



Leadership Management of the Principal in Improving the Quality of Learning at SD Negeri 17 Bukitraya

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ABSTRACT

The leadership factor of school principals and teachers is the most dominant input component in influencing the quality of learning in an educational institution. This research aims to examine further the leadership management of school principals in improving the quality of learning at SD Negeri 17 Bukitraya. This research uses a qualitative approach with descriptive methods. Descriptive qualitative research is a research method that describes conditions or phenomena that exist in the field. Data collection techniques are documentation, observation, and interviews. The research subjects were the principal, head of curriculum, teachers, ADM staff, and student representatives at SD Negeri 17 Bukitraya. The research results show that 1) the plan proposed by the principal to improve the quality of learning at SD Negeri 17 Bukitraya has been effective. School principals have adopted various strategies to improve learning. 2) The organisation carried out by the school principal to improve the quality of learning is by distributing tasks to each school apparatus to carry out the progress of certain activities to completion. 3) The implementation of the principal's leadership management in improving the quality of learning at SD Negeri 17 Bukitraya has gone well. What the principal takes to improve quality is improving the quality of teacher teaching, or what is called increasing teacher professionalism. 4) Supervision of the implementation of the principal's leadership management in improving the quality of learning carried out at SD Negeri 17 Bukitraya can take the form of supervision of the principal.

Keywords: *leadership management, school principal, learning quality*

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INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and educational unit. This can be seen from the achievements achieved by each school which are not yet encouraging, the completeness of facilities and infrastructure, the competence of educators and teaching staff, as well as management within schools are still not evenly touched (Asy'ari H et al., 2017). This can be seen from the decline in Indonesia's ranking in the HDI (*Human Development Index*) (Anzar & Mardhatillah., 2018) . This effort was made because quality education is the hope for this nation. Education is expected to give birth to complete Indonesian people, as stated in the applicable legislation. Quality education must be provided through the channels, types and levels that exist in our education system, including madrasa education. Quality education can be provided with a joint commitment between the government, community and family. Quality education at every type, level and pathway of education must be accessible to all Indonesian citizens (Triyono, 2019) .

The quality of education is related to whether or not national education goals are achieved as stated in Law no. 20 of 2003 concerning the National Education System. Apart from that, the quality of education can be said to be good if it meets National Education Standards. Fulfilling the minimum education standards which are the National Education Standards is a prerequisite for improving the quality of education (Anwar, 2018) . Improving the quality of schools cannot be separated from the role of school principals as leaders and managers in schools (Hayudiyani et al., 2020) .

The school principal certainly has strategies that he feels are appropriate to improve the quality of the school by looking at the potential that exists in the school, namely in the form of teacher quality, qualifications of educational staff, facilities and infrastructure to support the learning process, student achievement, and superior school programs offered to the community to achieve educational goals (Khoiriyah et al., 2022) . The strategies implemented by school principals in improving school quality through superior programs are the key to the school's success in implementing these superior programs. Of course, these programs need to be formulated carefully by the school principal. School principals also need to look at trends in society to see what kind of school the community is really interested in, so that the superior programs that are prepared can be right on target (Hayudiyani et al., 2020) .

Based on the results of initial observations by researchers at SD Negeri 17 Bukitraya. The elementary school is led by a female principal. During his leadership as principal, SD Negeri 17 Bukitraya achieved many achievements, especially related to the quality of learning, including becoming the best US champion in the city of Pekanbaru. This is of course also an achievement of the principal's leadership. However, there are still obstacles that are felt in terms of students' academic achievement, which indicates that there are still problems with the weak quality of learning and the leadership of the school principal which is not yet optimal. In line with research by Wartono et al. (2021) that the principal's leadership has a positive effect on improving the quality of learning. In this case, the characteristics and behavior shown by a leader in fostering togetherness lead to the activities of its members in an effort to improve the quality of learning. The leadership of the school principal and the creativity of professional, innovative, creative teachers is one of the benchmarks for improving the quality of learning in schools because these two elements are figures who are directly related to the learning process and are also central figures who can give trust to the community (parents) of students. , community satisfaction will be seen from the output and outcomes carried out in each period (Risma, 2017) .

The results of observations revealed that the principal felt obstacles in improving the quality of learning due to the limited teaching staff at SD Negeri 17 Bukitraya and the absence of active teachers at the elementary school. The current teachers at SD Negeri 17 Bukitraya have a total of 33 teaching staff consisting of 15 civil servant teachers and 16 honorary teachers. There are 2 educational staff. The percentage of certified teachers at SD Negeri 17 Bukitraya according to Ministry of Education and Culture data is only 54.55%. In terms of improving teacher quality, the Principal always strives to improve the quality of teachers in managing classes. However, the obstacle faced is that the facilities and infrastructure at SD Negeri 17 Bukitraya are still inadequate, such as there are not many books in the library, there is only 1 teacher's handbook, there should be at least 2 or 3 handbooks so that they can be more meaningful to the teacher. when the teacher conveys the learning process. Apart from that, the media for teaching aids as a supporting learning resource are also inadequate, as many teaching aids are currently in a state of damage or even non-existent, so that teachers who manage learning cannot convey it optimally to students. In line with research by Muhammaditya & Hardjosoekarto (2021) that there is a lack of educational facilities and infrastructure such as school buildings/learning activity rooms and laboratories that do not meet national education standards. With the various existing problems, it is not surprising that the quality of education in Indonesia is still low.

Learning will run well if there is intense interaction between students, learning resources and the environment which has been engineered in such a way by teachers and schools (Dagong & Arsana, 2019) . However, the reality found at SD Negeri 17 Bukitraya is that there are still teachers who are not responsible for carrying out the tasks given to them, one of which includes the process of not being disciplined when entering the classroom to teach so that the learning process does not run effectively, and the desired instructional goals will not be achieved, and it is unprofessional for a teacher to neglect the duties assigned to him. Teachers who often leave the classroom will result in a reduction in teaching hours that could be used to increase the explanation of the material provided. Lack of teaching hours can have an impact on the achievement of the subject matter that should be conveyed to students. This is based on data contained in SD Negeri 17 Bukitraya.

Based on existing phenomena, researchers can conclude that school principals and teachers must have competence and a professional level of work in forming a quality learning performance. In this case, collaboration between school principals and teachers has a significant impact on students in improving the quality of learning.

LITERATURE REVIEW

School Management

School management is defined as the process of utilising school resources. utilisation of these resources through the activities of management functions. These functions include the functions of planning, organising, mobilising, and controlling more effectively and efficiently with all aspects, using all available potential in order to achieve organisational goals effectively and efficiently, as well as high school productivity (Hakim, 2019). According to Minarti (2015) school management can be interpreted as a unified school component that works together with school stakeholders to improve school education with reference to government standards. Sagala (2011) said that school management is the process and agency that leads and guides the implementation of school work as an organisation and realises the educational goals and objectives of the school that have been set.

Principal Leadership

Educational leadership is concerned with the principal's problem of increasing opportunities to hold effective meetings with teachers in effective conditions. In this case, it is necessary for the principal to be able to encourage the performance of teachers by showing a sense of friendship, closeness and full consideration towards teachers, both as individuals and as a group. Positive principal behavior can encourage, direct, and motivate all school members to work together in realizing the school's vision, mission and goals (Ningsih et al., 2020). According to Djafri (2017) the school principal is one of the educational components that plays the most role in improving the quality of education. Principal leadership is the efforts made and the results that can be achieved by the principal in realizing educational goals effectively, efficiently and productively. Therefore, the school principal has a very important position in moving school management so that it can run in accordance with community demands and the development needs of the times (Mulyasa, 2013).

Quality of Learning

According to Toatubun & Rijal (2018) quality of education is the degree of excellence in managing education effectively and efficiently to produce academic and extra-curricular excellence in students who are declared to have passed one level of education or completed certain learning. Therefore, the concept of quality in education often refers to the main aspects related to education, namely: learning *outcomes*, *learning* and *teaching*. So guaranteeing the quality of education is closely related to the quality of the learning process to achieve the desired learning achievements (Warisno, 2022). According to Trisnantari (2018) quality learning is effective learning which essentially concerns the teacher's ability in the learning process in the classroom.

METHOD

This research uses a qualitative approach with descriptive methods. Descriptive qualitative research is a research method that describes conditions or phenomena that exist in the field. The subjects in the research were school principals, deputy principals, teachers, employees/staff, school supervisors, committees, and student representatives at SDN 17 Bukitraya. The sample determination in this research was carried out using non-probability Probability Sampling. Non-probability sampling This type of sample is not chosen randomly.

Data collection techniques use documentation, observation, and interviews. Data was collected through direct observation, interviews, and documentation studies. Data analysis was carried out using the Milles and Huberman approach, namely data reduction, data display, and data verification. Testing the validity

of the data uses the triangulation method technique. Data collection in this research used three techniques: observation, interviews, and documentation studies.

Table 1 Observation aspects

NO	COMPONENTS	SUB COMPONENTS
1	School conditions	<ul style="list-style-type: none"> a. The location and location of the school b. School conditions c. Educational facilities
2	Teaching methods in class	<ul style="list-style-type: none"> a. The method used to teach b. The use of learning methods includes: <ul style="list-style-type: none"> 1) Students 2) Goals 3) Situation 4) Facilities 5) Teacher
3	Application of teaching materials and methods in the classroom.	Teacher activities in PBM include: <ul style="list-style-type: none"> a. Presentation of lesson materials b. Evaluation
4	Subject conditions	Student activities in PBM include: <ul style="list-style-type: none"> a. Attention to learning b. Carry out the tasks given. c. Subject state
5	Facilities and infrastructure	<ul style="list-style-type: none"> a. Classroom b. Library c. Administration room

In the interview process, the researcher asked questions related to management based on planning, organising, implementing, and monitoring factors related to process standards at SDN 17 Bukitraya. The aim is to gain an in-depth understanding of how school management is related to the implementation of process standards carried out in the school. To check the validity or trustworthiness of this research data, the author uses the following criteria: 1) credibility/degree of trust; 2) transferability ; 3) dependability; and 4) confirmability/certainty.

RESULTS AND DISCUSSION

Planning Leadership Management of School Principals in Improving the Quality of Learning

School activities cannot be separated from the role of a school principal if the quality of learning is to run effectively and efficiently. Furthermore, the role of the school principal must be more democratic, so that it will be easier to improve the quality of learning. Because the role of the principal is really needed in educational institutions. And if school principals play a role in educational institutions, it is possible that the quality of learning will continue to improve. SD Negeri 17 Bukitraya is a state school that really pays attention to the quality of learning for students. The learning process is carried out based on the curriculum implemented by the government, namely the 2013 curriculum. As a leader in the school, the principal has the responsibility to carry out the process of improving the quality of learning.

The principal in carrying out management to improve the quality of learning at SD Negeri 17 Bukitraya is by applying programs that have been planned and prepared. In implementing this program, the school principal must work optimally so that his function as a manager can be carried out well, in this way the

quality of learning in the school he leads can experience progress in accordance with national education quality standards.

Based on the results of the interviews and observations above with class teachers, in learning planning, the RPP must be made by the teacher for one semester, the teacher must prepare a series of learning programs, learning media and learning materials. Apart from that, the tools that must be prepared by the teacher are a syllabus, a syllabus learning concepts that teachers must see and understand to be included in the RPP. From the statement from the interview it can be concluded that as the Principal, he helps in making lesson plans only when determining the educational calendar and giving direction to teachers to make and coordinate the prota (annual program) according to the time period.

Next, the researcher observed the planning function at SD Negeri 17 Bukitraya which was obtained by the researcher in the field which was carried out by the researcher regarding the planning which was carried out at SD Negeri 17 Bukitraya, indeed the vision, mission and objectives were always evaluated, this evaluation was carried out according to the vision, mission and if the objectives are not in line with the needs and developments of the times and science and technology, then revisions or improvements are made, and if it is deemed appropriate then development is carried out. For learning planning, each subject teacher is required to prepare a syllabus and learning implementation plan for each semester, which is an elaboration of the SK and KD and concerns cognitive, effective and psychomotor aspects. Their learning planning activities are carried out at the beginning of the semester and even at the end of the year, for example on Sunday. school holidays, the teacher or school has prepared both facilities and infrastructure, so that when learning begins to be active the school has prepared everything. For planning the learning material, they did not develop the material. Apart from that, regarding the learning methods used by teachers at SD Negeri 17 Bukitraya, they always plan, this planning method is carried out in accordance with the material that will be presented in the syllabus and RPP.

We need to know that the principal carries out his role in improving the quality of learning by implementing several principal functions, the principal as an educator, teaching and learning activities are the core of the educational process and teachers are the main implementation and development of the curriculum in schools. School principals show high commitment and focus on curriculum development and teaching activities in their schools, of course they will pay close attention to the level of competence of their teachers.

Organizing Principal Leadership Management in Improving the Quality of Learning

Organizing is an effort to create clear task relationships between personnel so that everyone can work together in a climate that is conducive to achieving organizational goals. The division of school tasks is explained in the school management work guide where each person has responsibility, authority and tasks that must be carried out, both daily, weekly, monthly, semester, at the beginning of the year and at the end of the school year. School *teamwork* is formed based on school deliberations and a decision letter from the school principal and related parties. SD Negeri 17 Bukitraya has a school development team. Each team has a work plan which is reflected in various school development activities and programs based on their respective development areas.

The school organizational structure is also a stage of organizing the management function to facilitate the process of relationships between educational staff in accordance with their authority and functions. The organizational structure as a function of coordination and authority is formed based on procedures that have been prepared in accordance with the capacity and academic background of teachers or education staff. The results of the interview with the school were confirmed by the existence of the principal's work program document which had been prepared and determined by the school. Likewise, documentation of the organizational structure of SD Negeri 17 Bukitraya. Next, the document is observed again to reveal what the principal's duties are. In this document it is written that the principal in carrying out his duties to lead the school is assisted by deputy principals in the fields of curriculum, student affairs and infrastructure. In the school principal's work program document, it is explained that the principal's main duties are 1) Developing

and refining the vision, content and objectives of the school, 2) Developing the school's organizational structure, 3) Developing a medium-term work plan and annual work plan, 4) Developing school regulations, 5) develop a management information system.

The next organization regarding improving the quality of learning at SD Negeri 17 Bukitraya is the teaching staff (teachers). Organizing learning carried out by teachers is related to planning documents, namely educational calendars, preparing annual programs, preparing semester programs, syllabus, learning implementation plans (RPP), preparing KKM, teacher's daily agenda, student journals, face-to-face schedules, attendance and managing grade books. And learning activities must be organized from initial activities, core activities and closing activities.

The organization carried out by the school principal to improve the quality of learning is by distributing tasks to each school apparatus to carry out the progress of certain activities to completion. Apart from that, the school principal also formed a curriculum development team to coordinate each subject according to their respective fields. The overall organization of these areas is directed at teachers and school staff in an effort to improve the quality of learning in classroom practice and the administrative equipment that supports it. The whole thing is a very close interconnected relationship. Teachers who carry out learning practices in class organize students in their class by providing good learning according to the learning organization that has been created by the teacher in the form of learning planning documents.

Actuating Principal Leadership Management in Improving the Quality of Learning

Implementation in this case means moving people to work independently or consciously together to achieve the desired goals effectively. It can be seen that mobilization actions are carried out by providing enthusiasm, motivation, inspiration or encouragement so that the officers' awareness and willingness to work well arises. Providing guidance through examples of action or example. This action is also called leading, which includes several actions such as: making decisions, holding communication so that there is a common language between leaders and subordinates.

Directions are carried out by providing correct, clear and firm instructions. All suggestions and orders or instructions to subordinates in carrying out their duties must be given clearly and firmly. So that it is carried out well, it is directed towards the goals that have been set. The principal tries to provide changes in the process of improving teacher competencies and the quality of schools and teachers by carrying out supervision. Based on observations from the supervision carried out by the Principal, the timing of this supervision is uncertain. Sometimes it is planned for tomorrow, but because there is a sudden event from the service it will be postponed to the next day.

Academic supervision activities do not necessarily run smoothly. In its implementation, there are many obstacles that affect the implementation of academic supervision. The obstacles faced by the Principal in implementing academic supervision are synchronizing the schedules of each different teacher which must be linked to the Principal's schedule, sometimes there are urgent events, evaluation and follow up of the implementation of supervision requires continuous time in order to improve teacher performance, and still There are teachers who are less creative and open-minded in improving their performance. The obstacles faced by the Principal in implementing academic supervision include: (a) the academic supervision approach, the little time the Principal has so that the implementation of supervision is difficult to schedule, (b) academic supervision techniques, paying more attention to the psychological aspects of teachers and this factor is very determine the course of implementation of the academic supervision program, and (c) teacher behavior during academic supervision, the conditions of the teachers are very varied and very dependent on the techniques used by the Principal.

Implementation of class visits by the Principal, namely by visiting classes sometimes without informing them. The supervisor suddenly came without notifying the teacher concerned first. So the principal suddenly comes into the class or usually just comes closer to the class without entering the class. So, in carrying out this class visit, he had no plans in advance. There was no agreement with the teacher that he would carry

out a class visit that day. And there is also no notification to the teacher that there will be a supervised class visit. In carrying out class visits, the Principal has planned not to notify the teachers that there will be a supervised class visit. And he also does it with his own technique so that the teacher doesn't get caught and the teacher doesn't realize that he is carrying out supervision.

In its implementation it must be comprehensive, it must be fair, and observe the teacher's skills in teaching, and also see whether the teacher's implementation of teaching is in accordance with the RPP that has been made or not. This is in accordance with a statement by one of the teachers who said that the Principal assessed or observed academic matters. For example, reviewing the teacher's lesson plan, reviewing the implementation of learning by the teacher and so on related to the learning process. In this technique, the principal carries out observations to assess the competence of the teacher in managing learning in the classroom. Things that were observed included the suitability of the RPP with the implementation of learning in the classroom, whether the teacher mastered the material or not, how the media, methods and strategies used by the teacher were used, and how the teacher could be varied and creative in selecting appropriate strategies and methods for the material being studied. taught, activeness in teaching, and the teacher's efforts in creating a pleasant learning atmosphere.

Controlling Principal Leadership Management in Improving the Quality of Learning

Supervision is important in improving the quality of learning because with supervision the school will know developments and improve the quality of learning at school. Supervision is a systematic effort to establish activity standards for planning purposes, develop a feedback information system, compare activities carried out with standards, determine and measure deviations, and take necessary actions that ensure that all resources are used effectively and efficiently to achieve organizational goals. Supervision here means making the best possible plans in order to guarantee that the results will be achieved as expected. Without supervision, the learning process will continue as is and slow down the growth and development of an educational institution. Learning activities are not just the process of preparing documents, but must appear in a learning process.

Regarding supervision in this research, researchers conducted several interviews with the parties with the most authority to supervise quality learning at SD Negeri 17 Bukitraya, namely the principal and supervisors who helped with the supervision process to improve the quality of learning. The role of supervisors from both the education department and school principals is to increase teacher competency, implement programs/activities, improve infrastructure, etc. in order to realize the quality of education and learning. This is supported by guest list documentation data obtained from the school, regarding a visit from the supervisor to SD Negeri 17 Bukitraya. The function of the visit is to supervise or supervise both academic programs, student affairs and infrastructure.

According to the results of interviews with school principals, researchers can conclude that there is a very big role for supervision in improving the quality of educational services, by helping teachers to improve their competence in teaching in the classroom and providing guidance on how to create a comfortable atmosphere when giving lessons to students, so that State Elementary Schools 17 Bukitraya can create a superior generation. Reciprocal relationships between school principals and teachers must be prioritized and able to work together between educational stakeholders in producing a superior generation, so that they can establish a harmonious relationship by improving good communication from each role in improving the quality of educational services, where the principal is not arbitrary. in acting so that educators do not feel afraid or anxious when being monitored in supervision. From the results of observations and interviews in this research, researchers can conclude that the principal has carried out his duties well in his role in improving the quality of educational services at SD Negeri 17 Bukitraya.

Based on the explanation made by the researcher above, it can be concluded that supervision at SD Negeri 17 Bukitraya is quite good in terms of supervision, which can be seen from the supervision carried out by the school principal. Supervision is held every two months in order to find out the results of the work

program. It can be concluded that the implementation of management functions at SD Negeri 17 Bukitraya is relatively good, as evidenced by the fulfillment of all activities in the process of implementing management functions. So supervision is an important part of improving the quality of learning, because with supervision you will find the turning point in all the planning carried out by the school. When there is something that cannot be improved, what is good is maintained and will be developed even better. For this reason, the importance of assessment is one of the functions of improving the quality of learning.

CONCLUSIONS AND RECOMMENDATION

Based on research findings and discussion of research results regarding the leadership management of school principals in improving the quality of learning at SDN 17 Bukitraya, it is in accordance with the activity stages, namely: planning, organizing, implementing and supervising. Which can be explained as follows:

1. The plan proposed by the school principal to improve the quality of learning at SD Negeri 17 Bukitraya was effective. Various strategies have been adopted by school principals to improve learning.
2. Organizing carried out by the school principal in improving the quality of learning is done by making divisions of tasks for each school apparatus to carry out the progress of certain activities to completion.
3. The implementation of the principal's leadership management in improving the quality of learning at SD Negeri 17 Bukitraya has been going well. What the school principal does to improve quality is improve the quality of teaching teachers, or what is called increasing teacher professionalism.
4. Supervision of the implementation of the principal's leadership management in improving the quality of learning conducted at SD Negeri 17 Bukitraya can be in the form of supervising the principal

The principal of SD Negeri 17 Bukitraya should always provide suggestions to education staff in order to help improve the quality of learning in the school. Apart from that, it is hoped that the principal of SD Negeri 17 Bukitraya should always improve his professional skills by involving teaching staff in training activities to improve the quality of learning. The teaching staff at SD Negeri 17 Bukitraya are expected to be able to provide the best strategies for students so that students have a good learning experience and do not burden students by using methods that are easy for students to understand.

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