

Principal Managerial Competence in Improving the Performance of Educators in School

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Abstract: this research aimed to investigate the role and impact of the principal's managerial competence in improving the performance of teaching staff at SMPN 3 Bandar Dua. The research method used is a qualitative approach with a case study approach. Data was collected through in-depth interviews with school principals, teachers, and direct observation in the school environment. The results of the data analysis show that the principal's managerial competence has a crucial role in creating an effective and supportive learning environment. Human resource management, curriculum development, learning monitoring, and effective communication emerged as important aspects of these competencies. The findings of this study provide valuable insights into how school principals can become agents of change in improving teacher performance through the development of appropriate and measurable managerial competencies.

Keywords: Managerial Competence, The Performance of Educators, School Principals

INTRODUCTION

According to education experts, Indonesian education is still subpar and far behind that of other nations (Nurfatimah et al., 2022). Small education budget issues, the need for improvement in the educational system, local social norms, and challenges with position implementation are only a few of the contributing reasons. What is obvious is that this illustrates the necessity for continued effort to expand education in order to keep up with other nations. Being behind in education at the macro level is a reflection of national education policy (Sugiono & Widiyaningsih, 2023). Despite being on a practical level, the application of policies can also have some flaws. Therefore, even though policies should ultimately encourage attempts to raise the standard of education, their actual execution frequently results in distortions that might make them less effective at attaining their intended objectives.

Additionally, the community's viewpoints are a reflection of ingrained cultural beliefs that point in a direction unfavorable to raising educational standards (Raharjo & Yuliana, 2016). The function of school principals and teaching personnel becomes crucial and decisive at the micro-level of education in underdeveloped environments and when educational policy is not in line with the nation's lofty potential. Because of this, school principals' innovative ideas for the professional growth of their

teaching staff will serve of their own education as well as the potential of the country to enrich their lives after they graduate from school.

Therefore, anyone cannot hold the office of principal. The institutions or organizations that principal direct must be developed creatively in order for the performance that results to be specifically in accordance with school goals and generally in accordance with national education goals (Sholeh, 2016). Principals must constantly demonstrate a strong commitment to the improvement of the teaching staff and the teaching and learning activities in the schools they oversee. The school principal is the individual most involved in putting learning into practice, thus it is important to understand what he does to pay attention to, facilitate, and encourage the level of competence held by educators in a sustainable way (Munthe et al., 2021).

Self-improvement, scholarly output, and creative works are three ways a school administrator might contribute to the development of long-lasting teacher abilities (Wiji, 2022). However, dependable skills and competences are required to be able to carry out their duties effectively and appropriately if the school principal is to increase their performance. As an educator, the principal must demonstrate a strong commitment to curriculum development and teaching and learning activities in his school. Of course, he will pay close attention to teachers' levels of competence as well (Alhabsyi et al., 2022). The principal must also constantly work to support and encourage teachers as they work to continuously improve their competence in order for teaching and learning activities to proceed smoothly. The success of the learning process conducted in class is also influenced by the function of the teacher, who, along with the principal, plays a crucial strategic role in establishing quality education in schools. The teacher is a member of the educational staff who plays a crucial role in determining whether educational goals are achieved (Novitasari & Fauziddin, 2022). Teachers work closely with students to provide guidance that will result in the graduates that are expected.

The word "Competence" is used most frequently in the context of human resources. Before going any further, it's important to note that competence refers to the capacity to carry out or complete a job or task based on skills and knowledge and backed by the work attitude required by the position (Prayogi et al., 2019). Here are a few definitions of competence. According to Ashan, Competence is the knowledge, skills, and abilities that a person has mastered and integrated within himself in order to perform cognitive, affective, and psychomotor behaviors as effectively as possible (Sauri & Hanafiah, 2022). Competence is defined by Finch and Crunkilton as having the knowledge, abilities, attitudes, and appreciation necessary to promote achievement (Kallang, 2019).

Teachers are human resources who serve as agents, planners, and determinants in the pursuit of educational objectives (Azis, 2020). The managerial skills of school principals are an important and strategic factor in the framework of improving teacher quality and the advancement of the school they lead, according to research on school principals as one of the factors that can improve teacher performance conducted by Kusnan (Chasanah, 2020). The school principal is able to mobilize all of the school's potential with managerial skills, both technical skills, human relations skills, and adequate

conceptual abilities, including being able to encourage improvements in the quality of professional performance of teachers in schools (Trimono, 2019).

Teachers serve as the foundation of educational activities, particularly those that involve teaching and learning. The teaching and learning process will be disturbed and possibly fail without the teacher's role. Therefore, in education management, the role of the teacher in initiatives to succeed in education is always improved, and the performance or work performance of teachers must always be improved, taking into account the challenges of the world of education to produce quality human resources that are able to compete in the global era (Saputra et al., 2019).

If people devote their potential to the work of the school administrator, according to Mulyono, school success will be more significant for the reasons listed below (Hanafie Das & Halik, 2021): First, a key player in education is the school principal. This is so that the principal can facilitate educational growth and fulfill a responsibility that depends on renewal and hope. The school principal is also subtly given the packaging of the great educational objectives. Similarly, the reason why parents who believe in enrolling their kids in particular schools are optimistic is solely because they rely on the principle to realize their aspirations. In order to fully realize the potential of the school, which functions as an educational community, a leader is needed (Turmudi, 2022). At this level, the principal is frequently regarded as being identical; some have even said that the principle serves as the public face of the institution. The principal is responsible for each contribution to the efficacy and efficiency of continuing education, not just as an accumulator but also as a managerial conceptor.

It is crucial for school principals or prospective school principals to master the competency of school principals, not just in the sense of memorization of the sequence of regulations listed in the ministerial regulation, but more so in the implementation of the five principal competencies, in order to meet the standards for competency outlined in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning school principal standards. School administrators must broaden their perspectives in order to foster creativity. The following are traits of a creative person: tends to see a problem as a challenge to demonstrate one's abilities; tends to think of alternative solutions/actions that are not carried out by other people generally or not something that is usually done; not afraid to try new things; willing to learn to use new methods, techniques, and equipment; not afraid of being teased by others; not ashamed to ask for various information; not easily satisfied with something that is done; and not easily inspired by what is done.

The effectiveness of educators or teachers in carrying out educational tasks, such as subject delivery, interaction with students, curriculum development, assessment of learning outcomes, and contribution to the all-around development of students, is referred to as their performance (Imron, 2021). The term "teacher performance" encompasses not just the academic components of teaching, but also a teacher's capacity to build positive relationships with students, nurture an inclusive and dynamic learning environment, and serve as an example of good behavior to pupils. To ensure higher-quality instruction and long-term educational improvement, it is crucial to evaluate educators'

performance (Lalupanda, 2019).

The presence of qualified teachers is a sign of a good school (Fernadi & Aslamiyah, 2022). If there are individuals who constantly develop teachers, in this case the school principal, then there will be a supply of qualified educators. Principals are expected to act professionally in their roles as leaders and administrators in the classroom, particularly when it comes to controlling and enhancing teacher performance. In other words, there is more hope for improved teacher performance in the classroom the more experienced the school principal.

METHOD

This research was conducted at SMPN 3 Bandar Dua, which is located on Jl. Ulee Gle Barat Kec. Bandar Dua Kab. Pidie Jaya Aceh Province Code, Post 24188. The time for this research was conducted on Monday, July 10, 2023. This research uses a qualitative approach with descriptive methods. Straus and Corbin (Cresswell & Fisher, 1998) explain qualitative research as a type of research that produces findings, where these findings cannot be achieved by statistical measures or other means of quantification or measurement. This type of research can be used to examine social life, history, behavior, etc.

The sampling technique uses the Purpocefull Sampling technique, where in purposeful sampling according to Patton in researchers deliberately choose individuals and places to understand the phenomenon or research topic. While the descriptive approach aims to present a situation or phenomena exactly as it is (Rahi et al., 2019).

Meanwhile, the data collection technique for this study used the One-on-One interview technique, which according to John Creswell (Mushkani & Ono, 2021) the One-on-One interview technique is the process of collecting data the way the researcher asks questions to One participant one by one by recording the answers.the parties interviewed by the researcher were the principal, vice principal, and several subject teachers. In testing the validity of the data, the researchers used a triangulation technique. Triangulation is a technique of checking the validity of data that utilizes something other than data, for checking purposes or as a comparison, according to Moleong (Asna et al., 2021). The triangulation used by researchers is source triangulation and technique triangulation (Moon, 2019). Both aim to test the validity of data related to leadership style, so data collection and testing are carried out on subordinates and superiors, as well as checking the suitability of the results of interviews and observations made during the research.

RESULT AND DISCUSSION

RESULT

The results of the study conducted at SMPN 3 Bandar Dua revealed three main findings related to the principal's managerial competence in improving the performance of educators, namely planning, implementation, and evaluation.

4.1 Planning of Principal Managerial Competence in Improving Educator Performance

The study found that the principal of SMPN 3 Bandar Dua prepared several planning documents aimed at enhancing the performance of teachers. These planning documents included the annual work plan, the medium-term school work plan, and other strategic programs established at the beginning of each academic year. The planning process involved various stakeholders such as teachers, administrative staff, and the curriculum development team, who contributed ideas and feedback.

The planning activities were carried out through meetings, where teachers actively participated by giving suggestions, and the administrative staff recorded the discussions. The principal played the role of a leader by summarizing the discussions and making final decisions. Several programs focusing on teacher development, including teacher working group activities, were also incorporated into the school's work plans.

Overall, the principal's planning efforts emphasized collaboration, flexibility, and alignment with the needs of the teachers. The school's plans were designed to support student learning, infrastructure development, and public relations initiatives, all of which were seen as key elements in improving teacher performance.

4.2 Implementation of Principal Managerial Competence in Improving Educator Performance

The implementation of the principal's managerial competence at SMPN 3 Bandar Dua involved both internal and external programs. Internally, the principal conducted regular supervision activities to monitor and evaluate the performance of teachers. Two types of supervision were applied: document supervision, which involved reviewing lesson plans, syllabi, and other teaching materials; and learning supervision, which consisted of classroom observations and evaluations of teaching practices.

Externally, the school actively engaged teachers in teacher working group programs that were held weekly. These programs involved collaboration with teachers from other schools and provided a platform for professional discussions, sharing teaching challenges, and receiving guidance from supervisors. Participation in training programs, workshops, and seminars was also encouraged to enhance the competencies of the teaching staff.

Teachers participated in these activities alternately, ensuring that their classroom teaching duties were not disrupted. This approach enabled teachers to continuously develop their skills and address challenges encountered in the teaching and learning process. The principal facilitated the professional development of teachers by organizing training events, inviting guest speakers, and providing necessary resources. Open communication was maintained between trainers and teachers to ensure that any challenges during training sessions could be addressed promptly.

4.3 Evaluation of Principal Managerial Competence in Improving Educator Performance

The evaluation of the principal's managerial competence at SMPN 3 Bandar Dua was conducted through document-based and non-document-based supervision. The principal assessed teacher

performance regularly and compiled the results into a teacher performance appraisal conducted twice a year.

Teachers' achievements were measured based on their daily activities, lesson planning, classroom performance, and contributions to school development. The evaluation results contributed to the creation of an annual employee performance target (SKP) for each teacher, which could also be used as a reference for career advancement or promotion purposes.

The evaluation process included the collection of various forms of evidence such as learning documents, student achievement data, and observations from classroom activities. Feedback from students and parents was also taken into account to assess the impact of the teachers' performance on student outcomes. In addition, a comprehensive review of the evaluation data was conducted to identify patterns, strengths, and areas for improvement. The evaluation findings were shared with the teaching staff through meetings or reports to promote transparency and encourage a culture of continuous professional growth.

The results of the evaluation served as a foundation for updating and refining future strategic plans to enhance the principal's managerial competence and the overall performance of educators at SMPN 3 Bandar Dua.

DISCUSSION

The results of this study indicate that the principal's managerial competence at SMPN 3 Bandar Dua plays a crucial role in enhancing the performance of educators through systematic planning, implementation, and evaluation. In the planning phase, the principal demonstrated a comprehensive approach by preparing various documents such as annual work plans, medium-term school work plans, and specific programs aligned with the needs of the teaching staff. This participative planning involved collaboration with teachers, administrative staff, and the curriculum development team, allowing the principal to accommodate input from multiple stakeholders. Such collaborative planning aligns with the notion proposed by Matahir (2017) that effective educational planning requires adaptability, staff participation, and a focus on student learning outcomes. Involving teachers in the decision-making process strengthens their sense of ownership and commitment to the school's goals, thereby improving their performance.

The implementation of managerial competence was reflected in a range of internal and external activities that targeted the continuous development of teachers. Internally, the principal carried out supervision activities, which included document supervision of teaching materials and learning supervision through classroom observations. Externally, the school encouraged participation in teacher working groups, weekly training sessions, and collaboration with other schools. These activities facilitated professional exchanges among teachers, enabling them to discuss teaching challenges and seek collective solutions. According to Amon and Harliansyah (2022), strategic planning and consistent development programs are essential in ensuring that teacher competencies

evolve in line with educational needs. The principal's ability to organize professional development programs, invite guest speakers, and integrate training into the teachers' schedules without disrupting classroom activities demonstrates an understanding of effective human resource management. Furthermore, as Sudrajat (2023) emphasizes, managerial competencies such as leadership, communication skills, curriculum management, and evaluation must be continuously developed to adapt to educational innovations and technological advancements.

The principal's managerial efforts were further reinforced through an organized and sustained evaluation process. Evaluation activities at SMPN 3 Bandar Dua were conducted systematically through document-based and non-document-based supervision. Teachers' performance assessments were compiled semiannually and contributed to the formulation of their employee performance targets (SKP). The principal's evaluation strategy aligns with the Regulation of the Minister of Administrative Reform and Bureaucracy No. 16 of 2009, which emphasizes that teacher performance must be assessed regularly to support career advancement and professional growth. Consistent evaluations help identify both improvements and areas requiring further development, allowing for timely interventions. As Suwatri et al. (2022) noted, teacher performance evaluation should be an integral part of a principal's responsibility in fostering continuous teacher development through self-development initiatives, publication efforts, and innovative work.

Moreover, the principal's focus on gathering various forms of data, including classroom observations, student achievement analyses, and interviews with teachers and students, reflects a data-driven approach to evaluating managerial effectiveness. The identification of patterns and trends in the collected data allows the principal and the school administrative team to measure the actual impact of the programs implemented. Hidayat et al. (2020) assert that improved classroom management, increased student engagement, and better academic outcomes are clear indicators of successful competency development initiatives. In this context, the principal's managerial competence contributed not only to the professional growth of teachers but also to the improvement of student learning outcomes.

The transparency demonstrated in sharing evaluation results with teachers, either through meetings or written reports, fostered a culture of openness and continuous improvement at SMPN 3 Bandar Dua. Teachers were not only informed of the outcomes but also encouraged to provide feedback, creating a two-way communication channel that strengthened mutual trust and professional relationships. As Makki et al. (2021) emphasize, fostering a culture of reflection and mutual learning is critical for sustainable school improvement. The principal's strategy of integrating evaluation findings into future strategic plans ensures that managerial competence development remains dynamic and responsive to the evolving needs of the school environment.

This study suggest that the principal's managerial competence at SMPN 3 Bandar Dua significantly contributed to improving educator performance through participatory planning, consistent and structured implementation of development programs, and transparent, data-based

evaluation processes. By continuously refining managerial strategies based on evaluation results, the principal successfully fostered an environment of sustainable professional growth and enhanced educational outcomes, supporting the overall mission of school improvement.

CONCLUSION AND RECOMMENDATION

CONCLUSION

This study concludes that the principal's managerial competence at SMPN 3 Bandar Dua significantly contributes to improving the performance of educators through three interconnected processes: planning, implementation, and evaluation. In the planning phase, the principal demonstrated the ability to involve teachers, administrative staff, and curriculum teams in preparing work plans that were responsive to the needs of the teaching staff and aligned with the school's strategic objectives. Collaborative planning meetings allowed for the incorporation of ideas and suggestions from various stakeholders, fostering a sense of ownership and participation among teachers.

During the implementation phase, the principal effectively conducted both internal and external development programs. Internal programs included document supervision and classroom observation to monitor and guide teaching practices. Meanwhile, external programs involved participation in teacher working groups, training sessions, and seminars, enabling teachers to continuously improve their competencies through professional collaboration and skill enhancement activities.

The evaluation phase was carried out systematically by the principal through periodic supervision and teacher performance assessments. Evaluation results were compiled and used to develop employee performance targets (SKP) that reflected each teacher's achievements and areas for growth. Data collection methods such as document analysis, classroom observations, and interviews with students and teachers provided comprehensive insights into the impact of the managerial activities conducted. The evaluation process not only identified strengths and weaknesses but also served as the basis for refining subsequent educational programs and maintaining the quality of teaching and learning.

RECOMMENDATION

Based on the findings and conclusions of this study, several recommendations are proposed to further enhance the performance of teaching staff and strengthen the principal's managerial competence: First, it is essential to improve the quality and scope of training programs for school principals. Training should focus not only on basic leadership skills but also emphasize managerial competencies such as human resource management, curriculum development, learning supervision, technological integration, and effective communication. Specialized modules on leadership innovation and adaptive management should be incorporated to equip principals with the ability to respond to the dynamic challenges of the education sector.

Second, it is recommended that schools foster a culture of collaboration among the teaching staff. Principals should facilitate regular team meetings, encourage the exchange of best practices,

and create both offline and online forums where teachers can share experiences, discuss challenges, and develop collective solutions. A collaborative environment strengthens teamwork, promotes professional growth, and leads to improved teaching and learning outcomes.

Third, a structured and periodic evaluation system must be established to assess the effectiveness of managerial competence application. Principals should conduct evaluations at least twice a year, using a combination of document analysis, classroom observations, teacher self-assessments, and feedback from students and parents. Evaluation results should be used not only to recognize achievements but also to identify specific areas needing improvement, allowing for timely interventions. Fourth, it is necessary to encourage the optimal use of modern technology in school administration and instructional activities. Principals should leverage digital platforms to enhance communication, facilitate professional development, and streamline administrative processes. Integrating technology into both management and teaching practices can significantly boost organizational efficiency and instructional effectiveness.

Finally, it is advised that policymakers and education authorities consider designing a comprehensive managerial competence development framework tailored to the needs of school principals. This framework should outline core competencies, training standards, assessment mechanisms, and continuous support strategies to ensure sustained professional growth and effective school leadership. By implementing these recommendations, schools can create a more dynamic, innovative, and performance-driven educational environment that supports the continuous improvement of both teachers and students.

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