



# School Management Model to Improve Teacher Performance in Elementary Schools

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## ABSTRAK

Adanya analisis kebutuhan pada kinerja guru yang rendah. Penelitian ini bertujuan untuk menganalisis model manajemen sekolah untuk meningkatkan kinerja guru SD. Penelitian ini merupakan jenis penelitian *Research and Development (R&D)*, pengembangan dilakukan mengacu pada teori Borg & Gall. Populasi penelitian ini adalah guru SD. Subjek dalam penelitian ini 74 guru. Alat pengumpul data menggunakan instrumen tes yang valid dan reliabel. Teknik analisis data dengan analisis kuantitatif dan kualitatif. Hasil uji analisis data kevalidan menunjukkan model manajemen sekolah yang di kembangkan valid untuk digunakan. Hasil perhitungan data kemenarikan, kemudahan dan kebermanfaatan memperoleh nilai rata-rata 88,35 dengan kriteria sangat praktis. Keefektifan model manajemen yang dikembangkan dilihat dari rata-rata skor N-Gain dengan kriteria sedang dan uji t menunjukkan ada perbedaan yang signifikan terhadap kinerja guru. Simpulan penelitian bahwa model manajemen sekolah yang dikembangkan valid dan praktis digunakan serta efektif untuk meningkatkan kinerja guru SD. Implikasi penelitian ini model manajemen dapat memfasilitasi guru dalam meningkatkan kinerja.

## ABSTRACT

There is a needs analysis of low teacher performance. This research aims to analyze school management models to improve elementary school teacher performance. This research is a type of *Research and Development (R&D)* research, development is carried out referring to Borg & Gall's theory. The population of this research is elementary school teachers. The subjects in this research were 74 teachers. Data collection tools use valid and reliable test instruments. Data analysis techniques with quantitative and qualitative analysis. The results of the validity data analysis test show that the school management model developed is valid for use. The results of calculating data on attractiveness, convenience and usefulness obtained an average value of 88.35 with very practical criteria. The effectiveness of the management model developed can be seen from the average N-Gain score with medium criteria and the t test shows there is a significant difference in teacher performance. The research conclusion is that the school management model developed is valid and practical to use and effective in improving the performance of elementary school teachers. The implications of this research are that management models can facilitate teachers in improving performance.

## 1. INTRODUCTION

Schools, as formal educational institutions, have several components. These components are students, teachers, staff, curriculum, finance, facilities and infrastructure, school relations with the community, and special services (Fitri, 2019; Hastuti et al., 2021). The components of the school are greatly influenced by school management. A principal who has good management can improve teacher performance so that the learning process is good (Wati et al., 2022). The principal is considered suitable to serve as a leader in the school (Anjani & Dafit, 2021). The person is responsible for the implementation of the education system in the school. The principal is responsible for the governance of school management (Satyawan et al., 2021). School success is an achievement given to the principal. To succeed, the principal must work hard with all teachers and employees. Teachers play an important role in the success of a school. A school can only produce quality students with the hard work of teachers. Teachers are the key to school

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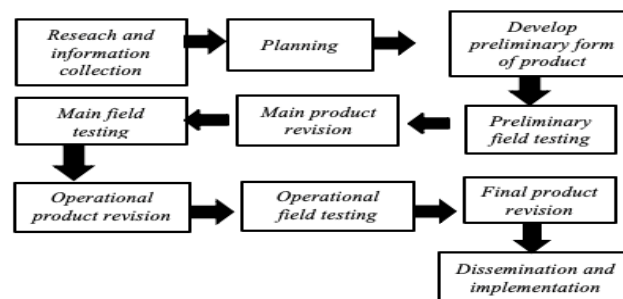
success, so teachers must display good performance and contribute to improving the quality of the school. Good performance is assessed from the professionalism of teachers in schools. A professional job requires special requirements, namely demanding skills based on in-depth scientific concepts and theories, emphasizing expertise in a particular field according to their professional field, demanding an adequate level of education, sensitivity to the social impact of the work they do, allowing development in line with the dynamics of life. Professional teachers are teachers who conceptually have four aspects of competence: pedagogical, social professional, and personality. Professional teachers easily work with the principal so that the tasks given to the teacher will be carried out properly. The principal is not only required to have professional skills but must also have the ability to carry out management functions. This ability can be measured from the principal's skills in preparing plans to determine achievable targets. This planning aims to determine the direction of a measurable, systematic policy with a high level of achievement. The principal's ability to group and determine various important activities by giving authority and flexibility to others to be involved in cooperative relationships as an achievement of the planning objectives. Encouraging others to move consciously towards the tasks and authorities entrusted. Able to supervise the performance of himself and others to measure the achievement of a plan (Santoso et al., 2016).

Previous research findings stated that the principal has a high level of management function qualifications if the principal can plan, organize, manage, and supervise well (Lisnawati, 2017). The level of teacher motivation will be high if teachers' physiological, social, self-actualization, appreciation, and security needs have been met well so that teacher performance motivation will increase. The quality of teacher performance is high if learning in schools has been running effectively and teachers have also fulfilled matters related to school administration according to their respective duties. According to research on principal leadership in developing teacher professionalism, the determining factor for the success of education is teacher professionalism (Pratiwi & Negara, 2021; Suwardi et al., 2017). Improving teacher professionalism can only be done by the principal by involving teachers in various scientific forums (training/in-house training), participating in teacher certification programs, further studies or study assignments to higher levels of education, revitalizing and optimizing teacher professional organizations such as MGMP, improving services and adding supporting facilities, increasing teacher welfare allowances and forming a forum for fostering friendship between teachers (Ariyani, 2017).

The professionalism and performance of teachers largely determine the quality of education. Teacher performance will be high if the level of teacher motivation is high. This will only apply if teachers' physiological, social, self-actualization, appreciation, and security needs have been met properly to increase teacher performance motivation (Zubair & Sasongko, 2021). Teacher professionalism will also increase if the principal is willing to encourage teacher participation in various scientific forums and training, include teachers in teacher certification programs, further studies to higher levels of education, revitalize and optimize teacher professional organizations such as MGMP, improve services and adding supporting facilities, increasing teacher welfare allowances and forming a forum for friendship between teachers. All of that can be achieved if the principal can create a good school management model. Al Kautsar Elementary School Bandar Lampung, the location of this research, is one of the leading schools in Bandar Lampung. This school has many achievements both at the provincial and national levels. This study aims to analyze the school management model to improve the performance of elementary school teachers.

## 2. METHOD

This type of research is research and development or development research. The R&D research used in this study is the Borg and Gall design model (Zubair & Sasongko, 2021). The Borg and Gall design used is presented in Figure 1.



**Figure 1.** Steps of Development Research

The development procedure used in this study uses seven stages: First, Research, and Information Collection. Observations were conducted on January 24 and February 2, 2023, at Al Kautsar Elementary School, Bandar Lampung. The activities were literature studies and field observations that identified potential problems. Literature can be in theories, concepts, and studies with good development models. Observation is a preliminary research activity to collect initial data used as the basis for development. In collecting initial data, the author conducted a needs analysis by conducting a survey using a questionnaire distributed to Al Kautsar Elementary School teachers. Second, planning and product design of the school management model, namely making instructional analysis (containing school management planning in the form of a new teacher recruitment program according to teacher needs analysis, In House Training program upgrading teacher quality held twice a year, teacher program participating in teacher movement program selection), collecting materials that are by the material, making a product draft made according to the steps of the POAC model (planning, organizing, actuating, controlling), the preparation of the initial draft will produce a draft of Al Kautsar Elementary School school management which includes the title, Al Kautsar Elementary School school management, and supporting information. Third, Develop a Preliminary form of the product. Expert judgment validation tests carry out the development of this product in terms of media material and language. This step is taken so that the school management product developed by the researcher is ready to be tested in the field test. Several experts carry out expert tests with at least S2 academic qualifications, namely 1) material experts in the managerial field (material review), 2) media experts to assess the appearance criteria (presentation criteria), and 3) language experts to assess the product from the linguistic aspect. The expert validator analysis technique uses a Likert scale. Use a score of 1-4 on the expert validation sheet, where the number indicates the lowest to the highest score. Based on the determination of expert validation, a percentage classification is presented in [Table 1](#).

**Table 1. Expert Validation Percentage Qualification**

Percentage	Validity Level
76-100	Very Valid
51-75	Quite Valid
26-50	Not Valid
0-25	Very Invalid

Fourth, Preliminary Field Testing. The initial product that experts tested was tested again through individual testing. The individual test aims to determine the attractiveness of the school management product individually. The attractiveness test is carried out by filling out a questionnaire. The aspects of the questionnaire are the attractiveness, ease, and usefulness of the teaching materials. In addition, in this questionnaire, respondents are given space to provide suggestions and criticisms for developing teaching materials so that what is developed meets the criteria for a good product. The subjects of the initial field test were 12 educators at Al Kautsar Elementary School, Bandar Lampung. Furthermore, it analyzes school management tests' attractiveness, ease, and usefulness. Based on the attractiveness, ease, and usefulness of the school management product, it can be classified in [Table 2](#).

**Table 2. Criteria for Attractiveness, Convenience, and Usefulness**

Kategori			Score (%)	Category
Attractiveness	Convenience	Usefulness		
Very Interesting	Very Easy	Very Useful	80 - 100	Very good
Interesting	Easy	Useful	60 - 79	Good
Less Interesting	Less Easy	Less Useful	50 - 59	Less
Not Interesting	Not Easy	Not Useful	0 - 49	Bad

Fifth, Main Product Revision, the revision of the initial product, is based on suggestions and input from validation experts and practitioners. This activity is carried out to improve school management products. Sixth, the main field testing aims to determine the effectiveness of the school management model on teacher performance. The school management model used for the main product trial is a product that has been revised based on suggestions and input from expert validators of content, media, and language. Researchers implemented the main product trial in a class of 74 teachers. The design used by researchers in the main product trial is an experimental one-group pretest-posttest design. Testing the differences in the effectiveness of using the school management model to improve teacher performance using the normalized gain formula. Furthermore, the results of the gain calculation can be categorized in [Table 3](#).

**Table 3. Normalized Gain Categories**

Gain	Category
$0.71 \leq g \leq 1.00$	High
$0.31 \leq g \leq 0.70$	Medium
$0.00 \leq g \leq 0.30$	Low

Seventh Operational Product Revision, revising the product based on the findings and obstacles faced during the field trial to be perfected. Then, when the researcher passed the main product trial by giving a questionnaire, data was obtained that teacher performance increased as expected. Teacher performance, validation of content experts, media, and language. It can be a reference in drawing conclusions that the school management model needs to be revised and is valid for implementation.

### 3. RESULT AND DISCUSSION

#### Result

Validity Test of the test instrument with the testing criteria if  $r_{count} > r_{table}$  with  $\alpha = 0.05$ , then the measuring instrument is declared valid, and vice versa if  $r_{count} < r_{table}$ , then the measuring instrument is invalid or dropped out. Based on the analysis of the validity of the questions, the data is obtained in Table 4.

**Table 4. Results of Instrument Validity Test**

No.	Validity Test	Number of Test Instrument Questions
1	Number of Valid Question Items	76
2	Number of Invalid Question Items	0
	<b>Total</b>	<b>76</b>

Based on Table 4, it is known that of the 76 tested question items, all are included in the valid category. After the instrument is declared valid, the instrument is tested for reliability; the testing criteria if  $r_{count} > r_{table}$  with  $\alpha = 0.05$ , then the measuring instrument is declared reliable, and vice versa, if  $r_{count} < r_{table}$ , then the instrument is unreliable. Based on the calculation results, the score of  $r_{11} = 0.94$  is obtained so that the questions are categorized as reliable with a very high level of reliability. The school management model was analyzed for data validity using expert content, media, and language validation questionnaire data analysis, using a Likert scale that has answers according to the content of the statement, a score of 5 agrees, four agrees, a score of 3 = neutral, a score of 2 = disagrees and a score of 1 = disagrees completely. Revisions were made on input to the school management model product that had been made. The school management model was then tested for initial field testing to obtain data related to the school management model through tests of attractiveness, ease, and usefulness by educators who tried the products developed by the research. The trial was conducted on a small group of 12 Al Kautsar Elementary School teachers. The trial process for teachers was to fill out a response questionnaire on attractiveness, ease, and usefulness. The results of the initial field trial can be seen in the aspects assessed by teachers, namely the aspects of attractiveness, ease, and usefulness. Each statement item on the questionnaire sheet for the test of attractiveness, ease, and usefulness by teachers has a maximum score of 5 and a minimum score of 1. The results of the test of attractiveness, ease, and usefulness by teachers are in Table 5.

**Table 5. Results of Educator Responses**

No.	Rated aspect	Nilai	Criteria
1	Attractiveness	88.80	Very Interesting
2	Convenience	87.25	Very Easy
3	Usefulness	88.00	Very Useful
	<b>Average Criteria</b>		<b>88.35</b> <b>Very Practical</b>

Table 5 shows the results of the educator response test to find out the responses and input from educators. So, the questionnaire response got an average score from 12 educators with a score of 88.35, including the very practical criteria. Furthermore, the effectiveness of the school management model on teacher performance was applied by researchers in a class of 74 teachers through a questionnaire. This aims to determine teacher performance after carrying out teaching activities, the

effectiveness of the school management model, and whether or not it can improve teacher performance. Data on the results of teacher performance calculations can be seen in [Table 6](#).

**Table 6. Average Pretest and Post-Test Scores and Teacher Performance Gain**

Educator	Average Score		
	Pretest	Post-test	Gain
74 Teacher Al Kautsar	237	291	0.3627

Based on the presentation in [Table 6](#), there is an increase in teacher performance after using the school management model guide. The average pretest teacher performance score is 237, and the post-test score is 291. The average gain score is 0.3627. This shows an increase in teacher performance after using the school management model. Testing for differences in teacher performance is done using the independent sample t-test. The independent sample t-test is used to compare two unpaired sample averages. The hypotheses tested are H0: The school management model is not effective in improving the performance of Al Kautsar Elementary School teachers. H1: The school management model effectively improves the performance of Al Kautsar Elementary School teachers. The testing criteria are as follows: if the significance score ( $\rho$ ) > 0.05 is obtained, then H0 is accepted, and H1 is rejected. However, if the significance score ( $\rho$ ) < 0.05, H0 is rejected, and H1 is accepted. The results of the independent sample t-test of teacher performance can be seen in [Table 7](#).

**Table 7. Results of the Independent Sample T-Test of Teacher Performance**

Pair 1	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pretest – Post-test Results (unpaired t-test)	-16.80645	9.07164	1.62931	-20.13396	-13.47895	-10.315	73	.000

Based on the presentation of the independent sample t-test in [Table 7](#), it can be concluded that the results of the independent sample t-test of teacher performance got a score of 0.000, meaning that the score is less than 0.05. So, it can be decided that H1 is accepted and H0 is rejected. This means that the average is compared with the intention that the two data groups come from different subjects. It can be concluded that there is a significant difference in teacher performance.

**Discussion**

The school management model was developed using the steps of the POAC model. The POAC management model is oriented towards planning, organizing, actuating, and controlling ([Tambes et al., 2022](#)). So, the school management model is a school management guideline that is validated by several expert validators to be valid for use. First, content expert validation based on 20 statement items shows that the school management model is included in the valid category. Second, media expert validation, the assessment is based on aspects of attractiveness, ease, usefulness, and flexibility, which shows that the product results are categorized as valid. The language expert validation assessment based on 20 statement items shows that the school management model is included in the valid category. Based on the results of the content, media, and language expert validation tests, the school management model is valid and can be implemented. An attractive, easy, and useful school management model to improve teacher performance. After conducting a validation test by experts. Furthermore, an interesting, easy, and useful test involving 12 Al Kautsar Elementary School educators was carried out. The interesting, easy, and useful test of the school management model in improving teacher performance was tested because educators are the parties who use the management model to help the learning activities take place to achieve improved teacher performance.

The attractiveness test of the school management model shows that the management model is attractive to use. This school management model is attractive because educators feel that this school management model is based on the real conditions in the student environment. The ease test shows that this school management model makes it easier for educators to understand school management, and educators tend to act better at work. The usefulness test of the school management model shows that the school management model is included in the very useful criteria. This school management model increases

interaction in teaching based on the thinking stage, which raises educator awareness and improves educator performance to help the effective learning process. The important role of the school management model as a practical management guide that can improve teaching methods and educator self-development includes simulators to complement their studies and improve teacher performance. The development of the school management model is integrated using POAC steps that can improve teacher performance (Fitri, 2019; Zubair & Sasongko, 2021).

The effectiveness of school management models to improve teacher performance. Teacher performance is important. Elementary school students need the right teacher performance in every aspect of work. Emphasis on competency can help educators obtain permanent competencies through experience to improve each teacher's competency. Understanding teacher performance also allows educators to understand new competencies. Teacher loyalty affects teacher performance. Teacher performance is the ability produced by a teacher to carry out his duties as an educator and teacher (Suwardi, Firmiana & Nida, 2017). As educators with the expertise to educate children in the context of fostering students to achieve educational goals, educators must continue improving classroom performance by planning learning activity programs, implementing learning activities, and conducting learning evaluations/assessments. Educators must have a solution, namely providing an interesting and informative school management model to stimulate teacher performance capabilities. Teacher performance can be done in various ways, including school management (Anggraeni et al., 2021; Kartika & Ambara, 2021). The school management model is a strategy for decentralizing educational decision-making involving parents, students, teachers, officials, and the community to achieve autonomy, flexibility, participation, independence, responsibility, and accountability (Patras, Iqbal, Papat & Rahman, 2019). The school management model is an alternative that can improve teacher performance. Improving the performance of Al Kautsar Elementary School teachers by developing an effective school management model.

The effective school management model is used to improve the performance of Al Kautsar Elementary School teachers in Bandar Lampung. Improving teacher performance using the school management model cannot be separated from teacher involvement in the teaching process. Teacher involvement in the teaching process is an implementation of teacher activities in a class. Teachers can contribute actively by supporting the learning process (Jimad et al., 2021). The model is a true-to-life depiction shown by research results (Cundari et al., 2018; Simamora et al., 2020). The school management model is a management model that gives greater responsibility to the school and also encourages school residents to participate directly (Fernández-Batanero et al., 2022; Meilani et al., 2022). The model can be schematic based on the data obtained so that the phenomena or events can be clearly described. The findings of previous studies reinforce this finding. The school management model is a strategy for making educational decisions involving parents, students, teachers, officials, and the community to achieve autonomy, flexibility, participation, independence, responsibility, and school accountability (Su'ad, 2017). So, in general, the school management model is a strategy or action that encourages all school residents to achieve a goal for the school. Indicators of success in the school management model are the support of the principal and teachers, sufficient financial resources, clear commitment, responsibility, skills and qualifications of school officials, proper plans, responsibility, and accountability. Improving teacher performance is also encouraged by the school management model. Efforts to improve the performance of educators towards other stakeholders, both with students, are supervised by leaders and coordinated with fellow teachers (Jimad et al., 2021). This research implies that the management model can help teachers improve their performance.

#### 4. CONCLUSION

The product of the school management model developed is very interesting, useful, and easy to use. This is proven by the results of the test of the attractiveness of the school management model by educators. The average score obtained was 88.8, including the very interesting criteria. The school management model is effectively used to improve teacher performance.

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