

Managerial Competencies of Principals in the Industrial Revolution Era 4.0

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Abstract – This study described the managerial competence of school principals in the era of the industrial revolution 4.0 in State Junior High Schools in Palembang. This research was conducted using a qualitative approach. The research subject was the principal. The informants are educators and educational staff. There are three data collection techniques, questionnaires, interviews, and documentation. The results of this study showed that the principal managerial competence in the era of the industrial revolution 4.0 has been achieved quite well but is still in the moderate category. The supervisory aspect has the highest category, while the mobilization aspect has the lowest category. In the aspect of mobilization, there are eight indicators that determine the principal's managerial competence in the era of the industrial revolution 4.0, the eight indicators related to the management of information systems and the use of information technology in learning are still not optimal and need to be improved.

Keywords – Managerial Competence, Industrial Revolution 4.0, Learning, Management, Principal.

I. INTRODUCTION

The success or failure of an institution or agency is very dependent on human resources. Likewise, the success of educational institutions is very much determined by the Human Resources in the institution itself (Apriana et al, 2019; Andriani et al, 2018; Irmayani et al, 2018; Tobari et al, 2018). An educational unit which is one of the educational institutions has Human Resources, namely educators and educational staff. The two components are an investment for the educational unit because they have the qualifications and competencies to achieve the vision, mission and goals expected by the education unit.

Regulation of the Minister of National Education Number 16 of 2007 regulates academic qualification standards and

teacher competencies. The ministerial regulation stipulates that academic qualifications for all levels of educational units are the same, namely that educators have a minimum academic qualification of undergraduate with a study program that is in accordance with the subject being taught. Furthermore, teacher competence includes four things (1) pedagogical competence; (2) personality competence; (3) social competence; and (4) professional competence.

The achievement of educational goals in educational units can be measured through the National Education Standards. According to Government Regulation No.13 of 2015, it is used as the basis for planning, implementing, and supervising education in the context of realizing quality national education. Based on the National Education Standards Agency, there are eight education standards in Indonesia,

namely: (1) Content Standards; (2) Process Standards; (3) Graduation Standards; (4) Educators and Education Personnel Standards; (5) Standard for Facilities and Infrastructure; (6) Management Standards; (7) Standard of Financing; and (8) Assessment Standards.

The eight National Education Standards are implemented by every education unit in the territory of Indonesia. For that, the education unit must have leaders and leadership who are truly competent. Regulation of the Minister of National Education Number 13 of 2007 establishes five competency standards for school principals. The five competency standards for the Principal are (1) Personality Standards; (2) Managerial Standards; (3) Entrepreneurship Standards; (4) Supervision Standards; and (5) Social Standards. Now the principal's workload is fully to carry out managerial main tasks, entrepreneurial development, and supervision of teachers and education personnel (Regulation of Minister Education and Culture Number 6 of 2018, Article 5, paragraph 1).

According to Mulyasa (2009), the principal's duty is often known by the acronym EMASLIM (educator, manager, administrator, supervisor, leader, innovator, and motivator). First, the principal as an educator must have the right strategy to improve the professionalism of the teaching staff in his school. The principal must also be able to create a conducive school climate, provide advice to school members, provide encouragement to all education personnel, and implement interesting learning models, such as team teaching, moving classes, and holding accelerated programs for students who are intelligent above normal. The principal as an educator must have the ability to guide teachers, guide education personnel, follow developments in science and technology in applying learning and educational administration in educational units (Septiani et al, 2020).

Second, the principal as a manager must be able to carry out his duties in a planned and systematic manner. There are five aspects that must be mastered by the principal as a manager, (1) planning; (2) organizing; (3) implementing the program; (4) carry out leadership; and (5) exercising control. In this case the Principal must be able to empower all school resources in an effort to achieve the vision, mission and goals. Third, the school principal as an administrator must be able to manage administration which is to record, compile, and document all school programs. Specifically, the principal also has the ability to manage the curriculum, manage student administration, personnel, facilities and infrastructure, filing and financial administration. These activities need to be

carried out effectively and efficiently in order to support school productivity (Sarbin et al, 2020).

Fourth, the principal as a supervisor must be able to supervise the work carried out by educators and education staff. Supervision is a process specially designed to assist teachers and supervisors in learning daily tasks at school; in order to utilize their knowledge and abilities to provide better services to parents of students and schools, and to strive to make schools a more effective learning society (Renata et al, 2018; Khasanah et al, 2019; Kartini et al, 2020; Agustina and Kristiawan, 2020; Sarbin et al, 2020).

Fifth, the principal as a leader must be able to provide guidance and supervision, increase the willingness of education personnel, open two-way communication, and delegate tasks. The ability of the principal as a leader can be analyzed from the personality, knowledge of education personnel, the vision and mission of the school, the ability to make decisions, and the ability to communicate (Mulyasa, 2009). According to Mulyasa (2009), the principal as a leader must have special characters that include (1) personality, (2) basic skills, (3) professional experience and knowledge, and (4) administrative and supervisory knowledge.

Sixth, the principal as an innovator must be able to find, find and implement various reforms in schools. In this case the Principal must be constructive, creative, delegative, integrative, rational and objective, adaptive and flexible. Thus the principal must be able to find new ideas, for example moving classes or integrated learning and so on. Seventh, the principal as a motivator must be able to provide motivation to education personnel in carrying out various tasks and functions. This motivation can be cultivated through setting the physical environment, setting the work atmosphere, discipline, encouraging appreciation effectively, and providing various learning resources through the development of a Learning Resource Center.

The seven stated functions of the principal, we focused on the second function, namely the function of the principal as a manager. This is closely related to the principal's managerial competence. According to Rohiat and Saridewi (2008), the principal as manager and executive in the school shows himself to be a managerial technical executive who has the skills to run the school. The Head of School as manager is in charge of implementing the curriculum, managing personnel, facilities, finance, school administration, maintaining order, and school and community relations. On the other hand, the Principal as a manager carries out administrative processes, namely carrying out tasks in making plans, making decisions in school operations, controlling and assessing results,

conveying and explaining orders, solving conflicts that arise, and fostering enthusiasm for work and study. The principal as a leader thinks about the relationship of education with the development and development of science and technology.

Starting from this statement, managerial competence for the principal is very important and needs to be mastered. As a manager, the principal has a very big role in driving and determining the direction of policy towards an effective education unit. To achieve this goal, the principal is required to always improve the effectiveness of his performance. In addition, the principal must be able to cooperate with stakeholders in all matters. In order to carry out their roles and functions, the Principal must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education personnel to improve their professions, and encourage the involvement of all education personnel in various activities that support school programs.

Principal managerial competence in the era of industrial revolution 4.0 is demanded even more through the development of Information and Communication Technologies. The Minister of Education and Culture, Muhadjir Effendy, at Jawa Post.Com (2018) said that to face the era of the industrial revolution 4.0 by designing a curriculum. The design contains five competencies that have been formed in the preparation of learning standards, (1) critical thinking skills; (2) creative and innovative abilities; (3) communication skills and abilities; (4) ability to work together and collaborate; and (5) confident. The five competencies determined by the Education and Culture Ministry must be implemented by each education unit. The principal managerial competence which is related to the era of industrial revolution 4.0 in Regulation of National Minister Number 13 of 2007, is in the fourteenth and fifteenth indicators of these competency standards, the principal is able to manage school information systems in supporting program preparation and decision making as well as able to take advantage of advances in information technology for improving learning and school management.

Given that managerial competence is very important to be mastered by the Principal in carrying out his duties and functions as a leader and there has been no research on the managerial competence of Principals in Palembang City, especially the junior high school level during the industrial revolution 4.0 period. This is the background for the author to conduct research on the managerial competence of school principals in the era of the industrial revolution 4.0 in the Palembang City Junior High School. The coverage of

locations to be researched is State Junior High Schools in Palembang City. Currently, there are sixty-one education units in the State Junior High School located in Palembang City, which are spread over sixteen sub-districts in Palembang City. The author's consideration makes State Junior High Schools the focus of research because the implementation of the Principal's managerial competence in terms of information system management and the use of technological advances to make educational units that are able to compete and be able to follow changes require very large material support and infrastructure. Meanwhile, Public Schools are the government's top priority to provide assistance other than School Operational Assistance, for example assistance in the procurement of equipment or goods through the Special Allocation Fund in addition to assistance for physical repair of buildings. So the opportunity for public schools is greater to be able to realize education in accordance with their needs and times, namely technology-based education.

Principal of the Industrial Revolution Era 4.0

The principal has an important role in all components of education in schools. The great influence that the Principal has is that all his instructions will be followed by all school members. Changes in ways of thinking, behaving, and behaving for school members can be carried out by the principal through the knowledge and experience he has. The school principal must carry out management and coaching of the school to carry out his leadership through administration, management and leadership activities that depend heavily on his competence (Kristiawan et al, 2017).

The principal is the main figure in determining the success of education in educational units. In the midst of rapid advances in technology and information, the Principal must be able to follow these technological developments in carrying out his duties. One of the competencies that must be mastered and implemented properly by the principal to achieve educational success in the era of industrial revolution 4.0 is managerial competence. This statement is reinforced by Hidayat (2019) who states that the Principal can empower all teachers and staff to run the existing system in the education unit in achieving the vision and mission that has been set with managerial abilities. In addition, the quality of education in educational units is influenced by the leadership of the school principal. In other words, the Principal is the spearhead of the successful achievement of the goals of the education stuan.

One form of school success is the quality of graduation. The optimal pass rate and quality output are benchmarks for the achievement of educational programs in schools. Quality

output is able to follow the continuing education process with all the challenges that exist. In addition, the output is able to compete in applying knowledge and skills with a quality attitude. To create this, students need to get effective education and teaching so they have reliable competencies.

According to Fitriyah and Santosa (2020), one of the determining factors for the success of the principal in the era of the industrial revolution 4.0 is his readiness to face challenges and readiness to solve problems. Some of the actions taken by the principal in improving the quality of education in the education unit he leads are 1) increasing and exploring personal potential; 2) empowering the potential of teachers in learning; 3) establish close relationships with members of the education unit and stakeholders; 4) work effectively and efficiently, wisely and responsibly; and 5) working through a team involving all components of the education unit.

Furthermore, Anizah and Maretta (2017) revealed that the principal as a manager must make various efforts to succeed optimally. The efforts that need to be made in this regard are 1) choosing the right strategy to empower teachers through competition that results in cooperation; 2) provide opportunities for teachers to improve their professions, and encourage the involvement of all teachers in various activities that support school programs. As a manager; 3) utilize school resources in order to realize the vision, mission and achieve its goals. In addition, the principal must have the right strategy to empower education personnel through several things, namely 1) cooperation or cooperation with all school members; 2) provide opportunities for education personnel to improve their professions; and 3) encourage the involvement of all education personnel in various activities that support school programs (Mulyasa, 2009).

Starting from several of these statements, it is so heavy a burden on the head of the school to achieve optimal educational goals. The principal who is assigned to lead and manage the education unit must be truly competent, tough, and able to create a conducive working atmosphere. The principal must also be able to keep up with the changes that have occurred in the era of the industrial revolution 4.0. The same thing at this time, the principal should ideally be able to manage and utilize technology for school development. Of course this is not easy to implement. It takes commitment and hard work. In addition, there is a need for synergy between various parties involved in the world of education.

II. METHODS

This research is a qualitative research. In principle, qualitative research expects the discovery of something that will be used as a hypothesis for further research. Susilo (2010) states that qualitative research is research conducted to describe and analyze phenomenon, social activities, attitudes, personal or global perceptions. The author determines the State Junior High Schools in Palembang City to be research sites. According to Basic and Secondary Education Data from the Ministry of Culture and Education taken from the internet on August 8, 2020, it states that the State Junior High School in Palembang City consists of sixty-one education units divided into sixteen sub-districts. Sixty-one State Junior High Schools in Palembang City as the population in this study.

The sixty-one State Junior High Schools in Palembang were sampled in the study, 26% were. This sample was determined randomly. The State Junior High Schools that were selected to be the sample or as a place for this research are shown in the following table.

Table 1. Palembang City State Junior High School Data As a place of research

No	School	Principal's Name
1	SMP Negeri 1	Devi Emilya, M.Pd.
2	SMP Negeri 2	Deddy Saldian, S.Kom. (Plt)
3	SMP Negeri 7	Siti Zubaidah, S.Pd., M.Si.
4	SMP Negeri 9	Hj. Hastia, S.Pd., M.Si.
5	SMP Negeri 14	Rodhiah, S.Pd., M.Si.
6	SMP Negeri 15	Da. Nofritawati, M.Si.
7	SMP Negeri 20	Iin Sainah, M.Pd.
8	SMP Negeri 34	Hasanah M., S.Pd, M.M.
9	SMP Negeri 36	Drs. H. Yufrizal, M.M.
10	SMP Negeri 37	Dra. Hj. Zuriani, M.M.
11	SMP Negeri 38	Mardalena, S.Pd., M.Si.
12	SMP Negeri 41	Primos Sarkoi, S.Pd.

13	SMP Negeri 42	H. Qoirowani, S.Pd., M.Si.
14	SMP Negeri 53	Suanto, S.Pd., M.M.
15	SMP Negeri 56	Hj. Nurul Huda, S.Pd., M.M.
16	SMP Negeri 57	H. Muhammad Daud, S.Pd., S.H., M.Si.

To obtain data on the managerial competence of school principals in the revolutionary era in State Junior High Schools throughout Palembang, the authors used interview, questionnaire, and documentation techniques. The three techniques are used as triangulation for the validity of the data in this study. This is based on the opinion expressed by Moloeng (2004) which states that the data validity checking technique uses something other than the data as a comparison to the required data. Furthermore, Bachri (2010) states that triangulation is a technique for obtaining data so that it is truly valid through a multiple method approach.

According to Yusuf (2014) the interview is a type of interview which is a technique of collecting data through direct communication between the interviewer and the source. The same thing was stated by Sukandarrumidi (2006) which states that an interview is a dialogue between two or more people through seeing and hearing the other person face to face physically. The same understanding was also conveyed by Moloeng (2010), an interview is a conversation between two parties through question and answer for a specific purpose.

Referring to this statement, the authors conducted interviews with educators and education personnel at the Palembang City Junior High School to obtain information about the managerial competence of the Principal in the era of the industrial revolution 4.0 in Palembang City Junior High School. To get accurate results, the writer made an interview instrument in the form of questions. The questions compiled focus on the principal's ability to manage school information systems and take advantage of advances in information technology to improve learning and school management. This instrument is given to educators and education personnel at the school which is the research site. The number of students interviewed by the author was 10% of the total in each education unit.

The next technique is a questionnaire. Questionnaires are often referred to as questionnaires. Nurdin (2019) states that a questionnaire is a set of questions that are given to be filled in or answered by respondents through the supervision of researchers with the aim of obtaining information. Nurdin (2019) divides the questionnaire into several types. The form of the questionnaire based on how to answer it consists of: a) open questionnaire; b) closed questionnaire; and c) a

combination of open and closed questionnaires. Open questionnaires do not have alternative answers as options, respondents answer questions according to their opinion. Closed questionnaires are those that already have alternative answers, respondents only choose the available answers according to what they know and feel. While the combination of open and closed questionnaires is a questionnaire that provides alternative answers and also gives respondents the opportunity to answer questions using their own opinions.

In this study the authors used a closed questionnaire. Each education unit is given a questionnaire totaling 25% of the total number of educators and education personnel available. The questionnaire given consists of 75 complete questions with alternative answers that have a range of scores from 1 to 5. The categorization of scores 1 - 5 is ST (Very High) = 5, T (High) = 4, S (Medium) = 3, R (Low) = 2, and SR (Very Low) = 1. Respondents only chose answers that were already available according to what was known and felt about the managerial competence of the Principal in the era of the industrial revolution 4.0 in Palembang City State Junior High School. In addition to using interview and questionnaire techniques, the author also uses observation techniques in this study. Various understandings of observation are known, among them, observation is a data collection technique that is carried out systematically on the object of research directly or indirectly (Hardani, 2020).

Observations can be made in several ways depending on the motorcycle taxi under study. Nurdin (2019) divides the implementation of observations into two, namely a) participant observation and nonpartissive observation; and b) systematic observation and non-systematic observation. Participant observation, the researcher becomes part or the group being studied. In contrast to non-participant observation, the author is not part of the study. Meanwhile, what is meant by systematic observation is the implementation of observations using indicators that are systematically arranged against the object of research. Meanwhile, what is meant by non-systematic observation is observation without using indicators for the object of research.

In this connection, the authors stipulate the use of systematic non-participant observation to optimize the acquisition of information or data required in this study. The

author makes observations throughout the education unit which is the research sample using a tool in the form of a list of notes. The object of observation in this research is the facilities or infrastructure to support the activities of the education unit in an effort to implement information system management and take advantage of advances in information technology to improve learning and management in educational units.

The research data obtained through interviews were analyzed descriptively. The results of the interview were analyzed to find out information and describe the managerial competence of the principal in the era of the industrial revolution 4.0 in State Junior High Schools throughout Palembang. The aspects analyzed in the interview data include the principal's managerial competence in particular, namely the aspect of driving the indicators: a) the ability of the principal to manage the school information system; b) the ability of the principal to manage the use of information technology to compile school databases; c) the ability of the principal to manage the information system so that it is easily accessible; d) the ability of the principal to receive all incoming information properly in making decisions; e) the ability of the principal to utilize school information technology; f) the ability of the principal to develop procedures and information service system mechanisms; g)

the ability of the principal to coordinate the use of information technology in learning; and h) the ability of the principal to regulate the use of information technology for the development of a school management system.

Likewise, data obtained through questionnaires, descriptive analysis was carried out. The results of the questionnaire obtained data regarding the managerial competence of school principals in the era of the Industrial revolution 4.0 in State Junior High Schools throughout Palembang in general. There are five aspects and seventy-five indicators included in the questionnaire instrument. The five aspects include: a) planning aspects; b) leadership aspects; c) organizational aspects; d) aspects of movement; and d) aspects of supervision.

III. RESULTS AND DISCUSSION

Furthermore, the results of data analysis from the five aspects contained in the principal managerial competency instrument and the 876 respondents can be made a recapitulation of the data description of the principal managerial competence in the era of the industrial revolution 4.0 in State Junior High Schools throughout Palembang. The recapitulation of principal managerial competence data in the era of the industrial revolution 4.0 in Palembang City Junior High School can be seen in the following table.

Table 2. Recapitulation of Principal Managerial Competency Data Description Viewed by Aspect

No	Aspect	Empirical Data	Ideal Data	Percentage (High)
1	Planning	3499	6132	57,06
2	Leadership	5380	9636	55,83
3	Organizing	4364	7884	55,35
4	Actuating	20027	37668	53,16
5	Controlling	2542	4380	58,03
Average		35812	65700	55,88

From the recapitulation of the description of the principal's managerial competence data, each result of the number of percentages in each aspect ranges from 1 to 100% which is divided into five levels or categories which are interpreted as follows: 1) very high (81% - 100%); 2) high (61% - 80%); 3) moderate (41% - 60%); 4) low (21% - 40%); and 5) very low (0% - 20%). Thus a table of recapitulation descriptions of data descriptions of the principal managerial competence in the era of the industrial revolution 4.0 in Palembang City Junior High School can be made.

Table 3. Recapitulation of Principal Managerial Competency Data Description Viewed by Category

No	Aspect	Empirical Data	Ideal Data	Percentage (High)	Category
1	Planning	3499	6132	57,06	Moderate
2	Leadership	5380	9636	55,83	Moderate
3	Organizing	4364	7884	55,35	Moderate

4	Actuating	20027	37668	53,16	Moderate
5	Controlling	2542	4380	58,03	Moderate
Average		35812	65700	55,88	Moderate

Based on the percentage range and the recapitulation of descriptions of the managerial competence data of the Principals in the era of the industrial revolution 4.0 in State Junior High Schools Palembang, it was concluded that the highest percentage of the five aspects of the principal managerial competence in the era of industrial revolution 4.0 Public Junior High Schools throughout Palembang City was aspects of supervision. The percentage in the supervision aspect is high 58.03% which is categorized as moderate. Furthermore, the lowest or weakest percentage of the five aspects of the Principal's managerial competence instrument is the aspect of movement carried out by the Principal, namely 53.16% which is categorized as moderate.

The results of interviews with educators and education personnel who were sampled at the Palembang City State Junior High School showed that the ability of the principal in managing information systems and utilizing technological advances to improve learning and education unit management was still not optimal. Most of the school information systems still use manual methods, not taking advantage of technological advances. School information that can be accessed online is limited to basic education data, New Student Admissions, preparation of School Budget Activity Plans and reporting on the use of School Operational Assistance funds which are directly linked to the Ministry of Education and Culture. Meanwhile, information management to improve learning has not used technology and information media optimally. Only a small proportion of educators convey material using information media and technology maximally, for example using power points, learning videos, various learning applications. Next, the use of information technology that can be accessed by parents or the community, for example the provision of school websites or other applications that can provide information on educational units is still not implemented by Palembang City Public Junior High Schools. Another thing that has yet to be done by all State Junior High Schools of Palembang is the implementation of the Commuter-Based National Examination program. Of the sixty-one State Junior High Schools of Palembang City, only 18.33% of them are able to hold Commuter-Based National Examination activities. There are even Palembang City State Junior High Schools which do not yet have a computer laboratory room.

Then, based on the results of observations, the ability of Heads of State Junior High Schools throughout Palembang City in managing information systems and utilizing information technology to improve learning and management of educational units still needs to be improved. Educators and education personnel who are approaching retirement cannot operate computers or laptops so that information technology-based learning media have not been implemented optimally. Apart from the limited technological infrastructure in State Junior High Schools in Palembang City, the backgrounds of students at Public Junior High Schools throughout Palembang vary based on their social and economic status.

The findings of this study are in line with the findings of Weli's research (2019) which states that the implementation of the principal's managerial ability in improving teacher performance has not been maximal. This can be seen from the aspects of planning, organizing, implementing, monitoring and evaluating. However, the principal has implemented an effective strategy in improving teacher performance in terms of planning, organizing, implementing, and monitoring.

he results of this study are also in line with the research conducted by Muliah (2017) which revealed that the Principal of Madrasahs at MTs Plus Karangwangi Subang already has standard academic qualifications to become school principals. Meanwhile, the managerial competence of the Principal of Madrasah at Mts Plus Karawangi Subang, named Pak Pandi, has been met in outline of the sixteen indicators of the Principal's managerial competence consisting of 1) planning preparation 2) developing school organization; 3) efficient use of school resources; 4) management of change and development of school organizations; 5) creating a school culture and climate; 6) management of teachers and staff; 7) management of facilities and infrastructure; 8) managing school relations with the community; 9) management of students; 10) management of curriculum development and learning; 11) school financial management; 12) school administration management; 13) management of school special service units; 14) management of school information systems; 15) utilization of advances in information technology and school management; and 16) reporting on the implementation of the school monitoring and evaluation program. However, there are also some unfulfilled competency indicators, namely the preparation of school

planning, organizational development, curriculum development, and the use of technological advances.

IV. CONCLUSION

Based on the results of research and discussion of Principal Managerial Competence in the era of industrial revolution 4.0 in State Junior High Schools in Palembang, it can be concluded that the managerial competence of Principals in the era of industrial revolution 4.0 in State Junior High Schools in Palembang City has been achieved quite well. However, it is still in the medium category with a total percentage of 55.88% seen from five aspects consisting of aspects of planning, leadership, organizing, mobilizing, and monitoring. Of the five aspects, the supervisory aspect has the highest category with the percentage of achievement, namely 58.03%. Meanwhile, the movement aspect has the lowest achievement category, the percentage is 53.16%. In the aspect of mobilization, there are eight indicators that determine the principal's managerial competence in the era of the industrial revolution 4.0 in Palembang City State Junior High School. Based on the results of the research, the eight indicators related to information system management and the use of information technology in learning are still not optimal and need to be improved, the percentage of achievement is 50.15% categorized as moderate.

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