



## ***THE PERFORMANCE OF PRINCIPAL SCHOOL OF STATE HIGH SCHOOL 1 KLATEN ON THE BASED MANAGEMENT SCHOOL IMPLEMENTATION***

Wartomo<sup>1</sup>, Kus Anjar Siswati<sup>2</sup>  
<sup>1,2</sup> UPBJJ-UT Yogyakarta, Indonesia

Email : [wartomo@ecampus.ut.ac.id](mailto:wartomo@ecampus.ut.ac.id) .[anjar@ecampus.ut.ac.id](mailto:anjar@ecampus.ut.ac.id)

### **Abstract**

*This research was aimed to describe the performance of the principal school on the school-based management implementation included teacher empowerment, infrastructure management, and fund education management. The subjects were the principal and some teachers of State Elementary School 1 Klaten. This study was using ethnographic research approach. Methods of data collection was using observation, interviews and documentation. Data analysis used was triangulation. The results showed that the empowerment of teachers included holding regular and integrated training for teacher performance, conduct supervision of learning, creating a conducive climate for wrking, enhance the ability of teachers through courses, workshops, education and training, seminars, and classroom action research. The infrastrecture facilities management were distribution responsibility and authority to subordinates such as inventory learning aids, laboratory equipment, tables and chairs. The education budget managements included formation of treasurer team, for example, the school committee treasurer, BOS treasurer and rehabilitation funds treasurer, and so on who assigned appropriate authority and responsibilities to facilitate the supervision and monitoring of the optimalbudget utility. It is easier for the principal to monitor and carry out performance in the implementation of SBM.*

**Key Words:** *Empowerment, Teacher Performance, Infrastructure Management, Education Fund.*

### **PENDAHULUAN**

Recently, we have been introduced to a "new" approach to school management referred to as school-based management (SBM). In foreign countries, such as the United States, this approach has actually been developing for quite some time. The emergence of this idea was triggered by dissatisfaction or irritation of educational managers at the operational level over the limited authority they have to be able to manage schools independently. It is generally seen that school principals

feel helpless because they are trapped in excessive dependence on the educational context. As a result, their main role as educational leaders is increasingly dwarfed by the routine of bureaucratic affairs that dull creativity in innovation.(mmonagangan, 2004)

The principal has two main roles, first as an institutional leader for teachers, and secondly providing leadership in management(Zahira, 2022). Educational reforms through school-based management (SBM)

and school committees introduced as part of decentralization provide principals with greater opportunities to more firmly implement the various functions of both roles.(Maujud, 2018). As per opinion Armanila (2023) which states that leadership is a part of management. Furthermore Rama et al (2023), stated that leadership plays a dominant, crucial, and critical role in the overall effort to increase work productivity, both at the individual level, at the group level, and at the organizational level. In Indonesia, the idea of implementing this approach emerged recently in line with the implementation of regional autonomy as a new paradigm in school operations. So far, schools have only been an extension of the central government bureaucracy to organize educational political affairs. School administrators do not have much leeway to operate their schools independently. All policies on the implementation of education in schools are generally held at the central government level or partly in vertical agencies and schools only accept what is. It is not surprising that the final grades.

received at the most operational level have shrunk by more than half. We are worried that so far more than half of the education funds have actually been used for things that have nothing or little to do with the learning process at the most operational level.

In terms of leadership, a principal may need to adopt a transformational leadership style, so that all potentials in the school can function optimally. Transformational leadership can be defined as a

leadership style that prioritizes providing opportunities, and/or encouraging all elements in the school to work on the basis of a noble value system, so that all elements in the school (teachers, students, employees, parents of students, the community, and so on) are willing, without coercion, to participate optimally in achieving the ideal goals of the school.

Characteristics of someone who has successfully implemented a transformational leadership style(Wiwik Herawati, SE., 2005)are as follows: (1) identifying himself as an agent of change (renewal); (2) having a brave nature; (3) trusting others; (4) acting on the basis of a value system (not on the basis of individual interests, or on the basis of the interests and demands of his cronies); (5) continuously improving his abilities; (6) having the ability to face complex, unclear, and uncertain situations; and (7) having a vision for the future. In the era of decentralization, the principal should no longer be afraid to take the initiative in leading his school. The experience of top-down leadership should be abandoned immediately.

Based on the description as above, the problems that will be studied in this study are: 1) the performance of the principal in empowering teachers, 2) the performance of the principal in managing facilities and infrastructure and 3) the performance of the principal in terms of managing education funds?. The results of this study are expected to contribute to all parties related to the performance of the principal in good school

management.

## **METODE PENELITIAN**

This type of research is qualitative descriptive research, namely research on data collected and expressed in the form of words and pictures, words arranged in sentences. This study uses an ethnographic approach. Ethnographic studies describe and interpret culture, social groups or systems. Although the meaning of culture is very broad, ethnographic studies are usually focused on patterns of activity, language, beliefs, rituals and ways of life. (Sugiyono, 2021). Ethnography is an empirical and theoretical approach that aims to obtain in-depth descriptions and analyses of culture based on intensive fieldwork. The implementation of this research was at SMA Negeri 1 Klaten, because this school has been prepared as an international standard school (SBI) and has dynamic school-based management capabilities. As for the data collection techniques used are document analysis, observation and interviews. Data sources and types of data consist of words and actions, written sources, photos, and statistical data. In addition, there are still data sources that are not questioned here such as non-verbal ones. (Sugiyono, 2022). In data analysis begins with reviewing all available data from various sources, namely interviews, observations that have been written in field notes, personal documents, official documents, images, photos, and so on. After being read, studied, and reviewed, the next step is to conduct data reduction which is done by means of a core summary, a

process with statements that need to be maintained so that they remain in it. The next step is to organize it into units. The units are categorized in the next step. The categories are made while coding. The final stage of this data analysis is to conduct a data validity check. After this stage, the data interpretation stage begins in processing the interim results into substantive theories using certain methods. (Sugiyono, 2016). Verification is carried out throughout the research in line with member checking, triangulation and audit trail, thus ensuring the significance or meaningfulness of the research results.

## **HASIL DAN PEMBAHASAN**

### **Principal Performance in Teacher Empowerment**

At the most operational level, the principal is the person at the forefront who coordinates efforts to improve quality learning. The principal is appointed to a position that is responsible for coordinating joint efforts to achieve educational goals at each school level. In practice in Indonesia, the principal is a senior teacher who is considered qualified to hold the position. No one who is not a teacher has ever been appointed as a principal. So, a teacher can hope that if he is "lucky" one day his career will end up as a principal. Usually teachers who are considered good and capable as teachers are appointed as principals.

The results of an interview with the principal of SMA Negeri 1 Klaten, Drs. Lasa, Monday, January 14, 2008, among others stated that "The role of management in determining the agenda for change and organizational development is very important, namely offering leadership with a good vision and mission, so that it will bring

enlightenment to the world of education, Management of educational system resources concerning human resource management, management of infrastructure resources, financial management, and information management, is very important, because infrastructure, financial management, and information management, are very important, because good management will create a commitment to maintaining a culture that is in accordance with the processes that occur in the world of education. A strong culture is the value of the organization and the approach held by all members of the organization), including here school-based management in empowering teachers has a strategic and dynamic value in efforts to improve the quality of teacher performance and education".

Principal leadership is the way the principal influences, encourages, guides, directs, and motivates teachers, staff, students, parents of students, and other related parties to work/participate in order to achieve the goals that have been set. The results of an interview with Drs. Eko TB, a teacher at SMA Negeri 1 Klaten stated that "The Principal is the highest leader in the school. The leadership pattern will greatly influence and even greatly determine the progress of the school. Therefore, in modern education, the leadership of the principal needs serious attention. The leadership referred to by the principal is the way the principal influences, encourages, guides, directs, and motivates teachers, staff, students, parents of students, and other related parties to work/participate in order to achieve the goals that have been set. In short, how does the principal "make" his subordinates work to achieve the goals of the school"

The opportunity to develop a school into a truly effective school would require adequate leadership creativity. Such leadership creativity can be seen or

can emerge when school leaders are able and willing to make changes to the ways and methods they use to manage the school. "Education issues are essentially not solely the responsibility of the bureaucracy, but rather the responsibility of many elements, especially parties who have an interest in the education process at the school, thus debureaucratization of education needs to be carried out, especially in order to involve all interested parties. This awareness has logical consequences for the creation of non-governmental parties who are morally and socially responsible for the continuity of the education process for the nation's children. Education is also a process of empowering students so that students are required to become increasingly intelligent humans."

Teachers as the main person in charge need to get serious attention. Because it is realized that determining the success of school education practices relies more on teacher management, so that various aspects that develop with teachers that need to be taken into account include: aspects of recruitment, training, appointment and placement of development must, and intensive systems. The recruitment aspect is especially concerned with the recruitment of prospective students who excel and come from areas lacking teachers who are ready to become teachers. Training reform is very much needed to improve the quality of learning. In addition, training that is more practically oriented, so that it is easy to apply in the field. Effective training management to be able to contribute to improving the quality of education in each school is developed. In addition to teachers, there are school personnel who choose a very strategic position in improving the quality of education, namely to the school counselor of students during their education process, so that they are able to develop optimally.

Schools select competent support staff to support the implementation of education in schools. Schools must assess the performance of educational staff whose elements must be related to their main tasks and functions. The results of an interview with Drs. Sutarno, a teacher at SMA Negeri 1 Klaten (Monday, January 14, 2008), stated that "For the success of the principal's performance, he must implement the Teachers and Lecturers Law which was born to complement and strengthen the spirit of improving the quality of national education which was previously also stated in Law Number 20/2003 concerning the National Education System. We hope that these two laws are able to create a conducive climate for the birth of teachers who are truly professional in the true sense. Furthermore, we hope that these two laws will open a bright path for all the children of this nation to slowly but surely get out of the various crises that have plagued this nation through improving the quality of national education by forming professional teachers."

The logical consequence of Law Number 14 of 2005 concerning Teachers and Lecturers, both implied and explicit, is that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Therefore, in line with Article 2, it is stated that teachers have a position as professional staff at the elementary education level, secondary education, and early childhood education in the formal education path that is appointed in accordance with laws and regulations, and the recognition of the teacher's position as a professional staff as referred to in paragraph (1) is proven by a teacher's certificate. Furthermore, it is also stated that the teacher's certificate as referred to in Article 8 is given to teachers who have met the requirements, and

teacher certification is organized by universities that have accredited or government-appointed educational staff procurement programs.

The impact of having an educational certification according to Law number 14 is intended to be more meaningful for teachers, and is an opportunity for teachers to be able to develop their competence, and it is not impossible to become a specter for teachers who have low competence, and this is a consequence for teachers and lecturers of the enactment of the Law. In addition, the Law will be able to raise the dignity and honor of teachers in essence, because so far the contribution and contribution of teachers in educating the children of this country seems to be looked down upon, and views the teaching profession as an ordinary profession. This has been happening in this republic, so that the future of teachers is bleak and the teaching profession is not promising, even seems to be abused.

Educational certification can be obtained if the teacher has a minimum academic qualification of SI/D-IV from early childhood education to secondary education. Then the teacher must also have pedagogical, personality, social and professional competencies, as required by law. After the competency test, only then will the teacher and lecturer have an educator certification, and only then will the dignity and life of the teacher be lifted in essence, namely a prosperous life with a decent income as aspired by every Indonesian teacher. To obtain an educator certification is not as easy as turning the palm of the hand, and it requires hard work from the teachers.

Teacher certification can be obtained if the teacher seriously studies and of course teacher certification will be obtained by qualified teachers who have shown good performance, and choosing the teaching profession is a choice of their conscience.

No less important, are teachers who are willing to learn and learn, always follow various trainings, and realize that the knowledge they have so far feels lacking. Therefore, the quality of teachers personally can be seen from their appearance, and academic achievements, as well as their morality and responsibility in carrying out their professional duties and responsibilities, as well as their scientific and intellectual insights, both in implementing learning in the classroom and in the surrounding environment.

As an education manager, the principal is responsible for the success of the implementation of educational activities by implementing school administration with all its substances. The principal is also responsible for the quality of existing human resources so that they are able to carry out educational tasks. Therefore, the principal as an education manager has the task of developing the performance of personnel, especially teachers towards the expected professionalism. As a formal leader, the principal is responsible for achieving educational goals through efforts to move subordinates towards achieving the educational goals that have been set. In this case, the principal has the task of carrying out leadership functions, both functions related to achieving educational goals and creating a conducive school climate for the implementation of effective and efficient teaching and learning processes.

The performance of the principal of SMA Negeri 1 Klaten in managing teacher empowerment can be emphasized that the principal has been able to manage it well, although there are obstacles but they are not so significant, considering that the school is an international-based pioneering school. Teachers as the helmsman of a ship, wherever the direction and course of the ship is faced, if the helmsman is smart and skilled, then the ship will sail safely to its destination, waves and waves of any size can be passed calmly and responsibly.

Therefore, to become a helmsman must go through special education and training and have special skills. Likewise, a teacher, in order for the learning process to be successful and the quality of education to improve, teachers are needed who understand and live their profession, and of course teachers who have insight, knowledge and skills so that the learning process is active, teachers are able to create an innovative, creative, and enjoyable learning atmosphere. To become a professional teacher also requires education and training as well as special education.

The change in the role of teachers who were previously as knowledge transmitters and transferors of knowledge and transferors of skills, and were the only source of learning, changed their role to become guides, coaches, teachers, and trainers. In learning activities, teachers will act as facilitators who are friendly with full responsibility, and treat students as partners in exploring and processing information towards the planned teaching and learning objectives.

Teachers in carrying out their professional duties are faced with various choices, such as what is the most appropriate way to act, what learning materials are the most appropriate, what is the most effective presentation method, what are the most suitable aids, what are the most efficient steps, which learning resources are the most complete, what is the most appropriate evaluation system, and so on. Teachers as autonomous task implementers, teachers are given the freedom to manage learning, what must be done by teachers, and teachers must be able to determine their choices by considering all relevant aspects or supporting the achievement of goals. In this case, teachers act as decision makers.

Considering the importance of teacher professionalism in achieving educational goals, especially at the institutional level,

there is a need for teacher training and professionalism, so that research results can be obtained that can be used as input in making and implementing policies in the field of education, especially at the elementary to secondary school levels, both public and private.

### **Principal's Performance in Managing Facilities and Infrastructure**

School facilities and infrastructure are quite numerous and complex, including in the administration of school facilities and infrastructure management must be made according to needs such as learning administration (learning devices consisting of annual programs to evaluation tools and their follow-ups), employee administration, financial administration, inventory administration, and so on. The results of an interview with Drs. H. Sunardi, a teacher at SMA Negeri 1 Klaten, (Monday, January 14, 2008) stated that "The performance of the principal in managing facilities and infrastructure in this school is indeed complex and has many items. So the principal must have a deputy who specifically takes care of school facilities and infrastructure. Starting from procurement, maintenance to maintenance. Also given the authority to submit or prepare a budget plan related to the needs of school facilities and infrastructure which are indeed intended for the interests of education in this school"

By delegating the principal's responsibility and authority to his subordinates who are appointed as vice principals for infrastructure matters, this shows that SMA Negeri 1 Klaten has implemented school-based management, because organizationally the principal cannot possibly carry out or manage these matters himself and will not succeed without involving his subordinates, considering that the scope of his duties and responsibilities is very large and complex. Results of interviews

with Drs. Joko Siswanto, a teacher at SMA Negeri 1 Klaten, (Monday, January 14, 2008) stated that "The principal's performance in managing the school's facilities and infrastructure has been going well, the reality proves that the distribution of the principal's responsibility and authority to subordinates can be accepted and implemented smoothly, there are no significant obstacles. In the book "School-Based Management" for elementary schools, the Ministry of National Education, Directorate General of Elementary and Secondary Education, Directorate of Kindergartens and Elementary Schools, 2001, it is stated that what is meant by educational facilities are tools that are directly used in teaching and learning activities that can be classified into teaching tools, demonstration tools, and teaching media". The results of an interview with Drs. Sunardi, a teacher at SMA Negeri 1 Klaten, (Tuesday, January 15, 2008) stated that "Each subject has at least one type of practical demonstration tool that is in accordance with educational and learning needs. If we look at its development, at first the media was only considered as a teaching aid for teachers (teaching aids). The aids used are visual aids, namely pictures, models, and other tools that can provide concrete experiences, learning motivation, and increase students' absorption and retention of learning. With the entry of audio technology around the middle of the twentieth century, visual tools to concretize this teaching were equipped with audio aids so that audio visual tools or audio visual aids (AVA) were known. This is where the role of the principal is very important in improving the quality of learning, including paying attention to learning facilities and infrastructure.

The principal's performance in this case is to pay attention to the needs and interests of learning facilities and

infrastructure by involving the vice principal for curriculum affairs. Delegation of authority and interests related to the curriculum is absolutely necessary, and the principal can appoint someone to handle the curriculum affairs. Thus, learning affairs can be optimized.

Management of school infrastructure is prioritized in the following efforts: Managing and utilizing existing infrastructure resources. Developing and improving existing resources by considering the mobility of needs in an effort to improve school quality. The SMA Negeri 1 Klaten complex was built on 600 M<sup>2</sup> of land with a two-story main building and the entire building is 7,298.24 M<sup>2</sup>. Land that is not used for buildings is used for sports fields, parking and flag ceremonies. In addition, other supporting facilities are divided into 2 (two) groups of rooms, namely study rooms and administration rooms / supporting rooms, including: Study rooms: 32 rooms, Principal's room: 1 room, Teacher's room: 1 room, Office room: 1 room, Laboratory: 5 rooms OSIS room / OSIS activities: 1 room UKS: 1 room Media room: 1 room Worship room: 2 rooms Canteen: 1 room Hall: 1 room OSIS Cooperative Room: 1 room.

Thus, a brief overview of the profile of SMA Negeri 1 Klaten can be stated that SMA Negeri 1 Klaten is a high school that strives hard to deliver students to be able to develop optimally through simplicity of facilities and infrastructure, the tenacity of teachers and employees. Therefore, it would be more real and wise if parties who wish to get to know SMA Negeri 1 Klaten better visit SMA Negeri 1 Klaten. Thus, the profile of SMA Negeri 1 Klaten can be recorded in real terms with the various problems it faces. Various suggestions and guidance for improving the quality of SMA Negeri 1 Klaten are highly anticipated, especially the Alumni who have succeeded in being willing to help

with facilities and infrastructure to complete the support for teaching and learning activities at SMA Negeri 1 Klaten.

Principal's Performance in Managing Education Funds, based on the results of an interview with Drs. Sukirno, a teacher at SMA Negeri 1 Klaten (Monday, January 14, 2008), stated that "The principal in terms of managing education funds in this school involves and appoints several people, both teachers and administrative staff, to help in order to make MBS a success in this school. The treasurer in question is the BOS treasurer, the school treasurer who handles salaries, the Committee treasurer related to donations from guardians or parents of students, and so on." In terms of managing education funds, the principal of SMA Negeri 1 Klaten means that he has implemented school-based management, related to education funds, the principal has appointed several officers according to the corridor of school and community interests. So that financial services run well and smoothly.

The education fund that has been subsidized to schools has had a wide impact on efforts to improve school-based education management. School-Based Management (SBM) needs to be implemented properly. The results of an interview with Drs. Sutarno (Tuesday, January 15, 2008) stated that "SBM gives schools the freedom to have greater autonomy in organizing and using resources. Thus, self-budgeting provides an important condition for schools to use resources effectively based on their characteristics and needs to solve problems that arise at that time and pursue their own goals as is the case in England, Canada, Australia, the United States and Hong Kong. However, most of the resources and expenditures of state schools come directly from the government. The government needs to closely monitor how schools use their



resources. So the government needs a lot of human resources and large resources to oversee the use of resources in schools. Every aspect of school financing must consult and seek approval from the center. Schools are not easy to organize resources under conflicts with central authorities. Therefore, schools cannot use resources effectively to meet management needs and teaching activities.

Implementation in MBS related to the management of funding sources, facilities and infrastructure, and decision-making at the school level is power sharing or participation for the following reasons: (1). School goals are often unclear and changing. Participation of teachers, parents, students and alumni can help to develop goals that can better reflect the current situation and future needs. (2). School goals are diverse and school missions are complex. Intelligence, imagination and effort are needed from many people to achieve them. Participation or involvement of teachers, parents and students in decision-making is an important contribution to students. (3). Participation in decision-making provides opportunities for residents and even administrators to learn and develop and also understand how to manage schools. (4). Participation in decision-making is a process to encourage teachers, parents and students to be involved in schools.

Since the enactment of Law No. 22 of 1999 concerning Regional Government which came into effect on January 1, 2001, the discourse on government decentralization has been widely studied. Education is one of the fields that is decentralized to city/district governments. Through educational decentralization, it is hoped that the main problems of education, namely the problems of quality, equity, relevance, efficiency and management, can be solved. Is educational decentralization

sufficient at the city/district government level? The experience of various countries shows that educational decentralization is not sufficient only at the city/district level. Decentralization of education to achieve true educational autonomy must reach the individual school level. Why is educational decentralization necessary? Various studies on decentralization show that complex work, carried out in teams, containing elements of uncertainty, and in a rapidly changing environment cannot be managed centrally. Education and specifically schools that have been managed centrally actually cause many problems. Therefore, schools that have such characteristics must be decentralized. One model of educational decentralization is School Based Management.

Many experts and education observers have contributed their thoughts to study the MBS model that suits the conditions of this country. However, very few have touched on the issue of content which is none other than the essence of decentralization itself. The essence of educational decentralization is "what and to whom" and not its regulations.

Educational reform in many countries began in the 1980s. Many schools in the United States, Canada and Australia have successfully implemented educational decentralization with the SBM model. Through SBM, schools have the authority to make decisions that are directly related to school needs. SBM, the main elements of the school (constituents) hold greater control over every event in the school. These main elements of the school then become non-structural institutions called school boards whose members consist of teachers, principals, administrators, parents, community members and students.

## KESIMPULAN

The principal's performance in empowering teachers, including conducting routine and integrated teacher performance coaching, conducting learning supervision, creating a conducive performance climate, improving teacher skills through training, workshops, education and training, seminars, classroom action research, and so on. Management of educational facilities and infrastructure, the principal distributes responsibility and authority to subordinates, namely teachers as vice principals for facilities and infrastructure whose main duties and functions are to assist the principal, such as inventorying learning aids, laboratory equipment, teacher and student tables and chairs, and so on. The principal's performance in managing the education budget, namely the principal forms a treasurer team, for example the school committee treasurer, BOS treasurer, rehabilitation fund treasurer, and so on. Whose duties are according to their respective authorities and responsibilities, so as to facilitate supervision and monitoring of the use of the budget optimally. This makes it easier for the principal to monitor and carry out his performance in the implementation of MBS.

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