

Implementation of Principal Management Strategies in Improving Teacher Performance at SD Negeri Titih Lor 03

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ABSTRACT

This study aims to describe the principal's leadership management practices in improving teacher performance at SD Negeri Tiritih Lor 03. The principal's managerial skills will determine teacher performance. Using a qualitative approach, this research focuses on an in-depth understanding of the management strategies implemented by the principal and their impact on teacher performance. We collected data through observation, interviews with the principal and teachers, and documents related to the school program. The data were analyzed using a qualitative descriptive approach to see the tendency of the principal's leadership management strategies and their application in improving teacher performance. The results of this study show that principals conduct several policy strategies through planning, organizing, mobilizing, and supervising to improve teacher performance.

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1. INTRODUCTION

A principal who is able to implement management strategies effectively can develop the school they lead. Educational management is a process or system of managing/organizing and enhancing humanity in relation to the education system¹. As a system, education requires the cooperation of all its components. The principal must have good management strategies. According to Rohiyat, a principal who manages a school without knowledge of educational management will not work effectively and efficiently, will be far from quality, and their success will not be convincing².

Management is both a science and an art in organizing, controlling, communicating, and utilizing all available resources within an organization by leveraging management functions (planning, organizing, actuating, and controlling) so that the organization can achieve its goals effectively and efficiently³. Effective school management can enhance teacher performance as one of the most important factors in achieving goals in the best way. An important component in education is the teacher. Teachers are always associated with this aspect of education and have an impact on creating quality educational processes and outcomes.

¹ Y. Suyitno, *Landasan Pedagogik*, 2021.

² Rohiyat, *MANAJEMEN SEKOLAH Teori Dasar Dan Praktik*, ed. by A. Saridewi, Edisi Khusus (PT Refika Aditama, 2008).

³ Muhammad Kristiawan, Dian Safitri, and Rena Lestari, 'Manajemen Pendidikan', *Manajemen Pendidikan*, February, 2017, doi:10.29313/up.130.

Thus, efforts to improve the quality of education cannot make a significant contribution without the excellent performance of teachers. The performance of a teacher is the work result that can be achieved by a teacher in an educational institution or madrasah in accordance with their duties and responsibilities in achieving educational goals⁴. The professional duties of a teacher include educating, teaching, guiding, directing, training, assessing, and evaluating students⁵. The performance of teachers is related to the tasks of planning, managing learning, and evaluating student learning outcomes⁶.

Based on the observation results, there are many factors that affect teachers' performance in carrying out their duties, including the inability to create engaging lesson plans. And other factors outside the classroom learning process. These factors include the additional burdens shouldered by teachers beyond their teaching responsibilities. These additional tasks include roles as treasurer and school operator. The principal is responsible for implementing management strategies. The principal plays a crucial role in navigating and optimizing structured management principles⁷.

The implementation of management functions, including planning, organizing, executing, and supervising, becomes the main foundation in improving the quality of education in schools⁸. The school can determine its resources through planning, which serves as a guideline to achieve its goals or vision. After planning, organization is necessary to ensure that all elements can work together. Organization is necessary to inform teachers about the assigned tasks. Furthermore, the principal is responsible for supervising the implementation of activities and programs.

The principal also needs to design targeted continuous competency development programs so that teachers have the competencies to improve their performance. Studies related to this research include Junawi et al. (2024), which focuses on the principal's strategies in improving teacher performance by involving all teachers in the principal's work programs, such as training, seminars, and teacher group work, followed by the principal conducting evaluations for further planning⁹. Meanwhile, Yudhani et al. (2024) conducted research showing the implementation of comprehensive and structured management strategies to improve the quality of education¹⁰.

Noprika, Yusro, and Sagiman conducted research on the principal's strategy in improving education quality. The strategy implemented by the principal is to enhance the quality of teachers' academic and non-academic achievements¹¹. Another study conducted by Saaduddin et al. (2019) explains that effective school management can run well if the principal's leadership is carried out properly. The findings in the study indicate that there is an influence of school principal leadership on effective school management¹². Unlike previous research, this study integrates management strategies with the philosophy of Ki Hadjar Dewantara, which is *ing ngarso sung tulada*.

Ing Ngarso Sung Tulada: It means "those in front set an example." This principle teaches the importance of a teacher or leader setting a positive example for their students or followers¹³. The educational philosophy of Ki Hadjar Dewantara provides a solid and relevant foundation for modern management practices¹⁴. The essence of "*Ing Ngarso Sung Tulada*," which means "being in front to set an example,"

⁴ Muflikha Muflikha and Budi Haryanto, 'Strategi Manajemen Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kualitas Kinerja Pendidik Dan Tenaga Kependidikan', *Palapa*, 7.2 (2019), pp. 309–23, doi:10.36088/palapa.v7i2.376.

⁵ Ayu Dwi Kesuma Putri and Nani Imaniyati, 'Pengembangan Profesi Guru Dalam Meningkatkan Kinerja Guru', *Jurnal Pendidikan Manajemen Perkantoran*, 2.2 (2017), p. 93, doi:10.17509/jpm.v2i2.8109.

⁶ Silmi Amrullah, M. Luthfi Ardiansyah, and Sumarto, 'Managerial Capabilities of Headmaster in Improving Teacher Performance', *ACM International Conference Proceeding Series*, July 2019, 2019, pp. 278–82, doi:10.1145/3345120.3345136.

⁷ Sarah Tombokan and Margareta O Sumilat, 'Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Se Kecamatan Modoinding Di Masa Pandemi Covid19', *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan*, 5.1 (2021), p. 41, doi:10.36412/ce.v5i1.2636.

⁸ Andy Prasetyono, Titik Haryati, and I Made Sudana, 'Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Sekolah Dasar Negeri', *Jurnal Manajemen Pendidikan (JMP)*, 12.1 (2023), pp. 117–29, doi:10.26877/jmp.v12i1.15312.

⁹ Junawi, Marwan, and Saiful Bahri, 'MANAJEMEN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI SEKOLAH DASAR NEGERI 19 KUTA MAKAMUR', *Jurnal Review Pendidikan Dan Pengajaran*, 7 (2024), pp. 16467–74.

¹⁰ Ardheila Setya Yudhani and others, 'Analisis Strategi Manajemen Kepala Sekolah Dalam Meningkatkan Kualitas Pendidikan Di Sekolah Dasar', *Jurnal Manajemen Pendidikan*, 13.2 (2024) <<https://jurnaldidaktika.org>>.

¹¹ Mia Noprika, Ngadri Yusro, and Sagiman Sagiman, 'Strategi Kepala Sekolah Dalam Peningkatan Mutu Pendidikan', *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2.2 (2020), pp. 224–43, doi:10.36671/andragogi.v2i2.99.

¹² Saaduddin Saaduddin and others, 'The Effects of Principal Leadership on Effective School Management', *International Journal of Innovation, Creativity and Change*, 5.6 (2019), pp. 359–67.

¹³ Alimuddin Tampa, Ja'faruddin, and Andi Mulawakkan Firdaus, 'Menggalai Kearifan Ki Hajar Dewantara : Relevansi Pemikiran Dalam Transformasi Pendidikan Abad-21', *Seminar Nasional Hasil Penelitian* 2023, 2023, p. 9 <<https://www.ojs.unm.ac.id/seminaslemlit/article/view/54110>>.

¹⁴ Agus Salim Chamidi, 'Strategic Planning Dalam Perspektif Teologi, Filsafat, Psikologi, Dan Sosiologi Pendidikan', *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam*, 9.1 (2022), pp. 86–107, doi:10.33507/an-nidzam.v9i1.461.

emphasizes the important role of leaders as models in ethical behavior, dedication, and vision¹⁵. The integration of these philosophical foundations into management practices has the potential to encourage a more engaged, motivated, and ethically grounded workforce, which in turn drives sustainable organizational success¹⁶.

It is hoped that the integration of these philosophical principles into management practices will foster a more engaged, motivated, and ethically aware workforce, thereby promoting the sustainable success of the organization. By setting a positive example, the principal can inspire and guide the teachers at their school. This research focuses on a profound understanding of the management strategies implemented by the principal at SD Negeri Tritih Lor 03 to improve teacher performance. This research aims to describe the management practices of the principal in improving the quality of teacher performance within the school environment.

2. METHOD

Method This research employs a descriptive method that incorporates a qualitative case study approach. Qualitative research is an approach used to improve one's knowledge about social phenomena by analyzing non-numeric data, such as interviews, observations, and document analysis¹⁷. The qualitative approach was chosen to learn more about how the principal's management strategies are implemented and their impact on teacher performance at SD Negeri Tritih Lor 03. Case studies are an empirical method that investigates contemporary phenomena (referred to as "cases") in depth and within real-world contexts, especially when the boundaries between the phenomenon and the context may not be clearly visible¹⁸.

Case studies allow researchers to explore these phenomena holistically and in detail, regarding various perspectives from the participants involved. The research location is at SD Negeri Tritih Lor 03, located at Jalan Cempaka Nomor 13, Desa Tritih Lor, Kecamatan Jeruklegi, Kabupaten Cilacap, Central Java Province, Indonesia. The research was conducted over a period of approximately 3 months, starting from the preparation phase, data collection, and data analysis to the report writing. The research involved the principal and teachers at SD Negeri Tritih Lor 03 as the main participants. The principal is the main focus in the implementation of management strategies.

There are 8 teachers at SD Negeri Tritih Lor 03. There are 6 classroom teachers, 1 PAI teacher, and 1 physical education teacher. Data collection in this research uses observation, interviews, and documentation study techniques. The researcher collected relevant information during the observation phase. The researcher conducted direct observations of the interactions between the principal and teachers, the implementation of school activities, teacher meetings, or other relevant discussion forums to understand the application of management strategies and the dynamics of teacher performance.

The researcher interviewed the principal and teachers regarding the management practices implemented at SD Negeri Tritih Lor 03. The researcher conducted a documentation study by collecting relevant school documents, such as the school's vision and mission, school performance plans, meeting minutes, and lesson plans created by teachers. Data analysis takes place after data collection. Analysis is a series of activities that consist of data collection, data reduction, data presentation, and the conclusion of research results¹⁹.

3. RESULTS AND DISCUSSIONS

The management strategy implemented by the principal at SD Negeri Tritih Lor 03 is as follows:

3.1 Planning

School management planning is a complex process that requires a profound understanding of school administration, organizational behavior, and strategic resource allocation. Planning is a guideline created to achieve the goals of an activity. In management, planning is the process of defining the organization's goals, creating strategies to achieve them, and developing a plan for the organization's work activities²⁰. Planning includes setting goals, how to achieve them, how long it will take, how many people are needed, and how much it will cost²¹.

¹⁵ Antoni Ludfi Arifin and Eric Hermawan, 'Portraying Cendekia Leadership in the Perspective of Ki Hajar Dewantara's Trilogy', *AL-ISHLAH: Jurnal Pendidikan*, 14.1 (2022), pp. 811–20, doi:10.35445/alishlah.v14i1.1821.

¹⁶ Vivien W. Forner and others, 'Motivating Workers: How Leaders Apply Self-Determination Theory in Organizations', *Organization Management Journal*, 18.2 (2020), pp. 76–94, doi:10.1108/OMJ-03-2020-0891.

¹⁷ Hanif Hasan and others, *Penelitian Kualitatif: Metode Penelitian Kualitatif*, ed. by M.T. Dr. Rudy, S.Y. (2025) <<https://www.researchgate.net/publication/390932253>>.

¹⁸ Robert K. Yin, *CASE STUDY RESEARCH and APPLICATIONS*, 6th edn (Sage Publications, Inc., 2018).

¹⁹ Hani Subakti and others, *METODOLOGI PENELITIAN KUALITATIF*, ed. by Syaiful Bahri and Hani, *CV. MEDIA SAINS INDONESIA*, 2020 <<https://www.researchgate.net/publication/376828943>>.

²⁰ Arif Shaifudin, 'Makna Perencanaan Dalam Manajemen Pendidikan Islam', *Moderasi : Journal of Islamic Studies*, 1.1 (2021), pp. 28–45, doi:10.54471/moderasi.v1i1.4.

²¹ Rohiyat.

Carefully crafted planning based on various considerations that yield optimal decisions will create a successful school. The school's capacity to achieve its goals is greatly influenced by the quality of the planning carried out, making it an indispensable component in educational leadership²². To achieve a significant improvement in teacher performance, a competent principal is needed to design strategic planning. The steps in developing a strategic plan require an analysis of current and future conditions, identifying the strengths, weaknesses, opportunities, and risks of the institution/organization, considering norms and determining the scope of needs and the value of supporting factors, formulating success criteria objectives, and determining the distribution and arrangement of resources²³.

The principal of SD Negeri Tritih Lor 03 made plans by involving teachers and the committee as representatives of the students' parents and the community. The planning that is made is divided into long-term planning and operational plans. Long-term plans are reflected in the school's vision. The operational plan is a detailed outline of activities that will be carried out over the course of one year. Based on the data analysis obtained in the planning to improve teacher competence, the stages carried out include:

- a. The preparation stage involves forming a team that includes all parties and aims to gain support.
- b. Conduct an analysis of teachers' needs, identifying their strengths and weaknesses.
- c. Determine the objectives of the activities to be carried out and set targets and deadlines for their achievement.
- d. Develop the activity program.
- e. Determine the budget, facilities, and resources that the program will utilize.
- f. Create a schedule of activities and determine who will be responsible.
- g. Communicate the activity plan that has been developed, starting with the objectives and the programs that will be implemented, to all teachers.

The principal implements "*Ing Ngarso Sung Tulada*" in strategic planning, including being involved in the process of analyzing strengths and weaknesses. The principal does not just receive reports but also directly understands the potential possessed by the teachers. The principal becomes the main driving force in achieving targets, providing clear motivation and direction to the teachers. The program planned to improve teacher performance at SD Negeri Tritih Lor 03 includes teacher study hours within the school learning community. The principal also supports teachers in participating in training or seminar activities. In addition to planning the school program, the principal also ensures that teachers effectively plan their implementation of lessons. By evaluating the teaching materials, the principal ensures the teachers' readiness before teaching.

3.2 Organization

Organizing essentially involves aligning the plans with the structure of the implementing organization. An important thing to note in organizing is that for every activity, it must be clear who is doing it, when it will be done, and what the target is²⁴. The organizational structure determines how tasks are divided, grouped, and formally coordinated²⁵. Organization is carried out by creating detailed responsibilities, tasks, and an overview related to what each teacher must do based on their class, subject taught, and position. The principal solicits feedback from diverse stakeholders on the allocation of assigned tasks.

The principal proactively identifies the potential and competencies of each teacher. In assigning tasks, the principal considers a balanced workload distribution. The principal is also open to discussions if there are teachers who feel their tasks are not appropriate or too burdensome. The principal, in their capacity as an instructional leader, plays an important role in managing this process, actively seeking input from various stakeholders regarding the proposed distribution of tasks to ensure a balanced and fair allocation of responsibilities²⁶.

The principal performs the organizational function integrated with the principle of "*ing ngarso sung tulada*," applying management strategies that are not only administrative but also provide inspiration and moral guidance to the entire school community. The principal demonstrates effective management in all aspects while simultaneously building a positive work culture.

²² Sukirdi Sukirdi and Suwarni Suwarni, 'Teacher Planning at Integrated Islamic Elementary School', *AL-ISHLAH: Jurnal Pendidikan*, 13.3 (2021), pp. 2667–74, doi:10.35445/alishlah.v13i3.1084.

²³ Pebriana Priyambodo and Enung Hasanah, 'Strategic Planning in Increasing Quality of Education', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6.1 (2021), pp. 109–26, doi:10.31538/ndh.v6i1.1138.

²⁴ Ramanda Yogi Pratama, 'Fungsi-Fungsi Manajemen "P-O-A-C"', *Academia*, 2019, p. 22 <https://www.academia.edu/42703431/Fungsi_Fungsi_Manajemen_P_O_A_C_>.

²⁵ N. A. Munawar, 'Literature Review the Effect of Technology, Environment and Organizational Strategy on Organizational Structure', *Dinasti International Journal of Economics, Finance & Accounting*, 2.1 (2021), pp. 122–34, doi:<https://doi.org/10.38035/dijefa.v2i1.1240>.

²⁶ Leib Satcher, Anne Podolsky, and Danny Espinoza, 'Supporting Principals' Learning : Key Features of Effective Programs', *Learning Policy Institute*, 2017, pp. 1–26 <<http://files.eric.ed.gov/fulltext/ED606829.pdf>>.

3.3 The Principal as a Driver of Teacher Performance Improvement.

The driving function of the school places the principal in a central position to implement the school plan through effective motivation and support for all staff and teachers. In management functions, the driver is also referred to as implementation. Implementation (actuating) refers to the effort of transforming planning into reality by providing various forms of guidance and motivation, enabling each employee to perform their activities optimally in accordance with their roles, duties, and responsibilities²⁷. Related to "ing ngarso sung tulada," the principal as a leader sets an example of discipline and responsibility. The principal arrives on time, completes tasks well, and adheres to school regulations. Exemplary behavior becomes a strong source of motivation for teachers to perform their duties optimally.

As a form of support for improving teachers' performance, in addition to setting a positive example, the principal also provides opportunities for teachers to attend seminars, workshops, and activities aimed at developing creativity and innovation in teaching practices. SD Negeri Tritih Lor 03 has a teacher learning day program to support teachers in improving their performance. The learning community activity takes place once a week, specifically on Thursdays from 1:00 PM to 3:00 PM. The principal is actively involved in it by participating in the activities according to the established schedule and being one of the speakers/presenters. The principal also supports the activities by providing the necessary facilities and infrastructure.

3.4 The Principal's Ability to Conduct Supervision and Evaluation.

Supervision and evaluation are conducted to ensure that planning runs smoothly and objectives can be achieved. Supervision is carried out during the implementation of a program until the activities are completed. The supervisory work conducted by the principal to improve teacher performance can be carried out through academic supervision. Supervision is assistance and services from the principal to teachers, both individually and in groups, to help teachers use their knowledge and skills to improve learning, thereby providing better services to students' parents and the school²⁸.

The principal conducts monitoring and evaluation by supervising classroom visits, having individual conversations, or facilitating group discussions during teacher meetings. Effective evaluation and supervision can encourage the improvement of teacher performance through structured coaching and mentoring²⁹. Effective academic supervision requires thorough planning, appropriate implementation techniques, and sustainable actions³⁰. The stages of academic supervision conducted at SD Negeri Tritih Lor 03 include three stages: pre-observation, observation, and post-observation.

The pre-observation activity is a discussion between the principal and the teacher to select the indicators that will be the focus of the observation activities. In this activity, the principal and teachers agree on the schedule for conducting the observation. The teacher presents the lesson plan for implementation during the observation. The observation stage involves the principal watching the teaching process conducted by the teacher based on the indicators that have been mutually agreed upon. The principal records the results of the observation as material to provide feedback on the teaching process conducted by the teacher.

After completing the observation or post-observation phase, the teacher and principal engage in reflection and follow-up discussions to make improvements. The teacher reflects on the difficulties faced, the aspects of practice that need improvement, and the changes in practice that will be made to have a greater impact on learning. In the post-observation discussion, the principal and teachers agreed on the efforts to improve learning, the timeline for their implementation, and the support needed by teachers to make these improvements.

In addition to conducting learning supervision, the principal also checks the teachers' attendance and provides counseling services to address the issues the teachers face. The academic supervision conducted by the principal also plays a role in enhancing teachers' motivation and performance. Through positive and constructive feedback, teachers feel appreciated and recognized for their efforts in teaching³¹.

4. CONCLUSIONS

This research indicates that the implementation of management strategies by the principal at SD Negeri Tritih Lor 03 contributes to the improvement of teacher performance through the application of planning, organizing, mobilizing, and supervising functions. Moreover, the research findings indicate that the philosophy

²⁷ Yogi Pratama.

²⁸ Putri Ramasari and Syajida Syajida, 'Supervisi Dan Pengawasan Dalam Pendidikan', *Journal Innovation In Education*, 1.4 (2023), pp. 22–29, doi:10.59841/inoved.v1i4.573.

²⁹ Prasetyono, Haryati, and Sudana.

³⁰ Saihu Saihu, 'THE URGENCY OF TOTAL QUALITY MANAGEMENT IN ACADEMIC SUPERVISION TO IMPROVE THE COMPETENCY OF TEACHERS', *Edukasi Islami: Jurnal Pendidikan Islam*, 9.02 (2020), p. 297, doi:10.30868/ei.v9i02.905.

³¹ Iyon Muhdiyati and Irma Inesia Sri Utami, 'Jurnal Persada', *Jurnal Persada*, III.3 (2020), pp. 176–81.

of Ki Hadjar Dewantara, "*Ing Ngarso Sung Tulada*," serves as a crucial foundation that internalizes every stage of the applied management. In the planning activities, the principal not only involves teachers and the school committee in formulating the vision and operational plan but also actively demonstrates exemplary behavior in analyzing teachers' needs and formulating competency improvement programs.

The direct involvement of the principal in understanding the potential and challenges of teachers and providing clear directions reflects a leadership that sets an example and motivates (*Ing ngaro sung tulada*) teachers to achieve the set targets. The principal manages the organization by allocating tasks and responsibilities according to class, subject, and position. The principal is open to input and discussions about task distribution that create a positive work environment. Task distribution considers the potential, competence, and workload balance of the teachers. The principal plays a role as a driver of teachers' performance improvement by setting an example of discipline and responsibility (*Ing Ngarso Sung Tulada*). This exemplary behavior provides inspiration for the teachers.

In addition, the principal provides opportunities for teachers to participate in self-development activities and supports the teacher learning community program at the school by providing facilities and serving as a resource person. In supervision and evaluation, the principal implements academic supervision to provide constructive feedback and encourage continuous improvement. Overall, this study concludes that the application of school principal management in improving teacher performance quality is closely related to the internalization of the principle of "*ing ngarso sung tulada*" in the practice of school principal management.

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