

## The Evaluation of The Principal's Performance in Improving Teacher Performance

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### KEYWORDS

Evaluation; Principal;  
Performance; Teacher

### ABSTRACT

This research aims to determine the performance of school principals and how it influences teacher performance. This research is evaluation research with a discrepancy model and a research approach using descriptive qualitative. The subject of this research is SD Negeri 02 Kumpulrejo Salatiga. Data collection techniques use qualitative data collection techniques through interviews, observation, and documentation. Data triangulation uses technical triangulation and source triangulation. Technical triangulation was carried out through interviews, documentation studies, and observations. Source triangulation was carried out by matching the results of the principal's interview with the results of interviews with teachers, supervisors, and school committees by providing the same question instrument. The data analysis technique consists of three activity streams, namely data reduction, data presentation, and conclusion. The results of the research show that from each stage in the discrepancy evaluation model, namely the design, installation, process, product, and cost-benefit stages, it is stated that the principal's managerial performance has met the standards of adequacy, suitability, and fairness. So it can be concluded that the principal has been able to carry out his managerial competencies well.

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### 1. Introduction

School principals have an important role in creating a good synergy between school stakeholders to create good school quality. The leader in a school has a role in improving the quality of the excellent schools in society (Enas, 2018). According to the Minister of Education and Culture Regulation number 6 of 2018, "Kepala sekolah bertanggung jawab atas penyelenggaraan kegiatan pengajaran, pengelolaan sekolah, pembinaan guru lainnya serta penggunaan dan pemeliharaan sarana dan prasarana" or in English it means principals are responsible for teaching activities, school management, coaching other teachers and the utilization and maintenance of facilities and

infrastructure. Hamzah, Syafrianti, Susanto, Wismanto, & EM (2023) states, that as leaders, principals can promote teachers' effectiveness responsibly and carry out tasks with great commitment.

To be able to play this important role, there needs to be good cooperation from stakeholders (Susandi, Dwidarti, Setiawan, Fadilah, & Marwan, 2022) . Stakeholders are individuals or groups of individuals who have an important interest in the success of the organization in achieving its goals (Hartawan, 2020). The synergy between stakeholders is a key success factor for a school (Arya & Saprialman, 2023); (Susanti, 2021).

Given the enormous role carried out by school principals, it is highly expected that school principals have good competence. Pianda (2018) define that the basis of competence is knowledge and abilities, which are strengthened by work attitudes and their application in tasks and workplaces, it is also connected to predetermined work needs. Competence is one of the most important elements that a person must have to carry out job duties properly (Santiari, Sunu, & Dantes, 2020). To achieve the desired quality of education facilities in schools, it can be concluded that the principal's capacity includes knowledge, skills, and core values that are always expressed through the way they think and act (Pratama & Giatman, 2023). This helps principals to be competent and steadfast in carrying out their duties (Jaya, 2022).

By the Regulation of the Minister of National Education (Permendiknas) of the Republic of Indonesia No. 13/2007 on School/Madrasah Principal Standards, a person must have general and specific qualifications, as well as the necessary competencies, to be appointed as a principal. Regulation of the Minister of Education, Culture, Research, and Technology (KemendikbudRistek) No. 40 of 2021 on the Assignment of Teachers as Principals states that the principal's workload is to carry out the main tasks of Managerial, Entrepreneurial Development, and Supervision to teachers and education personnel (Putri & Wibowo, 2018).

The principal's role in improving teacher effectiveness is to ensure that the education process is effective and efficient, thus teachers must have adequate technical and content expertise. However, when examining the content of each type of competency, as experts say, becoming a qualified teacher is not easy, but the implementation and improvement of teacher competencies requires serious and responsible work.

Research conducted by Wakini, Yanti, Demina, & Marsidin, (2021) entitled Analysis of Principal Communication Skills to Improve Teacher Effectiveness states that school principals must have several skills, including 1) Principals must have good communication skills, both oral and written. 2) In coordinating tasks, the principal must be able to manage vertical, horizontal, and diagonal communication with the school. All these abilities can help teachers perform better in the classroom. Zhahira, Shalahudin, & Jamilah (2022) conducted a study entitled "Principal Management Capacity to Improve Teacher Performance". The findings of this study indicate that there are still many problems and obstacles related to the administration and use of secondary school principals.

Based on the research above, shows that there are still some principals who have not shown good managerial competence. There are currently some principals who perform poorly. Based on interviews conducted with primary school supervisors in the Argomulyo sub-district, many principals should not be appointed as principals because they do not have the competencies, achievements, and track records that would allow them to be appointed as principals. A strong principal can drive the quality of the institution forward (Ulfathmi, Arafat, & Setiawan, 2021); (Rafid & Tinus, 2019).

Based on the introduction, the problems faced in the performance of principals at Kumpulrejo 02 Salatiga State Elementary School come from several factors, which are human resources, facilities, and infrastructure. From the human resources factor, the principal found that there are still teachers who still have a narrow mindset which makes it difficult to develop and innovate. Principals also still find it difficult to involve parents in the implementation of the principal's performance. Meanwhile, the facilities and infrastructure are still inadequate for some existing facilities. The results of the PKKS of SD Negeri Kumpulrejo 02 Salatiga are good, and the Education report card provides suggestions that the principal needs to improve the quality of teachers. Moving from this condition, the purpose of this study is to evaluate the performance of the principal of SD Negeri Kumpulrejo 02 Salatiga towards teacher performance. The research objectives are to analyze the design, installation, process, product, and cost-benefit of the principal's performance on the quality of education in SD Negeri Kumpulrejo 02 Salatiga.

## 2. Materials and Methods

The research method of this study is the evaluation method of performance. The discrepancy evaluation model takes into account the assessment criteria by applying the "Prinsip 3K" (Kecukupan, Kesesuaian, dan Kewajaran), or in English it is sufficiency, suitability, and reasonability. What is meant by adequacy in this study is what and how is done in such a way that it is sufficient, fulfills, or supports the necessary conditions. Meanwhile, suitability means that what and how is done is appropriate/relevant/consistent with the needs. Reasonableness means that what and how is done is simple, clear, and logical. Performance evaluation is an evaluation carried out systematically that determines employee work results and organizational performance (Setyaningrum, 2022). The approach used in this research is a qualitative descriptive approach. The research will be conducted at SDN Kumpulrejo 02 Argomulyo Salatiga, located on Jl. Ngemplak - Kumpulrejo, Kumpulrejo, Kec. Argomulyo, Salatiga City, Central Java Province. The sources of the research data are the head teacher, two teachers, the principal of the school being researched, and the school supervisor. The data collection techniques used in this research are through interviews, observation, and documentation (Elly & Soraya, 2020).

## 3. Result and Discussion

The results of the study are as below:

**Table 1. Sufficiency Evaluation Standard**

No	Evaluated Contents	SD Negeri Kumpulrejo 02
<b>Design</b>		
1	Vision	The principal sets the managerial vision as sufficiently supportive of the national education vision and defined according to the ideals or expectations for the future of the learners and school community
2	Mission	The mission set by the principal is sufficient to support the achievement of the school's vision
3	Goal	The goals set by the principal are sufficient to support the school's vision and mission
4	Objective	The activities designed by the principal are quite helpful in achieving school objectives

No	Evaluated Contents	SD Negeri Kumpulrejo 02
5	Target	The targets designed by the principal are quite supportive by adjusting to the achievement of the school's vision
6	HR	The school's human resources are sufficient to support the achievement of the school's vision
7	Budget	The use of the budget set by the principal is quite supportive in achieving the school's vision through the implementation of school activities
<b>Installation</b>		
8	Socialization to Teachers	The socialization of each program has been sufficiently carried out to support the process of communicating the program thus forming a good teamwork
9	Sosialisasi to Committees	The socialization of school activity programs has been sufficiently conducted by the committee to support the school communication process so that it receives good support from the school committee and parents
10	Arrangement of School Organizational Structure	The organizational structure has been quite supportive in enabling teachers and schools to specialize their work more efficiently
<b>Process</b>		
11	Coordination	The coordination that has been carried out by the principal is quite supportive in increasing the unity and trust of each school stakeholder
12	Implementation	The implementation of school activities is quite supportive of achieving the vision set by the school
13	Problems/Barriers	The problems/barriers experienced by the school principal are not considered to be too much of a problem in supporting the achievement of the school's vision
14	Solution	The solutions set by the principal are quite supportive in resolving any problems/barriers experienced by the school.
<b>Product</b>		
15	Effectiveness	The effectiveness of the products set by the principal is quite supportive and in line with the school's vision and mission
16	Quality	The quality of the product that has been determined is sufficient to support the achievement of the school's vision of realizing students who have good competencies
<b>Cost Benefit</b>		
17	Efficiency	The cost-benefit that has been determined by the principal is sufficient to support the achievement of the school's vision considering the efficiency of several related factors
18	Benefit for Students	Each program that has been set by the principal is sufficient to support the achievement of the school vision so that it provides good benefits for students
19	Benefit for Teachers	Every program that has been set by the principal is sufficiently supportive in achieving the school's vision so that it provides good benefits for teachers
20	Benefit for Parents	Every program set by the principal is sufficient to support the achievement of the school's vision so that it provides good benefits for parents
21	Benefit for Society	Every program that has been set by the principal is quite supportive in achieving the school's vision so that students can have a good impact on society

**Table 2. Suitability Evaluation Standard**

No	Evaluated Content	SD Negeri Kumpulrejo 02
<b>Process</b>		
1	Vision	The principals' managerial vision is relevant to the national education goals and the situation of education problems in the school
2	Mission	The mission set or design is relevant to the achievement of the school's vision and adapts to the situation of educational problems in the school
3	Goals	The goals set by the school are relevant to the school's vision and mission and adjust to the school's characteristics and specialty
4	Objectives	The activities designed by the principal are relevant to the school's objectives and adjust to the conditions and circumstances of the school
5	Target	The targets designed by the principal are relevant to the achievement of the school's vision
6	HR	The school's human resources are relevant in achieving the school's vision
7	Budget	The use of the school budget is relevant in achieving the vision through the mission of the school
<b>Installation</b>		
8	Socialization to Teachers	Socialization to teachers is relevant to each activity program thus each teacher understands the activity program plan that will be carried out
9	Sosialisasi to Committees	Socialization to the committee is relevant to the program that involves the committee
10	Arrangement of School Organizational Structure	The arrangement of the organizational structure is relevant to the abilities and expertise of each teacher
<b>Process</b>		
11	Coordination	The coordination that the principal has done is very relevant to every program that the school conducts
12	Implementation	The implementation of the activities carried out is relevant to the achievement of the vision set by the school
13	Problems/Barriers	Problems/barriers that are relevant in achieving the school vision are not designed to reduce the consistency in achieving the school vision
14	Solution	The solutions that have been determined by the principal are considered relevant in resolving any problems/barriers experienced by the school.
<b>Product</b>		
15	Effectiveness	The effectiveness of the products set by the principal is relevant to each program in achieving the school's vision and mission
16	Quality	The quality of the product that the school wants to achieve is relevant in realizing students who have good competencies
<b>Cost Benefit</b>		
17	Efficiency	The cost-benefit set by the principal is relevant between the goals to be achieved and the price to be paid by the school

No	Evaluated Content	SD Negeri Kumpulrejo 02
18	Benefit for Students	Every program set by the principal is relevant in achieving the school's vision and thus provides good benefits for students
19	Benefit for Teachers	Every program set by the principal supports the achievement of the school's vision and thus provides good benefits for teachers
20	Benefit for Parents	Every program set by the principal supports the achievement of the school's vision and thus provides good benefits for parents
21	Benefit for Society	Every program set by the principal is relevant to achieving the school's vision and thus students can have a good impact on the community

**Table 3. Reasonability Evaluation Standard**

No	Evaluated Contents	SD Negeri Kumpulrejo 02
<b>Design</b>		
1	Vision	The description of the principal's vision is clear, logical, and measurable
2	Mission	The school mission is set reasonably based on existing conditions so that it is clearly understood and logical in achieving the school vision
3	Goals	The objectives set are reasonable so that they are simple, clear, and logical according to the conditions and characteristics of the school
4	Objectives	The objectives that the school wants to achieve are reasonable and simple so that they can be understood clearly and logically
5	Target	The targets set by the principal are simple, clear, and logical
6	HR	HR determination/selection has been done reasonably so that it can be understood simply, clearly, and logically
7	Budget	The budget is prepared reasonably so that it can be used reasonably
<b>Installation</b>		
8	Socialization to Teachers	The socialization process for teachers has been done simply, clearly, and logically to give teachers a good understanding
9	Sosialisasi to Committees	The socialization process to committees and parents has been done simply, clearly, and logically to give teachers a good understanding
10	Arrangement of School Organizational Structure	The organizational structure has been made simple, clear, and logical to make it easier for teachers to understand each task carried out by teachers
<b>Process</b>		
11	Coordination	The coordination carried out by the principal has been done simply, clearly, and logically and focused on the purpose of the coordination
12	Implementation	The implementation of school activities has been done simply, clearly, and logically according to the school's circumstances
13	Problems/Barriers	Obstacles are clearly and logically examined so that solutions can be found

No	Evaluated Contents	SD Negeri Kumpulrejo 02
14	Solution	The solutions that have been determined by the principal are simple, clear, and logical and are directed at resolving any problems/barriers experienced by the school.
<b>Product</b>		
15	Effectiveness	The effectiveness of the product that the school wants to achieve has been made simple, clear, and logical according to the school's conditions
16	Quality	The quality of the product that the school wants to achieve has been achieved simply, clearly, and logically in line with the school's vision
<b>Cost Benefit</b>		
17	Efficiency	The cost-benefit that has been determined by the school principal is described in a simple, clear, and logical manner between the objectives to be achieved and the price to be paid by the school thus meeting the efficiency criteria
18	Benefit for Students	Every program set by the principal is explained simply, clearly, and logically to achieve the school vision that benefits the students
19	Benefit for Teachers	Every program set by the principal is explained simply, clearly, and logically to achieve the school's vision that benefits the teachers
21	Benefit for Parents	Every program set by the principal is explained simply, clearly, and logically to achieve the school's vision that benefits the parents
21	Benefit for Society	Every program set by the principal is explained simply, clearly, and logically to achieve the school's vision that enables students to have a good impact on the community

## Design

The vision set by SD Kumpulrejo 02 is the basis for the principal in developing programs/activities. The principal's managerial vision is relevant to the national education goals and the situation of education problems in the school (Haryono, Amrullah, & Surah, 2020). The formulation of the principal's vision has met the indicators of adequacy in terms of educational quality achievements, teacher and student activities, and the conditions that must be created. The school's vision is in line with the vision of national education in the formulation of objectives in Law no 20 of 2003 concerning the national education system which states that the purpose of national education is to develop the potential of students, faith, and devotion to God Almighty, noble character, healthy, knowledgeable, capable, creative, and is an independent, democratic and responsible person. The description of SD Kumpulrejo 02's vision can be easily understood within the framework of education management. This is very meaningful in supporting the parties in realizing the principal's programs and plans.

## Installation

Assessing sufficiency, the principal's outreach program assesses how well the program proposed or implemented by the principal is implemented and understood by all members of the school community (Mulyani & Sjamsuri, 2019)a. This evaluation aims to ensure that the principal's communication about the program is effective and reaches all members of the school community and



to ensure optimal support and understanding of the program. Mutiara Sukma (2023) in her research "Principal Management in Improving Teacher Performance at SMP Negeri 3 Cepu" states that conducting program evaluation can improve teacher performance at SMP Negeri 3 Cepu.

The criteria for the adequacy of the principal's performance socialization help assess the extent to which principals succeed in socially communicating their vision, policy, or work plan to the entire school community. The principals' socialization sufficiently involved teachers, staff, parents, and even the community so that a good relationship with them was built and they received support. The principal's socialization to teachers, and committees (parents) was by the program to be implemented by the principal involving each party. In the socialization process, it can be easily understood by all related parties because it is explained simply, logically, and clearly.

### **Process**

Adjusting school performance through coordination involves various actions and strategies, which aim to ensure that various aspects of the school run smoothly and are well coordinated. In the implementation of activities, the principal is sufficient in coordinating with various related parties and problems often arise. The principal can provide solutions that are relevant to the problems in the activities (Sudrajat, 2023). The solutions provided by the principal are also not excessive. Principals provide simple, clear solutions that can be understood by all parties.

The work environment, work motivation, and teacher quality are also significantly influential in the process of the success of the quality of school education. This is in line with the results of research by Assabana & Ahsan (2023) in his research entitled "The Impact of Principal Performance in Improving the Quality of Educators at Sma it Al Multazam 2 Linggajati Kuningan". The research findings show that, overall, the principal's actions are very good and meet the objectives and criteria that have been set. Based on these findings, it can be concluded that the principal plays an important role in improving the quality of educators to improve the process of the quality of school education.

### **Product**

The effectiveness of school leaders' performance results can be measured using several indicators that reflect the positive impact achieved. The quality of graduates produced by SD Kumpulrejo 02 school has met the adequacy standards based on the targets that the school wants to achieve. This cannot be separated from the performance of the principal to achieve the quality of graduates by the vision set by the principal. The achievement of the quality of graduates by the school's vision cannot be separated from the preparation of a vision that is, logically, and not excessive. This success cannot be separated from the cooperation of all parties involved in the implementation of all programs arranged by the principal properly and effectively. Principal leadership, work atmosphere, and work motivation together have a significant effect on the effectiveness of school education quality. This was conveyed by LP Sianturi (2020) in his research "The Role Mainline, Work Environment and Work Motivation in Teacher Performance".

### **Cost Benefit**

The successful implementation of each program prepared by the principal that leads to the achievement of the school vision will certainly provide benefits and advantages for all parties involved, including students, teachers, parents, and even the community. Based on the results of this



study, it can be stated that the benefits of each principal program have been felt by parents, teachers, students, and even the community. The benefits felt are relevant to the needs of students, teachers, and parents because the program carried out by the principal is what they need. The principal also arranges the program clearly, and simply, and leads to the achievement of the school vision which is the need of students, teachers, and parents. Ulum, Sarwoko, & Yuniarinto (2020) in their study on "Principal leadership and teacher performance" stated that the enormous benefits of the role of a principal's ability a principal can provide positive benefits to students in the form of achievement, and teacher work motivation.

#### **4. Conclusion**

Based on the results of the research and discussion related to the performance evaluation of the principal of SD Negeri Kumpulrejo 02 Salatiga, the following conclusions can be drawn:

The principal's performance design has met the standards of sufficiency, suitability, and reasonability in his main duties and functions. The principal's performance installation has met the standards of sufficiency, suitability, and reasonability in its main duties and functions. The principal's performance process has met the standards of sufficiency, suitability, and reasonability in its main duties and functions. The principal's performance products have met the standards of sufficiency, suitability, and reasonability in their main duties and functions. The cost-benefit of the principal's performance has provided benefits for stakeholders such as teachers, parents, students, the community, and for the world of education.

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