MANAGERIAL COMPETENCY OF SCHOOL PRINCIPLES IN IMPROVING THE PERFORMANCE OF TEACHERS AND EDUCATIONAL PERFORMANCES IN SCHOOL

Sutarman1*, Lina Sukanti1, Anie Rohaeni2, Neneng Sulastri3

1Sheikh Yusuf Islamic University
2STAIP Bandung
3Nusantara Islamic University

Abstract
The purpose of this research is to know (a). Principal Managerial Competence (b). Knowing the Relationship between Principal Managerial Competencies in Improving Teacher Performance and Education Personnel (c). Knowing the Obstacles in Improving the Performance of Teachers and Education Personnel. This research method uses a qualitative approach, which describes the findings and phenomena that occur. Data collection techniques through (1). Interview (2). Surveys (3). Documentation studies are in the form of searching data in the form of archives, pictures, photos, meeting notes. Conclusion (1). The managerial competence applied by the principal is in accordance with the functions and managerial competencies of the principal adopted (2). The relationship between the principal's competence and teachers and education staff, as a managerial competence, the principal has a role in planning programs according to the needs of teachers and education personnel (3). The principal obstacle in improving the performance of teachers and education personnel is the family factor and the remote location of the training.

Keywords: Managerial competency, School principles, Teacher education

Introduction
The principal as a functional teacher is assigned the task of leading a school where the interaction is between teachers who give lessons and students who receive lessons, and education personnel who make lesson schedules. The principal as a manager is required to provide motivation for the performance of his subordinates. (Danim, Sudarwan. 2013). Because the teacher is the spearhead of the implementation of education and teaching. Teacher performance is very important to note because teachers carry out pedagogic and professional tasks, which can only be done with special competencies obtained through educational programs. The principal in an effort to improve the performance of teachers and education personnel is a
good role model and must also be able to empower the educators in the school he leads.

Principals motivate and encourage teachers and education personnel in a healthy and transparent manner, give permission to teachers to attend lectures and support teachers in learning activities and provide opportunities for teachers to provide advice and attention. The principal as a manager must have good skills. In order to be able to manage the resources owned by the school in the form of human resources and other resources. (Puspitasari, Norma., 2015). In addition, the resources available in schools so that there must be an effort from the principal as a manager, to organize and find alternatives in solving problems related to resources. The principal as a leader in the school organization, acting as a manager must be the maintenance of the structure, procedures, and goals of the school organization. Therefore it can be seen as a strength and stability of the organization.

The quality of teachers can determine the quality of education and vice versa the quality of education will be determined by the quality of teachers and determine the younger generation as citizens and potential leaders. (Karwati, Euis., Priansa, D. Juni., 2013). The teaching profession is very closely related to integrity and personality, which are identical as educators, teachers, guides, fosters, nurtures, which are required to have abilities. cognitive skills, which must master materials, methods, media, and be able to plan and develop learning activities, affective abilities of teachers must have noble character, maintained behavior so that they can become models that should be followed by students. psychomotor abilities, namely the teacher must have the knowledge and ability to implement the knowledge possessed in life in society.

The educational profession consists of the realm of the teaching profession and the education staff profession. Educators and education staff are two types of professions that complement each other. Even though educators with a high degree of professionalism work, there is no support from educational staff. (Karwati, Euis., Priansa, D. Juni., 2013). Likewise, professional education personnel cannot do anything without the support of professional teachers as direct actors in educating.

Educational staff are community members who devote themselves to and support the implementation of education which includes educators. Educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators and other designations that are in accordance with the specificity of educators and participate in providing education. (Suhardiman, Budi., 2012). The principal as a manager must develop teachers and education staff into professionals who seek to improve, develop, and enhance teacher competence in order to make a major contribution to the interests of the school. The demand for efforts to improve the quality of education has implications for the need for schools, in having teachers and education personnel who have high performance.

SMAN 1 Tangerang Selatan is the choice for the surrounding community, it is an accredited school of excellence (A). SMAN 1 South Tangerang is a school that has been around for a long time, at that time there were no other high schools, so many of the leading figures graduated from SMAN 1 South Tangerang. (Eka, Concern., 2011). From a geographical point of view, SMAN 1 Tangerang Selatan is very strategically located, in the middle of the city with easily accessible roads. The school has also received many achievements, in the form of certificates of appreciation and awards in the form of trophies, in the form of plaques. Many alumni of SMAN 1 South Tangerang have succeeded, such as becoming governors, ministers, regents, and entrepreneurs. With this data, many people want to send their children to SMAN 1 South Tangerang. As an international standard pilot school. Schools with a zoning system, but people cannot enter directly because there are many who register, so selection is needed. A school that excels, and is also a school with a clean environment, a child-friendly school, a green school, so that the learning atmosphere becomes conducive.

Based on the findings in the field that the researchers did, the performance of teachers and education staff has not been maximized in carrying out their duties effectively and efficiently, there are some teachers who teach not in their
fields, this will certainly affect the performance of teachers and the quality of learning carried out. (Taswir., 2014). The principal must have a good and targeted plan so that the performance of teachers and education personnel can be improved optimally. Managerial competence of principals can support in-depth knowledge and understanding in developing learning for students in their schools, so that teachers and education personnel can be empowered and contribute to the achievement of learning as an educational goal in schools.

**Managerial Competence**

Competence basically shows the ability or ability to do a job. Managerial carried out in a business that can run well requires planning, implementation, direction, and evaluation. (Wisdom., 2011). In using all existing potential effectively and efficiently. Managerial competence can also be interpreted as managerial skills, managerial skills in order to be able to manage human resources and other resources in schools. In addition, these resources are not always available in schools, so there must be managerial efforts from the principal to find alternative solutions to problems with regard to resources in the school, therefore the skills of the principal as a manager are needed.

**Principal**

The principal as a manager has a very important role in managing educational institutions. Organizing school institutions well. In accordance with what is stated in the 2006 Ministry of National Education, regarding the role of school principals, that school principals have roles including manager, leader, educator, administrator, innovator, motivator, and supervisor. (Mulyasa, Enco., 2011). Then the principal has the right to regulate and determine a decision and policy, in the management of the education process. In this case, the principal does not carry out his own operational actions but makes decisions to determine policies and mobilize others to implement school policies that have been decided in accordance with the policies determined in the work program.

**Teacher Performance**

Teacher performance is the ability shown by the teacher in carrying out each task and teaching job. Performance can be categorized as good and satisfactory if the goals achieved are in accordance with predetermined standards. (Novan, A. Wiyani., 2013). Teacher performance as an achievement achieved by a teacher in carrying out his teaching duties during a certain period of time measured based on indicators, namely: (1). Mastery of teaching materials (2). Ability to manage learning (3). Commitment to carrying out tasks through planning, learning management and assessment of student learning outcomes. As a planner, the teacher must be able to design learning according to the conditions of students who are in school and outside the classroom, as a manager, the teacher must be able to create a conducive learning climate, so that students can learn well, and the teacher as an evaluator must be able to carry out assessments. process and student learning outcomes.

**Education Personnel**

Educational staff are those who work and are assigned to manage school administration, which relates to teacher teaching schedules, hours of entry and exit of students in learning, recording and compiling every administrative matter and reporting it to their superiors. (Sagala. Syaipul. 2011). It is carried out in terms of quality and quantity achieved during a certain period of time in school. As an administrative staff appointed to support the implementation of education, he is in charge of and applies planning to the implementation of tasks such as: administration, management, development, supervision, and technical services to students, teachers, school principals to support the course of education in the education unit with responsibilities according to the assigned tasks. given to him. Education personnel consist of educators, education unit managers, supervisors, researchers, developers, laboratory librarians, and learning resource technicians.
Method

This research method uses a qualitative approach which describes in a naturalistic manner carried out in natural conditions. Focus on discussing and solving current and actual problems by analyzing data objectively. (Sugiyono., 2011).

Data collection technique

The data collection needed in the research is through field research that is directly at the research location, namely: SMAN 1 South Tangerang. To obtain the data needed in the field, namely as follows:

1. Observation researchers directly see and listen to everything that respondents do in daily life activities, either before, before, or after and direct observations on research subjects related to the managerial competence of school principals in improving the performance of teachers and education staff.

2. In-depth interviews to obtain research data with face-to-face questions and answers between interviewers and informants, namely school principals, teachers, education staff and students to obtain accurate information and data.

3. Documentation study is one way to get an overview and data from the subject’s point of view through a written media and other documents to the person concerned. To obtain data support from an overview of the history of the establishment of the school, school profiles, data on facilities and infrastructure, as well as data on teachers and employees, data on the number of students, and other documents related to the research focus. The documents are in the form of guidebooks, codes of ethics, work programs for school principals, agenda for principals’ managerial competence data and so on.

Results and Discussion

Overview of Research Sites

SMA Negeri 1 South Tangerang, is one of the leading State Senior High Schools, located in Banten Province, Indonesia. (Sutarman., Lukman, A. Nulhakim., 2021). As is the case with other high schools in general. The period of education that applies at SMAN 1 Tangerang Selatan school is taken within three school years, starting from Class X to Class XII. As the object and location of research

   SMA Negeri 1 Ciputat was founded on January 4, 1977 under the name SMAN 27 Jakarta, far class Ciputat. In accordance with the wishes of the organizers and developments, in April 1979, in accordance with the transition of the development of SMA Negeri 27 Jakarta Ciputat far class from the Regional Office of the Ministry of Education and Culture of West Java Province, the status of SMA Negeri 27 Jakarta for the distant class of Ciputat changed to SMA Negeri Tangerang Filial Ciputat. (Zulkarnain. 2016). With the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0298/0/1982 dated October 9, 1982, then SMA Negeri Tangerang Filial Ciputat was declared independent under the name SMA Negeri Ciputat. With the Decree of the Minister of Education and Culture of the Republic of Indonesia dated March 27, 1997 regarding changes in the SMA Nomenclature, the name of SMA Negeri Ciputat changed its name to SMA Negeri 1 Ciputat.

   Geographically, SMA Negeri 1 Tangerang Selatan City is located in the eastern region of Tangerang Regency and administratively the population, as Ciputat people are residents of Tangerang Regency which is now South Tangerang City. In general, SMAN 1 is the leading school in South Tangerang City. In the 2006/2007 academic year, it became a pilot school categorized as Independent. (Sudarwan., Khairil., 2011). As a National Standard School which in its implementation receives guidance from the Directorate of SMAN Development and the Provincial Education Office and becomes a model for other SMANs in South Tangerang City. After a 1 year trial using the bilingual teaching system in class X, in the 2008 / 2009 school year SMAN 1 South Tangerang City, opened a bilingual class program and in the 2009 / 2010 school year in partnership with several State Universities and other institutions based in English as a native speaker.
**Principal’s Managerial Competence in Improving the Performance of Deputy Principals**

Managerial competence covers broad aspects of planning school programs, developing school organizations, empowering resources and carrying out supervision of school activities according to applicable standards. The competency aspect requires the ability of the principal to develop the school. An effective strategy can master managerial competence as a principal as a whole and can be applied maximally. (Muwahid, Shulhan., 2013). Managerial competence of principals at SMAN 1 South Tangerang. Managerial abilities can be seen from the organizational structure and achievements of the school can be seen from the table above. With the organizational structure chart, the principal can know to delegate tasks according to the position, field and ability.

Principals must create intensive communication and harmonious relationships, disclosure of information, and active participation of vice principals, teachers and education staff in planning, implementing, evaluating programs that have been implemented. (Sulistiyani., Rosidah., 2013). The principal cannot do everything alone, the principal has a partner, namely the school committee and 3 representatives, namely the deputy head of student affairs, deputy head of the curriculum and so on, they are given the authority and the main tasks and functions of each according to their managerial abilities. The principal in giving orders to teachers can be directly and can also be represented according to their respective fields. all done in order to manage students so that the teaching and learning process can run smoothly.

The achievements achieved by the school in each different class and generation through extra-curricular activities are as follows:

1. Yudhistira-Srikandi Front Scouts (YDSR)
2. Fine Arts (SERUPUT)
3. MPK & Student Council
4. Nature Lover (SACAPALA)
5. Wall Magazine (FURESION)
6. Youth Red Cross (PUSPARAJA)
7. English Club (ELFOST)
8. Math Club
9. Japanese Club
10. Karawitan
11. Saman (SAMTUCI)
12. Modern Dance (MODDENCY)
13. Cheerleading (BEAVERS)
14. Paskibra
15. Futsal (SONIC)
16. Basketball (NSC)
17. Badminton (BOOSTER)
18. Taekwondo
19. Band
20. Choir (ANDANTE)
21. Vocal
22. KIR (PENTACARA)
23. ROHIS At-Tholibin
24. Computer
25. Cinematography (CFS)

**Principal’s Managerial Competence in Improving Teacher Performance**

The principal sends teachers to attend education and training (training), which relates to the main tasks and work functions of teachers as educators and who provide lessons to students. (Suharsimi., Jafar, Abdul., 2010). As the main task of teachers to educate and schedule student assignments, in carrying out the teaching process, and improving teacher competence in improving the competence of each teacher.

The principal program of SMAN 1 South Tangerang, as the principal’s professionalism,
fosters teachers not only in teaching but teachers also have to complete administration in managing their students, in order to improve the quality of teachers, through various education and training programs held at school and outside of school, as a form of teacher development. (Sudarwan, Danim., 2012). Principals require teachers to participate in subject teacher deliberations (MGMP), also participate in working group forums and participate in teacher work deliberations. Other.

At the beginning of each year school personnel and teachers hold a work meeting, in the work meeting all school personnel make proposals on future work plans, present an overview of the planning of each field, then the principal evaluates the extent to which the school teacher’s achievements are. Programs carried out by school principals include recruiting skilled and qualified teachers in their fields. (Nur, Zazin., 2017). Collaborating with external parties, such as holding disaster preparedness schools, establishing child-friendly schools, collaborating with the transportation agency, regional disaster management agencies and the health department, and cooperation with the South Tangerang City Resort Police (Polresta). Provide counseling and legal understanding about sexual violence against children, a program that is carried out every year with the aim of supporting the quality of education in schools.

The principal in managing the potential that exists in SMAN 1 is in accordance with the vision, mission, goals, of the school. Managerial competence is very important for school principals, because with good managerial skills, school principals can wisely delegate tasks and job descriptions to their subordinates. (Nurus-salami., 2015). The division of work carried out depends on the subject teachers and education personnel, according to their expertise, workload and demands, with the delegation of tasks and authority from the principal can run smoothly, the resulting learning can run smoothly. The division of work carried out by school principals refers to the regulations of the national education minister, so the division of labor is in accordance with the educational background, experience, skills, possessed by teachers and education staff.

Principal’s Managerial Competence in Improving the Performance of Education Personnel

The principal’s managerial competence is very much needed to foster the performance of the existing education staff at SMAN 1 South Tangerang, the principal is able to plan, organize, implement, evaluate school programs. The professionalism of the principal is good at providing detailed and clear job descriptions for education staff, good communication in planning, implementing, evaluating programs. (Jamal, M. Asmani., 2012). The performance of education personnel is assessed and evaluated every year for employee performance. With an increase in the performance of education personnel, it will have an impact on the quality of education in schools. Without good performance, the results of education are not as expected.

It is very important to improve the performance of education staff to serve students, how the performance of education staff makes students satisfied, able to accept student needs such as paying school fees, asking for lesson schedules, asking for absences and asking for a list of grades. (Supardi., 2014). Understand the learning material that will be given by the subject teacher. Taking care of school administration is very dependent on the performance of education personnel, so the performance of education personnel has a positive influence on the quality of education.

The relationship between the principal’s managerial competence and the performance of the education staff is that education staff must be able to complement each other, meaning that when carrying out activities or there are things that must be discussed together, they can ask for opinions or suggestions from others. (Fatmawati, Putri., 2013). Due to the lack of one staff, the other staff can complement, and vice versa, so that there is a reciprocal relationship and the establishment of a harmonious relationship between superiors and subordinates in educational staff, which affects their performance.

Efforts made by school principals in improving the performance of education personnel include providing motivation with clear communication, then giving awards to
outstanding staff, in the form of certificates, and a certain amount of coaching money. SMAN 1 South Tangerang, with so competent staff in their field. (Jay, Abwalla., 2014). The principal also conducts training for staff on a rotating basis, so that tasks can be carried out by other staff, in an effort to improve the performance of the staff involved in carrying out school administration.

Obstacles in Improving the Performance of Teachers and Education Personnel

Obstacles in improving the performance of teachers and education personnel have several obstacles and problems with the performance of teachers and education personnel still need to be improved, due to several things, namely as follows: (Daryanto., 2011).

1. The problem is that there are those who don't want to be sent to participate in the training, so they don't want to develop themselves, even though the teacher in question is still low in competence.
2. Obstacles from the family that do not support the person concerned to participate in the training, are obstacles to the development of the teacher’s performance, including serious obstacles in improving the performance of teachers and education staff.
3. Obstacles of teachers and education staff who are elderly, cannot follow the rules in question, the best way can be done with a persuasive approach with a family approach.
4. Obstacles in improving the performance of teachers and education staff, obstacles in managing ranks, overlapping job descriptions, work that should be done by person A but who does person B.

Observing the obstacles in general, apart from the teacher's health factor as well as the family factor, many teachers are approaching retirement, often experience illness, the IT mastery factor, can't use computers, by not mastering IT and computers are obstacles for teachers in general, because in giving assessments they already use IT. Factors that affect the performance constraints of teachers and education personnel. (Radiyanto., 2020). One of them is reward and punishment, unfavorable conditions in the school environment also greatly affect, and many of the elderly teachers require attention from the government for the welfare of teachers and employees so that the performance of teachers and education personnel decreases.

In the teaching and learning process there are teachers who are unable to attend because of illness, students are less motivated in learning, although only a small part can be annoying, teaching and learning facilities are still limited, for example learning equipment, subject teachers are still lacking, teacher appointments are still few. (E. Mulyasa., 2013). Obstacles in the teaching and learning process such as inadequate facilities and infrastructure, but the principal always tries to make plans for things that are needed in the following years according to the budget obtained.

Based on the results and descriptions above, what the authors did regarding the managerial competence of school principals in improving the performance of teachers and education staff became very interesting.

Principal’s Managerial Competence in Improving Teacher and Education Personnel Performance

The principal’s managerial competence is able to plan, organize, evaluate, and improve the school management process properly and professionally. H. (A. Tabrani, Rusyan., 2013). This managerial competence is needed to deliver the vision, mission, strategic goals so that the principal can mobilize the potential to achieve the goals. The skills required by school principals are as follows:

1. Good school culture flexibility, namely skills, awareness and sensitivity to school culture, principals as managers will deal with school residents, with diverse cultural backgrounds, both teachers, education staff, and students. Therefore, school principals are required to be able to appreciate this cultural diversity.
2. The ability to communicate as a social competence, the principal's reliability in communicating in oral, written, and non-verbal forms. Because communication skills are very important for principals because all of
the principal’s duties and work always involve and relate to other people.

3. The creativity and skills of the principal can create a harmonious school environment, can encourage school residents to develop various creativity in carrying out their duties and work in improving the performance of teachers and education staff.

4. Independent learning management as mastering the skills of principals, with reference to the need for continuous learning outcomes to gain new knowledge and skills. The principal always tries to update his knowledge and skills.

Principals who are able to motivate teachers and education personnel in serving for customer satisfaction (SAWA), with intensive communication, transparent administrative management. with the results of the formulation of the problem of managerial competence of principals at SMAN 1 South Tangerang. As a condition that must be owned by the principal in carrying out his duties. (Abdullah, Munir., 2013). The principal of SMAN 1 Tangerang Selatan can delegate tasks and authority to subordinates according to their fields through the school's organizational structure. The principal is able to manage subordinates in carrying out their duties, regulate the division of work of their subordinates according to their respective job descriptions. At the end of each year the principal holds a joint working meeting with school personnel, presenting the results of his work as needed and minor improvements.

With the good managerial ability of the principal greatly impacts the quality and performance of teachers and education staff as their subordinates, managerial competence includes knowledge, skills, and attitudes that are embodied in tangible work that is beneficial for the school they lead. (Abdullah, Munir., 2013). The principal always motivates his subordinates so that they can carry out their duties properly in accordance with their expertise.

**Conclusion**

Based on the results and discussions that the researchers have done, several conclusions can be drawn as follows:

1. The Principal’s Managerial Competence is in accordance with the applied management, with the managerial competence he adheres to, as a requirement possessed by the principal in carrying out his duties and roles. The principal has delegated the duties and authority to the principals as subordinates in accordance with the fields and main tasks and functions, through the school organizational structure, then the principal manages the implementation of work in accordance with his job.

2. The relationship between the managerial competence of the principal in improving the performance of teachers and education personnel, as a managerial competence, the principal has as a manager whose role is to plan programs according to the needs of teachers and education personnel to complement each other with the performance of teachers and education personnel. The principal asks to receive opinions and suggestions from teachers and education personnel in every decision-making, harmonious relationship activities between school members.

3. Obstacles by the principal in improving the performance of teachers and education personnel, among others, there are teachers who do not want to be sent to attend training, the family does not support the person concerned to take part in the training on the grounds that it is far from the location.

**Suggestions**

1. For school principals to be able to develop their personality, managerial, entrepreneurial, supervising to improve teacher careers and the skills of education staff in a committed and consistent manner in managing them

2. For school teachers to continue to strive to improve academic and non-academic skills in developing the ability of teachers to carry out their obligations properly and responsibly, on personality competence, pedagogic competence, social competence and professional competence

3. Educational staff must have academic qualifications as agents in physically and mentally healthy learning to continue to
improve their skills and to continue to participate in various training and other activities and complete them to the Bachelor level.

References

Abd, Wahab., Umiarso., 2016. Educational Leadership and Spiritual Intelligence, Yogyakarta: Ar-Ruzz Media.

Abdullah, Munir., 2013. Becoming an Effective Principal, Yogyakarta: Ar-Ruzz Media.

Danim, Sudarwan., 2013. Professionalism and Professional Ethics of the teacher. Bandung: Alphabeta.

Daryanto., 2011. Principals as Learning Leaders, Yogyakarta: Gava Media.

Donni Juni Priansa. 2017, Becoming a School Principal and Professional Teacher: Concept, Strategic Role, and Its Development, Bandung: Pustaka Setia.

E. Mulyasa., 2013. Competency Standards and Teacher Certification, Bandung: Rosdakarya Youth.

Eka, Prihatin., 2011. Student Management, Bandung: Alphabeta.

Fatmawati, Putri., 2013. Managerial Competence of Junior High School Principals in Banguntapan District, Bantul Regency. Journal of Education Management Study Program, Yogyakarta State University

H. A. Tabrani, Rusyan., 2013. The Professionalism of the Principal, Jakarta: Dynamics Library.

Jamal, M. Asmani., 2012. Tips for Becoming a Professional School Principal, Yogyakarta: Diva Press (IKAPI Member).

Jay, Abwaalla., 2014. The Principals Leadership Style and Teachers Performance In Secondary Schools Of Gambella Regional State Ethiopia. Journal of Education Jimma University Ethiopia

Karwati, Euis, Priansa, D. Juni., 2013. Performance and Professionalism of Principals. Bandung: Alphabeta.

Mulyasa, Enco., 2011. School-Based Management, Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya

Muwahid, Shulhan., 2013. Leadership Model of Madrasah Principals in Improving Teacher Performance, Yogyakarta: Teras.

Novan, A. Wiyani., 2013. Classroom Management: Theory and Applications for Creating a Conducive Classroom, Yogyakarta: Ar-Ruzz Media.

Nur, Zazin., 2017. The Movement for Managing Education Quality: Theory and Application, Yogyakarta: Ar-Ruzz Media.

Nurussalami., 2015. Managerial Competence of Principals in Improving Teacher Performance at MTs Negeri Tungkop”, Journal. ar-raniry. air conditioning. en, Vol 1, No 1.

Puspitasari, Norma., 2015. Managerial Ability of Principals in Improving Teacher Performance (Case Study at SMK Batik 1 Surakarta). Indonusa Surakarta Polytechnic Information Journal ISSN : 2442-7942 Vol.1 Number 1.

Radiyanto., 2020. Management of Vocational High School Quality Improvement. Publisher; YPSIM Banten

Sagala. Syaipul. 2011. The Basics of the Teaching and Learning Process. Bandung: Alphabeta

Sudarwan, Danim., 2012. Educational Profession, Bandung: Alphabeta.

Sudarwan, Khairil., 2011. Educational Profession, Bandung: Alphabeta.

Sugiyono., 2011. Educational Research Methods: Quantitative, Qualitative, and R & D Approaches, Bandung: Alphabeta.

Suhardiman, Budi., 2012. Principal Development Study. Jakarta: PT Rineka Cipta.

Suharsimi., Jafar, Abdul., 2010. Evaluation of Educational Programs. Jakarta: Earth Literacy.

Sulistiyani., Rosidah., 2013. Human Resource Management: Concepts, Theory, and Development in the Context of Public Organizations, Yogyakarta: Persada.

Supardi., 2014. Teacher Performance. Jakarta: PT Raja Grafindo Persada.

Sutarman., Lukman, A. Nulhakim., 2020. Strategic Management of Student Character Education. YPSIM Banten Publisher

Sutarman., Yudha, K. Muhammad., Erialdy, 2022. Introduction to Independent Learning on an Independent Campus Publisher: Archipelago Literacy

Taswir., 2014. Managerial Principals in Improving Teacher Performance at the State Vocational High School (SMK) 2 Sinabang, Simeulue Regency. Scientific Journal of Didactics February.

Wisdom., 2011. Education Management. Bandung: Faithful Library.

Zulkarnaen. 2016. Managerial Competence of Principals in Improving Teacher Performance at Integrated Islamic Junior High Schools in Aceh Regency. Journal of Education ETD Unsyiah Kuala.