

Principal Leadership Policy in Improving Instructional Quality

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Abstract – This study identified the principal's leadership policies in improving the quality of student's learning. The research was conducted at SD Negeri 10 Betung, Banyuasin Regency. The type of research is a qualitative descriptive study. The interviews, documentation, and observation were conducted. The results obtained that the principal's policies in improving the quality of student learning are 1) formulating a vision, mission, and goals; 2) creating an organizational structure and staff duties; 3) providing motivation to teachers, staff and students; 4) supervising education; 5) completing facilities and infrastructure; 6) providing educational and training opportunities; 7) giving awards to outstanding students; 8) improving school status; 9) seeking teachers who have not been certified. The results of the research show that the policies carried out by the principal can improve the quality of student's learning.

Keywords – Policy, Principal, Instructional Quality.

I. INTRODUCTION

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. Therefore, an advanced nation will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, holding various competitions in various aspects, sending the young generation to study in other countries (Choirul, 2015; Irmayani et al, 2018; Tobari et al, 2018; Maryanti et al, 2020; Apriana et al, 2019).

The cause of the low quality of student learning cannot be separated from the role of the teacher and the principal's policies as leaders. Seeing the importance of the principal's function, efforts to improve the quality of student learning are not easy tasks for school principals because activities take place in a long process that is well planned and programmed.

However, in reality, not a few school principals only act as leaders of formality in a system that is merely a structural position holder while waiting for their retirement (Soetopo, 2018; Khasanah et al, 2019; Fitria et al, 2017; Fitria, 2018).

Mulyasa (2013) explains that there are seven main problems in national education, namely the decline in the morals of students, equal learning opportunities, low internal efficiency of the education system, institutional status, educational management that is not in line with national development. Quality education is produced by the leadership of quality school principals, quality school principals are professionals. Professional school principals are those who are able to manage and develop a school comprehensively.

The principal has a very important and strategic role in realizing the vision, mission and goals of the school. Professional school principals in carrying out their duties are

full of quality improvement strategies to produce quality outputs and outcomes. School as a system has components that are related to each other and contribute to achieving goals. These components are students, curriculum, teaching materials, teachers, school principals, other education personnel, environment, facilities, facilities, learning processes and results (Basri, 2014).

Based on Government Regulation Number 28, Article 21 of 2007, the principal is responsible for the implementation of educational activities, school administration, fostering other educational personnel, and utilizing and maintaining facilities and infrastructure. The principal is responsible for the management of education on a micro level, which is directly related to the learning process in schools. As an education leader, the principal has the task of carrying out leadership functions, both functions related to achieving goals and creating a school climate that is conducive to creating and implementing the learning process. The principal as a manager must be able to 1) plan and formulate a program, 2) organize human resources, 3) the ability to provide various resources, 4) direct subordinates according to goals, 5) control the organization to achieve educational goals (Mulyasa, 2017).

The level of quality education in schools is strongly influenced by managerial variables, in this case the managerial ability of the principal in making a decision or policy to be applied in the implementation of learning in the school. Weaknesses in the aspect of education management as well as inappropriate policies or decisions of school principals are one of the main causes of unsatisfactory quality of education (Hasibuan, 2016).

One of the important elements in school management is decision making in the form of policies which is the main task for a leader. Decision making is processed by decision makers who produce decisions. These decisions will lead to activities so that the management process can be carried out (Nanang, 2016).

II. POLICY

The Decree of the Minister of National Education No.162/U/2003 concerning the Assignment of Teachers as Principals explains that, Every policy or related to education in a school eventually passes away to a creature whose name is a teacher who is given an additional task as the principal of the school. Policy is considered as a position or stance developed to respond to a problem or conflict issue in order to achieve certain goals, usually distinguished from related concepts.

Policy is a provision from the leadership that is different from the existing rules, which is imposed on a person or group of people who cannot and cannot fulfill general rules. Policy is also defined as the wisdom of the leadership towards subordinates or the community (Choirul, 2015). Thus it can be concluded that a policy is an effort made by the leadership on a problem or conflict issue in a wise manner in order to achieve certain goals.

III. PRINCIPAL'S LEADERSHIP

Leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. According to Andriani et al (2018) leadership as a group process carried out by someone in managing and inspiring a number of jobs to achieve organizational goals through the application of management techniques. Murtiningsih et al (2019) interpret that leadership is an activity to influence people to be directed towards achieving organizational goals. Leadership includes the influencing process in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and culture. Thus, it can be concluded that leadership is a way of leading. Leaders are those who use formal authority to organize, direct, control subordinates who are responsible, so that all parts of the work are coordinated in order to achieve company goals.

IV. LEARNING QUALITY

Quality learning is effective learning which in essence concerns the teacher's ability in the learning process. The learning process carried out by the teacher will greatly determine the quality of learning outcomes that students will get. The quality of learning is essentially related to the quality of the process and the quality of learning outcomes (Djamarah, 2012).

In order to realize the quality of quality learning, the government issued Government Regulation No.19 of 2005 concerning National Education Standards as a further elaboration of the National Education System Law, which contains process standards. What is meant by process standards are national education standards relating to the implementation of learning in educational units to achieve graduate competency standards.

Based on the above opinion, it can be concluded that the quality of learning is the quality of learning achieved by students from the learning process received from the results of the teacher's ability to deliver learning within a certain period of time.

V. METHODS

This research is a descriptive qualitative research with observational research methods, documentation and interviews of principal policies in improving the quality of learning at SD Negeri 10 Betung, Banyuasin Regency. The researcher conducted an interview with Mrs. Rohani S.Pd. as the principal of the school he explained that the quality of learning is something that must be realized in this educational institution. To make it happen, of course there must be a policy made by the principal in improving the quality of learning at SD Negeri 10 Betung, Banyuasin Regency.

VI. RESULTS AND DISCUSSION

A. Set School Direction

Vision is a picture and purpose of a school or educational institution in the future, while mission is a way to achieve that goal. Sometimes the mission needs to be changed in such a way if the vision has not been achieved. So it is not the vision that has been changed, only the ways or strategies to achieve its goals have been changed. If the vision changes, it will seem inconsistent with the future goals of the company. Institutions and organizations.

In formulating the vision, mission, and goals of the school Principal always involves the teacher board through the initial meeting of the year. This was explained by Ibu Rohani, S.Pd. The principal of SDN 10 Betung, Banyuasin Regency during an interview with researchers on June 21, 2020 regarding the formulation of the vision, mission, objectives and achievement strategies in improving the quality of student learning. A good school is a school that has a clear vision and mission. Because the vision and mission of the school become a reference for the behavior of school residents Vision and mission are also the elaboration of the goals or objectives of long-term programs or short-term programs and policies that can be implemented by schools to improve quality.

B. Organizing Schools

Organizational structure is an arrangement and relationship between each part and position in an organization or company in carrying out operational activities to achieve the desired and desired goals. Organizational structure clearly describes the separation of work activities from one another and how the relationship between activities and functions is limited. In a good organizational structure, it must explain the authority relationship that reports to whom, so there is an account of what will be done (Rohiat, 2013).

An organization is inseparable from the structure of the form in the form of a sequence or list that functions as an effort to explain the fields, duties, and functions of each component of the education provider concerned with the school according to their respective rights and responsibilities. The school principal has assigned staff to determine the duties and functions of each staff and has also created an organizational structure for SD Negeri 10 Betung, Banyuasin Regency.

The same thing was conveyed by Relis Yuli, a staff member of the SD Negeri 10 Betung School Library, Banyuasin Regency during an interview with researchers on June 24, 2020. In carrying out our duties, we work in accordance with our respective duties, in accordance with the direction, guidance and policies of the school principal. We are principals not only as leaders, but also like parents who are always patient in guiding us whose main goal is to improve the quality of student learning.

C. Motivating Staff

In order to support the smoothness of the teaching and learning process in school institutions, a part that supports these activities is needed, namely Administration. Administration is a part of the school that functions as a support for teaching and learning activities so that they run smoothly according to what has been planned and can be achieved as desired.

With the development of the era which is now better known as the era of globalization, the administrative function must be more able to improve the quality of technology, especially information technology or better known as the era of computerization. This is intended to make work more effective and to provide better service. Therefore, every administrative staff is required to master this technology. The existence of administration in each agency plays an important role in the smooth running of the activities and development of the agencies concerned and with the development of the information technology era, the performance of the administration itself can be more effective.

The same thing was conveyed by Mrs. Rohani, S.Pd, the principal of SD Negeri 10 Betung, Banyuasin Regency when interviewed by researchers on June 25, 2020, she explained that the existence of administration is very important because it can help and facilitate smooth and increase the effectiveness and efficiency of the administrative process. If the administration runs well, activities related to learning and learning objectives can run well too. For this reason, professional and competent administrative staff are needed.

Likewise with what was conveyed by Mandala Putra, the administrative staff of SD Negeri 10 Betung, Banyuasin Regency who had worked for 5 years when he was interviewed on June 25, 2020, he explained that in carrying out duties in the administrative field, at SD Negeri 10 Betung, we always get motivation and guidance from the Principal to always provide the best service in order to improve the quality of education and the quality of learning.

D. Supervision

Class supervision is an activity carried out by the principal of the education unit in order to assist teachers and other education personnel to improve the quality and effectiveness of education and learning. Supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all teaching functions (Sahertian, 2016; Kartini et al, 2020; Putri et al, 2020; Sarbini et al, 2020; Agustina and Kristiawan, 2020).

To find out the principal's efforts in maximizing the provision and coaching of educational personnel, on June 27, 2020 the researcher conducted an interview with Mrs. Rohani, S.Pd. as the principal. He explained that the supervision which is routinely carried out every semester aims to provide enthusiasm and guidance to education personnel in carrying out their duties and obligations. Our hope is that with this activity the learning process carried out at SD Negeri 10 Betung can run well and my policy to improve the quality of student learning can be realized.

The same thing was conveyed by Ms. Arma Diana, a grade IV A teacher when interviewed on June 27, 2020 regarding the principal's policy in improving the quality of student learning. Every mid-semester, the principal always carries out learning supervision which is manifested by class visit activities, class observations and individual meetings, aiming to evaluate our performance in providing educational services to students, with the expectation that the progress of student learning quality increases significantly.

E. Strive for Completeness of Infrastructure

At SD Negeri 10 Betung, Banyuasin Regency, it is almost 90% good. Learning classrooms that are not balanced with the number of students result in learning activities held in the morning and during the day. This is in line with what was expressed by Rohani, S.Pd. when interviewed on June 26, 2020, in connection with the existing infrastructure at SDN 10 Betung in order to support the policy of improving the quality of student learning. School facilities and

infrastructure at SD Negeri 10 Betung, Banyuasin Regency are still incomplete and still need assistance from all agencies, such as the lack of classrooms for learning so that some study groups have to carry out lessons during the day. Meanwhile, learning during the day is less effective and students cannot participate in routine activities such as prayer and morning exercises together.

Although there is a shortage of classrooms for learning, it is not an obstacle for educators and education staff to be able to give their best and improve the quality of learning at SD Negeri 10 Betung. Limited facilities and infrastructure do not discourage the learning process but become the motivation for SD Negeri 10 Betung, Banyuasin Regency to be able to implement quality education and improve the quality of student learning.

The same thing was conveyed by Mrs. Hermiyana, a grade III teacher whose class schedule was held during the day, when interviewed on June 26, 2020. She explained that because of class limitations, the learning process was carried out in the morning and during the day, for that we really look forward to related agencies, especially the Department. Education and Culture of Banyuasin Regency in order to be able to build classrooms at SD Negeri 10 Betung, because usually students are more enthusiastic about learning in the morning when compared to studying in the afternoon.

F. Motivating

Learning quality is defined as the quality of learning activities carried out by teachers and students in classrooms and other places. While the quality of learning outcomes is the quality of learning activities that are manifested in the form of real learning outcomes achieved by students in the form of values. Learning quality is also a support for the success of this school education process. In this case, the quality of student learning supports the successful implementation of education. More and more. Both the quality of learning carried out in schools will also have a good educational output. This is in line with what was expressed by Rohani, S.Pd. as the Principal of SD Negeri 10 Betung, Banyuasin Regency regarding student learning motivation when interviewed on June 28, 2020. He explained that elementary school children now tend to be lazy to learn and choose to do other activities which they think are more interesting. Students who are lazy to study certainly have different reasons, some feel tired of lessons because their grades keep dropping, some don't have the enthusiasm to study, and some find it difficult to concentrate when told to study. The age of children is indeed vulnerable to new things such as the environment and new interactions, this is also one

of the factors why many elementary school children are lazy to learn.

The same thing was also conveyed by Umilah Abdul Karim, as a senior teacher at SD Negeri 10 Betung, Banyuasin Regency when interviewed on June 28, 2020 related to student learning motivation. There are many ways we can increase the spirit of student learning motivation in learning, for example, using methods and various teaching and learning activities, making students more active in class, creating a conducive classroom atmosphere, and also our concern for students (Renata et al, 2018; Salwa et al, 2019).

The same thing was also expressed by Ibu Ani when interviewed on June 28, 2020 as a motivator, the principal also motivated teachers to provide the best service for students in order to support the principal's policies in improving the quality of education. Observations and documentation studies of the principal in providing motivation to teachers of SD Negeri 10 Betung, Banyuasin Regency.

G. Providing Opportunities for Teachers to Attend Training

One of the ways to improve the quality of student learning is by providing opportunities for teachers to participate in training activities, work shops and seminars. Whether organized by the district, district, provincial or other related agencies. The more teachers participate in these activities, the knowledge and competence they will have will increase. This is in line with what was expressed by Rohani, S.Pd. as the Principal of SD Negeri 10 Betung, Banyuasin Regency when interviewed on July 2, 2020 regarding teacher training and education in improving the quality of student learning. He explained that to improve the competence of teachers, he always routinely gave them the opportunity and time to attend any KKG activities, training, seminars or trainings that could add useful insights to improve the quality of learning and the quality of education. The same thing was conveyed by Endah Palupi, S.Pd, as a grade II teacher at SD Negeri 10 Betung, Banyuasin Regency during an interview on June 29, 2020 related to teacher training and education in improving the quality of student learning. The training activities held by the education office are very meaningful to us, because with these activities we can share knowledge and information with colleagues of the same profession and also as a gathering place.

H. Giving Awards to Excellence Students

The awarding aims to provide motivation and suggestions to all students. This is a form of school appreciation to

students. Awarding outstanding students is not only for students who excel in academics but also non-academics. Student learning achievement supports the successful implementation of improving the quality of education. This is in line with what was expressed by Rohani, S.Pd, as the Head of SD Negeri 10 Betung, Banyuasin Regency when in an interview on July 3, 2020 regarding the awarding of students who have achievements in both academic and non-academic fields. He explained that every student has the potential to develop himself in achieving self and school achievements. Student achievements can be appreciated with school awards to motivate the achievements of all students in improving school achievement. Awarding outstanding students to motivate all students to achieve academic/non-academic achievements, hopefully the 2020/2021 school year student and school achievements of SD Negeri 10 Betung will continue at the district to national level.

I. Improving School Status

School accreditation is the process of evaluating and assessing the quality of an institution carried out by a peer team of experts based on predetermined quality standards, at the direction of an independent accreditation body or institution outside the institution concerned; the result of accreditation is an acknowledgment that an institution has met the predetermined quality standards, so that it is feasible to operate and administer its programs.

The School Accreditation process provides schools with a comprehensive framework for continuously improving student achievement and school effectiveness. School accreditation is a systematic and comprehensive school assessment activity through internal and external evaluation activities to determine school feasibility and performance. Accreditation can be seen as an instrument of self-regulation, with the intention that schools can understand their strengths and weaknesses; and based on the understanding of these strengths and weaknesses, schools can make continuous quality improvements.

Accreditation can also be seen as the result of an assessment in the form of formal certification of the condition of a school that has met certain service standards set by the government. In this point of view, there are schools that are accredited and not, with ratings of A, B, C and so on. Some physical documents that must be prepared in school accreditation include 1) content standards, 2) process standards, 3) graduation competency standards, 4) educator and education standards, 5) infrastructure and facilities standards, 6) management standards, 7) financing standards, 8) Standard assessment.

Based on documentation and interviews with the principal of SD Negeri 10 Betung, Banyuasin Regency, Mrs. Rohani, S.Pd, on July 4, 2020, she explained, in the context of school accreditation, educators and education staff at SD Negeri 10 Betung, Banyuasin Regency work extra, even they are sincere to working until late at night, he feels proud and grateful to Allah given the staff of teaching and education staff who always try to provide the best for schools, especially in preparation for school accreditation, and thank God in 2010 SD Negeri 10 Betung accreditation B is now 2020 accreditation A.

The same thing was conveyed by Mr. Harnoh, S.Pd as the PJOK teacher at SD Negeri 10 Betung, Banyuasin Regency and also as the head of the school accreditation team who interviewed researchers on July 5, 2020. He stated that school accreditation is not only the responsibility of the leadership but is the responsibility of answer together with all stakeholders in SD Negeri 10 Betung, with the togetherness and cohesiveness of all educators and education staff, God willing, we will be able to maintain the accreditation value that has been obtained, even be able to improve even better.

J. Seek for Teachers who have not been Certified

Law Number 14 of 2005 concerning Teachers and Lecturers defines that professional is a job or activity carried out by a person and becomes a source of life income that requires expertise, proficiency or skills that meet certain quality standards or norms and require professional education. Meanwhile, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal early childhood education, basic education, and secondary education.

As professionals, these heroes without services are expected to increase their dignity and role as learning agents and in turn improve the quality of national education. Recognition of the position of teachers as professionals is evidenced by an educator certificate obtained through certification. Teachers who have obtained an educator certificate are obtained through channels (1) Direct certification; (2) Assessment of the Porto Folio; (3) Teacher professional education and training; and (4) Teacher Professional Education is given a professional allowance of one basic salary, as an effort to improve the professionalism of teachers who are prosperous and competent.

The teacher certification process is not an easy and easy thing, but it is a long process that starts with administrative selection by the agency, following academic selection, following teacher professional education ending with a final

exam, if you pass an educator certificate will be issued. When the teacher's certificate has been issued, the teachers must re-enter the files to obtain a Director General's Decree to withdraw the professional allowance. Government support for teachers through professional allowances has actually been running for more than ten years. Although until now the existence of the professional teacher allowance has not been directly proportional to the improvement of the quality and professionalism of teachers or educators, the quality of education is very dependent on the quality of teachers who interact longer with children than their own parents.

To answer the challenges, criticisms and suggestions of the community, practitioners, academics, and bureaucrats, the Directorate General of Teachers and Education Personnel continues to make improvements and improvements in the implementation of teacher certification as an effort to create professional teachers according to the demands of the Teacher and Lecturer Law Number 14 of 2005. Professional allowances teachers can have an impact on increasing teacher competence and performance with the quality and results of the learning process of students as indicators of success. And the Minister of Education and Culture also hopes that some of the professional allowances can be invested in improving teacher competence and performance through training and independent learning programs.

Based on the results of interviews and documentation with the Principal of SD Negeri 10 Betung, Banyuasin Regency, he said that as the leader he had made every effort for the welfare of teachers, especially those related to obtaining teacher certificates. I have made efforts to teachers who have not been certified, for example seeking information from the education office. Currently in SD Negeri 10 Betung, Banyuasin Regency, there are 5 civil servant teachers who have obtained teacher certificates, while 2 people do not have educator certificates. Our hope is for teachers who have received this certification allowance to work professionally. The same thing was also conveyed by Mrs. Arma Diana, S.Pd. Class IV A teachers during an interview with researchers on July 16, 2020. Any information related to certification teachers is always quickly conveyed to us. In fact, whenever there is a matter at the Banyuasin Education and Culture Office, he always asks about the opportunity to take part in the certification teacher training. Our hope is for teachers who have received certification allowances, let us be an example for other civil servants as well as an example for teachers who are still not civil servants.

VII. CONCLUSION

Based on the analysis of observation data, documentation and interviews, it can be concluded that the principal has made efforts to improve the quality of learning of SD Negeri 10 Betung students with various kinds of policies, but there are still many obstacles and challenges faced by the principal in improving the quality of student learning, lack of education and training and teacher coaching in class management to improve the quality of student learning, lack of student interest and motivation to improve learning, weak skills in the IT field as the main support for improving the quality of student learning, the need for additional facilities and infrastructure to support learning implementation activities. Hopefully in the future all the supporting facilities that are still lacking at SD Negeri 10 Betung can be completed and realized by the Banyuasin Regency Office.

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