
Designing A Leadership Training Program For School Principals To Improve The Quality Of School Management

^{1*}Usman H Miri, ²Purwanto, ³Khuriyah, ⁴Islah Gusmian
STEBIS Bina Mandiri, Bogor, West Java, Indonesia
Raden Mas said State Islamic University, Surakarta, Middle Java, Indonesia
E-mail : usman.hm07@gmail.com, islahgusmian@gamil.com

DOI: <https://doi.org/10.56457/jimk.v12i1.522>

Received: April 6, 2024

Accepted: June 14, 2024

Published: June 19, 2024

ABSTRACT

This article discusses designing a leadership training program for school principals to improve school management amidst the changing dynamics of education. This research uses qualitative methods by collecting data through observation, documentation and interviews from foundation leaders, school principals and school representatives in the three schools that are the research objects. The research results show that developing school principal competencies can be carried out with a comprehensive approach involving training strategies, skill building, and conceptual understanding. The quality of school management as reflected in school leadership greatly influences school performance. School principals have an important role in improving educational standards, but not all have adequate leadership abilities. With a designed program, school principals can become leaders who are adaptive to changes and challenges in the world of education. This article also emphasizes the importance of improving school management through effective leadership, with the hope of creating a learning environment that motivates staff and encourages innovation to improve the quality of education. Thus, this article provides valuable insights for educational institutions to understand the key role of school principals in improving the quality of school management.

Keywords: training programs, leadership and school management quality.

INTRODUCTION

Education is considered one of the main foundations in forming and developing human character, both physically and mentally. In accordance with Law Number 20 of 2003, education is a deliberate and planned effort to create a learning environment that allows students to actively develop their potential, including in terms of spiritual aspects, self-control, intelligence, morality and the skills needed in social life and the state. Mahmud Yunus and Martinus Jan Langeveld emphasized that education plays a role in helping children achieve their life goals by increasing knowledge and morality. The importance of education is also reflected in the perspective that through increasing intelligence and skills, children can compete in the outside world and build a successful future (Hasanuddin, 2021). The government also recognizes the importance of education by giving it serious attention, because it is hoped that a quality education system will

produce the next generation who are able to make positive contributions to social, national and state life (Efendi & Sholeh, 2023).

In an ever-changing and dynamic context, leadership challenges in the education sector are increasingly complex. The role of the school principal is crucial in maintaining and improving educational standards in every educational institution (Siregar et al., 2022). Minister of National Education Regulation Number 13 of 2007 concerning School Principal Standards emphasizes that school principals must have five dimensions of competency which include personality, managerial, entrepreneurial, supervisory and social aspects. Therefore, leaders are needed who have strength, vision for the future, and are able to manage schools effectively to achieve quality education goals (Noprika et al., 2020). However, not all school principals have adequate leadership skills when carrying out this role.

To overcome these challenges, a comprehensive approach to leadership development for school principals is needed. Through a combination of training strategies, skills development, and conceptual understanding, it is hoped that participants can become leaders who are ready to face dynamics and changes in the educational environment (Oktaviani & Lestari, 2022). By improving the quality of school principal leadership, it is hoped that there will be an improvement in overall school management, which will ultimately have a positive impact on the quality of education provided at the school (Anggraini et al., 2022).

The previous article discussed the importance of leadership training for school principals and its role in improving school-based management, as highlighted in previous research. The research highlights that leadership training can be an effective tool for increasing the professionalism of school principals in the context of an independent curriculum. However, the article being discussed has a different focus, namely more emphasis on introducing and discussing leadership training programs for school principals with the aim of improving the quality of management. Through effective leadership, it is hoped that school principals will be able to create a supportive learning environment, motivate staff, and encourage innovation to improve the quality of education. This article also contributes as study material for educational institutions to pay more attention to the important role of school principals in improving the quality of school management.

METHOD

This research adopted a qualitative approach involving observation, in-depth interviews, and literature study to collect information regarding leadership training needs for school principals. The qualitative approach is a research method rooted in post-positivism philosophy, which is used to investigate the natural conditions of the research object. In this method, the researcher acts as a key

participant, and data collection is carried out by triangulation. Participants in this research consisted of school principals, deputy principals from three different private foundations, as well as foundation administrators.

Data collection methods used include structured interviews, participant observation, documentation, and literature study. Structured interviews were conducted using an interview guide given to all research participants. Participant observation was carried out by researchers to observe the activities that were the focus of the research, using a field observation guide. Documentation involves research into the implementation of training that has been carried out by the schools studied. Finally, the researcher conducted a literature study to search for literature that was relevant to the focus of the research being carried out.

Data analysis in qualitative research is inductive or qualitative, and focuses on understanding meaning rather than generalization. The aim of qualitative research is to describe, depict, explain, and answer in depth the problems being studied by studying individuals, groups, or events. In qualitative research, the researcher acts as the main subject, and the findings are presented in the form of words or statements that reflect the observed reality (Sugiyono & Lestari, 2021).

In this research, researchers carried out a data reduction process to compare the results of four different data collection methods. Data reduction is carried out by simplifying the raw data as needed to answer the determined research focus. After the data reduction process is complete, the simplified data is displayed and verified. This verified data is the final result of data analysis, and researchers then make conclusions based on verified data from each data collection method (Assingkily, 2021).

RESULT and DICUSSION

The results of this research are the result of a data collection process using several methods. These results are combined into a complete conclusion by analyzing each research focus and subfocus investigated by the

researcher. Researchers present these results in the form of graphs that visualize the verified data, arranged in sequential tables according to each subfocus.

1. Implementation of School Principal Supervision Competency Training

Educational supervision is a process carried out by educational leaders or supervisors to help improve the quality of education in educational institutions. The main aim of

educational supervision is to help teachers improve their skills in managing the teaching and learning process, with the ultimate aim of improving teachers' abilities to manage learning more effectively and efficiently. Learning is considered effective if learning objectives can be achieved, while learning is considered efficient when available resources are used optimally (Addini et al., 2022).

Sub focus	Basic concepts of academic supervision
Standard skills that must be possessed by school principals	<p>The principal's responsibilities include providing guidance, assistance, supervision and evaluation of technical aspects in the implementation and development of education and learning (Lisnawati, 2017). This responsibility includes several things, namely:</p> <ol style="list-style-type: none"> 1. Directing teachers to clearly understand educational goals and their relationship to learning activities. 2. Guiding teachers to better understand student problems and needs. 3. Select and assign assignments that suit each teacher's individual interests, talents and abilities, and encourage them to continue to develop their potential. 4. Evaluate school performance based on standards for achieving school goals.
Results of Implementation of Training to strengthen the Supervision Competency of School Principals towards the Basic Concepts of Academic Supervision sub-focus	<p>Based on documents obtained by researchers, it was revealed that the training was not carried out regularly by the school. Data shows that on average it has only been done 2 times in the last 3 years.</p> <p>The school principals who were the subjects of this research confirmed that they rarely attended training related to these competencies. In general, they receive only partial training provided by school supervisors.</p>
Conclusion	Overall, researchers can conclude how vital these educational supervision skills are, so that training for school principals is not just temporary, but is an ongoing process.
Sub focus	Academic supervision techniques
Standard skills that must be possessed by school principals	In the practice of academic supervision, there are various techniques used to help educators

	<p>improve the quality of teaching and improve the learning process in educational institutions. According to Firdaus & Sutarasih (2020), there are six components required in implementing academic supervision techniques, namely: class observation, interviews, document checking, team collaboration, providing feedback, and professional development.</p>
<p>Results of the training to strengthen the competence of school principal supervision on the sub-focus of academic supervision techniques</p>	<p>Documents obtained by researchers show that school principals and school staff do not have complete records regarding data obtained through various academic supervision techniques. The documents found were only a summary of the results of the implementation of academic supervision without including the data source, whether from interviews, observations, or other techniques.</p> <p>The school principals who were the subjects of this research confirmed that they rarely used the available supervision techniques. Generally, they only use supervision instruments that they created themselves without paying attention to the standards set. The principals also confirmed that the supervision did not cover all six techniques mentioned.</p>
<p>Conclusion</p>	<p>Based on all the data obtained, researchers can conclude that supervision techniques, which basically aim to improve teachers' skills through feedback, are of key importance. By applying all existing supervision techniques, school principals should be able to gain better insight regarding school development, especially in terms of improving the quality of teachers who are the focus of supervision.</p>
<p>Subfocus</p>	<p>Academic Supervision Approach</p>
<p>Standard skills that must be possessed by school principals</p>	<p>Approaches to academic supervision can vary depending on educational philosophy, institutional needs, and goals to be achieved. According to Afifatun (2022), there are five components that need to be implemented in implementing the academic supervision approach, namely: formative approach, monitoring approach, curriculum development approach, evidence-based learning approach, and performance-based approach.</p>
<p>Results of the training to strengthen the competence of school principal supervision on</p>	<p>Documents obtained by researchers show that the principal and the school only use a</p>

<p>the sub-focus approach to academic supervision</p>	<p>performance-based approach as evidence of academic supervision. The data also shows that schools and principals assess a teacher's performance based on criteria set by the school and opinions given by students through questionnaires given every semester.</p> <p>The school principals who were the subjects of this research confirmed that they did not apply the academic supervision approach mentioned above. In general, the interview results show that the approach taken by the principal is almost identical to the documentation data which shows that the principal only considers the performance results achieved by the teacher.</p>
<p>Conclusion</p>	<p>Overall, researchers can conclude that the general approach taken by school principals in supervision is based more on a performance-based approach. This shows that a results-oriented approach still dominates supervision practices in many schools, without paying attention to the uniqueness and advantages of each approach in resolving the challenges faced by schools in improving their quality.</p>
<p>Sub focus</p>	<p>Analysis of Academic Supervision Results</p>
<p>Standard skills that must be possessed by school principals</p>	<p>Analysis of academic supervision results is an important stage in the supervision process where supervisors and educators work together to understand the findings and make decisions based on the observations and evaluations that have been carried out. According to Novianti (2015), there are seven main points that must be considered in the academic supervision process, namely: identification of main points, reflection, data interpretation, development of follow-up plans, monitoring and evaluation, and providing continuous feedback.</p>
<p>Results of Implementation of Training to strengthen the Supervision Competency of School Principals for sub-Focus Analysis of academic supervision results</p>	<p>From the documents collected by researchers, it appears that school principals and schools do not have very complete data regarding the analysis of academic supervision results. The document also shows that the school and principal did not clearly follow the sequence of points as suggested by the expert.</p> <p>The results of the interviews showed that school principals did not thoroughly analyze the results of the supervision they carried out. In general, they admit that the results of the supervision they</p>

	carry out are not even analyzed as a basis for improving the quality of teaching staff and the learning process which will ultimately improve the quality of student graduates.
Conclusion	Based on the data obtained, it can be concluded that the analysis of supervision results is not considered very important information to improve the learning process. As a result, improvements in the quality of learning tend to stagnate from year to year.

From the results of research on all the sub-focuses that have been discussed, researchers found that school principals' skills related to academic supervision show a low level in accordance with the indicators set by several experts. These findings confirm that training and competency development for school principals is very important to be carried out in a structured and planned manner. The principal's training and development plan can be included in the school's annual activity budget. This training can be carried out independently at institutions that provide this training model, or through education offices that organize appropriate training programs.

2. Implementation of training to strengthen the entrepreneurial competency of school principals

It is important for school principals to be trained in entrepreneurial skills in order to improve their ability to manage schools effectively and efficiently, as well as to foster an entrepreneurial spirit among staff and students. Entrepreneurship can be defined as the ability to creatively and innovatively identify and exploit opportunities to achieve success (Ardiansyah et al., 2022). Being an entrepreneur means having the ability and drive to recognize and evaluate opportunities, gather the necessary resources, and act to profit from those opportunities.

Sub focus	Entrepreneurship Competency Policy
Standard skills that must be possessed by school principals.	The importance for school principals of having entrepreneurial competencies is to ensure that they have the skills and knowledge necessary to manage schools effectively. It involves hard effort, high motivation, perseverance, and the ability to innovate (Safiya et al., 2022). Several key aspects of entrepreneurial competency that school principals must possess include business understanding, application of entrepreneurship in an educational context, creativity and innovation abilities, building networks and partnerships, and risk management abilities.
Results of Implementation of Training to strengthen the Entrepreneurship Competency of School Principals for sub-Focusentrepreneurial competency policy	Documents found by researchers show that school principals lack comprehensive data regarding entrepreneurial competency skills. This also indicates that the nature and character of entrepreneurship has not been well integrated within schools and school principals, even though this is very important, especially in producing innovations that are beneficial for school development. Observations made by researchers on research objects reflect the correspondence between documents and

	<p>interview results. In general, the schools observed did not have an entrepreneurship unit, which confirms that the principal does not have sufficient entrepreneurial skills to manage the school in a modern way.</p> <p>The results of the interviews showed that the school principals acknowledged their lack of ability to develop things outside their routine duties. They realize the need for entrepreneurship training to improve their ability to manage schools more effectively.</p>
<p>Conclusion</p>	<p>Based on data analysis from various sources by researchers, it can be concluded that entrepreneurial skills are a very important factor in modern school management. This is important so that schools can become platforms where students can apply the knowledge they gain. However, it seems that not all school principals fully understand the importance of this competency. When school quality reaches a good standard, the community, especially parents, will be more motivated to be actively involved in school activities, because they are confident that their children will receive a quality education. However, data shows that only a few schools have business incubation based on entrepreneurship.</p>
<p>Subfocus</p>	<p>Principal's Entrepreneurial Character</p>
<p>Standard skills that must be possessed by school principals</p>	<p>Entrepreneurial character in the context of school leadership refers to the ability of school principals to adopt attitudes, skills and actions similar to entrepreneurs in the business world. Entrepreneurial competency is an important prerequisite that school principals must have in order to lead schools effectively. Some entrepreneurial characteristics that school principals can possess include creativity, focus on goals, application of entrepreneurship in education, innovation and creativity, network and partnership building, risk management, resilience, leadership vision, adaptability, awareness of opportunities, effective communication, collaboration, and competitiveness (Hasan et al., 2022).</p>
<p>Results of Implementation of Training to strengthen the Entrepreneurship Competency of School Principals for sub-Focus entrepreneurial character of the school principal</p>	<p>The results of observations made by researchers show that in general, only a few school principals show entrepreneurial character. The schools that are the focus of the research do not even fully understand the concept of entrepreneurship other than to increase the acceptance of new students, which they consider entrepreneurship. However, the concept of entrepreneurship should be broader, where the principal brings the school into an entity similar to a large company and applies the concept of corporative practices.</p> <p>The interview results also showed that the school principals admitted their lack of understanding about how to develop schools with the concept of entrepreneurship. They tend to</p>



	focus more on achieving targets for new student admissions and are trapped in daily routines in providing services to students. As a result, they do not consider new initiatives and ideas that could enrich the school environment, so their level of intrapreneurship becomes low.
Conclusion	Based on the data obtained, researchers concluded that few school principals have a strong enough entrepreneurial character to develop schools into entrepreneurship-based educational institutions. This has the potential to improve the quality of graduating students.
Subfocus	Building School Partnerships
Standard skills that must be possessed by school principals.	One of the crucial steps in improving the quality of education and expanding the positive impact of schools in their communities is through building partnerships. Partnership, which comes from the term partnership, includes the meaning of cooperation or collaboration (Syahputra, 2020). This process involves efforts to establish cooperative relationships with external parties such as local companies, foundations, alumni, and other educational organizations to support school activities. The steps needed to build a partnership include identifying all parties who have an interest in education, building open and transparent communication, making the school an active communication center, encouraging parent participation in school activities, forming partnerships with companies or higher education institutions, utilizing social media and technology to communicate with related parties, as well as maintaining commitment to partnerships that have been built and being consistent in implementing them.
Results of Implementation of Training to strengthen the Entrepreneurship Competency of School Principals for sub-Focusbuilding school partnerships	Interview results show that currently, partnerships built by school principals or schools in general are mainly focused on fulfilling academic requirements such as internships, apprenticeships and temporary work placements. However, partnerships aimed at developing an entrepreneurial spirit are still rarely implemented by schools. In fact, on the research object that is the focus, the school principal does not make partnership efforts aimed at developing entrepreneurship.
Conclusion	Overall, the conclusion from this sub-focus is that school principals have not specifically focused on developing entrepreneurial partnerships that have the aim of not only developing students' entrepreneurial competencies, but also increasing school income based on entrepreneurship. Therefore, to improve this, training related to entrepreneurship is very necessary for school principals.
Subfocus	Entrepreneurship Development Program
Standard skills that must be possessed by school principals.	Building an entrepreneurship development program for school principals is an important step in helping them improve

	the skills and knowledge needed to lead schools with innovative, proactive and solution approaches (Istiqomah & Munir, 2022). The following are steps that can be taken in designing the program: identifying the needs and challenges faced by school principals, setting short-term and long-term goals, designing a comprehensive and relevant curriculum, compiling appropriate learning materials, involving entrepreneurship experts and practitioners , as well as providing further training and development for school principals.
Results of Implementation of Training to strengthen the Entrepreneurship Competency of School Principals for sub-Focus entrepreneurship development program	The results of the interviews show that currently the preparation of entrepreneurship development programs by school principals or schools in general is still limited to fulfilling academic requirements, and does not involve curriculum design specifically for entrepreneurship development. Apart from that, the program also does not involve entrepreneurship experts and practitioners. In the research object that is the focus, the school principal does not fully understand the entrepreneurship development program.
Conclusion	Based on the results obtained related to the sub-focus of school principal entrepreneurship development, researchers can conclude that the school principal who is the object of research has significant weaknesses in this regard.

From the overall results of the sub-focuses that have been discussed, researchers found that the skills of school principals related to strengthening entrepreneurial competence are very low in accordance with the indicators set by several experts. This is due to the fact that school principals only consider the entrepreneurial spirit as an additional competency that is not considered mandatory. In fact, challenges in the world of education today require school principals who can think creatively/out of the box, finding innovative solutions to various problems faced by schools, especially in the midst of increasingly fierce competition. In the future, this skill will even become the main competency that must be possessed by school principals, so that the source of school income will not only depend on tuition fees paid by students, but will also come from various business sources generated by school institutions.

3. Development of Managerial Skills for School Principals

The principal's managerial abilities include planning, organizing, coordinating and supervising the school. In carrying out these managerial duties, the principal must manage relationships between individuals, deal with complex situations, use analytical and conceptual thinking, and act as a mediator in decision making (Arfan et al., 2023). As a manager, the principal plays the role of planner, organizer, leader and controller, according to research findings. These roles are reflected in the principal's activities in planning, organizing, motivating and controlling all aspects of resources in the school (Oktaviani & Lestari, 2022). To carry out these roles effectively, school principals need to have the ability to collaborate with others, handle various situations, use analytical and conceptual thinking, and be a mediator in decision making.

Sub focus	Development of Managerial Skills for School Principals
Standard skills that must be possessed by school principals	The strengthening training initiative for school principals is a step to improve their managerial competence, with the aim of creating a school environment that supports student welfare (Safitri & Yusiyaka, 2020). The managerial competencies expected after attending this training are in accordance with the



	<p>workload demands of school principals, which are regulated in Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals. These competencies include curriculum management, education personnel management, student management, facilities and infrastructure management (Sarpas), financial management, school self-evaluation, development of school work plans (RKS) and school budget activity plans (RKAS), supervision and assessment of teacher performance, implementation of change leadership, entrepreneurship development, and school-based development programs.</p>
<p>Results of the principal's managerial development towards sub-focus strengthening the competence of school principals</p>	<p>Based on document data obtained by researchers, it can be concluded that in general, school principals carry out many tasks related to managerial skills. However, in practice, researchers see that these tasks are often distributed to deputy principals, so that the principal's role is only limited to monitoring at the final stage. The advantage of this model is that there is collaboration and division of responsibilities between deputy principals in managing school operations, so that principals can focus on developing long-term visions and plans, such as entrepreneurship which was discussed previously.</p> <p>The results of the interviews showed that the school principals acknowledged and confirmed that they had covered the 11 managerial competency points described previously. However, in practice, school principals involve more of their deputies, with the principal's role primarily focusing on regularly scheduled supervision activities.</p>
<p>Conclusion</p>	<p>The conclusion from this sub-focus is that in general, principals have some of the managerial skills that have been described, although in practice they often exercise them through the role of deputy principals, which is common in organizational structures. One thing that might need to be added is the principal's ability to monitor the work that has been delegated to the deputies, so that the work can still be controlled both in terms of quality and processing time.</p>

Overall, the managerial competence of school principals needs to be improved through various training available in various places and various materials, as well as through direct practice in daily activities. Managerial abilities can not only be obtained through training alone, but also through real field experience. By implementing these skills in real situations, school principals can improve the quality of performance of the schools they lead.

4. Quality of School Management

School management is a series of activities that utilize all resources, both human and non-human, owned by the school to achieve goals with efficiency. This can also be interpreted as a pre-arranged process to achieve the goals set by the school (Jf & Latif, 2020). Quality, in this context, refers to the characteristics or features of a product or service that affect its ability to meet specific or implied needs. On the other hand, management is an effort to manage and direct the workforce to increase productivity in order to achieve organizational goals through a



series of activities such as planning, organizing, motivating, directing, innovation and monitoring (Zhahira et al., 2022).

To improve the quality of school management, collaboration from all staff and stakeholders in the school is very important (Siregar et al., 2022). Some steps you can take include:

1. School principals need to communicate openly and clearly with all staff and stakeholders regarding the school's vision, mission and goals.
2. Formation of cross-sector teams or committees involving various teachers, administrative staff, parents, and perhaps even the students themselves.
3. Empowering staff by giving them greater responsibility and trust to improve the quality of school management.
4. Carry out regular training and development for staff to improve their managerial and educational skills.
5. Encourage a culture of cooperation and collaboration among staff and other stakeholders.
6. Strengthen partnerships with local communities, other educational institutions, and non-governmental organizations to support school management efforts.

By involving all staff and stakeholders in the school, the principal can create a supportive environment to improve the overall quality of school management. Steps that can be taken to achieve this goal include establishing a clear vision, mission and school goals, developing strong leadership, collaborating with stakeholders, providing coaching to staff, managing resources efficiently, encouraging continuous learning and innovation, and carry out continuous evaluation and improvement.

CONCLUSION

Leadership training programs for school principals must be comprehensive and focused on achieving goals. It aims to improve their leadership and managerial abilities and prepare them to face various complex challenges in managing schools. In this way, a superior and sustainable learning environment can be

created in schools, which will ultimately increase student achievement and advance the education system as a whole. By achieving this goal, school principals can become more effective leaders and are able to manage the school well, create a conducive learning environment, and improve student academic achievement.

In summary, school management is a series of activities that use all school resources to achieve goals efficiently. Meanwhile, school management quality refers to the characteristics of a product or service that influences its ability to meet certain needs. To improve the quality of school management, collaboration from all staff and stakeholders in the school is needed. Steps that can be taken include communicating openly, forming cross-sector teams, empowering staff, providing training, encouraging a culture of collaboration, strengthening partnerships, establishing a clear vision and mission, developing leadership, managing resources efficiently, encouraging innovation, and carry out ongoing evaluations. By involving all related parties, school principals can create a supportive environment to improve the overall quality of school management.

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