**Quality Management of School Education Based on School Principle Leadership Role, Teacher Professionalism, and Community Participation In East Kalimantan**

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**ABSTRACT**

Speaking of education, the first thing that come accross our minds is “school”. In this case school is a public organization that provides education services for the community in order to improve the quality of individual communities. Therefore, it becomes a natural thing when people demand the availability of “good school” which reflected the effectiveness of school performance concerned. This is where the quality of education management in schools requiring the role of school leadership, teachers’ professionalism, as well as optimal community participation. Grade or more commonly known as quality constitutes the picture of whole characteristic of goods or services that show its capacities in satisfying the needs of the users. With regards to education in schools, the quality of education always refer to the specifications of educational services in accordance with the purpose or benefit of education itself. That is why, it can be said that the success of an educational program organized by a school organization would be very difficult to achieve without the alignment of views between the principal, teachers and the community about the true meaning of education, and how should the educational process in the school is implemented. Therefore, as it should be the school leaders that in this case is the principal, teachers and communities will work together in an integrated way to implement each educational ideals to form the next generation of good quality in terms of knowledge, skills, and attitudes and moral.

**Keyword:quality of education, principals, community participation.**

**INTRODUCTION**

The existence of a principal at a school is like a captain on a ship, he is the controller and determines which direction the ship goes and anchors. Likewise, the school principal, he is the controller and determiner of where the school he leads moves and what targets it aims for The role of the school principal is so central that Mahardhani (2020) said that the school principal is the main key and is one of the most important strategic factors in developing quality schools.

Muspawi, et.all (2020) said that the success of achieving educational goals in a school relies heavily on a school principal's expertise in leading, with good leadership all the potential possessed by the school will move and develop according to the needs and developments of the times. The principal is a teacher who is appointed to occupy the highest structural position or principal at the

Yahya school (2021). In carrying out their duties, the principal must act professionally, namely carrying out duties in accordance with the main duties and functions as mandated by applicable regulations. Professional heads try to carry out their role as leaders well. Yuliani & Kristiawan (2022) A series of strategies that can be carried out to become a professional school principal are: 1). Obey the rules. 2). Taking the time. 3). Caring and responsive. 4). Utilization of IT. 5). Academic Assistance. 6). Innovative. says that leadership involves a process of social influence, in which case the intentional influence is exercised by someone on other people to structure activities and relationships within a group or organization. Becoming a professional school principal is the ideal achievement of a school principal's journey. Becoming a professional school principal is also a necessity, because many studies have proven that the principal's leadership influences various aspects in the world of education, such as Harso (2021). School principals are required to always be a figure who can mediate, make decisions and solve problems and can make himself as a source of information for the school community he leads.

Talking about education, the first thing that comes to mind is “school”. School in this case is a public organization that provides educational services to the community in order to improve the quality of the individual community itself. Therefore, it becomes a natural thing if the community demands the availability of "good schools" which is reflected in the effectiveness of the school's performance. As an educational institution, schools should place the nature of education as a priority for attention in its implementation, where education is interpreted as a human effort to develop their personality, both in terms of physical, intellectual and mental development in accordance with the values in society and culture in a sustainable manner. , so that maturity and independence are formed to live in the midst of society. This means that education is a process to develop and shape the character and personality of students.

Within the school environment, this ideal function of education will never be formed without harmony in the views and understanding of various parties on the meaning and meaning of the educational process itself, both from the government, school administrators (especially school leaders and teachers), and the community, especially parents. student parents. The view that the educational process applied in the school environment is aimed at building intellectual abilities, training skills, and fostering students' spiritual, social, and moral attitudes needs to be understood as an inseparable unit. This is actually the target of the educational process in schools that must be aimed at and achieved, and its success will be demonstrated by the ability of its graduates to master knowledge and skills as well as the formation of attitudes and behaviorthat are in harmony with the values and norms instilled.

In fact, until now not a few of our people have the notion that the success of an educational process can be seen from the high scores (numbers) obtained by students as reports on their learning outcomes. This value seems to be an indicator of the success or failure of an educational process followed by students at school. This public perception eventually becomes a demand for education providers in schools to be able to provide value to students as a result of their learning in accordance with the demands of society, especially parents of students. The question now is whether education providers in schools must provide learning outcomes to their students only by considering one aspect/competence that stands out from them? This is where education quality management in schools demands the leadership role of the school principal, teacher professionalism, and optimal community participation.Education Quality.

Quality or more often referred to as quality is an overview of the overall characteristics of goods or services that demonstrate their ability to satisfy the needs of the user. With regard to education in schools, the quality of education always refers to the specifications of educational services in accordance with the goals or benefits of education itself. The meaning of the quality of education is the users of educational services, however, it does not mean that the quality of education does not have standards. The specifications for education services in schools are always guided by the education standards set by the government.

In article 1 paragraph 1 PP No. 32 of 2013 emphasized that "National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia". The scope of education standards contained in the government regulation includes eight standards, namely content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards (article 2 paragraph 1 ) (Republic of Indonesia, 2013).

In practice, the implementation of education, especially basic education in Indonesia which has implemented a decentralization system of education in which district/city governments have the obligation and authority to administer education services, has been regulated in Permendiknas No. 15 of 2010 with changes in Permendikbud No. 23 of 2013 as a benchmark for the performance of basic education services through formal education channels organized by districts/cities (Ministry of National Education, 2010). This regulation was issued as an effort to provide minimum education services for the community which of course needs to be managed as well as possible by each district/city government, including by each basic education unit (SD/MI and SMP/MTs) itself so that these educational services continue to provide high quality of service for the community even in the most minimal conditions.

**School Based Management**

With regard to autonomous school management through School Based Management, (Darmaji et al., (2019)) stated:

...SBM is local capacity-building operating within an external framework. While SBM has a structural element, it is a culture that is the primary agent of change, i.e., a culture that focuses on that of continuous improvement. It is when SBM contributes to the local problem solving and mobilization of effort by all stakeholders that it succeeds. (SBM is local capacity building driven by an external framework. When SBM has a structural element, it is a culture that is the most important agent of change, such as a culture focused on continuous improvement. This is where SBM plays a role in contributing to local problem solving. and mobilize all forces by involving stakeholders to achieve success)

From this opinion, it is clear that school-based management (SBM) contributes to solving problems by mobilizing all school stakeholders. This means that SBM is a systematic decentralization mechanism with regard to authority in managing education in each school to improve the quality of its graduates.

As a strategic paradigm, School Based Management (SBM) is seen by Masrukhi, (2020). as a systematic decentralization of authority and responsibility to schools to make decisions significantly related to the implementation of the achievement of educational objectives, policies, curricula, standards and accountability frameworks in the schools concerned. Therefore, this management requires appropriate organizational tools, including expanding school partners with other sectors (community leaders, the private sector, and NGOs that are expected to support school programs), redefining patterns of relationships between partners, strengthening networks between systems and between schools. , clarifying the duties and functions of each function and actor in the system, setting limits on the accountability authority of each actor, creating implementation tools, fulfilling information needs for schools, and distributing authority, responsibility, and resources to the sub-ordination level

The SBM model is implemented in various educational institutions, including elementary and junior high schools with the aim of realizing better work procedures in increasing the efficiency of resource use and staff assignments; increasing the professionalism of teachers and education personnel in schools; bring up new ideas in curriculum implementation, use of learning technology, and use of learning resources; as well as increasing school autonomy which is marked by the high quality of community and stakeholder participation; so that each element can play a role in improving the quality of schools.

The most essential thing from this management model is what Sulhan said, (2015). as "back to basic education" where education is a process of instilling positive human values, so that education can create consistent relationships between families, schools, and society. The involvement of these three components will mean nothing if the decisions taken in the implementation of education in schools do not make the learning climate better and of higher quality. Therefore, every policy taken must be able to produce various changes that can increase teacher job satisfaction, especially when the teacher plays a more decisive role than just giving advice, so that in the end it can realize an increase in the quality of graduates.

The SBM concept in practice describes the characteristics of school management autonomy and independence which refers to the need to pay attention to the condition and potential of the school. In this case, school autonomy forms a strong commitment in making educational decisions in schools from all elements related to the school concerned, namely school personnel, institutions related to schools, students, parents, and the wider community. Autonomy here shows the complementary roles of professionals, parents and society in meeting the demands for quality education in global competition. The SBM concept does not make schools "selfish", but makes schools more independent, innovative and creative.

Starting from the hope for change, it is deemed necessary to build a school management system that is able to instill basic skills in students through the concepts of independence, autonomy and school empowerment as a form of educational reform that redesigns and modifies structures to empower schools in improving quality. education. In this regard, school-based management (SBM) is one of the school management programs that is expected to improve the quality of national education. Based on the government policy mandate contained in Law Number 20 of 2003 article 51 paragraph 1 where it is stated "Management of early childhood education units, basic education and secondary education is carried out based on minimum service standards with the principle of school-based management ...", SBM in Indonesia is prioritized on three pillars, namely management, PAKEM (Active, Creative, Effective, and Fun Learning), and community participation (Republic of Indonesia, 2003).

The implementation of SBM (figure 1) covers at least seven areas of management, namely: (1) curriculum and learning management, (2) learner management, (3) educator and education staff management, (4) financing management, (5) management facilities and infrastructure, (6) management of school and community cooperation, and (7) management of school culture and environment.

Figure 1. School-Based Management System Scheme (Ministry of Education and Culture, 2013:18)

The management of these seven areas is carried out professionally through four school management processes in order to produce a quality school management unit. The process in question is the process of planning, organizing, implementing, and controlling. Through this process, school management performance will be able to improve the quality of the school concerned.

**Principal Leadership Role**

Efforts to improve the quality of school management performance is a must. The performance of school management needs to be continuously fostered in order to deal with the development of knowledge and technology which continues to grow rapidly and the demands of the ever-changing social life of society. The implementation of this guidance is the responsibility of the government, teacher organizations, school principals, and most importantly the teachers themselves.

The principal has the task of managing the implementation of education in schools in order to achieve educational goals. So to achieve all of this, a school principal is required to be able to explore and utilize all school resources to achieve school goals. The main function of the principal in terms of implementing school resource management, especially the teacher as the backbone of the student learning process, management of its resources will have a direct impact on achieving the goals of the school itself

This is where the principal as a leader is seen as a person who has skills and strengths, especially in the field of education, so that he is able to influence other people to jointly carry out certain activities in order to achieve educational goals in the school he leads. Considering that the school principal is one of the school's inputs that has duties and functions that greatly influence the ongoing schooling process, a tough school principal is needed, namely a school principal who has the characteristics/competencies that support his duties and functions in running the school organization. That is why, the government through Permendiknas No. 13 of 2007 has established a number of qualifications that become the standard for someone to become a school principal (Ministry of National Education, 2007).

**The Role of Teacher Professionalism**

As stated earlier that the criteria for an effective school show distinctive characteristics that correlate with student learning success, as stated by Silfia, (2020), there are seven distinctive characteristics that become criteria for an effective school, namely clarity of school mission, high expectations of success , leadership in learning, opportunities for students to learn and carry out assignments, a safe environment, positive relationships between schools and students' families, and the frequency of monitoring student progress. Leadership in learning as one of the seven criteria for school effectiveness is inseparable from the role and function of the teacher as part of a professional educator who has the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, especially at the educational level. elementary and intermediate. Here, the teacher is the character who gets along the most with other components in the school environment, especially with their students. The teacher is in charge of planning and carrying out the learning process, assessing learning outcomes, conducting guidance and training, conducting research and studies, and opening communication with the people of Sofat, (2020).

Thus, it can be said that when viewed from the roles, functions, and responsibilities, the teacher's position can be categorized as a professional position, in this case, Omstein, et.al. in Sofat, (2020: 7) outlines the meaning of profession as:

1. Tasks undertaken as a career that will be carried out throughout life.
2. Prior to carrying out work, certain knowledge and skills are required, requiring special training within a certain period of time, and not everyone can freely do it without following adequate preparation.
3. Have autonomy in making decisions related to their duties, not regulated by other parties even from their superiors.
4. Take responsibility for everything that results from the professional decisions they take.
5. Having a commitment to positions and clients, and carried out using clear and easy administration.
6. Having professional organizations and associations which are fully self-governed by their members.
7. Has its own code of ethics to help provide convincing real explanations to clients or the general public; And
8. Have a high social status and salary when compared to other positions.

That is why, in the education system in Indonesia, the government has stipulated, "Teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals" (Law Number 14 of 2005 article 8), where "Academic qualifications as referred to in article 8 are obtained through higher education in undergraduate programs or four-diploma programs" (UU No. 14 of 2005 article 9) (Republic of Indonesia, 2005).

With the establishment of this teacher qualification standard, it is hoped that teachers will become professional figures who are holistically at the highest level in the national education system. So that in addition to teaching and guiding their students, providing assessments of student learning outcomes, preparing the necessary learning administration, and other activities related to learning, the teacher also always strives to improve and develop the scientific insights that become his authority..

**The Role of Community Participation**

The term participation implies participation, in which a number of people take part in an activity. In this case, there are several important elements included in the concept of participation, including: First, the participation that is studied is not only physical participation but also thoughts and feelings (mental and emotional). Second, participation can be used to motivate people who contribute their abilities to group situations so that their thinking abilities and initiatives can emerge and be directed towards group goals. Third, participation implies that people participate and are responsible for organizational activities. This shows that the higher the individual's sense of psychological involvement with the task assigned to him, the higher the sense of responsibility of a person in carrying out the task.

In addition, things that need to be understood in relation to community participation in a development activity, including the development of human resources through the education process in schools, are that: Community involvement in a program will vary, depending on the type of involvement which can be divided into five types , namely the participation of ideas, participation of energy, participation of property, participation of skills or skills, and social participation. From these various kinds of participation, schools are expected to empower them as optimally as possible, so that community participation in improving the quality of education in the schools concerned can be realized. Therefore, it is very important for schools to play an active leadership role in promoting school programs through the active participation of parents and the community. In this case, there are several things that need to be considered in seeking parental and community participation in the success of educational programs in schools, including:

1. Establish effective communication with parents and the community.
2. Involve the community and parents in the school program. The adage "It's not fun if you don't know it" also applies in this regard. Therefore schools need to introduce their programs and activities to the community by involving them in various activities such as implementing social programs, conducting dialogue in the context of improving community education, and so on.
3. Empower school boards. The existence of the School Council will be decisive in the implementation of educational autonomy in schools. Through the School Council, parents and the community participate in planning, implementing and supervising the management of education in schools.
4. Through efforts to empower community and parent participation in supporting school programs, efforts to improve the quality of education in schools can be optimized.
5. Definition of a School Principal A school principal according to the Big Indonesian Dictionary (Depdiknas, 2005: 549) is a person (teacher) who leads a school, or is also called a head teacher. Wahjosumidjo (2020) said that a school principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons. Asmani (2020) said that a school principal can be defined as the leader of a school or an institution where students receive and provide lessons. Yahya (2021) said that a school principal is a teacher who is appointed to occupy the highest structural position or principal in a school.

Based on these explanations, the author can conclude that the definition of a school principal is a teacher who is appointed and formally assigned to be the leader of a school to empower and lead school resources in order to improve the quality of the school.

**Main Duties and Functions of the School Principal**

The main duties of school principals are explained in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 6 of 2018 chapter 6 article 15 as follows: (1) The principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development and supervision of teachers and educational staff. (2) The school principal's workload as referred to in paragraph (1) aims to develop schools and improve school quality based on 8 (eight) national education standards. (3) In the event that there is a shortage of teachers in an educational unit, the Principal can carry out learning or mentoring duties so that the learning or mentoring process continues in the educational unit concerned. (4) School principals who carry out learning or mentoring tasks as referred to in paragraph (3), the learning or guidance tasks are additional tasks outside their main tasks. (5) Workload for school principals assigned to Indonesian Overseas Schools (SILN), apart from carrying out the workload as intended in paragraph (1) and paragraph (3), also carries out the promotion of Indonesian culture. There are various duties and responsibilities of the principal in managing the school.

According to Lazaruth Soewadji (2022), the principal has the task and responsibility for developing every quality of the school, through coaching students, teachers and other staff members. We can see what is further explained, that educational leaders as school principals must be able to interpret the aspirations and desires of their subordinates, so that what is hoped for together can be achieved. Educational leaders are also obliged to always provide guidance, which means trying to ensure that management, assessment, guidance, supervision and development of education can be implemented better (Wahjosumidjo, 2020). The complete and different nature of education creates the role of the school principal in realizing the achievement of very fundamental educational goals. So it can be concluded that the success of the school principal is identical to the success of education. The principal can be said to be successful and it can also be seen from the progress and development of the school he leads.

Maghfiroh (2020) stated that the duties of school principals as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM) can be shortened to 3 main elements, namely: 1). The principal as a manager includes functions as an administrator and supervisor. 2). The school principal as a leader includes the functions of innovator and educator. 3). The principal as an educator. Authority and Responsibilities of School Principals Maghfiroh (2010) explains that the authority of school principals includes 7 areas, namely: 1). Academic fields that are related to the teaching and learning process both outdoors and indoors at schools or madrasas. 2). School finance and administration. 3). Student affairs field. 4). School supplies and school buildings sector. 5). Personnel field. 6). Lesson equipment area. 7). Community and school sectors.

Obligations of School Principals Dedy Mulyasana in Nurmadiah (2021) summarizes the obligations of school principals as follows: 1) Elaborating the vision into a quality target (quality) mission. 2) Develop targets and objectives to be achieved. 3) Assess the school's opportunities, challenges, weaknesses and strengths. 4) Form an annual work plan and strategic work plan to implement quality development. 5) Be responsible when making school funding decisions. According to Jelantik (2020) As a leader who determines the dynamics of the school towards progress in all fields and the gateway to success in life. On the one hand, emotional, intellectual, social, spiritual and skills have a significant influence on leadership methods. Likewise, the authority and relevance of communication as well as depth of knowledge and breadth of mind bring changes in managing schools. Therefore, school principals are required to always be able to mature their skills, emotional, social, intellectual, spiritual and skills. Being able to continue education up to a higher level of education, social organization and diligent worship are the keys to success for a leader so that his leadership can have meaning and his leadership will not only bring formal change but there is a culture that can be embedded in behavior.

Principles of school principals Fullan (2022) states that there are five principles that must be upheld by school principals, namely: 1) Orientation towards achieving goals. 2) Implementing participative leadership by developing the role of educators in making decisions. 3) Must be a leader who can generate new ideas by increasing self-confidence by expanding actions that can encourage change. 4) Can provide confidence so that a perception arises from educators that the school principal supports work activities. 5) Expand collaboration between educators either through formal or informal interactions.

Mada Sutapa (2021) explains that school principals create effective communication applying the following principles: 1) Human relations principles. The principal as a leader often contacts or interacts with other people and attempts to build effective communication with teachers, staff, students and related stakeholders. 2) Principles of building relationships. The principal as a leader must be creative and innovative (able to find new ideas) in managing relationships with staff, teachers, students, especially in terms of providing motivation.

Mulyasa (2019) states that the attitudes and behavior or code of ethics that school principals need to have are as follows. 1) Has responsibility for the position entrusted to him. 2) Have a high level of concern and commitment to achieve something meaningful while occupying his position. 3) Enforce time discipline with full awareness that discipline is the key to success. 4) Carry out each task and activity with full responsibility, and always be clear about the meaning (value) of each activity in relation to improving the quality of graduates.

**Principal competency**

Competence according to Gilmore and Carson (2022) is an individual's ability to use skills and knowledge to achieve effective performance. Individual characteristics that are causally related to the highest performance are called competencies, situations or effective reference criteria.

Purba (2020) explains that the competence of school principals can be seen in the following things: 1). Demonstrates willingness and ability to do a job; 2). Having the ability, skills, knowledge, authority and skill in doing things shows the characteristics of competent people; 3). Demonstrate rational performance to achieve goals and provide satisfaction based on conditions.

Juliantoro (2021) said that as a top leader the school principal has the power, authority and competence to be able to develop and manage employees professionally. Therefore, school principals should have school competence as managers, as leaders, as educators, as administrators, as creators of a work climate, and as supervisors. Strategies for becoming a professional school principal.

According to Zulkifli (2020), several things you can do to become a professional school principal are that you must understand or understand comprehensively your managerial abilities and performance in the context of leading a school so that the school can have a cultural nuance that is in line with community development.

Solihin (2022) explains that there are 7 things you can do to become an inspirational school principal, namely: 1). Having noble character; 2). Intelligent; 3). Have a forward view; 4). Have a creative soul; 5). Firm and disciplined; 6). Humanist; 7). Have integrity.

Based on the explanations of various experts, the author can say that the strategies for becoming a professional school principal are: 1). Obey the rules. Namely, actions and works are always guided by the rules set by the state, regional government and the school's own rules. 2). Taking the time. Namely, being a person who can devote a lot of time to his school, interacting, collaborating and working with teachers, students and other school residents to do positive things for the progress of his school; 3). Caring and responsive. Namely, it can help teachers' work in interpreting big ideas from vision and mission statements in the practice of implementing daily teaching and learning activities.

Teachers can do creative things, but not because they are creative people, but because there is a principal who is willing to step in if a problem occurs or he is wrong. The principal also cares and is quick with the students, and the problems faced by the students are quickly responded to positively. Likewise with other school residents, the principal shows concern and responds quickly to the various problems they face; 4). Utilization of IT. Namely, seeking easy and cheap internet presence in schools, internet facilities that can be used for various school purposes, such as being able to organize and change schedules, staffing, budgeting and other existing structures in a concrete, tangible, productive and strategic manner. This includes carrying out various digital-based activities and work, so that school-related information can be conveyed to the public quickly; 5). Academic Assistance. Namely creating academic pathways to support students to succeed based on their unique interests, skills and talents. Both connecting vocational and professional initiatives and partnerships, internships, as well as those that will help develop schools into innovative, creative and competitive schools; 6). Innovative. Planting and growing innovation successfully and anticipating problems that may arise suddenly in the process of transforming change towards a better direction.

**CONCLUSION**

Based on all the descriptions regarding the leadership role of the school principal, teacher professionalism, and community participation in improving the quality of education in this school, it can be concluded that basically the success of an educational program organized by a school organization will be very difficult to achieve without an alignment of views between school principals., teachers and the community about thetrue meaning of education, and how the educational process in schools should be carried out.Therefore, school leaders, in this case, are principals, teachers and the community work together in an integrated manner in realizing every educational goal to form quality next generations in terms of knowledge, skills, attitudes and morals.

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