



Learning Leadership in the Implementation of Independent Learning in Effective Schools

Sitti Roskina Mas^{1*}, Zulystiawati² 

^{1,2} Education Management of Education Science Faculty Universitas Negeri Gorontalo, Indonesia

ARTICLE INFO

Article history:

Received January 11, 2022

Accepted August 14, 2022

Available online October 25, 2022

Kata Kunci:

Kepemimpinan pembelajaran, pembelajaran mandiri, sekolah efektif

Keywords:

Effective school, independent learning, learning leadership



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Peran kepemimpinan belum bisa dimaksimalkan oleh mayoritas kepala sekolah, khususnya di Indonesia. Penelitian ini bertujuan untuk menganalisis peran kepemimpinan pembelajaran kepala sekolah dalam pelaksanaan pembelajaran mandiri. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus pada salah satu sekolah madrasah. Wawancara, observasi, dan studi dokumentasi digunakan untuk mengumpulkan data. Seluruh data yang diperoleh dianalisis menggunakan pendekatan analisis tema yang terdiri dari prosedur reduksi data, penyajian data, dan verifikasi data. Uji validitas data menggunakan kredibilitas data dan konfirmabilitas data. Hasil penelitian menunjukkan bahwa kepala sekolah telah memfokuskan kepemimpinan pembelajaran dengan baik dan efektif. Upaya yang telah dilakukan kepala sekolah sebagai pemimpin tertinggi di sekolah dan sebagai pemimpin pembelajaran adalah secara aktif dan berkesinambungan mendampingi, membimbing, memfasilitasi, dan memotivasi guru untuk menyelenggarakan pembelajaran yang berkualitas dan melakukan inovasi pembelajaran melalui bimbingan akademik yang baik dan terstruktur, pendalaman minat civitas akademika yang terencana dan terprogram, serta pembinaan keagamaan/pesantren secara intensif sebagai ciri khas pondok pesantren untuk mencetak lulusan yang unggul, berkarakter, dan berdaya saing sesuai visi dan misi sekolah. Lebih lanjut, penelitian ini juga menunjukkan bahwa pemilihan pendekatan kepemimpinan dan strategi kepemimpinan yang tepat dan efektif di setiap program madrasah akan menghasilkan pencapaian prestasi akademik siswa yang maksimal. Pendekatan terkini dan terbaru oleh kepala sekolah dalam kepemimpinan pembelajaran dapat mewujudkan sekolah yang efektif dalam pelaksanaan program pembelajaran mandiri.

ABSTRACT

The role of leadership has not been maximized by the majority of school principals, especially in Indonesia. This study aims to analyze the principal's learning leadership role in the implementation of independent learning. This study used a qualitative approach with a case study design at one madrasah school. Interviews, observations, and documentation studies were used to collect the data. All data obtained were analyzed with theme analysis approach, including data reduction, presentation, and verification procedures. Test the validity of the data using the credibility of the data and confirmability of the data. The results showed that the principal has focused on learning leadership well and effectively. Efforts that the principal has made as the highest leader in the school and as a learning leader are actively and continuously accompanying, guiding, facilitating, and motivating teachers to organize quality learning and innovative learning through good and structured academic guidance, deepening the interests of the academic community planned and programmed, as well as intensive religious/pesantren development as a characteristic of Islamic boarding schools to produce superior graduates, have character, and are competitive following the school's vision and mission. Furthermore, this study also shows that selecting appropriate and effective leadership approaches and strategies in each madrasa program will result in maximum student academic achievement. Principals' current and updated approach to learning leadership can create effective schools by implementing independent learning programs.

1. INTRODUCTION

The principal is a functional teacher who is given the task of leading the school. The teaching and learning process is held or a place where there is the interaction between teachers who give lessons and students who receive lessons (Laksmi et al., 2019; Subandi, 2018). Principals, as agents of change in schools, have an active role in improving the quality of education. Therefore, school principals must have good leadership skills. A good principal is a principal who can manage all educational resources to achieve educational goals (Aryantini et al., 2018; Warga et al., 2019). Principals should be able to create an excellent organizational climate so that all school components can play themselves together to achieve

*Corresponding author.

E-mail addresses: sittiroskina@ung.ac.id (Sitti Roskina Mas)

organizational goals and objectives (Maris et al., 2016; Rahayu & Benyamin, 2020). The principal must have good leadership. Leadership is a deliberate behavior carried out by someone towards others to structure activities and relationships in groups, organizations, or educational institutions. The success of the school is the success of the principal. Successful principals, if they understand the school's existence as a complex and unique organization, can carry out the role of the principal as someone who is responsible for leading the school (Sya'roni et al., 2018; Yayuk & Sugiyono, 2019b). The role of the principal as a learning agent is very strategic to improve the quality of education to produce human resources that have competitive and comparative advantages (Triwiyanto, 2015; Widyantara, 2019). In order to realize the strategic role of school principals, school principals must have competencies as stated in Permendiknas Number 35 of 2010. One of the implementations of school principal competencies is learning leadership, which is analogous to the heart organ in the human body which has a very important function in life (Ardana et al., 2020; Putri & Wibowo, 2018). Effective and optimal learning leadership from the principal will create an academic milieu that supports the achievement of educational goals in schools (Sugihartini et al., 2018; Widyantara, 2019).

The role of the principal as a learning leader becomes very important in the implementation of the independent learning policy launched by the Minister of Education and Culture in 2019. The principal acts as a central force that becomes the central force that is the driving force of school life (Purwoko, 2018; Umi et al., 2019). The role of the principal focuses on improving the quality of learning because good learning leadership will facilitate teachers to improve student achievement and create learning satisfaction (Puspitasari et al., 2021; Yani, 2015; Yayuk & Sugiyono, 2019a). In addition, the principal can motivate students to continue learning and have curiosity, creativity, innovation, entrepreneurial spirit, and awareness for lifelong learning. Policies made by school principals are expected to provide future learning directions that focus on improving the quality of human resources (Kusumaningrum et al., 2020; Leniwati & Arafat, 2017). In the reality, if observed properly, it is shown that the important role of school principals does not seem to be balanced with adequate professional abilities. In these conditions, the principal appears more as a school administrator than as a leader who leads the school as an institution whose mission is to pick up the future (Muliartini et al., 2019; Ulum et al., 2020). In Indonesia, according to principal competency test of 856 school principals, only 16% of principals carry out the role of learning leaders, while the rest of them carry out the role only as managers or take care of administrative problems and infrastructure (Mestry, 2017). Whereas learning leadership has a very important role in supporting the achievement of school goals effectively and efficiently. Principals must understand their duties and functions for the success of the school and have concern for staff and students (Albu, 2013; Nadhirin, 2018). To the characteristics of the school as a complex and unique organization, the duties and functions of the principal should be viewed from various perspectives (Bin Nordin et al., 2020; Ingemarson et al., 2014). The principal can be seen as a formal official, and on the other hand, a principal can act as a manager, as a leader, as an educator, and last but not least, the principal also acts as a staff (Estrada et al., 2019; Wijania, 2017). The findings of previous research stated that the principal is one of the components of education that has the most crucial role in improving the quality of education which has the most critical role in improving the quality of education (Triwiyanto, 2015; Widyantara, 2019). Other findings also state that the principal is responsible for all school activities and has the authority and responsibility to organize all educational activities within the school environment (Ardana et al., 2020; Kustiyah, 2017).

Considering that learning leadership is very important in education, it is necessary to conduct an in-depth study of effective schools that have focused on learning leadership well. By using a case study design at Madrasah Aliyah Negeri (MAN) Insan Cendekia Gorontalo, this study aims to analyze the efforts of the principle of madrasa in guiding and facilitating teachers to realize quality learning, the school's strategy for carrying out a character survey on the implementation of independent learning, and the efforts of the head of the madrasa in motivating teachers to improve the quality of graduates to achieve the vision and mission of the school.

2. METHOD

This study uses a qualitative approach because this study has natural characteristics as a direct source of data to reveal all the facts in the field. The type of research used is a case study because this research will reveal events or events related to effective principal learning leadership. This study was conducted at a single senior high school (MAN Insan Cendekia Gorontalo). This school was chosen for several reasons. First, the new student admission system is carried out nationally to get good input. Second, schools develop IPTEK and IMTAQ in a balanced way so that the school's vision and mission can be realized. Third, schools have a learning system that emphasizes process rather than results. Fourth, the school has many regional, national, and even international achievements. Fifth, students are generally

accepted at leading universities in Indonesia and abroad in their favourite majors. Sixth, 80% of alumni have worked in government and non-government agencies, lecturers at several universities, some have occupied important positions, and the remaining 20% are entrepreneurs.

The main informant of this study was the head of the madrasa. Supporting informants are the vice-principal, teachers, students, and parents of students. Data collection techniques using interviews, observation, and document studies. Data analysis uses data reduction, data display, and data verification. Test the validity of the data using credibility and confirmability. Data credibility is done through source triangulation and technical triangulation. At the same time, data confirmation is done by assessing the quality of research results which emphasizes tracking data through various methods and information with the correct process through diligent observation to produce objective research findings. The flowchart study is shown in Figure 1.

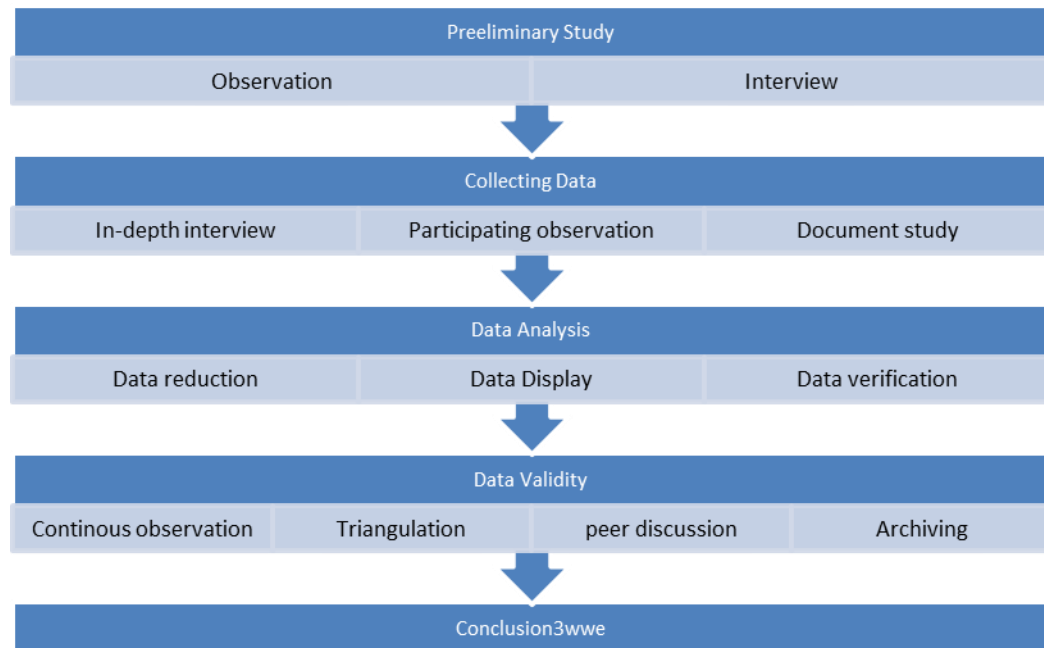


Figure 1. Flowchart of the Study

3. RESULT AND DISCUSSION

Result

The results show that basically the principal of MAN Insan Cendekia Gorontalo has good learning leadership in the implementation of independent learning because it can direct teachers to create a school climate to encourage continuous improvement of the quality of internal school management so as to enable the implementation of a high learning process to achieve and improve achievement significantly high learning outcomes for students, even being able to encourage school members to focus their activities towards achieving the school's vision, mission, and goals, as well as making the school a learning community. When compared to other madrasah, MAN Insan Cendekia has advantages, including: First, curriculum development and learning refers to quality standards above national education standards and is based on local excellence; second, managed based on Information and Communication Technology (ICT), with the support of reliable educators and education staff. MAN Insan Cendekia Gorontalo is included in 35 of the best schools in Indonesia. To achieve this achievement requires a strong commitment from the school community, especially the principal. The basic role of the school principal as a learning leader is directing teachers to create a school milieu to encourage continuous improvement of the quality of internal school management so as to enable the implementation of a high learning process to achieve high learning achievement. The present results showed that various efforts have been made by the Islamic school principal to lead teachers to be able to teach better, improve student learning achievement continuously to improve student learning achievement. The Islamic school principal programs Continuing Professional Development (Pengembangan Keprofesian Berkelanjutan, PKB) which is routinely carried out by schools so that teachers can develop their personal and teaching capacity to become future teachers who are able to raise the image and dignity of Islamic school education because

they have the ability and skills to realize optimal learning outcomes, have intellectual insight and are forward-thinking, as well as lifelong learning.

This is in line with previous study which describe the three programs in the development of the teacher's performance, including: (1) pre-service education programs, namely educational programs carried out by school education before students get certain assignments in a position; (2) the in-service education program is an educational program that refers to academic and professional abilities after students receive certain tasks in a position. Those who already have teacher positions can try to improve their performance through further education; and (3) the inservice training program is a training effort that provides opportunities for people who are assigned certain positions, in this case teachers to get performance awards and in general, most of what is done in this program is through intermediaries (Alfaidi & Elhassan, 2020; Copriady et al., 2021; Katwijk et al., 2021). The principal of MAN Insan Cendekia Gorontalo in improving teacher performance also guides by discussing directly through routine leadership meetings every Monday after the end of the learning schedule and regular teacher meetings when needed to provide guidance or provide solutions to obstacles faced during learning, particularly during online. The realization of quality learning cannot be separated from the role of the principal as a learning leader. For this reason, school principals must play an active role in serving, guiding, encouraging, and facilitating teachers in learning so that they can organize quality learning because learning quality is the core of quality schools. Ten focuses of quality learning, namely (1) the teacher reviews the objectives and learning outcomes, (2) the teacher sets learning goals and objectives, (3) each teacher provides a model that matches the students' expectations, (4) the teacher teaches various information systematically, (5) the teacher checks understanding students and ask questions, (6) teachers provide guidance and free experience, (7) teachers provide feedback, (8) teachers maintain student interest in learning activities, (9) teachers identify student expectations in their behavior, and (10) teachers use varied learning.

One of the independent learning programs designed by the Ministry of Education and Culture in 2021 is to replace the national exam with a minimum competency assessment and character survey. This assessment is used to measure the ability to reason using language (literacy), the ability to reason using mathematics (numbering), and strengthening character education. The role of school principals in strengthening character education plays a crucial role because they become policy makers and directors in the implementation of character education in schools. The principal as a leader and educator in the school must be a model for all teachers and students in the school. Principals and teachers must develop a program of activities in the implementation of strengthening character education and encourage teachers to become inspirations and educators. Encouraging all teachers and staff to be good character models for all students, because character is a shared responsibility to prepare generations to have good character. Regarding the preparation for the implementation of the national assessment at MAN Insan Cendekia, they have carried out programmatic guidance so that the implementation of the national assessment can run well. The coaching includes literacy development every fourth Monday to strengthen literacy (reading, numeracy, culture) so that all students have the basic competencies needed to develop their capacity and participate positively in society. As for the character survey, all teachers integrate character values in the Learning Implementation Plan (Rencana Pelaksanaan Pembelajaran, RPP) or outside the RPP in a hidden curriculum so that the 5 Ministry of Religion's cultures are (1) integrity, (2) professionalism, (3) innovation, (4) responsibility, and (5) exemplary. The five cultures can be realized in everyday life.

Extracurricular coaching at MAN Insan Cendekia Gorontalo consists of compulsory extracurricular and superior extracurricular. Compulsory extracurriculars such as scouts, national defense, sports, and cultural arts. While the superior extracurriculars of MAN Insan Cendekia Gorontalo are linguistics (Foreign and Indonesian language development), science including youth scientific work, Olympic clubs, journalism, and computer network coaching is also scheduled programmatically on Saturdays to develop the potential, talents, interests of students optimally. This activity provides opportunities for students to work and innovate so that students no longer have the opportunity to do negative things or deviant behavior. This is in line with (Pangestu, 2021; Wu et al, 2018; Sugiyanto et al, 2018; Mu'in, 2011) by educating children, schools should think more so that students can be more creative, productive, intelligent, and have a role in society. For this reason, the surrounding environment must become learning information that enriches children's thinking and creativity. Dormitory development as a center for the basic character-building activities for every student of MAN Insan Cendekia Gorontalo so that students can live together in dormitories can understand each other's personality and character because MAN IC students come from various regions (the result of national selection). Religious guidance at MAN Insan Cendekia Gorontalo is carried out on Saturdays in a programmed and directed manner in collaboration between student councils, hostel coaches, and religious teachers. Although MAN Insan Cendekia Gorontalo is not a boarding school, it is trying to form an

environment that has a soul of Islamic values so that students can get used to realizing Islamic values in everyday life.

The main responsibility carried out by a school principal is to lead the teaching and learning process in schools towards achieving maximum learning outcomes. As a learning leader, the principal is responsible for student achievement or learning outcomes in the school he leads. In the 2013 curriculum, the principal plays a very important role in implementing learning leadership that prioritizes realizing the school's vision and mission with advantages that are different from other schools. The vision of MAN Insan Cendekia is the realization of high-quality human resources in faith and piety (Imtaq), mastering science and technology (Science), and being able to actualize them in social life. Meanwhile, the mission of MAN Insan Cendekia is to: (1) prepare future leaders who are competent in science and technology, have high fighting power, creative, innovative, proactive, and have a strong faith foundation, (2) develop the interests, talents, and potential of students to reach the achievements at the national to international level, (3) improve the knowledge and professional abilities of educators and education personnel according to the development of the world of education, (4) make MAN Insan Cendekia an educational institution that has good and independent governance, and (5) make MAN Insan Cendekia as a model school/madrasah in learning science and technology and IMTAQ for other educational institutions.

The vision and mission of MAN Insan Cendekia become a reference for all school members, especially educators in organizing learning activities in madrasahs, both academic and non-academic so that the endpoint is to achieve success as expected in the vision and mission of MAN Insan Cendekia to create superior human resources who master science and technology along with Imtaq. The existence of MAN Insan Cendekia Gorontalo has been able to make a major contribution to the world of education in Indonesia, particularly in Eastern Indonesia. This is based on the achievement of brilliant achievements from year to year at every science and madrasa olympiad at the regional, national, and international levels, as well as the acceptance of MAN Insan Cendekia Gorontalo alumni in favorite universities with favorite majors. MAN Insan Cendekia has been tested through the output it produces for the community, particularly the people of Gorontalo, and other parts of Eastern Indonesia. The accomplishment of academic and non-academic achievements so far cannot be separated from the role of the madrasa principal as a learning leader to continuously motivate school members, especially educators to always provide the best service and guidance in learning or outside of learning to produce graduates following the quality assurance of MAN IC Gorontalo. Based on the present results, it reveals that several efforts have been made by the principal of madrasahs to produce quality graduates, including applying management standards for managing MAN Insan Cendekia consistently, applying teacher learning that refers to the vision in all learning activities in schools, both academic and non-academic, intensify mentoring, especially in science and social specialization subjects. To optimize the commitment of school residents, especially educators to student achievement, the principal of the madrasa made several efforts, including developing the curriculum of the Ministry of National Education, the Ministry of Religion 2013, and the plus curriculum (schools) to direct an effective learning process in terms of planning, implementation, and evaluation, motivating teachers developing learning materials through the teaching team, using appropriate media and learning strategies, using various other learning resources, not only focusing in class, and motivating teachers to introduce HOTS-based questions, especially on specialization subjects.

Another effort made by the school so that students can reach achievement is by instituting good academic guidance by conducting academic clinics in the afternoon on specialization subjects (science and social). Olympic guidance and scientific work to deepen academic interest is held on Friday. Dormitory and religious guidance as a hallmark of the MAN Insan Cendekia boarding school is carried out programmatically on Saturdays. Compulsory and excellent extracurricular coaching is also carried out on Saturdays to develop all domains of students' abilities in a comprehensive and balanced manner. This proves that the academic guidance of MAN Insan Cendekia is very good and programmed because academic guidance has been designed in the form of responsive, remedial, and special guidance. The response program is a structured activity outside of curricular hours during the COVID-19 pandemic emergency which aims to increase conceptual knowledge and train students' problem-solving skills. The remedial program is a special mentoring for students who have not reached the standard of completeness from subject teachers whose activities include remedial teaching and remedial tests. A special guidance program in the form of Olympic guidance which is carried out outside of school learning. Through this mentoring, he has provided a myriad of achievements at the regional, national, and international levels. The proudest achievement this year (2021) was the achievement of the Platinum Prize Silver Prize at the International Olympiad which is the highest award in the event. The award was handed over by the Prime Minister of South Korea virtually to the team (MAN Insan Cendekia Gorontalo Profile, 2021). To make MAN Insan Cendekia students can be accepted at their favorite state university in Indonesia and abroad,

the principal of Madrasa makes efforts, including making additional programs for guidance to enter state university and competency-based written exam in the afternoon in twelfth grade, collaborating with various tutors to carry out online tryouts that structured and systematic, forming a special team to successfully enter state university, and empowering alumni to motivate their younger siblings to excel and share tips for entering higher education. The various activities carried out to prepare students to take part in the selection to enter higher education and competency-based written exam prove that the internal school always strives to produce graduates who are superior, have competitiveness, and have high fighting power so that external parties such as parents believe in quality assurance for students, good learning services with quality teachers, good care system, service and guidance to students so that student achievement can be maximized. As acknowledged by alumni, teachers empower their abilities so that they have advantages both intellectually, emotionally, and spiritually (Mas, 2013). This is also in line with Chan-Anteza (2020) who revealed that conducive classroom environment in recent century is attained and can facilitate students learning to obtain the success of the school.

Discussion

In improving the quality of learning, principals must create opportunities for teachers to work together (Kustiyah, 2017; Widyantara, 2019). Therefore, for young teachers the principal of MAN Insan Cendekia Gorontalo also provides an orientation forum that aims to guide teachers in designing simpler and more applicable learning using the Canva application, implementing and evaluating learning so that young teachers are expected to be able to adapt to the work culture of MAN Insan Cendekia which very committed to student achievement in both academic and non-academic fields. The strength of the culture of achievement becomes the value system of MAN Insan Cendekia to create a culture of quality and high work ethic for both young and senior teachers. This is in line with the previous study stated that a good teacher work culture associated with the work standards and teacher discipline formed through the high commitment of the school. Work culture and discipline are characteristics of high achieving school culture. (Febrianty & Cendana, 2021; Kwok & Fang, 2022). The learning community focuses on group vision by working together to share knowledge with academic goals (Darling-Hammond & Hyler, 2020; Sisask et al., 2014). For teachers of interest and religious subjects regularly also have a teacher learning community in the form of a Subject Teacher Consultation as a collective activity to discuss problems and obstacles encountered during the learning process, develop a syllabus and subject matter by looking at the latest information related to learning through various media by making learning media through the Smart App Creator digital application, making online learning media because students and teachers do not meet face to face so that the material needs to be designed properly so that it can still organize fun learning and can increase learning motivation, and according to needs and student abilities. This is in line with research that learning media can create conducive learning, because teaching will attract more students' attention so that it can foster learning motivation (Margareta & Wahyuno, 2014; Saputra et al., 2021). The meaning of the lesson material will be clearer so that it can be better understood by students, and allow students to better master the learning objectives (Faizah et al., 2021; Yuliani, 2017). The teaching methods will be more varied and students do more learning activities, because they do not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, and so on (Fartina et al., 2019; Linda et al., 2018).

Another effort to facilitate teachers is to include teachers in various functional training, workshops, seminars for sustainable professional development carried out by the Ministry of Religion or other institutions. Continuous professional development based on the Minister of National Education Regulations PAN and RB No. 16 of 2009, teacher competency development carried out according to needs, gradually, continuously to improve professionalism (Priatna, 2013; Wardoyo et al., 2020). Teachers can maintain, improve and expand their knowledge and skills to carry out the learning process professionally. Quality learning is expected to improve the knowledge, skills and attitudes of students. This is in line with the previous study that the accuracy of teachers in choosing and implementing learning strategies will accelerate the achievement of learning objectives (Mustikawati & Qomariah, 2020; Nurjanah & Sofiwati, 2019). Through this coaching activity, it is hoped that MAN Insan Cendekia Gorontalo can be realized as a religious campus, achievement campus, and self-development campus that produces superior human resources, realizing a complete Indonesian human being following the policy of independent learning. Other research stated that learning that integrates religious knowledge and general science is expected to form a complete personality for students (Sarbini et al., 2021; Yanto, 2020). This is also in accordance with the National Education System Law Number 20 of 2003 article 3 which reads that the purpose of national education is to develop capabilities and shape the character and civilization of the nation that is useful in the context of educating the nation's life and developing Indonesian people as a whole, namely

humans who have faith and are devoted to the Almighty God, has a noble character, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

The success of schools to be able to realize their vision, mission, goals, and targets through strategic, planned, and gradual programs is very much needed in the implementation of independent learning which is the direction of future learning that provides more freedom, fun, happiness for both students and teachers. For this reason, school principals are required to have good change management skills, adequate leadership, particularly learning leadership, and an entrepreneurial spirit (Donaldson & Mavrogordato, 2018; Flores & Derrington, 2017). The principal's role as the foremost learning agent in leading teachers to always learn is very strategic to improve the quality of education, to produce human resources who have competitive and comparative advantages. Other research states that the role of the principal is the party most responsible for the effectiveness of education in the school he leads (Karakose et al., 2021; Odhier et al., 2019). Multiple regression analysis revealed that principal leadership practices with a focus on instruction best predict school effectiveness at the primary school level, whereas evidence suggests that better practices at the secondary school level are related to instructional focus and accountability focus. The advantages of this research are that it can reveal in detail the principal's strategies in implementing independent learning to consistently improve the quality of teacher learning while increasing student learning achievement significantly even though learning during the COVID-19 pandemic is only held online. This can be illustrated by the increase in student achievement every years and the acceptance rate of alumni at favorite universities with favorite majors is very high. MAN Insan Cendekia has been tested through the output produced for the community, especially the people of Gorontalo, and other Eastern Indonesia regions. On the other hand, this study has a major limitation. This study cannot reveal the learning process in detail because at the time the research was conducted the learning was conducted online. Students study from their respective homes due to the COVID-19 pandemic.

4. CONCLUSION

The leadership ability of madrasah principals in this study created effective schools to implement independent learning programs. This result can be achieved from the principal's efforts to effectively guide and facilitate teachers to improve the quality of learning. In addition, school principals can also implement effective and efficient character education through intra and extracurricular programs. Furthermore, principals can improve the quality of graduates who can help achieve the school's vision and mission. All efforts made by school principals are based on the recent and updated approaches following existing developments in education.

5. REFERENCES

- Albu, G. (2013). The Teacher-headmaster and his Relationship with Himself. *Procedia - Social and Behavioral Sciences*, 78. <https://doi.org/10.1016/j.sbspro.2013.04.369>.
- Alfaidi, S. D. A., & Elhassan, F. A. M. (2020). The Role of In-Service Training Programs in Teachers Development. *International Journal of Learning and Teaching*, 6(3). <https://doi.org/10.18178/ijlt>.
- Ardana, P., Yudana, I. M., & Divayana, D. G. H. (2020). Kontribusi Sertifikasi Guru, Motivasi Kerja Dan Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 44–55. <https://doi.org/10.23887/japi.v11i1.3349>.
- Aryantini, Agung, & Dantes. (2018). Kontribusi Implementasi Manajemen Sekolah Berbasis Nilai-Nilai Kearifan Lokal Tri Hita Karana, Kepemimpinan Pelayan Kepala Sekolah, Budaya Sekolah dan Kepuasan Kerja Terhadap Kinerja Guru di SMP Negeri Kecamatan Sukasada Kabupaten Buleleng. *Jurnal Administrasi Pendidikan Indonesia*, 9(2), 99–110. <https://doi.org/10.23887/japi.v9i2.2757>.
- Bin Nordin, M. N., Mustafa, M. Z. Bin, & Abdul Razzaq, A. R. Bin. (2020). Regression between headmaster leadership, task load and job satisfaction of special education integration program teacher. *Universal Journal of Educational Research*, 8(4), 1356–1362. <https://doi.org/10.13189/ujer.2020.080428>.
- Copriady, J., Zulnaidi, H., Alimin, M., & Albeta, S. W. (2021). In-service training and teaching resource proficiency amongst Chemistry teachers: the mediating role of teacher collaboration. *Heliyon*, 7(5). <https://doi.org/10.1016/j.heliyon.2021.e06995>.
- Darling-Hammond, L., & Hyler, M. E. (2020). Preparing educators for the time of COVID and beyond. *European Journal of Teacher Education*, 43(4). <https://doi.org/10.1080/02619768.2020.1816961>
- Donaldson, M., & Mavrogordato, M. (2018). Principals and teacher evaluation. *Journal of Educational Administration*, 56(6), 586–601. <https://doi.org/10.1108/JEA-08-2017-0100>.

- Estrada, E., Pujiyanto, D., & Arwin, A. (2019). Persepsi Kepala Sekolah Terhadap Kinerja Guru PJOK Sekolah Menengah Atas Negeri di Kota Bengkulu. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 3(2), 198–207. <https://doi.org/10.33369/jk.v3i2.8915>.
- Faizah, U., Ambarwati, R., & Rahayu, D. A. (2021). From offline to online learning: Various efforts to secure the learning process during covid-19 outbreaks. *Journal of Physics: Conference Series*, 1747(1). <https://doi.org/10.1088/1742-6596/1747/1/012002>.
- Fartina, Hizbi, T., & Syahidi, K. (2019). Development of Interactive Physics Learning Media Macromedia Flash 8 Based on Straight Motion Material. *Journal of Physics: Conference Series*, 1539(1). <https://doi.org/10.1088/1742-6596/1539/1/012023>.
- Febrianty, D., & Cendana, W. (2021). Exemplary Teachers in Instilling Discipline for Elementary School Students through Online Learning. *Musamus Journal of Primary Education*, April, 81–89. <https://doi.org/10.35724/musjpe.v3i2.3302>.
- Flores, M. A., & Derrington, M. L. (2017). School principals' views of teacher evaluation policy: lessons learned from two empirical studies. *International Journal of Leadership in Education*, 20(4), 416–431. <https://doi.org/10.1080/13603124.2015.1094144>.
- Ingemarson, M., Rubenson, B., Bodin, M., & Guldbrandsson, K. (2014). Implementation of a school-wide prevention programme-teachers' and headmasters' perceptions of organizational capacity. *Evaluation and Program Planning*, 43. <https://doi.org/10.1016/j.evalprogplan.2013.10.005>.
- Karakose, T., Polat, H., & Papadakis, S. (2021). Examining Teachers' Perspectives on School Principals' Digital Leadership Roles and Technology Capabilities during the COVID-19 Pandemic. In *Sustainability* (Vol 13, Number 23). <https://doi.org/10.3390/su132313448>.
- Katwijk, L. Van, Jansen, E., & Veen, K. Van. (2021). Pre-service teacher research: a way to future-proof teachers? *European Journal of Teacher Education*. <https://doi.org/10.1080/02619768.2021.1928070>.
- Kustiyah. (2017). Meningkatkan Kinerja Guru Melalui Supervisi Akademik Kepala Sekolah dengan Pendekatan Individual di SD Candi 01 Kecamatan Candisari Kota Semarang. *MALIHPEDDAS: Majalah Ilmiah Pendidikan Dasar*, 7(1), 11–20. <https://doi.org/10.26877/malihpeddas.v7i1.1359>.
- Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh Kepemimpinan Pembelajaran, Kepemimpinan Perubahan, Kepemimpinan Spiritual, Budaya Sekolah, dan Etika Profesi terhadap Kinerja Mengajar Guru. *Jurnal Manajemen dan Supervisi Pendidikan: JMSP*, 4(3), 198–219. <https://doi.org/10.17977/um025v4i32020p198>.
- Kwok, Y. C. L., & Fang, S. (2022). A longitudinal study of the impact of parental discipline on wellbeing among primary school students in China: The roles of school attachment and growth mindset. *Child Abuse & Neglect*, 124. <https://doi.org/10.1016/j.chiabu.2021.105435>.
- Laksmi, N. L. P. S., Agung, A. A. G., & Sudirman. (2019). Hubungan Kepemimpinan Pelayan, Kompetensi Manajerial Kepala Sekolah, Budaya Organisasi, dan Motivasi Kerja Dengan Kinerja Guru di Gugus PAUD Tunjung Kecamatan Denpasar Utara. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 148–156. <https://doi.org/10.23887/japi.v10i2.2802>.
- Leniwati, L., & Arafat, Y. (2017). Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(1), 106–114. <https://doi.org/10.31851/jmksp.v2i1.1158>.
- Linda, Albeta, Masnaini, & Sulismawati. (2018). The Effect Of Prezy And Exe-Learning Media On Chemical Learning Results. *Jurnal Edusains*, 10(1). <https://doi.org/10.15408/es.v10i1.7204>.
- Margareta, L., & Wahyuno, E. (2014). Penggunaan Media Animasi Macromedia Flash Untuk Meningkatkan Kualitas Pembelajaran Ipa Siswa Tunarungu Kelas II SDLB. *Jurnal P3Lb*, 1(2), 137–139. <https://doi.org/10.17977/um029v1i22014p137-139>.
- Maris, I. S., Komariah, A., & Bakar, A. (2016). Kepemimpinan Transformasional Kepala Sekolah, Kinerja Guru Dan Mutu Sekolah. *Jurnal Administrasi Pendidikan*, 23(2), 173–188. <https://doi.org/10.17509/jap.v23i2.5645>.
- Mestry, R. (2017). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education (University of KwaZulu-Natal)*, 69.
- Muliartini, Natajaya, & Sunu. (2019). Kontribusi Kepemimpinan Kepala Sekolah, Etos Kerja, Kepuasan Kerja, dan Budaya Organisasi Sekolah Terhadap Kinerja Guru di SMKN 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(1), 13–23. <https://doi.org/10.23887/japi.v10i1.2786>.
- Mustikawati, E., & Qomariah, N. (2020). The Effect of Education , Training and Competency on Teacher Performance. *International Journal of Business and Management Invention (IJBMI)*, 9(10), 14–20. <https://doi.org/10.35629/8028-0910031420>.
- Nadhirin, N. (2018). Teaching Supervision of Madrasah Headmaster Based on Pesantren Culture. *QIJIS*

- (*Qudus International Journal of Islamic Studies*), 5(2). <https://doi.org/10.21043/qijis.v5i2.3122>
- Nurjanah, E., & Sofiwati, E. T. (2019). Implementation of Education Quality Improvement in Primary Schools Judging From Teacher Competency Test in Sukabumi Regency. *International Journal for Educational and Vocational Studies*, 1(7), 773–776. <https://doi.org/10.29103/ijevs.v1i7.1785>.
- Odhier, P. O., Ajowi, J. O., & Mwebi, B. (2019). Investigation on Contributions of Principals on School Machinery and Equipment Management in Secondary Schools in Kenya. *International Journal of Novel Research in Humanity and Social Sciences*, 6(5), 73–88.
- Priatna, N. (2013). *Teacher Professional Development*. PT Remaja Rosdakarya Offset.
- Purwoko, S. (2018). Pengaruh kepemimpinan kepala sekolah, komitmen guru, disiplin kerja guru, dan budaya sekolah terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 149–162. <https://doi.org/10.21831/amp.v6i2.8467>.
- Puspitasari, Y., Tobari, & Kesumawati, N. (2021). Pengaruh Manajemen Kepala Sekolah dan Profesionalisme Guru Terhadap Kinerja Guru. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan*, 6(1), 88–99. <https://doi.org/10.31851/jmksp.v6i1.4036>.
- Putri, N. H., & Wibowo, U. B. (2018). Pengaruh kinerja kepala sekolah terhadap keberhasilan manajemen berbasis sekolah melalui partisipasi masyarakat di SMP. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(1), 45–59. <https://doi.org/10.21831/amp.v6i1.9810>.
- Rahayu, S. W., & Benyamin, C. (2020). Penerapan Kepemimpinan Melayani (Servant Leadership) Bidang Penguatan Karakter Guru dan Siswa. *Jurnal Dinamika Manajemen Pendidikan*, 5(1), 29. <https://doi.org/10.26740/jdmp.v5n1.p29-35>.
- Saputra, N., Hikmah, N., Yustitia, V., Saputra, M., Wahab, A., & Junaedi, J. (2021). Implementation of Online Learning Using Online Media, During the Covid 19 Pandemic. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 1802–1808. <https://doi.org/10.33258/birci.v4i2.1857>.
- Sarbini, Rahtikawati, Syamsudin, & Zaqiah. (2021). A Religious based Education Concept for Good Personality Development in a Crisis: The Case of Improving Indonesian Students Morals and Character. *Review of International Geographical Education (RIGEO)*, 11(5). <https://doi.org/10.48047/rigeo.11.05.165>.
- Sisask, M., Apter, A., Balazs, J., Balint, M., Bobes, J., Brunner, R., & Wasserman, D. (2014). Teacher satisfaction with school and psychological well-being affects their readiness to help children with mental health problems. *Health Education Journal*, 73(4), 382–393. <https://doi.org/10.1177/0017896913485742>.
- Subandi, S. (2018). Kontribusi Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Iklim Sekolah terhadap Kinerja Guru. *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, 1(2), 57–63. <https://doi.org/10.23887/jppsh.v1i2.12934>.
- Sugihartini, N. M., Agung, A. A. G., & Dantes, K. R. (2018). Kontribusi Implementasi Menejemen Sekolah Berbasis Nilai-Nilai Kearifan Lokal Tri Hita Karana, Kepemimpinan Pelayan Kepala Sekolah dan Kepuasan Kerja Terhadap Komitmen Organisasional Guru di SMP Negeri Kota Singaraja Buleleng. *Jurnal Administrasi Pendidikan Indonesia*, 9(2), 111–120. <https://doi.org/10.23887/japi.v9i2.2776>.
- Sya'roni, Herlambang, T., & Cahyono, D. (2018). Dampak Motivasi, Disiplin Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Sains Manajemen Dan Bisnis Indonesia*, 8(2), 131–147. <https://doi.org/10.32528/jsmbi.v8i2.1785>.
- Triwiyanto, T. (2015). Pelaksanaan Monitoring, Evaluasi, Danpelaporan Untuk Penilaian Kinerja Manajerial Kepala Sekolah. *Cakrawala Pendidikan*, 34(1). <https://doi.org/10.21831/cp.v1i1.4177>
- Ulum, M. B., Sarwoko, E., & Yuniarinto, A. (2020). Kepemimpinan Kepala Sekolah Dan Kinerja Guru: Peran Mediasi Motivasi Kerja. *Jurnal Administrasi dan Manajemen Pendidikan*, 3(4), 299–307. <https://doi.org/10.17977/um027v3i42020p299>.
- Umi, R., Nopriansyah, U., & Purnama, S. (2019). Korelasi kepemimpinan kepala taman kanak-kanak terhadap kinerja kompetensi pedagogik dan kompetensi profesional guru. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*. <https://doi.org/10.24042/ajipaud.v2i1.4552>.
- Wardoyo, C., Satrio, Y. D., & Ratnasari, D. A. (2020). An Analysis of Teacher's Pedagogical and Professional Competencies in the 2013 Curriculum with The 2017-2018 Revision in Accounting Subject. *REiD (Research and Evaluation in Education)*, 6(2), 142–149. <https://doi.org/10.21831/reid.v6i2.35207>.
- Warga, I. M., Dantes, N., & Natajaya, I. N. (2019). Determinasi Sikap Profesi, Kompetensi Mengelola Proses Pembelajaran dan Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru Sekolah Dasar. *Indonesian Journal Of Educational Research and Review*, 2(3), 283. <https://doi.org/10.23887/ijerr.v2i3.21367>.

- Widyantara, S. (2019). Kontribusi Motivasi Kerja, Kepemimpinan Kepala Sekolah, dan Kompensasi Terhadap Kepuasan Kerja Guru. *Media Manajemen Pendidikan*, 2(1), 135. <https://doi.org/10.30738/mmp.v2i1.3661>.
- Wijania, I. W. (2017). Kontribusi Kepemimpinan Pelayan Kepala Sekolah, Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 1(4), 176–184.
- Yani, H. (2015). Peran Kepemimpinan Kepala Sekolah dalam Pembiasaan Beragama dan Berbudi Pekerti Siswa. *Mudarrisa: Jurnal Kajian Pendidikan Islam*, 6(2), 168–193.
- Yanto, M. (2020). Manajemen kepala Madrasah Ibtidaiyah dalam menumbuhkan pendidikan karakter religius pada era digital. *Jurnal Konseling dan Pendidikan*, 8(3), 176–183. <https://doi.org/10.29210/146300>.
- Yayuk, S., & Sugiyono, S. (2019a). Pengaruh kepemimpinan kepala sekolah dan biaya pendidikan terhadap kualitas proses belajar mengajar dan dampaknya dengan kompetensi lulusan SMK di kabupaten Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(1), 84–96. <https://doi.org/10.21831/amp.v7i1.23758>.
- Yayuk, & Sugiyono. (2019b). Pengaruh kepemimpinan kepala sekolah dan biaya pendidikan terhadap kualitas proses belajar mengajar dan dampaknya dengan kompetensi lulusan SMK di kabupaten Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(1), 84–96. <https://doi.org/10.21831/amp.v7i1.23758>.
- Yuliani, H. (2017). Pembelajaran Fisika menggunakan Media Animasi Macromedia Flash-MX dan Gambar untuk Meningkatkan Pemahaman Konsep Mahasiswa. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 6(1), 13–21. <https://doi.org/10.24042/jpifalbiruni.v6i1.596>.