

Evaluation of Principals' Performance in Improving The Quality of Graduates of State Vocational High Schools in Rejang Lebong

Sumarsih Sumarsih^{1*}, Mella Sahara²

^{1,2}Universitas Bengkulu, Bengkulu, Indonesia

¹sumarsihasih@gmail.com, ²mellasahara871@gmail.com

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ABSTRACT

The principal plays a crucial role in the successful attainment of school objectives. The role of principal leadership is crucial in enhancing school performance and promoting progress. The research aims to evaluate the performance of school principals in improving the quality of graduates of vocational in high school. The research method uses a goal-oriented evaluation type of evaluation model. The research subjects were school principals, teachers, administrative staff, and students. Collecting data using interview techniques, observation, and documentation studies. the data was analyzed quantitatively. Research results in a) The performance of school principals has carried out innovations by managing change by creating innovations in achieving targets and student quality in the very good category. b) The performance of school principals in cultivating a creative, competitive work culture and a comfortable, healthy work climate is in the good category, c) The performance of school principals in utilizing information technology in learning and developing library systems that support the quality of learning is in the very good category. Suggestions to school principals can facilitate and support teacher creativity in implementing innovative learning models.

1. INTRODUCTION

The principal is a determining factor in the success of achieving school goals. Principal leadership has an important role in school effectiveness and improvement (Zheng Et Al., 2017). The principal is someone who is the driving force in every activity of the school community and can make decisions to achieve school goals.

Performance is the result of work that has been achieved by someone in an organization to achieve goals based on standardization or size and time that are adapted to the type of work and following established norms and ethics (Supardi, 2014). The principal's performance is the work the principal achieves in carrying out his main tasks, functions, and responsibilities in managing the school he leads. The performance of the school principal in this study is an achievement of a position in this case the principal who is occupied for a certain period, based on work standards, work results, goals, and targets combined with skills and knowledge

and becomes a benchmark in achieving goals, vision and mission in an institution. As a leader, the principal must build school conditions to enable the educational process to be realized effectively and efficiently and pay attention to school culture as a factor that contributes highly to improving the work morale of teachers, students, and employees in school organizations (Alwildayanto, 2014)

Therefore, the principal needs to play his role effectively to achieve educational goals. Managing school resources is the obligation of the school principal to have good performance in improving the quality of graduates, by providing a basic understanding of improving the quality of learning, and working strategically technically to create a climate conducive to achieving the school's vision and mission. However, the fact results of the competency test for school principals conducted by the director general at the Ministry of national education were as many as 250 people, 70% were not yet competent and mastery of managerial competence only reached 47.1%.

Quality improvement in schools will be successful if the principal can manage and lead the school well. The ability of school principals to manage schools is shown by the leadership they have to realize schools as effective and efficient learning platforms. The principal plays such an important role and has a function as a determinant of the success of any group or organization (Pianda, 2018), Igwe and Odike also emphasized that the success and failure of schools is very closely related to the quality of leadership possessed by the principal (gaol & Siburian, 2018).

The Principal as an educational leader has four functions, namely (1) managing the teaching-learning program, (2) designing the organization to emphasize collaborative decision-making processes among different stakeholders, (3) developing an academic school vision and giving directions, (4) understanding and developing teachers (Citra et.al, 2022).

Principals must play an active role in bringing about change in educational institutions for the better by influencing all components of education as teachers, students, and society (Rosyadi et al., 2015). In addition, (Susanto, 2016) States that the role of the principal is very influential in the school environment, especially for teaching staff or teachers. the importance of the principal's work on student learning because it indirectly influences teacher activities through increased collaboration and communication when teaching.

Considering that the position of the school principal is so strategic, assessing school performance is an important aspect because thanks to his leadership it will determine whether or not the quality of the performance of the school he leads is good or not. Research (Hafidh Nur Fauzi, 2020) shows that school principals need to guide teaching and education staff using a structural and family approach to contribute positively to the development of school quality; and facilitate teachers and education personnel to increase their self-development by participating in workshops and training activities.

However, in reality there are still many school principals who have not demonstrated good performance by their duties. There are still school principals who have not been able to instill cultural values of quality in the school community, have not created a conducive school climate and atmosphere, and have not managed resources optimally. The results of research (Yetri, 2015) show that the performance of school principals in utilizing ICT to improve learning and school management is still in the adequate category and performance is one of the factors causing the creation of school culture and climate because there is still a low spirit of competition among teachers and school administration staff in achieving excellence and achievement. School principals have not been able to develop an effective, creative, and innovative work culture among teachers (Jannati, G., & Omidian, F. 2015).

Based on the above studies, this study aims to evaluate the performance of school principals in terms of leadership, managing change, creating a conducive school culture and climate, and utilizing information and communication technology (ICT) to improve the quality of graduates at Vocational High Schools 3 Districts Rejang Lebong Bengkulu.

2. METHOD

This research is a type of evaluation research with a goal-based evaluation model. In this study, a quantitative approach was chosen to determine the performance of school principals. Quantitative approach is used because data analysis is quantitative (numbers). The research location was conducted at Vocational High School 3, Rejang Lebong District, Bengkulu Province. The informants are principal, vice principals, and teachers.

Data collection techniques used interview techniques, observation, and documentation studies using checklist sheets. Data were analyzed using the quantitative description. To determine the percentage of school principals' performance, scores were calculated, which were then interpreted using the following formulas and intervals:

$$\text{Percentage} = \frac{\text{Data Collection Score}}{\text{Total Score}} \times 100\%$$

Category score: 81-100 Very Good; 61- 80 Good; 41- 60 Fairly Good; 21- 40 Not Good and 0 - 20 IS very low.

3. RESULTS AND DISCUSSION

Based On The Results Of The Evaluation That Has Been Carried Out Regarding The Performance Of School Principals In Improving The Quality Of Graduates At Vocational High School 3, Rejang Lebong Regency, Bengkulu Province, The Following Results Are Obtained:

3.1. Performance Of The Principal In The Aspect Of Leading The School

The school principal's performance in the aspect of leading the school is seen from the components of communicating the vision, mission, and goals of the school, coordinating,

directing and motivating teachers and staff, being role models in utilizing resources, showing discipline and building teamwork. Overall the evaluation results can be seen in Figure 1.

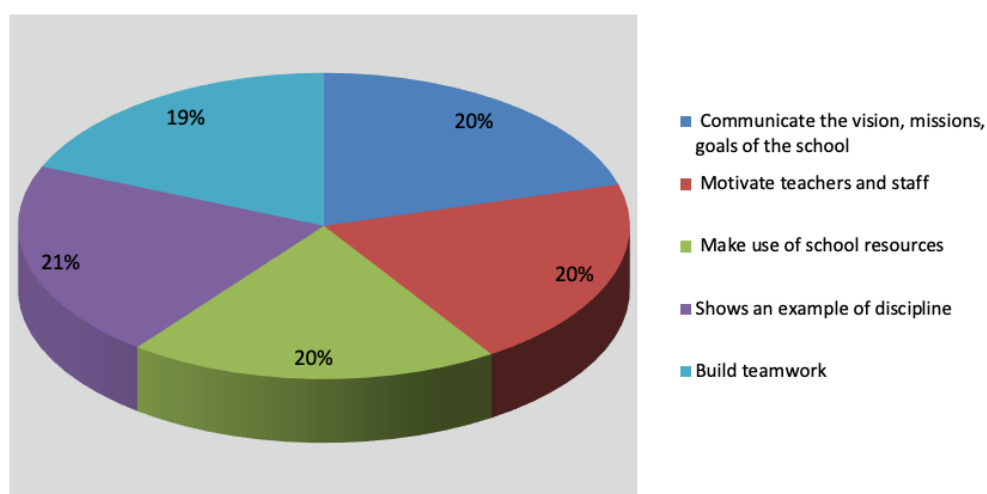


Figure 1. The Percentage of the Principal's Performance Score in the Leading Aspect School

Based on Figure 1, it can be seen that the principal's performance in leading the school has demonstrated good performance with an average performance actualization reaching 80%. The highest component is an example of very good discipline criteria with a score of 85%. This finding is in line with research by (Rahmad Rafid & Agus Tinus, 2019), school principals have carried out their duties optimally in improving the quality of teaching staff through supervision activities, subject teacher deliberations (MGMP), self-evaluation (EDS), In House Training (IHT) and other activities. entrepreneurship intended for teaching staff and students based on national education standards.

The lowest performance was in the teamwork building component with good criteria achieved at 76%. The principal's performance in building teamwork is not yet optimal because the evaluation results show that the principal in leading the school has not fully collaborated with teachers, administrative staff, related national education departments, and school committees optimally, especially in preparing school programs at the beginning of the year. The collaboration being built is still at the level of voluntary fundraising from student guardians. This happens because the school committee acts as a formal legal entity for its existence, due to its limited knowledge and function in the school. This is in line with Dewi Santi's research (Nia Hayati Fitrillia 2021), Collaboration between school principals teaching staff, and educational staff to build teams has not been optimal, and the factors causing the lack of team collaboration among school principals are many double jobs.

3.2. Principal's Performance In Aspects Of Managing Change

The performance of school principals in the aspect of managing change that is evaluated includes the components of developing new programs to increase the attainment

of higher school targets, building effective work teams, implementing various innovation techniques in managing learning, and developing potential and increasing school achievement. The evaluation results can be seen in Figure 2.

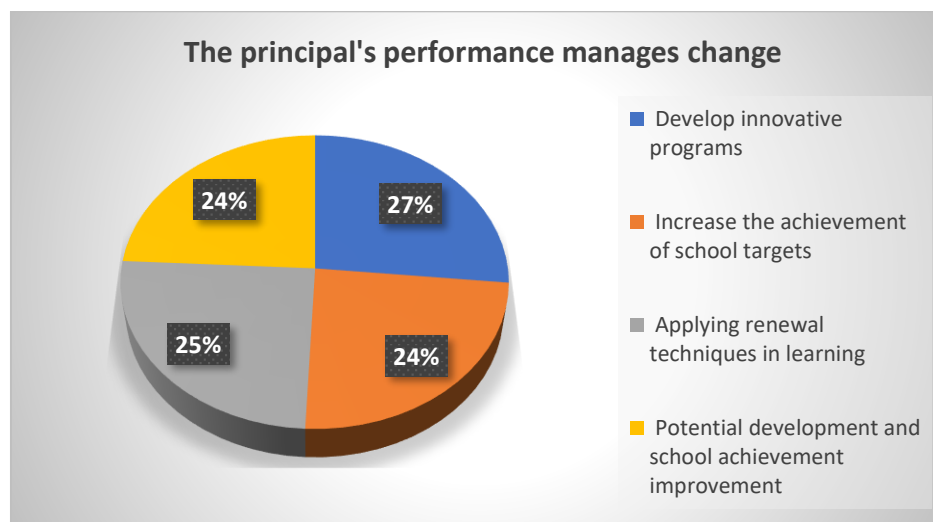


Figure 2. The Percentage of the Principal's Performance Score in the Aspect of Managing Change

Based on Figure 2, it can be seen that the overall performance of school principals in the aspect of managing changes in the actualization of criteria is very good with an average gain of 85%. Components implementing updates in learning are in the very good category with an achievement of 85%.

The achievement of each component is in the very good category, but the score for the component of increasing school target achievement is still 82%, meaning that there is still 18% that has not been achieved. This condition occurs because schools are constrained by funding which relies more on funds from the government, while public funds are only voluntary. However, the school program as stated in the school work plan has been implemented as closely as possible by the school principal, increasing the achievement of the targets that have been set.

The potential and achievement development component of the school is in the very good category at 82%. Weaknesses that still occur are that the development of student achievement has not been developed optimally because teachers are still burdened with a lot of teaching hours in class, student practical workshops require large operational costs, so practical learning with outside parties is still limited.

The innovative program development component has been carried out by the school principal, including accepting the school's proposal to become a BLU so that the school can open a school workshop business in collaboration with Astra and increase income generation for the school. The learning technique development component has been carried out in a

blended learning process with the *Kejar.id* program and is equipped with a computer laboratory at the school. The results of this research support (Kusumaningrum, et al. 2020) that the role of the principal is to inspire teachers to look to the future and make changes, determine strategic steps for change, implement changes, evaluate changes, and make plans for follow-up actions. This supports the research results of (Pratama, et al. 2020) that school principals in implementing change must have a clear and firm vision, mission, and strategy and provide facilities that can support it. The form of change carried out by the school principal can be in the form of structural changes, changes in human resources, changes in physical arrangement, or changes in technology or facilities and infrastructure (Putriana Kusuma Wardani & Teguh Triwiyanto, 2022), and (El-Kafi, 2021) the school principal generates a sense of urgency for change by communicating the vision and strategy, mobilizing, supporting and empowering human resources by consolidating with all elements of the school.

3.3. Principal Performance Creating A Conducive School Culture And Climate

Performance in the component of creating a school culture and climate is manifested through activities and becomes an evaluation criterion in this component, namely: setting an example in a competitive quality culture, managing a comfortable, clean, and beautiful school environment, forming a healthy working atmosphere and climate, and cultivating a culture efficient, creative and innovative work. The overall results of data analysis on the aspect of managing these changes can be presented in Figure 3.

The principal's performance creates a conducive school culture and climate

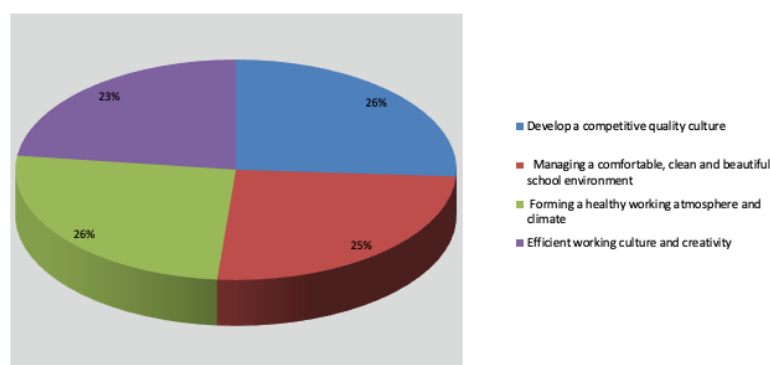


Figure 3. Percentage Of School Principal Performance Scores In The Aspect Of Creating A Conducive School Culture And Climate

Based on Figure 3, it can be seen that the overall performance of the principal in creating a school culture and climate that is conducive to the actualization of the criteria is very good with an average achievement of 83%. The highest component in the component is developing a competitive culture with very good criteria with a score of 86%. This research supports the findings of (Yayu Sri Rahayuningsih, and Sofyan Iskandar, 2022), school principals in the 4.0 era must be able to create interesting innovations, create a positive and novel school

culture, create a positive school climate to improve teacher performance for the better, teachers become more enthusiastic and creates a sense of responsibility.

The lowest performance of school principals is in the component of fostering an efficient, creative, and innovative work culture which is still not optimal. This condition occurs because not all teachers, staff, and students have a culture of school quality that is consistently implemented in daily life at school. The enthusiasm for innovation in better work has not been maximally developed, so teachers, staff, and students still carry out their duties by existing procedures. The research results support the findings of (Putri Fara Sholihah, et. all. 2018), Barriers to creating a conducive climate in schools: (a) the presence of teachers with poor character and personality, (b) government policies that often change, and not following school conditions, (c) some teachers do not like additional assignments given by the school principal.

3.4. School Principal Performance On Aspects Of Utilizing Ict

The performance of school principals in the component of utilizing ICT to improve learning and school management is realized through activities and becomes evaluation criteria in this component, namely: development of an objective school management system with the support of ICT implementation, management of learning with the support of ICT implementation, and development of an overall library management system. effectively with the support of ICT implementation. The overall results of data analysis on aspects of utilizing information technology can be presented in Figure 4.

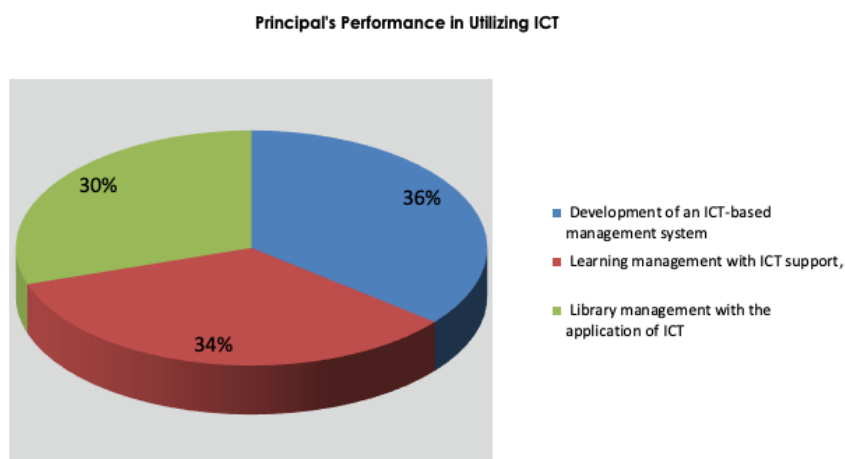


Figure 4. Percentage Of School Principal Performance Data Scores
Aspects Of Utilizing Information Technology

Based on Figure 4, it can be seen that the overall performance of the principal creates a school culture and climate that is conducive to the actualization of good criteria with an average achievement of 80%. The principal's highest performance was achieved in the ICT-based management development component in the very good category with an achievement of 86%, the learning management component with the support of the application of ICT in the very good category with an achievement of 82%, and the

development of an effective library management system with the support of the application of ICT in the good category with score 76%.

School management has used a management information system with various applications that have been issued by the Ministry of Education and Culture. Learning management has used blended learning with catch-up applications. ID, so that each teacher has an offline and online learning schedule. The school principal's leadership style in making organizational decisions, policies, or actions that facilitate the effective use of information technology throughout the school (Langran, 2006). Banoglu (2021), school principals have supported cultural transformation by creating an ICT-based teaching and learning environment, disseminating effective ICT use practices within the teacher community, and promoting an ICT-based teaching and learning culture (Keane et al,2020).

Discussion

The performance of the head of SMK 3 Rejang Lebong Regency, Bengkulu province, shows that the four aspects of performance evaluation have shown the level of performance achievement in the very good category. However, three components are still in the good category with a score below 80%, namely building teamwork 76%, fostering an efficient, creative, innovative work culture 76%, and managing libraries effectively with the support of ICT implementation 72%.

Building cooperation with school members in improving the quality of graduates is still not optimal, especially inviting parents, school committees, and outsiders as school partners to support school programs still experiencing problems in terms of time, knowledge, and concern from school residents. Even though a school can't achieve its goals properly without the cooperation and support of all school members. Therefore principals are required to have skills in developing the human resources available in their schools so that they can truly be empowered and contribute to achieving educational goals in schools. Principals in school management must be able to carry out leadership functions to be able to align their leadership, followers, and situations (Gunawan & Benty, 2017).

in the component of cultivating an efficient, creative, innovative work culture, the performance of school principals was 76% in the good category but below 80%. Principals have not been able to cultivate attitudes in teachers, staff, and students about values to work better, better day by day. Teachers have not seen optimally trying to provide the best learning for students by carrying out a variety of the latest techniques. Teachers and staff still use old ways of getting work done. Therefore the principal as a leader must be able to mobilize all the resources in the school so that it can create a work ethic and high productivity to achieve goals (Kusumaningrum, et al, 2017).

Principals are not optimal in creating innovative programs that support improving the quality of graduates because of limited resources and lack of support from students' parents.

Innovative programs for change require financial support, facilities, and the attitude of the school community as a whole. One of the ways to deal with this change is through a planned change program, namely the design and implementation of structural innovations, new policies or goals, climate, and work styles. So the role of the school principal as a leader in improving the quality of education is to monitor, intercede for teachers and students, discipline, motivate, make innovations, liaise with outsiders to foster and improve teacher abilities, and make decisions (Kharismawati, 2019).

Another obstacle is the lack of a cultured reward system for innovation, especially one that has economic value and has such attractiveness that it stimulates teachers and education staff to innovate with full dedication. Muhtaram (2009: 12) explained further the stages of implementing this change consisting of the process of communicating changes, maintaining changes, implementing changes, and involving all parties. Furthermore, Anderson and Anderson (Wibowo, 2012) added, stated that seven driving factors can influence ongoing change, the environment, the need for success, business pressure, organizational pressure, cultural pressure, the behavior of leaders and workers, and the mindset of leaders and employees.

Changes to the quality of education targets by the school principal need to be followed by concrete efforts by the leadership so that the targets set can be achieved. If the targets set cannot be implemented seriously and are not successfully achieved, then it means that the principal's performance is not satisfactory.

Furthermore, the performance of school principals in managing libraries effectively with the support of ICT implementation is in a good category with an achievement of 72%. The library is a learning resource for students and teachers, so it needs good management, to make it easier for users to do searches. Library management at SMK 3 Rejang Lebong is still managed manually, a borrowing system, returns, and printed books are arranged on shelves. Vocational schools have not developed and added digital-based references, even though in the current era references are in the form of e-books and journals. Available, so that schools can collect textbooks according to the needs of teachers and students in digital form.

According to (Akviandah, m.d., & Sariyatun. 2020) the library in schools plays a role as a support for learning. Digital libraries can make it easier for students to find the books they are looking for so that they attract more students' interest in reading, as Chowdhury (makmur, 2015) said, digital libraries help users get up-to-date information. Digital libraries make it possible to easily access serialized information with digital publishing. Library services based on information and communication technology are a necessity for school libraries which are in line with the development of science which is increasingly complex and demands creativity in seeking references to knowledge obtained from global information sources.

The library collection is one of the learning resources needed by the civitas academica. The collections in the library are used for teaching materials that support the learning process

in class (Yuliani, t., & Nugraha, h., 2021). To provide the sources of information needed in learning, information sources that can be accessed online are needed. These online information sources are known as digital information sources. Through this digital information source, users can access the library's digital collections from anywhere and anytime (suharti, a.2020) and principals are responsible for providing training opportunities and professional development programs for teachers to improve ICT competency in the latest applications (Omar & Ismail, 2020).

The development of a digital library needs to be developed in Vocational High School 3, Rejang Lebong Regency, Bengkulu province because it follows the blended learning program that applies in schools. Apart from being a support, the library also acts as a learning resource. Learning resources here mean all materials or sources of information, sources of tools, and visual aids that can be used in the learning process.

4. CONCLUSION

The results of the evaluation of the principal's performance in the aspect of leading the school in the context of utilizing school resources have generally shown a good level of performance achievement, however, there is still one criterion that has not been met or is still in the sufficient category, namely in terms of building cooperation with the school committee in advancing school.

The results of the evaluation of the principal's performance in the aspect of managing change toward effective learning have generally shown a good level of performance achievement, however, there is still one evaluation criterion that has not been met or is still in the sufficient category, namely in terms of developing new programs (innovative programs) for increase the achievement of higher school targets.

The results of the principal's performance evaluation in the aspect of creating a school culture and climate that is conducive and innovative for student learning, in general, have shown a good level of performance achievement, however, there is still one criterion that has not been met or is still in the sufficient category, namely in terms of cultivating culture. work that is efficient, creative, innovative, and oriented towards excellent service.

The results of the evaluation of the principal's performance in the aspect of utilizing information technology for learning and school management, overall show that the level of performance achievement is still in the good category, but the library management system is not yet effectively supported by the application of ICT.

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