



## Implementation of School Management Based on Educational Standard Process at SMPN 2 Kampar Kiri Hilir in Kampar

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### ABSTRACT

This article covers how to plan, organize, implement, and supervise school management in creating education at SMPN 2 Kampar Kiri Hilir District in Kampar. The research uses a qualitative approach with descriptive methods. Data collection techniques use documentation, observation, and interviews. The research subjects involve school principals, deputy principals, teachers, employees/staff, school supervisors, committees, and student representatives at SMPN 2 Kampar Kiri Hilir District in Kampar. The results of the research show that 1) the implementation of the school management planning function in implementing educational process standards at SMPN 2 Kampar Kiri Hilir in Kampar can be categorized as good, 2) the organization of school management in implementing standard educational processes at SMPN 2 Kampar Kiri Hilir in Kampar is good, 3) the implementation of school management in implementing educational process standards at SMPN 2 Kampar Kiri Hilir in Kampar is quite good, and 4) the supervision of school management in implementing standard educational processes at SMPN 2 Kampar Kiri Hilir in Kampar can be classified as good, as seen from the supervision carried out by the principal and school supervisor. Therefore, it can be concluded that the implementation of planning, organizing, implementing, and supervising school management in creating education at SMPN 2 Kampar Kiri Hilir in Kampar overall is applied well.

*Keywords: school management, educational standard process, junior high school students*

Submitted	Accepted	Published
18 October 2023	24 November 2023	30 November 2023

Citation	:	Jama'awati., Chairilisyah, D., & Aibonotika, A. (2023). Implementation of School Management based on Educational Standard Process at SMPN 2 Kampar Kiri Hilir in Kampar. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(6), 1222-1230. DOI: <a href="http://dx.doi.org/10.33578/pjr.v7i6.9654">http://dx.doi.org/10.33578/pjr.v7i6.9654</a> .
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### INTRODUCTION

For the implementation of process standards in schools, Minister of National Education Regulation Number 41 of 2007 concerning process standards has been issued, covering the contents of this regulation, outlining how learning plans should be developed, what components must be completed, and even down to all the details that must be prepared in carrying out assessments. Likewise, regarding the implementation of the learning process, the assessment system, and supervision, everything has been described in detail with the aim of ensuring that learning and student learning outcomes reach an optimal level (Haqiqi, 2019). According to Minister of Education and Culture Regulation No. 22 of 2016, Educational Process Standards are national educational standards relating to the implementation of learning in educational units to achieve Graduate Competency Standards. Process standards include planning, implementation, assessment, and supervision of the learning process for the implementation of an effective and efficient learning process. SMPN 2 Kampar Kiri Hilir Kampar Regency is a school that has been established for a long time, namely in 2002. At the beginning of its establishment, this school only ran as is, from year to year without any significant there were good changes in terms of human resources ( teachers and staff), facilities, infrastructure, and management, which then resulted in this school gaining increased trust from the surrounding community, as indicated by the increasing number of students. Currently at SMPN 2 Kampar Kiri Hilir, Kampar Regency has 12 teachers, 7 of whom have teaching certificates (have taken teacher certification).

Based on the results of observations and interviews, the learning planning includes the syllabus and Learning Implementation Plan (RPP). The quality is not very good because teachers tend to copy and paste; this is also due to frequent changes in the format for preparing RPPs. Apart from that, teachers have not optimally developed the syllabus and RPPs. The implementation of learning is the implementation of learning planning. The implementation of learning must be in accordance with the RPP that has been made by the teacher himself. The aim is that learning competency can be achieved, but sometimes the implementation of learning does not go according to the RPP because there are various student behaviours during learning, such as students sleeping, being noisy, or not paying attention to the teacher's explanation. so that teaching material is not conveyed well. This also requires teachers to be skilled in managing the class according to the characteristics of the students.

In assessing the learning process, the teacher carried out an assessment that was not optimal because he felt that the assessment was quite complicated. The learning results carried out by the teacher were intended to measure the level of achievement of students' competencies and were used as material for preparing progress reports on learning outcomes and improving the learning process. Good management, of course, refers to the management functions themselves, where the functions referred to are none other than POAC. Management must be applied in efforts to organise teaching and learning activities because, by applying management aspects such as planning, organising, actuating, and controlling, teaching and learning activities can run in a planned, systematic, sustainable manner and achieve goals, which have been created in this case, allowing students to achieve predetermined educational standards (Saragih *et al.*, 2022). Henceforth, the terms used in this research are planning, organising, implementing, and supervising.

After a school carries out management in determining the fate of its school, of course there will be many mistakes or achievements that have not been achieved, so a plan is needed for the school in the future to achieve these goals. This can be seen from the results of the evaluation carried out in the form of achievements that have been achieved and what obstacles have prevented this from being achieved, so that we need an alternative route to achieve the goals that have been set. For example, when increasing the USBN score, the expected value is not achieved, so the solution is tutoring, SKL surgery by the teacher, etc. The role of the school principal in carrying out his leadership function requires support, trust, and active involvement of all components and innovation in improving and advancing the school (Siribanpitak & Charoenkul, 2020). Despite the key role of principals in improving education in schools, other research, especially in developing countries, shows that the role of principals is very limited (Harliansyaha, 2022). The results of comparative studies at the international level report that schools have not performed as expected (Knapp, 2020). There are difficulties for school principals in carrying out their leadership roles in schools, even though the school principal's organisational management, leadership, and distribution skills greatly influence school and educational outcomes (Abonyi & Sofu, 2021; Hanim *et al.*, 2019). Meanwhile, in Suhud *et al.*, (2020) research, which discusses the role of school principals in improving public high school education in Rumbio Jaya District, Kampar Regency, they found that the role of school principals is very important in efforts to improve education, where the role of school principals is the key. can develop better education in the future.

Based on the explanation above, educational process standards greatly influence learning and are also inseparable from the guidance of the school principal. Therefore, school principals should provide learning facilities and infrastructure; the creation of education is very important to be realised as well as possible. This article will cover how to plan, organise, implement, and supervise school principal management in implementing standard educational processes at SMPN 2, Kampar Kiri Hilir District, Kampar Regency.

## 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.

### Educational Process Standards

Berdasarkan Pasal 1 menurut Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 tahun 2016 tentang Based on Article 1, according to Minister of Education and Culture Regulation Number 22 of 2016 concerning Primary and Secondary Education Process Standards, hereinafter referred to as process standards, are criteria regarding the implementation of learning in primary and secondary education units to achieve Graduate Competency Standards (SKL). Process standards include learning planning, implementing the learning process, and assessing the learning process to increase the efficiency and effectiveness of achieving graduate competencies (I Kadek Yogi Mayudana, 2020).

### 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 SMPN 2, Kampar Kiri Hilir District, Kampar Regency. 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	a. The location and location of the school b. School conditions c. Educational facilities
2	Teaching methods in class	a. The method used to teach b. The use of learning methods includes: <ol style="list-style-type: none"> <li>1) Students</li> <li>2) Goals</li> <li>3) Situation</li> <li>4) Facilities</li> <li>5) Teacher</li> </ol>
3	Application of teaching materials and methods in the classroom.	Teacher activities in PBM include: <ol style="list-style-type: none"> <li>a. Presentation of lesson materials</li> <li>b. Evaluation</li> </ol>
4	Subject conditions	Student activities in PBM include: <ol style="list-style-type: none"> <li>a. Attention to learning</li> <li>b. Carry out the tasks given.</li> </ol>

		c. Subject state
5	Facilities and infrastructure	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 SMPN 2 Kampar Kiri Hilir. 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/transferability; 3) dependability/dependability; and 4) confirmability/certainty.

## RESULTS AND DISCUSSION

### Research results

#### Planning for Implementing Educational Process Standards

From the results of research conducted by researchers at SMPN 2 Kampar Kiri Hilir, Kampar Regency, it is clear that educational management planning activities for learning objectives have been implemented well. The planning carried out at SMPN 2 Kampar Kiri Hilir, Kampar Regency is: planning at the learning process planning stage in the form of teaching methods and materials; planning at the learning process implementation stage; planning at the learning outcomes assessment stage; and planning at the learning process supervision stage. The results of interviews and observations carried out by researchers together with teachers at SMPN 2 Kampar Kiri Hilir, Kampar Regency show that the planning for educational goals is contained in the school's vision, mission, and goals. Planning at SMPN 2 Kampar Kiri Hilir, Kampar Regency is carried out once a year. Process standard planning (learning process planning, implementation of the learning process, assessment of learning outcomes, and supervision of learning) is prepared for one year, including learning tools in the form of a syllabus and lesson plans. For planning teaching materials, they do not develop materials because they have been determined by the government in curriculum regulations. The teachers have prepared the syllabus and RPP for one year, and the method they plan takes into account the material that will be delivered, adapting it to the syllabus and RPP. This learning planning process is also regulated by Government Regulation No. 4 of 2022, Article 4, paragraph (3), which states that learning planning includes:

- a. learning objectives
- b. learning steps and activities
- c. learning assessment,

So it can be concluded that the function of educational management planning in process standard learning planning has been carried out well based on government regulations regarding process standards. It can also be understood that SMPN 2 Kampar Kiri Hilir, Kampar Regency, prepares professional teachers in their fields, especially those related to learning.

Based on the interview field notes as stated above, academic supervision planning at SMPN 2 Kampar Kiri Hilir was carried out through school work meetings or school community deliberations involving the principal, deputy principal for curriculum, and teachers. This activity is intended to develop a higher-quality plan and create task commitments for implementing academic supervision to improve education. Using interview excerpts, it was possible to learn that the school principal's assessment was normative and objective. The objective assessment of performance is the suitability between the programme and implementation in the field and the level of success in achieving goals, while the normative one is responsibility, obedience, honesty, cooperation, and initiative towards the school. We refer to the components in DP3 (Work Implementation Assessment List). Based on the results of interviews conducted by researchers

at SMPN 2 Kampar Kiri Hilir, Kampar Regency, in terms of planning functions, it is carried out at the beginning of the new semester or at the end of the old semester, including planning in the learning planning stage, planning in the implementation stage of the learning process, and planning in the learning stage. assessment of learning outcomes, and planning at the learning supervision stage.

### **Organisation in Implementing Educational Process Standards**

The school organisational structure is also a stage of organising the management function to facilitate the process of relationships between educational staff in accordance with their authority and functions. The organisational 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. Regarding the implementation of educational management in organising at SMPN 2 Kampar Kiri Hilir, Kampar Regency, it has been done well, as can be seen from the division of tasks according to ability and competency. Organisation for the implementation of the learning process is also carried out at the beginning of a new teaching or at the end of an old teaching. Organising the assessment of learning outcomes is very important; this is, of course, in accordance with the division of teacher duties. This is in line with the opinion of Daryanto (2006), where one of the important parts of education that has a role in achieving educational goals is organizing. A school manager must know the organisational goals to be achieved. The manager needs to carry out work details, clear division of work, grouping of work, coordination of work, monitoring, and reorganisation for all employees who are subordinate to him. If all these tasks are carried out well, then school activities will run smoothly and goals can be achieved. Apart from that, technological equipment really supports teacher performance in terms of providing question typing. The success of the learning process in each class is also influenced by the teacher; of course, teachers teach according to their respective competencies. To improve teacher competence, supervision of the learning process is very important; this is, of course, assigned to teachers who have been given responsibility. Based on the results of interviews with researchers, it is known that organisational decisions are carried out at the beginning of each school year or at the end of the old school year by outlining the assignment of tasks to teachers and staff. The division of tasks is in accordance with the teacher's expertise, competency, or ability to manage the students' conditions. From the description above, if the organising process is carried out well and scientifically, the organisation that is structured will be good, effective, efficient, and in accordance with educational needs in achieving its goals, and it can improve education (Hasibuan, 2008). Based on these conclusions, it can be seen that one of the factors in improving the quality of education is the organising function, which is managed by the school principal effectively and efficiently so that education shows satisfactory results.

### **Implementation in Implementing Education Process Standards**

Implementation is a process stage of the management function that is carried out after the organisation has planned and organized. Implementation of learning is a teaching and learning process activity in accordance with the core elements of learning activities, whose implementation is adjusted to the signs that have been prepared in previous planning. It can be seen that mobilisation 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 and holding communication so that there is a common language between leaders and subordinates. Direction is carried out by providing correct, clear, and firm instructions. All suggestions, 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. Based on several interviews and observations conducted by researchers, the process standards at SMPN 2 Kampar Kiri Hilir already pay attention to activities in the school to support student development in terms of knowledge, skills, and morals, where the teachers in the implementation of learning, of course, prepare a good syllabus and lesson plans and will implement them according to what is written. This is also strengthened by student satisfaction with following the learning process. Teachers at SMPN 2 Kampar Kiri Hilir implement

learning in accordance with the lesson plans that have been prepared, such as preliminary activities, core activities, and closing activities. In dealing with students who are passive in learning, the teacher gives special attention, and almost all methods and strategies are used in the class to create an atmosphere of fun learning so that students don't feel bored.

Regarding learning methods and media, they use the question and answer method, discussion, and demonstration, and the assignment method adapts to the RPP and the learning atmosphere in the class. For learning media based on the material being taught, in this case, the implementation of learning based on the standard process carried out already has a government regulation in which the PP is contained in No. 4 of 2022, Article 9, paragraph (2), which states that the implementation of the standard learning process includes:

- a. interactive;
- b. inspiring;
- c. fun;
- d. challenging; and
- e. motivating students to participate actively.

So it can be concluded that the implementation of the management function in implementation is quite good, where the division of tasks is carried out based on the ability of teacher performance in subjects, and the implementation of learning according to process standards at SMPN 2 Kampar Kiri Hilir is quite good according to government regulations. Apart from that, in the implementation of learning, there are several things related to obstacles to implementing active learning at SMPN 2 Kampar Kiri Hilir, Kampar Regency, so that learning is less than optimal.

- a. Lack of supporting facilities in the form of supporting textbooks and learning media,
- b. Learning media is not up-to-date or is outdated; for some teachers,
- c. The lack of student interest is due to some students being sleepy due to the uncontrolled use of cellphones.
- d. environmental factors and a lack of attention from students' parents.

### **Supervision in Implementing Educational Process Standards**

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 to ensure that all resources are used effectively and efficiently to achieve organisational goals. Supervision here means making the best possible plans in order to guarantee that the results will be achieved as expected.

The implementation of school management in the implementation of educational process standards at SMPN 2 Kampar Kiri Hilir in the supervisory function is well implemented, such as the principal carrying out supervision, which includes:

- a. monitoring,
- b. supervision, and
- c. reporting.

The researcher observed supervision or monitoring; the principal carried out direct monitoring of the teaching and learning process in the classroom; and for supervisory supervision, the principal focused more on the way the teacher conveyed and distributed the material to his students. Supervision activities are carried out to determine improvements in teacher performance, with supervision making teachers increasingly strive to improve their performance and improve learning activities to make them even better. reporting supervision, to obtain results from monitoring and supervision activities, and to assess subject teachers regarding whether the teacher's performance has improved. Monitor the implementation of planning, organisation, and mobilisation activities. Supervision is carried out on implementation activities, which aim to determine the improvement in the performance of members. Meanwhile, reporting is carried out to obtain the results of monitoring and supervision to assess subject teachers' performance and whether there has been any improvement. However, from the perspective of the teachers, there are some teachers who have not fully improved their suggestions for follow-up on supervision.

The implementation of school management in implementing educational process standards at SMPN 2 Kampar Kiri Hilir supervision is good, according to the findings of research and data collection. Supervision is generally carried out once every two months, sometimes even at the beginning of every month at monthly meetings.

## **Research Discussion**

### **Planning for Implementing Educational Process Standards**

From the results of research conducted by researchers at SMPN 2 Kampar Kiri Hilir, Kampar Regency, it is clear that educational management planning activities for learning objectives have been implemented well. Linked to the contents of the National Education System Law and Government Regulations above, it can deliver learning material to students systematically and precisely, so that the expected educational goals can be achieved. Borrowing short but very essential words from the book Learning Planning by Abdul Majid (2008) that the core of the educational process is learning. This is a routine activity that teachers carry out every day. So that the programs they carry out are more focused, they must know the curriculum released by the government. Information from the curriculum is used as material for them to prepare syllabi and learning plans. Teachers should be able to understand all technical activities related to learning well. Not only that, information about the competency standards that teachers themselves should have is also important. To achieve learning goals, good learning planning is definitely needed. M. Sobry Sutikno (2009) in his book Educational Management General Overview and Islamic Concepts emphasizes that planning is an absolute requirement for every management activity. Without planning, implementing an activity will experience difficulties and even failure in achieving the desired goals.

### **Organisation in Implementing Educational Process Standards**

Regarding the implementation of educational management in organizing at SMPN 2 Kampar Kiri Hilir, Kampar Regency, it has been done well, it can be seen from the division of tasks according to ability and competency. This is in line with the opinion of Daryanto (2006) where one of the important parts of education that has a role in achieving educational goals is organizing. A school manager must know the organizational goals to be achieved, the manager needs to carry out work details, clear division of work, work grouping, work coordination, monitoring and reorganization for all employees who are subordinate to him. If all these tasks are carried out well then school activities will run smoothly and goals can be achieved. From the description above, if the organizing process is carried out well and scientifically, the organization that is structured will be good, effective, efficient and in accordance with educational needs in achieving its goals, and can improve education (Hasibuan, 2008). Based on these conclusions, it can be seen that one of the factors in improving the quality of education is the organizing function which is managed by the school principal effectively and efficiently so that education shows satisfactory results.

### **Implementation in Implementing Education Process Standards**

The results of the presentation of data that have been presented previously and are related to school management theories, it can be concluded that the implementation of school management in implementing educational process standards at SMPN 2 Kampar Kiri Hilir in Kampar Regency in the implementation function is quite good, namely as the principal of SMPN 2 Kampar Kiri Hilir Kampar Regency, in its implementation function, provides guidance first to teachers and staff, explaining what the purpose and aims of the program will be implemented and how to carry it out and what responsibilities they must carry out well. At this stage of implementing learning, a teacher must be able to choose learning resources and teaching strategies. This is as stated by Oliva as follows; "Implementation of instruction is seen as including the selection of resources and the selection on implementation of teaching strategy" (Oliva, 1984). The statement above can be translated: "the visible implementation of teaching also includes the selection of resources and the implementation of teaching strategies."

Thus it can be explained that the implementation of learning includes choosing learning resources and learner strategies. Thus, a teacher is required to be able to present relevant learning resources and determine strategies or management of students' learning environment with the hope that the learning process can run as expected. The quality of a teacher's learning is very strategic as the spearhead of change (the agent of change) from not being able to becoming able, from not yet mastering to mastering, from not yet understanding to understanding, through the learning process. Therefore, the success of changing the quality of learning or education also depends on the quality of teachers in the learning process (Munthe, 2009). In line with the quality of learning, Djamarah describes the relationship between a teacher and students as matching phrases that are harmonious, balanced and harmonious, the relationship between the two is in a spiritual relationship that needs each other, when their bodies are separated, their souls are united as a single duo, the learning teacher and students learn in the process. educational interaction that unites their steps towards one goal, namely goodness, with the glory of the teacher straightening the dynamic personality of students so that they do not deviate from goodness (Djamarah, 2008). Thus, in educational communication and interaction, teachers must try to ensure that students are maximally active and creative, teachers do not have to be complacent with traditional learning styles, various effective communication approaches are implemented from the beginning of the lesson to the end of the lesson.

### **Supervision in Implementing Educational Process Standards**

The implementation of school management in the implementation of educational process standards at SMPN 2 Kampar Kiri Hilir in the supervisory function has been implemented well, such as the principal carrying out supervision. In the process of improving the quality of education, the monitoring function is very important. Careful quality planning and systematic implementation of plans will not produce maximum results without being followed by a monitoring process. There are at least four types of supervision functions proposed by Dunn (2000), namely: Explanation, accounting, inspection and compliance. The explanatory function is intended to explain how activities are carried out, including the obstacles and difficulties faced. The accounting function means that through supervision auditing can be carried out on the use of resources and the level of output achieved. Meanwhile, the inspection function is intended to determine the extent of conformity between actual work and the plans formulated. And the compliance function aims to determine the extent of compliance of the task implementers so that the level of employee work discipline can be known (Engkoswara and Komariah, 2012). It is wrong and against the rules if the supervisory process or supervisory work mechanism only monitors, inspects and only reports what happens in the field. This is not in accordance with the essence of supervision, namely the coaching process. Good supervision is supervision in which a coaching process is established between a supervisor/supervisor and officers who are authorized to carry out the work.

### **CONCLUSIONS AND RECOMMENDATION**

Implementation of school management through management functions can make the educational process standards at SMPN 2 Kampar Kiri Hilir Kampar Regency better in terms of learning planning, implementation, assessment, and supervision of learning, which can be explained as follows:

1. The implementation of the school management planning function in implementing educational process standards at SMPN 2 Kampar Kiri Hilir, Kampar Regency, can be concluded to be good. Various strategies have been adopted by school principals to improve learning.
2. The organisation of school management in implementing standard educational processes at SMPN 2 Kampar Kiri Hilir, Kampar Regency, can be concluded to be good. This division of tasks is according to expertise or competency.
3. The implementation of school management in implementing educational process standards at SMPN 2 Kampar Kiri Hilir, Kampar Regency, can be concluded to be quite good. The things that the principal takes to improve are improving teacher teaching and ensuring the availability of teaching materials.



4. With the supervision of school management in implementing standard educational processes at SMPN 2 Kampar Kiri Hilir, Kampar Regency, it can be concluded that this supervision is good, as can be seen from the supervision carried out by the principal and school supervisor. Supervision is held once a month in order to find out or evaluate the plans that have been made.

The standard management of the educational process, which is already good, must continue to be improved. Schools need to make plans to provide training for teaching and educational staff in order to improve their professional abilities. To the teaching staff at SMPN 2 Kampar Kiri Hilir, Kampar Regency, to always improve their own competence and not be lazy in developing their own abilities, and also to always be active in following all educational developments. Apart from that, it is hoped that learning activities will always run effectively and efficiently, because, of course, this will have an impact on educational outcomes.

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