



Performance Evaluation of Principals of Public Elementary Schools

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ABSTRAK

Masalah dalam penelitian ini yaitu bahwa kinerja kepala sekolah masih belum sepenuhnya sebagaimana yang diharapkan. Penelitian ini bertujuan untuk mengevaluasi kinerja kepala sekolah negeri. Subyek Penelitian ini adalah kepala SD Negeri. Teknik pengumpulan data kualitatif yang digunakan melalui wawancara dan observasi. Triangulasi data dengan menggunakan triangulasi teknik dan triangulasi sumber. Triangulasi teknik melalui wawancara, studi dokumentasi dan observasi. Triangulasi sumber dari hasil wawancara kepala sekolah di cocokan dengan hasil wawancara pengawas, guru dan komite sekolah, dengan instrumen pertanyaan yang sama. Teknik analisis data yang digunakan adalah kualitatif dengan data wawancara kualitatif hasil penelitian di SD dari 13 kompetensi terdapat 10 kompetensi yang mampu dan 3 kompetensi yang kurang mampu sedangkan SDN terdapat 11 kompetensi yang mampu dan 2 kompetensi

yang kurang mampu. Kemampuan kepala sekolah secara maksimal berada pada aspek menyusun perencanaan sekolah, mengembangkan organisasi, memimpin sekolah, menciptakan budaya sekolah yang kondusif, pengelolaan guru dan staf, sarpras, hubungan dengan masyarakat, mengelola peserta didik, kurikulum dan unit layanan khusus, sistem informasi serta monitoring evaluasi. Simpulan dari penelitian ini kepala sekolah telah mampu menjalankan kompetensi manajerialnya dengan baik meskipun harus lebih memperbaiki dalam mengelola ketatausahaan dan penggunaan IT di sekolah. Rekomendasi dari hasil penelitian ini yang "kurang mampu" perlu ditingkatkan dengan menambah tenaga ketatausahaan di SD dan melakukan pelatihan penggunaan IT.

ABSTRACT

This study aimed to evaluate the performance of public-school principals in Tuntang District. The subjects of this study were the heads of SD Negeri 01 Tomplakan and SDN Tlompakan 03 using qualitative data collection techniques through interviews and observations. Data triangulation using technique triangulation and source triangulation. Triangulation of techniques through interviews, documentation studies, and observations. Triangulation of sources from the results of interviews of principals was matched with the results of interviews of supervisors, teachers, and school committees, with the same questioning instrument. The data analysis technique used is qualitative with qualitative interview data from research results at SD Negeri 01 Tomplakan out of 13 competencies, 10 competencies are able, and 3 competencies that are less capable while SDN Tlompakan 03 there are 11 capable competencies and 2 competencies that are less able. The ability of principals to the maximum is in aspects of developing school planning, developing organizations, leading schools, creating a conducive school culture, management of teachers and staff, infrastructure, community relations, managing students, curriculum and special service units, information systems, and monitoring evaluation. Conclusions from this study the headmaster has been able to carry out his managerial competence well despite having to improve his administration and use of IT in schools. Recommendations from the results of this research that are "poor" need to be improved by adding administrative staff in elementary schools and conducting training in the use of IT.

1. Introduction

Headmaster's role is as a leader of an educational institution. In carrying out activities in the school the principal is like a commander in school policies both internal and external so that the ability to move the school community is one of the competencies that must be mastered by the principal. (Permadi, 2010) Principal leadership is an activity that influences the behavior of others, both individuals and groups. (Ahmad Bukhari Siregar, Heri Kusmanto, 2016) The school principal has the role of optimizing the responsibilities of all programs. The principal has several roles in carrying out his duties. To improve the quality of his school, a school principal functions as a manager, education supervisor, and education leader so that he has a sustainable vision and mission. (Caganaga, Ç. K., & Behlul, 2018) stated "Headmasters are seen as individuals who protect the purpose, structure, and environment of the school and who is a precursor at carrying the school into one step forward". As individuals who protect the goals, structure, and environment of the school, the principal must be able to bring the school to a more advanced step with a variety of power and managerial efforts. Meanwhile (Liskayani, Muhammad Kristiawan, 2019; Muzakar, 2014) states that the principal must be able to carry out his role, educator, manager, administrator, supervisor, leader, innovator, and motivator. So that the role of the principal can support the development of a better school going forward, in other words, the school program running well is strongly influenced by the performance of the principal.

Performance is an achievement achieved by someone. (Mangkunegara, 2005 (Ahmad Bukhari Siregar, Heri Kusmanto, 2016)) that the term performance comes from the word job performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. The school will determine the success of a school if the principal does not have the same performance as the designation will greatly affect the course of an institute, in this case, the school's performance is influenced by several factors of education, skills, discipline, motivity, attitude, dean work ethics, nutrition and health, social security, income level, climate and work environment, technology, production facilities, management and opportunities for achievement (Muzakar, 2014).

The principal's performance in planning and implementing learning is a major factor in achieving success in school. Can be interpreted narrowly as a guide or facilitator for schools, besides being responsible for improving the quality of education. Principals have heavy tasks and responsibilities, so ideally principals must have adequate academic qualifications, work experience, and positive work motivation. (Djafar & Nurhafizah N, 2018) revealed the role of the principal as a leader is the key to school improvement or development. Improved performance of teachers and staff in learning and carrying out their duties can be achieved if the principal as a leader can spur teachers and staff in improving their performance seriously and full of high dedication to the tasks they carry. If a school principal has these competencies, the school he leads will achieve the objectives of the program he designed. The problem that arises is whether all principals have it. With curiosity, this is what made interviews in SD Negeri 01 and 03.

SD Negeri 01 Tlompakan and SD Negeri 03 Tlompakan which are located close to one another have various advantages in the Tuntang sub-district. Based on the results of the exam for the last 5 years, they both took turns to become first and second place. Non-academically both have diverse school activities such as scouts, small doctors, tambourines and various extracurriculars to drive the two schools to be at the forefront in Tuntang Subdistrict, teachers at these two elementary schools are also famous for various achievements both at district and provincial levels, for example, grade VI teachers SD Tlompakan 01 won 2nd place in OGN in Central Java Province while grade IV teacher in SD Tlompakan 03 received an award in Semarang Regency. The role of the principal is seen in the activity process so that the results obtained are so great.

Since 2010, SD Negeri 01 Tomplakan has changed to 5 principals while Tlompakan 03 has changed to 7 principals, both definitive and active. The UKG results show that the two principals are not yet satisfactory, but both principals want to learn in the PKB program. This result is also supported by the results of interviews conducted by many principals' tasks which make the headmaster of SD Negeri in Tuntang sub-district feel a little difficult, especially to divide time between carrying out tasks as a teacher who teaches in class and doing administration as a teacher and carrying out tasks as a principal. To be clearer about the school's performance and the problems faced, it is necessary to conduct a performance evaluation.

Performance evaluation proposed by Payaman J. Simanjuntak (Ahmad Bukhari Siregar, Heri Kusmanto, 2016) is "a method and process of evaluating the performance of a person or group of people or work units in one company or organization following performance standards or objectives predefined. performance evaluation (performance appraisal), which is a process carried out to provide

an assessment of work results or work achievements obtained by organizations, teams, or individuals, Wibowo, 2007 (Yetri, 2015). Performance appraisal of principals not only revolves around aspects of the individual character but also on the process and achievement of achievement such as quality, work quality, timeliness of work, and so on, (Abbas, 2017). Assessment of the principal's performance is done by observation, interviews, and so forth. Much research has been done that can be used as a reference.

Research conducted by (Ahmad Bukhari Siregar, Heri Kusmanto, 2016) states that the performance of the Head of Vocational High Schools in all regencies is quite good. But it needs to be improved so that it can be better. (Pratama et al., 2018) stated that the assessment of the performance of the principal became a more subjective and more transparent assessment. Assessment of the performance of high school / vocational high school / high school principals uses the Decision Support System (SPK) calculation using the TOPSIS method and is successful. Whereas (Liskayani, Muhammad Kristiawan², 2019) stated that the product evaluation stated that there was a result of the performance of the Principal of Public Elementary Schools in Air Kumbang District, namely an increase in the accreditation of several Public Schools in the District. Thus it can be concluded that the performance of the head of the Public Elementary School in Air Kumbang District has improved after the issuance of PP No. 19 of 2017. by (Yogaswara, 2010), who found that there was a positive and significant relationship between the principal's managerial ability and the teacher's teaching performance, although there were other studies that differed according to (Taswir, 2014) there was no change in the attitudes of teachers that led to changes which are better than the coaching process carried out by the principal to improve teacher performance. From the research that has been done, it is expected that improving managerial performance will improve teacher performance and the quality of education in schools.

Based on the explanation, the objective to be achieved in this research is to evaluate the performance of public school principals in Tuntang District. Performance evaluations at the two public schools in Tuntang sub-district were carried out because the quality of the school was influenced by the performance of both teachers and principals, so evaluation was needed. The results of the study are expected to provide an overview of the performance of principals in Tuntang sub-district and provide input for the development of principals' performance in general.

2. Methodology

This performance evaluation research was carried out with a qualitative approach aimed at evaluating the performance of SD Negeri 01 and 03 Tomplakan principals. This study took 9 respondents consisting of 1 supervisor, 4 teachers with each school 2 people, each school was taken as a committee as respondents, while the two principals were also included. Research subjects were viewed from their last education, age, and years of service can be seen in the table:

Table 1. Background of the Principal

Research Subject	Last education	Age	Years of service
The headmaster of SDN Tlompakan 01	S1	56 years old	38 years
The headmaster of SDN Tlompakan 03	S1	57 years old	37 years

A qualitative approach is expected to produce in-depth and detailed information, to provide an overview of the reality of the performance of the principal of the Public Elementary School in Tuntang District. The research design at the Primary School in Tuntang District was based on the performance of two principals in 2019 based on seven managerial aspects; the research design was as

follows:

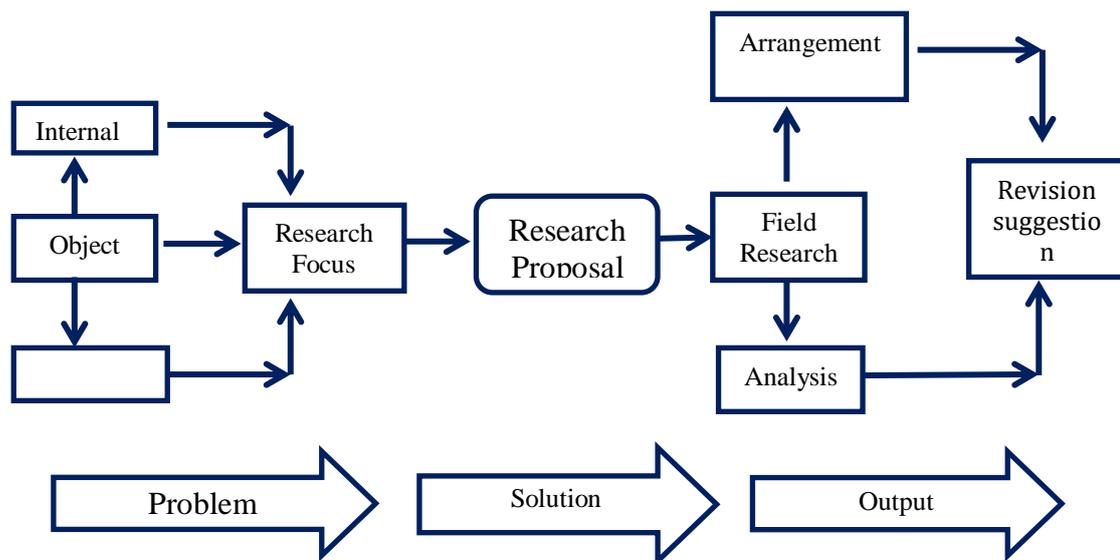


Figure 1
Research Design

This research was conducted at the state school in Tuntang District with a focus on SD Negeri 01 Tlompakan and SD Negeri 03 Tlompakan, Tuntang District, Semarang Regency. The subjects of this study were the principals in SD Negeri 01 Tomplakan and SDN Tlompakan 03. The data source came from two elementary schools involving elements of teachers, supervisors, committees, and principals respectively. Data was collected through structured and unstructured interview techniques. Unstructured interviews were used to obtain information about problems in the preliminary study while structured interviews were intended to get data about the principal's managerial performance. Researchers prepared instruments in the form of written questions following the Formulation of Managerial Competencies and Indicators contained in the Regulation of the Minister of National Education Number 13 the Year 2007.

Data triangulation was done by technique triangulation and source triangulation. Source triangulation was done by exploring the truth of information through methods and sources of data acquisition including interviews, observations, and written documents at school along with pictures or photos. These three things would produce different evidence or data, which in turn would provide the right information. Technological triangulation was done by matching interviews, documentation studies, and observations. Interview results from various sources were compared to obtain optimal results.

The data analysis technique used was quantitative descriptive. Analysis before the research was carried out when obtaining the results of unstructured interviews in the preliminary study and was temporary. Data analysis while in the field was carried out continuously so that the data was saturated and obtained the expected results. These activities include data reduction, data display, and conclusions or verification which would then be brought to the analysis after research.

3. Finding and Result

This performance evaluation research was carried out with a qualitative approach aimed at evaluating the performance of SD Negeri 01 and 03 Tlompakan principals. This study took 9 respondents consisting of 1 supervisor, 4 teachers with each school 2 people, each school was taken as a committee as respondents, while the two principals were also included. With the qualitative approach, techniques are expected to produce in-depth and detailed information, to provide an overview of the reality of the performance of the head of the Public Elementary School in Tuntang District. The results of the study obtained the results shown in Table 2 and Table 3.

Table 2. Competency Result of School A

Able to	Is not able to
a. Develop school plans for various levels of planning.	Managing change and developing schools towards effective learning organizations.
b. Developing school organizations according to needs.	
c. Leading schools in the context of optimizing the use of school resources.	Manage school finances following the principles of accountable, transparent, and efficient management.☒
d. Managing teachers and staff in the context of utilizing human resources optimally.	
e. Creating a school culture and climate that is conducive and innovative for student learning	
f. Manage school facilities and infrastructure in the context of efficient utilization.	Manage school administration in supporting the achievement of school goals
g. Manage school and community relations in the context of seeking support for ideas, learning resources, and school funding	
h. Manage students in the context of acceptance of new students, and the placement and capacity building of students.	
i. Manage curriculum development and learning activities following the direction and objectives of national education.☒	
j. Manage school information systems in supporting program preparation and decision making.	
k. Manage special service units	

From the results of the study note that the principal of SD Negeri 01 Tomplakan has been able to compile school plans for various levels of planning. develop school organizations following needs as evidenced by the results of interviews and documentation, the principal has also been able to lead the school in the context of optimizing the use of school resources. create a school culture and climate that is conducive and innovative for student learning. School principals have been able to manage teachers and staff in the context of optimizing the use of human resources, managing school facilities, and infrastructure in the context of utilizing optimally. manage school and community relations in the context of seeking support for ideas, learning resources, and school funding, managing students in the context of acceptance of new students, and placement and capacity building of students, managing curriculum development and learning activities in accordance with the direction and objectives of national education, managing school special service units in supporting learning activities and activities of students in schools, managing school information systems in supporting program preparation and decision making, utilizing information technology advancements to improve school learning and management, conducting monitoring, evaluating and reporting the implementation of school activities programs with the right procedures, and plan their follow-up.

The headmaster of SD Negeri 01 Tomplakan Managing school change and development towards an effective learning organization, managing school finances in accordance with the principles of accountable, transparent and efficient management, managing school administration in supporting the achievement of school goals. Data from observations and documentation support that the principal has not been able to manage school administration, this is due to the lack of principal staff who should be an important component in administering administration.

Table 3. Competency Result of School A

Able to	Less able to
a. Develop school plans for various levels of planning.	Manage school administration in supporting the achievement of school goals
b. Developing school organizations according to needs.	
c. Leading schools in the context of optimizing the use of school resources.	Utilize information technology advancements to improve learning and school management
d. Managing change and developing schools towards effective learning organizations.	
e. Managing teachers and staff in the context of utilizing human resources optimally.	
f. fCreating a school culture and climate that is conducive and innovative for student learning	
g. Manage school facilities and infrastructure in the context of efficient utilization.	
h. Manage school and community relations in the context of seeking support for ideas, learning resources, and school funding	
i. Manage students in the context of acceptance of new students, and the placement and capacity building of students.	
j. Manage curriculum development and learning activities in accordance with the direction and objectives of national education.	
k. Manage school finances accordingly	

From the results of the study, it can be seen that the principle of SDN Tlompakan 03 has been able to compile school plans for various levels of planning. develop school organizations in accordance with needs as evidenced by the results of interviews and documentation, the principal has also been able to lead the school in the context of optimizing the use of school resources. create a school culture and climate that is conducive and innovative for student learning. School principals have been able to manage teachers and staff in the context of optimizing the use of human resources, managing school facilities, and infrastructure in the context of utilizing optimally. Manage school and community relations in the context of seeking support for ideas, learning resources, and school financing, managing students in the context of acceptance of new students, and placement and capacity building of students, managing curriculum development and learning activities in accordance with the direction and objectives of national education, managing school special service units in supporting learning activities and activities of students in schools, managing school finances in accordance with the principles of accountable, transparent and efficient management, managing school information systems in supporting program preparation and decision making, conducting monitoring, evaluation and reporting the implementation of school activities programs with appropriate procedures, and planning their follow-up. Principals of SDN Tlompakan 03 have not been able to take advantage of information technology advancements to improve school learning and management and Utilize information technology advancements to improve school learning and management

Performance evaluation proposed by Payaman J. Simanjuntak (Ahmad Bukhari Siregar, Heri Kusmanto, 2016) is "a method and process of evaluating the performance of a person or group of people or work units in one company or organization in accordance with performance standards or objectives predefined. performance evaluation (performance appraisal), which is a process carried out to provide an assessment of work results or work achievements obtained by organizations, teams, or individuals, Wibowo, 2007 (Yetri, 2015). Performance evaluation according to (Wirawan, 2012) is the process of conducting an appraisal of formally documented valued performance, to assess performance appraisal by comparing its performance standards periodically to help decision making in human resource management. In this study, the performance of school principals is measured by the applicable laws and regulations in Indonesia, namely the Ministry of Education Regulation No. 13 of 2007. The performance evaluation of school principals does not only revolve around aspects of the individual character but also on the process and achievement of work such as quality, work quality, timeliness of work, and so on, (Abbas, 2017). Assessment of the principal's performance is done by

observation, interviews, and so forth. Based on the results of the performance evaluation of the principal, it was found several findings.

The role of the principal is very important in the process of achieving a program. (Muzakar: 2014 (Liskayani, Muhammad Kristiawan, 2019) states that the principal must be able to carry out his role as, educator, manager, administrator, supervisor, leader, innovator, and motivator. The role of the teacher in the manager is very important for teachers to improve teacher performance in implementing the learning process. The role of the principal is so great because it has an impact on improving teacher performance, especially in managing education (Novi Hardini Putri, 2018). In terms of planning, school principals must be able to design school programs as outlined in the school development plan (RPS) and School Financial Plan (RKS) according to their level and needs. Another sub competency that must be possessed by the principal is to be able to develop according to the needs, one of which is by putting the right people in accordance with the capabilities that are visible from the displayed organizational structure. In previous studies, there was a linear relationship between the principal's managerial ability and teacher performance, although it cannot be denied there were also managerial principals who were unable to improve teacher performance. So, the managerial performance evaluation is carried out to evaluate the performance indicators of the principal. Parker, 2000 in (Miklaei. M., 2010) states that Evaluation of performance occurs where the problem is and where needs to be improved, can help the organization identify its process and find what it knows and what it does not know, makes sure that decision is made based on reality, not assumption and. To perform their roles and functions as managers, the principal must also have the right strategy to empower education staff through collaboration, provide opportunities for education staff to improve their profession, and encourage the involvement of all education personnel (Enas, 2018). Included in this is the fourth competency to manage change in schools, change may not be easily done in schools as stated by (Khan, M. A., & Mattoo, 2016) The headmasters must be desirable to bring the essential changes in their institutions so that these institutions may become the center for education. Principals who have the desire to make changes will bring school institutions not only to become centers of education but also centers for play and learning for children as well as innovative spaces for teachers. So, the management of change in schools is a must that must be mastered by the principal to be able to manage the school properly.

The competency that must be mastered by the principal is leadership, according to Koontz in (Siregar, 2018) good leadership as a principal must encourage the enthusiasm and confidence of the staff and provide guidance that inspires to move forward various previous studies show a relationship between performance and leadership, Gholamhossein Jannati and Faranak Omidian stated that the results of this study showed that the performance of elementary and secondary headmasters in Andimeshk had high desirability in terms of leadership. Management is the most important factor in survival, growth, and development or destruction of the organizations. Leadership is the most basic and key function of management. The principal's research study in (Jannati & Omidian, 2015) on the spirit of high leadership gives an idea that leadership has an important role in making schools continue to grow and grow. The most important is that school organizations can continue to be dynamic, even it is said that leadership is the main thing. Principals in Tuntang sub-district also have this ability, a disciplined attitude, honesty, and integrity as leaders can set a good example for teachers in the institutions they lead. There is a close relationship between resource use with teacher management and infrastructure, (Amalia, 2017) *Managing teachers and staff to optimally utilize human resources and Manage facilities and infrastructure in the framework of optimal utilization of human resources.*

The use of human resources, as well as infrastructure, will change the face of the school for the better so that the key role of the principal is needed so that every resource in the school is not in vain. Managerially competent principals will try to manage teachers and staff in the context of utilizing human resources optimally, in practice principals are required to carry out routine supervision to ensure the quality of schools, this will inform the strengths and weaknesses of teacher competencies. One of the competencies that must be possessed by the school principal is to manage school facilities and infrastructure in the context of optimum utilization, which is mandatory for school principals. Although based on various past studies the development of infrastructure is still a challenge in itself as said (Samanta, 2017) Context further challenge remains to provide a proper learning environment for all students by equipping all government schools with essential infrastructure facilities and to increase the quality of education " With the diversity of regions in Indonesia, one of which is Tuntang sub-district, B Samanta's statement is appropriate because the distribution of infrastructure will affect the quality of our education.

Utilization of ICT in Tuntang sub-district is still not optimal due to the lack of ICT facilities in schools, human resources in ICT operations are also not yet optimal. If both of these can be fulfilled

then the improvement in the use of ICT will be better. Cooperation is a way out to achieve certain goals in a way that makes it easier for a formal education institution or not (Afrita et al., 2018) School and community collaboration must support each other, activities can be in the form of a Memorandum of Understanding (MoU) in the use of places worship, BIAS implementation by Puskesmas every month regularly and cooperation with the police. Not only the process, but schools must also be able to manage input through the acceptance of new students through the placement and capacity building of students to suit their talents and interests. Extracurricular activities such as Drum band and Boy Scouts are the ones that affect students, not only that schools must also update the curriculum that is used to fit the new science.

However, the creativity of school principals and teachers will be able to improve the utilization of infrastructure in schools. for example, in managing a library, UKS by utilizing the existing space despite various limitations. The infrastructure that is currently needed is the ICT media in schools, to face the 4.0 revolution, cultural growth is needed by schools so that digital literacy continues to grow in schools, as stated by (Gil-Flores et al., 2017) Developing a school culture that favors the integration of ICT into education, increased teacher competence and confidence in the use of ICT, which results in the greater use of ICT in classrooms and contributes to students' improved motivation, learning, and digital literacy. A school culture that supports ICT will provide more space for teachers to innovate in the revolutionary 4.0 era and students to keep up with the times. The principal must facilitate and support the creation of a culture of using technology in schools.☐

Based on the description above, the average managerial performance of school principals in the sub-district has been able and good but can be improved in the management of administration and the use of IT in schools. Previous research conducted by (Ahmad Bukhari Siregar, Heri Kusmanto, 2016) stated that the performance of the Principals of Vocational High Schools in all districts was quite good. But it needs to be improved so that it can be better. (Pratama et al., 2018) stated that the assessment of the performance of the principal became a more subjective and more transparent assessment. Assessment of the performance of high school/vocational high school / high school principals uses the Decision Support System (SPK) calculation using the TOPSIS method and is successful. Whereas (Liskayani, Muhammad Kristiawan2, 2019) stated that the product evaluation stated that there was a result of the performance of the Principal of Public Elementary Schools in Air Kumbang District, namely an increase in the accreditation of several Public Schools in the District. Thus, it can be concluded that the performance of the head of the Public Elementary School in Air Kumbang District has improved after the issuance of PP No. 19 of 2017. by (Yogaswara, 2010). who found that there was a positive and significant relationship between the principal's managerial ability and the teacher's teaching performance, although there were other studies that differed according to (Taswir, 2014)) there was no change in the attitudes of teachers that led to changes which are better than the coaching process carried out by the principal to improve teacher performance. From the research that has been done, it is expected that improving managerial performance will improve teacher performance and the quality of education in schools.

4. Conclusion

Based on the results of the research and discussion described previously, it was concluded that the performance of the Principal of the Elementary School in the District of Tuntang in 2019 was able to carry out his managerial competence well, this was evident from the 13 components of managerial sub competency in accordance with Ministry of Education and Culture Regulation No. 13 of 2007 the school principal was able to implement 9 competencies, 3 less able and 1 notable.

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