



## Implementation of Principal Managerial in Creating Effective Schools

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### **Abstract**

The focus of the research consists of: 1) The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to plan an effective school; 2) The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to organize an effective school; 3) The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to direct towards an effective school, and 4) The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to carry out control towards an effective school. This study uses a qualitative approach with the research method used being a multiple case study which carries out investigative activities on the principal's managerial implementation which is carried out by conducting interviews, document reviews and observations to obtain information and in-depth information on the principal's managerial implementation in accordance with planning, control, organization and supervision at SDN 1 Dasan Tereng, Narmada District, West Lombok Regency. The research results obtained 1) The ability of the principal of SDN 1 Dasan Tereng to involve various parties and formulate work programs more comprehensively to support the successful implementation of school planning. 2. The ability of the principal of SDN 1 Dasan Tereng to organize is carried out by forming the uniqueness of the school, such as the field of environmental curriculum, coordination and socialization, as well as monitoring and evaluation. 3) The principal plays a role in monitoring/directing directly and providing consistent direction to make the principal a role model by providing examples of guidance, habituation, and ensuring optimal effectiveness. 4) The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to carry out control towards an effective school, the principal applies two forms of evaluation, namely routine control carried out once a month and incidental evaluations carried out involving all school residents.

**Keywords:** *Principal; Managerial; Effective*

### **Introduction**

Education is a vital tool for human resource development, inseparable from human life. As one of the most important factors in improving human resource competency, in an effort to educate the nation and develop skilled Indonesians, the quality of education must be continuously improved, both conventionally and innovatively.

Based on the Minister of Education and Culture Regulation No. 13 of 2007, it is stated that the principal must have five competencies to fulfill the principal's function as a management function in realizing an effective school, namely (1), personality competency, (2) managerial competency, (3) entrepreneurial competency, (4) reflection competency and (5) social competency. Then, the Minister of Education and Culture Regulation No. 40 of 2021 concerning the assignment of teachers as principals, Article 12, Paragraph 1 states that the principal's workload includes carrying out the main managerial tasks and developing entrepreneurship and reflection for teachers and education staff.

A key issue in principal leadership is the lack of optimal and ideal professional development. Managerial competence for principals is crucial and strategic in improving the quality of schools and making them effective. With adequate managerial competence, sound leadership strategies, and the support of competent professional staff, principals are expected to lead their schools to become effective.

In West Lombok Regency, Narmada District, there is a school that has undergone very good development in its management, led by its principal, namely SDN 1 Dasan Tereng, located on Jalan Ahmad Yani, Dasan Tereng, Narmada District. The school was founded in 1965. The development of the school is evident through various achievements made by the principal and students, both at the Regional, Provincial, and national levels. The school has had 18 study groups with a total of 467 students. Educators and educational staff who teach classes consist of 22 educators and 4 educational staff. The school is also equipped with a principal's office, a teacher's room, a hall for meetings, a Mhushala, a UKS, a library, a warehouse, toilets, a canteen, and supporting infrastructure, including internet, TV, laptops, computers, an LCD projector, a green zone, billboards, and other learning facilities. Based on the school profile and the researcher's investigation, it is clear that the school's development and progress differ from those of other elementary schools.

The development of SDN 1 Dasan Tereng cannot be separated from the ability of the principal in carrying out his main duties, namely managing the school with good and measurable planning, as well as the ability of the principal in implementing this management through the implementation of organizing, directing, and controlling. Thus, an effective school is created and continues to experience development and progress from year to year.

The principal's managerial skills are particularly interesting to examine in more depth, as not all principals are able to carry out managerial work in the schools they lead effectively. This makes researchers interested in examining more deeply how the principal's ability to implement his managerial skills enables him to manage SDN 1 Dasan Tereng effectively. To uncover the above problems, researchers conducted an in-depth analysis in a study entitled "The Principal's Managerial Implementation in Realizing Effective Schools."

## ***Research Methods***

Researchers conducted research at SDN 1 Dasan Tereng, Narmada District, West Lombok Regency. This research used a qualitative approach. The objectives of the research are 1) to describe and analyze the ability of the Principal of SDN 1 Dasan Tereng in carrying out managerial planning in realizing an effective school, 2) to describe and analyze the ability of the Principal of SDN 1 Dasan Tereng in organizing, directing and controlling in realizing an effective school. The subjects of this research were the Principal and Teachers at SDN 1 Dasan Tereng, who served as sources of information during the research process.

Data types are divided into two types based on their sources: primary data and secondary data. In this study, the data analysed comprised both primary data and secondary data (Sugiyono, 2019). Meanwhile, Andi Prastowo (2010) categorizes resources into two groups: primary data and secondary

data. Primary data sources are those that provide data directly to data collectors, either through interviews or observations. Secondary data sources are those that provide data indirectly to data collectors, typically in the form of documents or information from other sources. Primary data sources in this study consisted of the principal, teachers, parents, and the school committee. Secondary data sources, on the other hand, were written sources such as teacher data, student data, infrastructure data, extracurricular activities, teaching and learning activities, and other school activities.

In this study, the data collection techniques used were observation, in-depth interviews, and documentation (Sugiyono, 2018). In this study, the data collection procedures and research stages in qualitative research, as outlined by Moleong in Ahmad Tanzeh's book (2009), comprise the pre-field stage, the fieldwork stage, the data analysis stage, and the research results reporting stage.

Bigdan & Biklen in Lexy J. Moleong (2018) describe data analysis as an effort carried out by working with data, collecting data, separating data, searching for and finding patterns, identifying important and needed information, and determining what can be communicated to others. Data analysis, according to Miles and Huberman (cited in Sugiyono, 2010), is divided into three stages: data reduction, data display, and *conclusion*. To test the validity of the data in this study, three tests were conducted: credibility, dependability, and confirmability.

## **Results and Discussion**

The principal's managerial implementation at SDN 1 Dasan Tereng within the educational unit is not merely administrative, but also encompasses interconnected and complementary dimensions, including leadership, innovation, collaboration, and data-driven decision-making. The principal recognizes his position as the leader of the educational unit, who has the primary responsibility for policy-making, directing, and managing all existing potentials to move toward the educational unit's vision and mission.

Implementation at SDN 1 Dasan Tereng cannot be done instantly and partially, but must go through systematic stages, starting from the socialization of the management concept to all elements, to the trial implementation (*piloting*), to the comprehensive dissemination stage. Each stage requires the active participation of all school members, adequate regulatory support, and ongoing evaluation to ensure that the educational management implemented is truly effective in improving educational quality. Furthermore, the implementation strategy at SDN 1 Dasan Tereng is relevant and contextual, based on the principal's managerial capacity, as well as the stage of implementation and the strengthening of internal and external policies, so that school-based management can run consistently.

The concept of educational management at SDN 1 Dasan Tereng has undergone significant development. It is understood not only as an organizational control tool but also as an integral approach to creating an accountable and adaptive education system. This naturally addresses the demands of globalization, the 4.0 industrial revolution, and the development of information technology, which require transformations in learning methods and school governance. Therefore, the implementation of a comprehensive managerial approach by the principal of SDN 1 Dasan Tereng is an absolute necessity in improving the quality of educational institutions, particularly in schools and madrasas at various levels and with varying socio-economic conditions.

There are three good school approaches implemented by SDN 1 Dasan Tereng, namely: (1) goal achievement approach, (2) process or system approach, and (3) environmental response approach.

This is in accordance with Chang's opinion as quoted by Suparlan (2004) who stated that an effective school is *the capability of the school to maximize school function or the degree to which school*

*can perform school function, when given fixed amount of school input* Supardi (2013) further stated that an effective school is a school that has the ability to empower every component of the school, both internally and externally, and has a good, transparent and accountable management system in an effort to achieve the school's established vision and mission.

Examining the characteristics of effective schools and indicators of effective schools embodied by the Principal of SDN 1 Dasan Tereng which is in accordance with the opinion of Suparlan (2004) who stated that from the various pillars that have been outlined as characteristics of effective schools, several indicators of effective schools are described which have a clear vision and mission reflecting the school's policies or goals, a professional principal, availability of curriculum, a conducive learning environment, friendly to students, and involvement of parents and the community. An effective school is the basic concept of this research, which is the management of all resources at SDN 1 Dasan Tereng, including curriculum, principal, teachers, students, school committee, parents and the surrounding community, infrastructure, and financing, in order to achieve the vision and mission that have been jointly determined.

The achievements obtained by SDN 1 Dasan Tereng also show indicators of external support from all the sequences that support the existence of good managerial realization in terms of process, output and input obtained by SDN 1 Dasan Tereng. This aligns with Zazin's (2014) statement in Andang, who noted that indicators of effective schools are observed through input, process, output, and outcome, in addition to various learning developments and student achievements.

The activities of SDN 1 Dasan Tereng refer to previously established planning. This objective is to ensure that they are carried out optimally and maximally to fulfil educational management in accordance with the strategic nature of the plan. The principal's managerial implementation studied included (a) planning, (b) organizing, (c) directing, and (d) controlling (*controlling*) in an effort to create effective schools.

#### **A. The Principal's Ability of SDN 1 Dasan Tereng in Managerial Implementation to Plan Effective Schools**

Planning serves as a basic guideline for implementation and control, determining activity implementation strategies and defining objectives or action frameworks to achieve specific goals. SDN 1 Dasan Tereng must carefully consider plans, conducting systematic reviews based on conditions and resources while adhering to the organization's vision and mission.

Implementation of planning at SDN 1 Dasan Tereng as an initial action in the management process. According to Robbins (2011), Planning is defined as the process of determining goals and determining the best way to achieve them. The implementation of planning at SDN 1 Dasan Tereng, as explained by Mondy and Premeaux (2002), involves determining what should be achieved and how to achieve it.

To realize or implement planning at SDN 1 Dasan Tereng, mature and measurable steps are taken, program determination is discussed and designed at the beginning of the semester as a strategic program, such as what needs to be created to realize an effective school in accordance with the school's vision for implementing planning at SDN 1 Dasan Tereng.

The implementation of planning at SDN 1 Dasan Tereng to create an effective school is also visible, which includes:

- 1) *Mission and objective* In the planning carried out by SDN 1 Dasan Tereng, it is by observing and examining the school's mission and objectives. The institution has a clear mission and objectives that serve as guidelines for the teacher training program. When creating a vision and mission, it is crucial

to involve stakeholders, both directly and indirectly (for example, through interviews or questionnaires). This is to ensure that stakeholder expectations are taken into account when creating the school's vision and mission. In preparing the vision, it is essential to consider various factors related to both the micro and macro conditions of the educational unit. Therefore, it is necessary to conduct an analysis to identify various challenges and opportunities for the educational unit that will arise in the future, utilising various analyses in its implementation.

- 2) The principal's strategy or method used by SDN 1 Dasan Tereng in determining the achievement of goals is based on job analysis or job description. The results of the job analysis can provide an overview of the tasks carried out in the relevant position. steps, 1) environmental analysis; namely, strengths, weaknesses, strengths, opportunities, and threats; 2) equalization and certification, 3) integrated competency-based training programs, 4) supervision, 4) empowerment, through Learning Communities (KOMBEL) and Teacher Working Groups (KKG), participating in professional organizations, and fostering cooperation with colleagues. This is in line with the concept put forward by Carrel et al. in Suparno, that the general goal of human resource development is to improve performance (improve performance), update employee skills (*update employe's skill*), solving organizational problems (*solve organizational problems*), prepare for promotion and managerial succession, and fulfill personal satisfaction needs (*satisfy personal growth needs*).
- 3) The principal's policy is a general guideline that directs the decision-making process taken by SDN 1 Dasan Tereng in implementing a planned school culture that is guided or guided by government policies and the principal's policies. The existence of government policies, namely the change in curriculum from KTSP to the Thirteen Curriculum (Kurtilas) or the independent curriculum, has consistently led to training or workshops on curriculum implementation. The determination of the planned culture development program at SDN 1 Dasan Tereng is based on the results of analysing the school's vision, mission, objectives, strategies, policies, procedures, and rules. The program created by SDN 1 Dasan Tereng encompasses short-term, medium-term, and long-term plans. In implementing the program, the principal of SDN 1 Dasan Tereng is very situationally aware. In implementing the program, more emphasis is placed on calculating the institution's interests and the teachers' needs, considering cost savings, materials, and available facilities.

The steps taken by the Principal of SDN 1 Dasan Tereng in implementing his plan consist of two stages: the short-term plan, or annual program steps, and the operational plan. The short-term plan steps are the responsibility of the principal as the top manager in the school organization. While the operational plan steps, the Principal delegates or gives trust to the teacher who handles it, 1) the short-term plan (annual program) where the preparation of the short-term plan is the responsibility of the Principal of SDN 1 Dasan Tereng and is made into an annual program; 2) the operational plan where the preparation of the operational plan is a follow-up to the annual program whose handling is handed over to the teacher.

### **B. The Ability of the Principal of SDN 1 Dasan Tereng in Managerial Implementation to Organize Schools Effectively**

Organization at SDN 1 Dasan Tereng involves dividing tasks among those involved in a collaboration to facilitate work execution. Organization can utilize the established structure within the organization. This means that the principal of SDN 1 Dasan Tereng understands that task descriptions are distributed based on the tasks and functions of the existing structure within an organization. This is in line with John Wiley's statement that "*Organizing is for the purpose of creating relationships that will minimize frictions, focus on the objective, clearly define the responsibilities of all parties, and facilitate the attainment of the objective*".

It can be understood that organizing SDN 1 Dasan Tereng aims to allocate and assign its members so that the goals of the organization are achieved effectively and efficiently. Organizing SDN 1 Dasan Tereng is a process of preparing an organizational structure that is in accordance with the goals of the organization, the resources it has, by giving clear responsibilities, tasks and authorities to members

and working together between one unit and another. The principal as a leader includes: 1) preparing the vision, mission, and goals of the school involving teachers, committees, representatives of parents, and alumni to hold discussions; 2) preparing work programs for the long, medium, and short term with the team; 3) decision making, the principal involves many parties; 4) The principal has a firm personality in making decisions.

Every time a school activity agenda is presented at SDN 1 Dasan Tereng, all components of the community, including the school committee, school associations, and parents in general, are fully involved in managing the activity. The implementation of the managerial concept by the principal of SDN 1 Dasan Tereng can increase the accountability of the principal and teachers towards students, parents, and the community, as well as openness to all components of the school and community in providing suggestions and input in decision-making. As explained by Suparlan (2013), first, the principal's managerial role can increase the accountability of the principal and teachers towards students, parents, and the community; second, the implementation of managerial roles is realized in providing openness to all stakeholders in providing suggestions and input to determine important policies needed by the school.

In its implementation at SDN 1 Dasan Tereng, the organization is carried out by forming a work structure starting from the teacher's council to students and student groups in an organized organization down to student groups in a smaller form at the school level.

### **C. The Ability of the Principal of SDN 1 Dasan Tereng in Managerial Implementation to Direct Towards an Effective School**

Basically, direction is always related to several things, including establishing communication between superiors and subordinates in directing work priorities, instilling motivation in subordinates that is oriented towards achieving work performance, and the occurrence of group dynamics so that it leads to the involvement of superiors in determining it.

In the briefing, it is directed that the program implementation process is carried out by all parties, as well as the motivation process. The direction of the Principal of SDN 1 Dasan Tereng as a human relationship in leadership that binds subordinates to be willing to understand and contribute their energy effectively and efficiently in achieving goals in the direction of its implementation is often carried out together with motivation (*motivating*), *leadership*, *staffing* and *Coordinating*.

1. Motivation from the Principal of SDN 1 Dasan Tereng to teachers and educational staff  
Motivating members isn't just about verbally encouraging their work ethic, but rather, more importantly, providing or creating the necessary resources and tools to satisfy them, enabling optimal organizational performance. To motivate members, a manager must understand their fundamental needs.
2. Arrangement of the Principal of SDN 1 Dasan Tereng  
The Principal of SDN 1 Dasan Tereng assigns tasks to individuals based on their expertise, utilising the principle of assigning people according to their capabilities. The suitability of the tasks assigned by the Principal of SDN 1 Dasan Tereng, based on expertise, will support the effective implementation of the goals. If members who are assigned a task do not understand it and lack expertise in the staffing function, a Principal is required to provide training and development so that members can provide maximum utility to the organization.
3. Leading at SDN 1 Dasan Tereng  
The principal, as a manager, appears at SDN 1 Dasan Tereng to ask others to act in accordance with the goals that have been set. In this function at SDN 1 Dasan Tereng which is visible in carrying out tasks, Andang quoted from the opinion of Louis A. Allen (2017) there are several steps that exist at SDN 1 Dasan Tereng that can be done, including: 1) making decisions or school policies, 2) Holding communication between teachers and educational staff, 3) providing inspiration and encouragement

to teachers and educational staff so that students act, 4) selecting people who become members of their group and 5) improving the knowledge and attitudes of subordinates so that students are skilled in efforts to achieve the goals that have been set.

Direction at SDN 1 Dasan Tereng is a tangible step or effort by the school, carried out by the principal, who provides direction, guidance, suggestions, and orders in accordance with the established plan. In providing direction, the Principal of SDN 1 Dasan Tereng shows motivation, arrangement of educational staff and coordination, so that the activities carried out are in accordance with their respective functions, teachers and educational staff understand the tasks given so that they can run effectively and efficiently.

The leadership tasks carried out by the Principal of SDN 1 Dasan Tereng above, are in line with the concept explained by Kootz in Wajosumidjo (2018), he said that, the Principal as a leader must be able to encourage the emergence of a strong will with enthusiasm and confidence, teachers, education staff, and students in carrying out their respective duties, as well as providing guidance and direction to teachers, staff and students as well as providing encouragement to spur and stand at the forefront for progress and providing inspiration for the school in achieving its goals.

Then, the Principal of SDN 1 Dasan Tereng, in carrying out his duties and responsibilities, applies a democratic leadership style. This can be seen from the principles implemented by the Principal of SDN 1 Dasan Tereng to all his subordinates. To make the programs a success, the Principal of SDN 1 Dasan Tereng applies three principles: the Principal as a parent or mother, the Principal as an older sibling, and the Principal as a friend. With such principles, good communication and close relationships can be established between the school and all school residents, thus facilitating the work between the Principal and all school residents in making the programs that will be implemented at the school a success.

#### **D. The Ability of the Principal of SDN 1 Dasan Tereng in Managerial Implementation to Carry Out Control Towards an Effective School**

Control also includes monitoring and evaluation. This activity is closely related to planning, as control enables the measurement of management effectiveness. Controlling is monitoring activities to ensure they are achieved according to predetermined plans. Controlling is carried out to "guarantee" that organizational and management goals are achieved so that they can be effective and efficient. Robert L. Kart, as quoted by Wahyudi (2009), states that every leader or manager requires three basic skills:

- 1) The Principal of SDN 1 Dasan Tereng who is appointed and entrusted as a manager has the mental ability to think, is able to provide views, understanding, perceptions, comprehension, and opinions in implementing the activities of the educational unit or organization as a whole, both those related to the vision, mission, policies and predictions in facing every change that occurs.
- 2) Second, the humanitarian skills of the Principal of SDN 1 Dasan Tereng in building relationships between organizations, organizations with other groups and relationships between individuals, especially for teachers, students and school residents.
- 3) The technical skills of the Principal of SDN 1 Dasan Tereng are presented as skills that support the principal in handling and handling a problem through the use of methods, procedures, equipment, and techniques in operational processes, especially those related to problems and tools used in problem solving.

In relation to this, the Principal of SDN 1 Dasan Tereng continues to strive to fulfil his leadership duties and responsibilities effectively, aiming to improve the school's quality. The duties carried out by the Principal of SDN 1 Dasan Tereng in the 2025/2026 academic year are as follows:

- a. The Principal of SDN 1 Dasan Tereng Provides Guidance to Students, Teachers and Staff. The Principal of SDN 1 Dasan Tereng, in carrying out his leadership duties, especially in providing guidance to students, teachers and teaching staff, has done so well. This is influenced by the experience of the Principal of SDN 1 Dasan Tereng, encompassing both his experience as a teacher and his experience as a Principal. So that he can carry out his duties and responsibilities optimally, especially those related to improving the quality of learning taught by teachers.
- b. The Principal of SDN 1 Dasan Tereng in Cultivating Disciplined Attitudes and Work Spirit Attitudes, related to disciplined attitudes and work spirit, one of the efforts made by the Principal of SDN 1 Dasan Tereng in advancing the educational unit is by always encouraging all school residents to remain disciplined and enthusiastic in carrying out their assigned tasks. The cultivation of disciplined attitudes and fostering the work spirit of subordinates, carried out by the Principal of SDN 1 Dasan Tereng, aims to accustom teachers, employees, and students to carry out their mandate effectively and efficiently. To enhance the quality of education at SDN 1 Dasan Tereng, the cultivation of disciplined attitudes is promoted by consistently encouraging teachers to arrive at school on time, enter and exit the classroom according to the predetermined schedule.
- c. The Principal of SDN 1 Dasan Tereng Empowers Educational Personnel Through Cooperation. In addition to what was explained by the researcher above, the principal of SDN 1 Dasan Tereng, in carrying out his duties and responsibilities as a leader, emphasizes cooperation in achieving goals (cooperative). The Principal of SDN 1 Dasan Tereng realises that he cannot work alone without the help of others. This culture of cooperation fosters a sense of solidarity within the school community as it carries out its duties. Thus, in the researcher's opinion, all school tasks can run smoothly and can be completed on time. All of this is inseparable from the teamwork between the Principal of SDN 1 Dasan Tereng with the teachers and employees.

Therefore, the effectiveness of the planning, organization, direction, and control of the Principal of SDN 1 Dasan Tereng is a measure that can indicate the extent to which goals or objectives are achieved. The targets in question refer to quality, quantity, and time. Furthermore, it can be stated that the Principal of SDN 1 Dasan Tereng realizes an effective school by adjusting between the expected school targets and the targets or objectives that have been achieved.

## ***Conclusion***

Based on the presentation of data and discussion, which is the focus of the research, the research conclusions are outlined as follows:

1. The ability of the principal of SDN 1 Dasan Tereng in implementing managerial in planning an effective school is evident in the principal conducting a needs analysis to identify planning indicators that require improvement or development through the involvement of various parties, the principal formulates the school's vision, mission and objectives which are then described in the form of short-term programs, medium-term programs and long-term programs that are documented.
2. The principal of SDN 1 Dasan Tereng's managerial skills in organizing an effective school are demonstrated by establishing specific school characteristics, such as curriculum, environment, coordination, and socialization, and monitoring and evaluation. Proper division of tasks has been shown to make program implementation more effective because each area has different main tasks and functions, and is coordinated across lines. This ensures that the desired goal of creating an effective school can be achieved.
3. The principal's ability to implement managerial direction towards an effective school. The directive stage is the realization process of all planned, organized, and directed stages that have been prepared. At this stage, the principal plays a direct role in monitoring and directing the program implementation to ensure it runs according to the objectives. The consistent implementation of directives makes the principal a role model by providing examples of guidance, habituation, and

ensuring optimal effectiveness so that a conducive and effective school climate is created, has good communication, the graduates produced can enter superior and favourite schools and the many achievements that have been achieved by SDN 1 Dasan Tereng.

4. The ability of the principal of SDN 1 Dasan Tereng in managerial implementation to carry out control towards an effective school, the principal applies two forms of evaluation, namely routine control, which is carried out once a month and incidental evaluation, which is carried out when urgent conditions arise that require quick action. Control involves all school residents, including the principal, educators, education staff, parents, and students, as well as policies in all aspects of implementation, where the consistency of the control process has an impact on the sustainability and improvement of the quality of practices in the school environment, and the organization has created an effective school at SDN 1 Dasan Tereng.

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