field. Meanwhile, other data collection instruments besides humans are various forms of aids and other documents that can be used to support the validity of research results, and function as supporting instruments. Therefore, the presence of researchers directly in the field as a measure of success in understanding the case under study so that the involvement of researchers directly and actively with informants or other data sources is absolutely necessary.

D. DISCUSSION

Planning is an early stage of an organization to carry out its operations. Good planning will affect the implementation of work that is more directed and orderly so that the results obtained will be more optimal.

Related to program planning, it has three forms of planning, namely long-term, medium-term, and short-term programs. The long-term program is a program plan for a period of ten years. The medium term program is a school program for a period of four years. Meanwhile, the short-term program is a program for one year that will be carried out. The three plans are interrelated and related to each other.

Short-term programs are very strategic because they are related to the implementation of activities for one year to be undertaken. For this reason, the determination of short-term programs must be arranged as carefully as possible so that the achievement of activity targets can be carried out properly. It is said that a strategic plan is drawn up to achieve a vision based on existing strengths.

One of the programs planned at the two schools in the research location is a program related to improving teacher performance. This program is considered important because the impact of the achievement of this program is very large. With the teacher performance improvement program, the teacher's performance will be better. One indicator is the ability of teachers to carry out their main tasks better. The implementation of basic tasks, one of which is the implementation of a better learning process, will also allow for increased student learning outcomes.

The stages of implementing school management are organizing. Organizing is a management stage related to the placement of personnel in an organization. In educational organizations, of course, it means that it is related to how the principal divides the duties of teachers in schools. Besides that, in this organization it is also related to how

school principals provide additional tasks that must exist in schools in an effort to carry out school operations properly.

To maintain a work rhythm, principals need to develop positive interactions. The interaction pattern developed by the principal in the two research locations uses a multi-directional system. With multi-way relationships, relationships don't always have to be top-down. However, the interaction pattern runs according to the needs and conditions that exist naturally. Interaction is also carried out horizontally and vertically. Vertical organizational interaction means that the principal has good relations with higher-level offices, while horizontal organization is with organizations of the same level including the school committee.

From the results of interviews, observations and existing documentation studies, the implementation process carried out by the school principal to realize the school's vision of seeking effective learning for its students. The efforts made by school principals are to improve the quality of their teachers by providing training related to the learning process, for example now during the pandemic teachers are given training using technology-based media, managing facilities and infrastructure that support the learning process by facilitating learning facilities with mini studios were made for teachers to conduct virtual meetings with their students, creating a conducive culture and work climate.

To see the quality of teacher performance, school principals carry out supervision to determine the extent to which teachers are able to carry out learning, especially effective learning through class visits to observe the learning process directly, because this year is Learning from Home (BDR), the principal carries out supervision with zoom meetings so that they can monitor learning activities, how teachers interact with students. For teachers who are still having problems with IT skills, supervision is carried out offline, namely direct meetings with teachers using Google Classroom. Supervision is carried out by the principal according to the schedule that has been programmed, namely two class visits a year.

As a leader, the principal in carrying out his leadership by taking a democratic approach. The indicator is that in making decisions or policies, the principal does it by deliberation. Deliberations always involve several people such as the vice principal and matters related to the problems to be taken. If necessary, the school committee is also involved in solving existing problems

Based on the results of research, interviews and documentation studies, the managerial implementation of school principals in improving teacher performance is carried out in line with the roles and functions of school principals as educators, managers, administrators, supervisors, leaders, innovators and motivators.

As usual in other education administrations, teacher performance improvement programs are also monitored and evaluated continuously and continuously. Evaluation activity is one of a series of activities in improving the quality, performance, or productivity of an institution in implementing its program. Through evaluation, information will be obtained

about what has been achieved and what has not been achieved, namely information about the implementation and success of a program which is then used to determine the next policy. Furthermore, this information is used to improve a program. Evaluation is an activity to collect information about how something works, which is then used to determine the right alternative in making decisions. The main function of evaluation in this case is to provide useful information for the organization to determine the policies taken based on the evaluation that has been carried out. Monitoring is an activity that aims to determine the progress of program implementation, whether it is in accordance with what was planned or not, the extent to which obstacles and obstacles have been encountered and what efforts have been and must be taken. Based on the research results, the evaluation of the teacher performance improvement program has been carried out according to schedule and already has a clear and measurable evaluation implementation instrument by carrying out monitoring during implementation and being evaluated after carrying out activities.

From the results of interviews, observations and existing documentation studies, the evaluation process carried out by the school principal by carrying out monitoring and evaluation of each activity that has been carried out, making reports on program implementation and following up on evaluation results. The results of the evaluation conducted by the principal are used to determine the strengths and strengths of each teacher and then motivate the teacher's performance so that future performance will be better. Follow-up on the results of the evaluation is usually done by conveying the results of the evaluation to the teacher concerned so that the strengths and weaknesses of each will be known Good teacher performance will affect the achievement of school goals. However, not all teachers have a good performance as expected. Many factors affect the achievement of one's performance. In implementing the teacher performance improvement program, there are supporting and inhibiting factors for school principals.

Based on the results of the interview, the supporting and inhibiting factors faced by the principal are as follows:

Supporting factors

a). Internal factors (from individuals)

- 1) HR are mostly good teachers
- 2) Most of the teachers have good motivation and work culture
- 3) Young age with capable intellectuals
- 4) Readiness and availability of materials to improve performance
- 5) Curiosity increases and increases knowledge,
- 6) Insights and experiences on teachers
- 7) There is concern for fellow colleagues to help and jointly improve teacher performance

b) External Factors

- 1) School programs are available to facilitate teachers to improve their performance

- 2) Adequate infrastructure facilities, open with easy access
- 3) Full school carrying capacity
- 4) The school climate is conducive to developing the quality of teacher performance
- 5) Good school program

Obstacle factor

In addition to supporting factors, of course, there are also factors that hinder the head of school in improving teacher performance, these obstacles can come from the teacher himself, the environment or due to facilities factors (Nawawi, 1989: 130). Thus, if a teacher is able to manage the class well and is supported by the managerial competence of a qualified principal, it will be able to generate motivation to improve its performance.

The inhibiting factors for principals in improving teacher performance are internal factors and external factors. Internal factors that come from the teacher himself .. And external factors that is from the organization or from the environment.

Based on the results of interviews, the obstacles faced by school principals in improving teacher performance are, including:

a) internal factors

- 1) There are still teachers who have not been maximal in carrying out their duties,
- 2) Lack of moral understanding from the teacher
- 3) There are still teachers who have not mastered IT
- 4) lack of work motivation
- 5) Lack of experience from teachers
- 6) The intellectuality of some teachers is still lacking

b) External factors

- 1) There are frequent delays in the disbursement of School Operational Assistance (BOS) funds
- 2) The government's budget is still limited
- 3) There are still unfulfilled infrastructure facilities

The efforts made by the principal to overcome the obstacles made in improving teacher performance are as follows:

1) Revitalization of MGMP and MKKS

Through MGMP and MKKS, we can think about how to get around a dense curriculum and find appropriate learning alternatives and find various variations of learning models to improve the quality of learning that is in accordance with school conditions.

2) Increased professionalism

Increasing professionalism is carried out through various professional education and training, such as workshops, IHT, workshops, symposiums, seminars, panel discussions, PKB

3) Discipline of education personnel

With high discipline and self-awareness, a comfortable and conducive environment is created.

4) Creating a harmonious working relationship with all school members so that it will foster active participation in efforts to improve professional performance

5) The use of technology and information by schools that have an impact on improving the quality of teachers. In the era of globalization and technology teachers must be technology literate, especially in the current state of the covid pandemic, learning through the internet network requires the ability to use technology

6) Provide opportunities for teachers to develop their abilities

7) Rewards and punishments

8) Improving the quality of facilities and infrastructure. With the optimal quality of learning facilities and infrastructure, it will have an impact on student achievement and teacher performance.

9) Budget optimization, by optimizing Boss budget

Teacher performance is not only related to teacher performance in the classroom, but more broadly related to everything that can affect the teacher's performance. One of the factors that affect teacher performance is the education and training factor that the teacher has participated in. The higher the education of a teacher and the more often the teacher participates in training related to improving performance, the better the performance of the teacher concerned will be. From the results of observations and interviews, it was found that most of the teachers had pedagogical competence. These competencies can be seen from their ability to master didactic and methodical basics according to their field of work. This competency is supported by teacher education qualifications, all of which have met the required standards, namely minimum education at the S1 level. There are even many teachers who have master's degree. In addition to formal education, to improve their performance, teachers at these schools have participated in various trainings both organized by the school and by other organizations such as upgrading curriculum instructors, upgrading learning methods, upgrading PTK, upgrading scientific papers, MGMP functional training, IHT or webinars online.

To the given task, the teacher gives a positive response and is responsible for carrying out the task, both in the form of the main task of the teacher and other tasks related to the implementation of the school program. From the timeliness of completing the work, although it is not yet 100%, most of them have been able to complete the work assigned to them on time. If approaching the specified deadline has not been completed, the teacher usually does overtime on his own initiative in order to complete the work on time.

E. CONCLUSIONS AND RECOMMENDATIONS

General Conclusion

From the research in the two schools, it was found that the Implementation of Principal Managerial Competence in improving teacher performance had an impact on increasing the performance of educators and education staff as well as the level of trust of students' parents in the school.

Special Conclusion

a. implementation of the principal's managerial competence in preparing plans to improve teacher performance has been carried out in accordance with applicable guidelines. The program consists of a long-term program for a period of 10 years, a medium-term program for a period of 4 years and a short-term program for a period of 1 year. This program is made in teams that involve several elements consisting of the principal as school leader, 4 deputy principals, teachers who are assigned the task of school development team and school committee representatives.

b. the implementation of the principal's managerial competence in organizing resources to improve teacher performance is carried out in a balanced manner. This balance can be seen from the considerations taken by the principal who prioritize performance, competence and also a list of ranks. Related to the school's efforts to make the performance of the selected personnel more effective, the principal has made a job description or task details of each official. Thus the official who is given a mandate with a certain position will be able to creatively carry out the work assigned to him.

c. the implementation of the principal's managerial competence in actualizing resources to improve teacher performance is essentially the implementation of the school's mission. The mission is certainly a way to achieve the school's goals. For this reason, the entire school community must synergize to keep working with the goal of achieving the school's vision and goals. To realize the school's vision, the principal strives for effective learning for his students. The efforts made by the principal are to improve the quality of their teachers by providing training related to the learning process. To see the quality of teacher performance, principals carry out supervision to determine the extent to which teachers are able to carry out learning, especially effective learning through class visits to observe the learning process directly. As a form of appreciation for teacher achievements related to improving their performance. As a leader, the principal in carrying out his leadership by taking a democratic approach. The indicator is that in making decisions or policies, the principal does it by deliberation.

d. implementation of the principal's managerial competence in evaluating programs to improve teacher performance, namely by carrying out evaluation monitoring of each activity that has been carried out, reporting program implementation and following up on evaluation results. Evaluations carried out by school principals include evaluating teacher attendance monitoring, learning in administrative supervision classes and class visits,

teacher performance assessments. To streamline the evaluation results, there are follow-up programs such as: 1) discussing with supervised teachers and then exploring the strengths and weaknesses that occur together; 2) deliberation to determine solutions to overcome existing problems; 3) advanced monitoring

e. supporting and inhibiting factors faced by principals in implementing managerial competencies to improve teacher performance. However, not all teachers have a good performance as expected. Many factors affect the achievement of one's performance. In implementing teacher performance improvement programs, there are supporting and inhibiting factors for school principals, both coming from the individual itself and from outside the individual such as from the organization (school) or from outside the organization.

f. Efforts made by school principals in dealing with obstacles in improving teacher performance, by revitalizing MGMP and MKKS, increasing professionalism, fostering discipline for educational staff, creating harmonious working relationships, utilizing technology and information, rewards and punishments, improving the quality of facilities and infrastructure, optimizing budget

g. The impact of the implementation of the principal's managerial competence in the two schools is very good teacher performance, the indicators can be seen in the evaluation results of teacher performance assessments, the results of supervision of class visits, judging from the competence of teachers carrying out their main tasks, they have been able and have three competencies, in compiling the syllabus and lesson plans in general. it is good to be able to make their own lesson plans with the specifics of the school, related to the competence to carry out PBM, in terms of mastery of the material, class management skills, skills to use and utilize media and learning resources in general are good.

Recommendation

a. For school principals to pay attention to aspects of successful management and improvement of teacher performance, apart from being determined by managerial competence and the principal's expertise in improving teacher performance, it is also influenced by teacher commitment and participation from all school education communities to participate in planning, developing and evaluating teacher performance improvements.

b. Teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building disciplined attitudes and the quality of student learning outcomes, for that teachers are required to always develop competencies and improve their performance so that they become professional teachers.

c. School committees as school partners who function in improving the quality of education services are expected to provide real support and contribution to schools by increasing the role of the community in school administration.

d. Other researchers

1. To conduct further research that is able to reveal more deeply about the managerial competence of principals in improving teacher performance in terms of various other fields.
2. To follow up steps by conducting the same study in other settings, as well as other schools in general which can act as negative cases, it is necessary to provide additional data to reduce errors in the findings of this study.

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