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The Influence of Principal Leadership and Teacher Performance on The Quality of State Junior High School Education in Tebing Tinggi District

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Abstract
This study aims to analyze the influence of principal leadership and teacher performance on the quality of education in State Junior High School in Tebing Tinggi District. The research method used is quantitative with a survey approach. The population of this study was all teachers and principals of State Junior High Schools in Tebing Tinggi District, with a random sample. Data was collected through questionnaires that had been tested for validity and reliability. Data analysis was carried out using multiple linear regression to see the contribution of each independent variable to the quality of education. Some people who face the quality of the Negeri Junior High School students in Kei Tebing Tinggi District are significant in the principal leadership and teachers' performance. This is known from the F -count = 16.452 > F-table 1.738 and can contribute 25.3% of the total number of factors, the remaining 74.7% due to other factors not mentioned in the study. The results of the study show that the leadership of school principals has a significant influence on the quality of education. School principals who apply transformational leadership styles tend to be able to increase teacher motivation and performance, which in turn has a positive impact on the quality of education. In addition, teacher performance was also found to have a significant influence on the quality of education. Teachers with good professional, academic, social, and personality competencies can create an effective and efficient learning process, thereby improving the quality of education in schools. In conclusion, the principal's leadership and teacher performance significantly improved the quality of education at State Junior High Schools in Tebing Tinggi District. Therefore, it is recommended that schools and local governments continue to strengthen the leadership capacity of school principals and improve teacher performance through continuous training and professional development.

Keywords: Principal leadership, Teacher performance, Quality of Education, junior high school

1. Introduction

It is explained in the regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 28 of 2016, concerning the quality assurance system of primary and secondary school education in Chapter 1 Article 1 stated that Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of implementing education is by quality standards. (Menteri Pendidikan Dan Kebudayaan RI Tentang Sistem Penjaminan Mutu Sekolah Menengah, 2016). Suhar Saputra stated that the leadership of quality school principals produces quality education. Quality school principals are professionals who can realize the vision, mission, and goals of the school professionals carrying out their duties with quality improvement strategies so that they can produce quality outputs and outcomes. The professionalism of the principal will show the quality of the school (Suharsaputra, 2018).

	Orginal Article

The roles of the principal, as explained by Suharsaputra, include: (1) as a Manager, (2) as an Administrator, (3) as a Supervisor, (4) as a Leader, (5) as an Innovator, (6) as a Motivator; (7) as an Entrepreneur. (Suharsaputra, 2018). Suhertian said that the role of school principal leadership is one of the most critical factors in an organization because most of the success and failure of an organization is determined by leadership in the organization. (Suhertian, 2016). Soetopo then explained that the ability of the principal, through his role in carrying out his duties, is to convince and move others to work together under his leadership as a team to achieve a specific goal (Soetopo, 2018). Sudrajat further explained that the role of school principals in improving the quality of education has a positive impact on an organization. The principal's good or bad role will affect the educational order in the school he leads. (Sudrajat, 2019).

Quality problems in an educational institution are the most severe problems. On average, many academic institutions still have not succeeded in realizing the quality of education. The quality of education has become a common goal for all educational thinkers and practitioners and has even been pursued through various methods, approaches, strategies, and policies. (Hidayat & Asroi, 2019). In addition, to improve the quality of education is the performance of educators. Prawirasentono in Mulyasa stated that performance is the result of work that can be achieved by a person or a group of people in an organization, by their respective authorities and responsibilities, to achieve the goals of the organization concerned legally, not violating the law and by moral or ethical denominators. Teacher performance can be seen and measured based on work standards or competencies set. (Mulyasa, 2014). Sagala explained that teacher performance standards are related to the quality of teachers in carrying out their duties, as follows: (1) working with students individually, (2) learning preparation and planning, (3) utilization of learning media, (4) involving students in various learning experiences, and (5) active leadership of teachers. (Sagala, 2018).

Therefore, the duties and functions of teachers can be summarized into three parts as stated by Zaihroh as follows: a) Teachers as teachers (instructional), in charge of planning all teaching programs and implementing the programs that they have prepared with assessments in them; b) Teachers as educators, tasked with directing students to the level of maturity with a personality; c) Teachers are leaders who lead and control themselves, students, and the community related to directing, planning, controlling, organizing, and participating in the programs they implement (Zahroh, 2018).

Based on the results of the researchers' initial observations at SMP Negeri Tebing Tinggi District on Wednesday, October 25, 2023, namely at SMP Negeri 1 Tebing Tinggi, SMP Negeri 2 Tebing Tinggi, SMP Negeri 3 Tebing Tinggi, information was obtained from the principal explaining that generally the shortcomings in schools are facilities and infrastructure, as well as teachers who teach still need to be coached because it can still be said that the performance of teachers is not as expected. Because there are still teachers who do not have an educator certificate, and the number of teachers who teach is still minimal.

The following observation on Thursday, October 26, 2024, at SMP Negeri 4 Tebing Tinggi, SMP Negeri 5 Tebing Tinggi, SMP Negeri 6 Tebing Tinggi, and SMP Negeri 7 Tebing Tinggi, the researcher obtained information from the Vice Principal for curriculum that the principal had done an excellent job of trying to improve the quality of education, especially related to teacher performance. Further information is that the principal strives to enhance the quality of education by completing existing infrastructure facilities and providing extracurricular services for students so that the quality of education achieved can improve student achievement and the quality of graduates.

However, because the school is a public school, and considering that education funds in Tebing Tinggi District, Empat Lawang Regency are minimal, other infrastructure must also be

Orginal Article

considered, such as road, government, and damaged building repairs. So, it indirectly impacts the quality of education in schools. In addition, sometimes certification funds are slow to be received by teachers who have been certified; this certainly affects the performance of teachers in schools. Also, the school's principal tries to always provide direction and guidance to teachers who have not obtained certification so that teachers' performance as education personnel in schools can improve their standard of living and the learning process delivered will be better.

This is the concern of school principals in Tebing Tinggi District, who must always strive to improve the quality of education in the schools they lead. However, in reality, some schools in Tebing Tinggi District, Empat Lawang Regency, have a poor quality of education. Some schools still have a low-quality education; this condition can be assessed in terms of infrastructure facilities that have not been able to meet the learning needs of students, such as books in the library, sports equipment is not complete, curriculum, programs, media, and tools to support readiness in achieving quality education. If the infrastructure, curriculum, programs, media, and tools have not been fulfilled as support, the quality of education in several secondary education institutions will undoubtedly affect the quality of education.

Teachers of educators who teach from each of SMP Negeri Tebing Tinggi Empat Lawang Regency, SMP Negeri 1 Tebing Tinggi totaling 56 teachers, SMP Negeri 2 Tebing Tinggi totaling 27 teachers, SMP Negeri 3 Tebing Tinggi totaling 31 teachers, SMP Negeri 4 Tebing Tinggi totaling 26 teachers, SMP Negeri 5 Tebing Tinggi totaling 44 teachers, SMP Negeri 6 Tebing Tinggi has 16 teachers. SMP Negeri 7 Tebing Tinggi has 21 teachers.

Based on this background, research on the influence of school principal leadership and teacher performance on the quality of State Junior High School education in Tebing Tinggi District is essential to be carried out because the researcher considers it to have a positive impact on the world of education, especially in Empait Lawang Regency. To strengthen this research, several studies are used as a reference regarding the leadership of school principals, teacher performance, and the quality of education, such as research conducted by Mardalena, Arafat, and Fitria with the results of this study show that 1) there is an influence of academic supervision on teacher performance with a t-count value of 9.815 and a t-table value of 1.987, 2) there is an influence of teachers' professional competence on teacher performance with a t-count value of 3.015 and a t-table value 1.987, 3) There was an influence of academic supervision and teachers' professional competence on teacher performance with an F-count value of 64.652 and an F-table value of 3.10. This study concludes that in improving teacher performance, academic supervision and professional competence of teachers are needed (Mardalena et al., 2020).

2. Method

This research was conducted at the State Junior High School, Tebing Tinggi District, Empat Lawang Regency. The research period was carried out for 3 months, namely January – March 2024. This study uses a quantitative method because it aims to analyze the results of the research findings. The quantitative method is based on the philosophy of positivism, which emphasizes objective phenomena and is studied quantitatively. The maximization of the objectivity of this research is carried out by using numbers statistical processing, which is used to answer problems through careful measurement techniques on specific variables to produce conclusions that can be generalized regardless of the context of time and situation and the type of data collected, especially quantitative data. (Dacholfany et al., 2024; Purwanto, 2024). The sample used in this study was purposive sampling. Sugiyono explained that purposive sampling is one of the non-random sampling techniques where researchers determine sampling by determining unique characteristics that are by the research objectives so that it is expected to answer research problems. (Sugiyono, 2019). The following is a table of sample distribution in the study used

Orginal Article

by the researcher:

Table 1.
Research Sample

No.	School Name	Total Teacher
1	SMP Negeri 3 Tebing Tinggi	31
2	SMP Negeri 4 Tebing Tinggi	26
3	SMP Negeri 5 Tebing Tinggi	43
Total		100

Table 1, explained the research sample of the study. There are three SMPN that was selected as representation in Tebing Tinggi District. SMPN 3 Tebing Tinggi, represented 31 teachers, SMPN 4 Tebing tinggi, 26 teachers selected, and 43 teachers in SMPN 5 Tebing tinggi. Total sample 100 teachers who will be taken as data collection and be analysed.

The data collection techniques in this study include the following Questionnaire/Questionnaire: Questionnaire was given to each State Junior High School teacher in Tebing Tinggi District, which was used as a sample in this study with a total of 101 teachers, namely the principal's leadership questionnaire instrument with a total of 30 questionnaire items sourced from Suhar saputra and the teacher performance questionnaire instrument with a total of 30 items sourced from the Ministry of Education and Culture of the Republic of Indonesia (2013), and education quality questionnaire instruments with a total of 30 items. Documentation, related to documentation techniques, supporting data collected in the form of 1) questionnaire guidelines, which include: a) principal leadership questionnaire, b) teacher performance questionnaire, c) education quality questionnaire; 2) the results of the trial questionnaire; 3) the results of the research questionnaire. This documentation is intended to complete the research data.

The data analysis step is carried out to meet the research objectives. The stages are Instrument distribution, data description analysis, and analysis requirements test, including normality, homogeneity, and linearity. The collected data was analyzed using descriptive analysis and inferential analysis. Descriptive analysis is used in data presentation and central and dissemination measurements. The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of the SPSS For Windows Version 21 program. The stages of implementing the analysis include (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

3. Results and Discussion
Result
Based on the submission of the third hypothesis in this study, it is assumed that there is a significant influence of the principal's leadership and teacher performance together on the quality of State Junior High School education in Tebing Tinggi District (X1 and X2 towards Y), concerning the following analysis steps.

Multiple Linear Regression Coefficient Analysis

Kesumawati (2018) explained that the coefficient of multiple linear regression equations is formulated as Beirut:

$Y = a + b1\ x1 + b2\ x2 + ... + bk\ xk$
Y   = Projected Theoretical Variable Subject

Orginal Article

x   = independent variables that have a specific value to predict
α   = Constant values
b   = The direction value as a determinant of the forecast (prediction) that indicates the increase (+) value or decrease (-) value of the variable y.

   If the value b is positive, then the y variable will increase. On the other hand, if the value b is negative, then the y variable will decrease. The following results were obtained from multiple linear regression analysis results through the SPSS for Windows software application program version 26.

Table 2.
Results of Multiple Linear Regression Coefficient Analysis Variables X1 and X2 simultaneously concerning Y

	Coefficients				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,030	,222		9,133	,000
1 Principal Leadership	,185	,056	,296	3,323	,001
Teacher Performance	,239	,060	,358	4,011	,000

(Source, data processed, 2024)

   Table 2 explained the number of constant coefficients (Constant) = 1.969 the number of coefficients X1 = 0.144, and the number of coefficients X2 = 0.240, so that the multiple linear regression equation Y = 2.030 + 0.185 X1 + 0.239 X2 is obtained. Furthermore, the equation is used to explain the influence of the principal's leadership (X1) and teacher performance (X2) together on the quality of State Junior High School education in Tebing Tinggi District (Y). The variable coefficient X1 is obtained with a value of 0.185. The value of the variable coefficient X2 is obtained with a value of 0.239 with a positive value, so the value of the variable Y always increases, meaning that the higher the level of influence of the principal's leadership (X1) and the influence of teacher performance (X2), the higher the level of impact on the quality of State Junior High School education in Tebing Tinggi District (Y).

Determination Coefficient Analysis
   The following results were obtained based on the results of multiple linear regression analysis through the SPSS For Windows version 26 software application program.

Table 3.
Results of Determination Coefficient Analysis Variables X1 and X2 Simultaneously Against Y

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,503[a]	,253	,238	,13387

a. Predictors: (Constant), Teacher Performance, Principal Leadership
b. Dependent Variable: Quality of Education

(Source, data processed, 2024)

   Table 3 described the results of multiple linear regression analysis based on the output of the Model Summary obtained an R number of 0.503, which means the influence between variables X1 and X2 (independent) on Y (dependent), which shows a reasonably strong

Orginal Article

influence category. Because the correlation value of the underperformance of the correlation coefficient is between 0.400 – 0.599, it can be said that the principal's leadership and the teachers' performance strongly influence the quality of State Junior High School education in Tebing Tinggi District.

Standard Error of Estimated means measuring the variation of a predicted value. This study's standard deviation is 1.3387; the smaller the standard deviation, the better the model. Determination cofactor analysis is used to determine the presentation of the contribution of the relationship between independent variables and dependent variables. Based on Table Three, it can be explained that the number obtained is the R Square (R^2) determination coefficient of 0.253, which means that the influence of the principal's leadership and teacher performance can contribute to the impact on the quality of State Junior High School education in Tebing Tinggi District by 25.3%. In comparison, the remaining 74.7% is influenced by other factors not mentioned in this study.

Simultaneous Multiple Linear Regression Analysis (F-Test)

Simultaneous multiple linear regression analysis using the F-test is used to determine whether the regression coefficients have a significant relationship or not simultaneously (together) between the independent variables (X1 and X2) and the dependent variables (Y). If sig. > α (0.05), then the regression coefficient is not significant. If Sig. < α (0.05), then the regression coefficient is significant. Multiple linear regression analysis is often referred to as a simultaneous hypothesis test or f-test, as shown in the table below, resulting from calculations using SPSS for Windows version 26 software application.

Tabel 4.
Hasil Analisis Regresi Linear Berganda Simultan (Uji-F)

| ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	,590	2	,295	16,452	,000[b]
1	Residual	1,738	97	,018		
	Total	2,328	99			

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), Teacher Performance, Principal Leadership
(Source, data processed, 2024)

Based on the F-calculation in Table four, it is known that the value obtained is 16.452. The criteria for the hypothesis test are if F-count > F-table, then Ha is accepted, and if the opposite F-count < F-table, then Ha is rejected. Based on the F-table at the fundamental level α (0.05) with the numerator db 2 (determined from the number of free variables and the denominator db 99 (chosen from many samples minus the free variable minus one) or can be resolved through the Excel program application on the blank cell of the formula = FINV(0.05,16,452) a figure of 1.738 is obtained (Prayitno, 2018) Based on the explanation above, it is known that F-count = 16.452 and F-table 1.738 where F-count > F-table, which means Ha is accepted, or it can be said that there is a significant influence of the principal's leadership and teacher performance together on the quality of State Junior High School education in Tebing Tinggi District. Based on the results of the linear regression analysis of the t-test and f-test above, it can be shown through the theoretical pattern of the research framework of the contribution of the percentage influence of each variable, namely X1 to Y, X2 to Y and X1 and X2 variables together to Y, as can be seen in the figure below.

Orginal Article

Figure 1.
Contribution of X1 and X2 Influence to Y
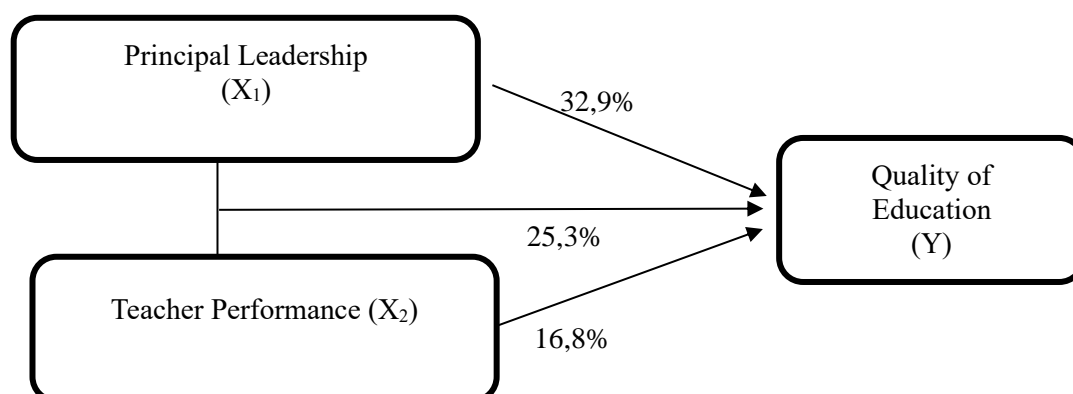
(Source, data processed, 2024)

Based on the description of Figure 1 of the contribution of influence on each variable in this study, it can be explained. The principal's leadership (X1) contributed to the impact on the quality of State Junior High School education in Tebing Tinggi District by 32.9%. Teacher performance (X2) influenced the quality of education of State Junior High School teachers in Tebing Tinggi District by 16.8%. The Leadership of the Principal (X1) and Teacher Performance (X2) contributed a joint influence on the quality of State Junior High School Education in Tebing Tinggi District by 25.3%. In comparison, the remaining 74.7% was influenced by other factors not mentioned in this study.

Discussion

Based on the results of the third hypothesis test, the results of multiple linear regression analysis based on the output of the Model Summary were obtained with an R number of 0.503, which means the influence between variables X1 and X2 (independent) on Y (dependent) which shows a reasonably strong influence category. Because the correlation value of the interpretation of the correlation coefficient is between 0.400 – 0.599, it can be said that the principal's leadership and the teachers' performance strongly influence the quality of State Junior High School education in Tebing Tinggi District.

Based on the results of the third hypothesis test, F-cal, it is known that the value obtained is 16.452. The criteria for hypothesis testing are if F-count > F-table, then Ha is accepted and if vice versa, F-count < F-table, then Ha is rejected. Based on the F-table at the absolute level α (0.05) with the numerator db 2 (determined from the number of free variables and the denominator db 99 (chosen from many samples minus the free variable minus one) or can be determined through the application of the Excell program on a blank cell, type the formula = FINV(0.05,16,452) obtained several 1.738 (Prayitno, 2018). Based on the above calculations, it is known that F-hitting = 16,452 and F-table 1,738 where F-count > F-table, which means Ha is sent, or it can be said that there is a significant influence of the principal's leadership and teacher performance together on the quality of education at Negeiri Junior High School in Tebing Tinggi District.

Based on the results of the relationship level in the third hypothesis test, the determination coefficient analysis was used to determine the presentation of the contribution of the relationship between independent variables and dependent variables. Based on the results obtained, the R Square (R2) determination coefficient is 0.253, which means that the influence

Orginal Article

of the principal's leadership and teacher performance can contribute to the quality of State Junior High School education in Tebing Tinggi District by 25.3%, while the difference is 74.7% influenced by other factors not mentioned in this study.

This research is in line with the theories put forward by Suharsaputra, including (1) as a Manager, (2) as an Administrator, (3) as a Supervisor, (4) as a Leader, (5) as an innovator, (6) as a Motivator; (7) as an Entrepreneur (Suharsaputra, 2018). Suhertian said that the principal's leadership role is one of the most critical factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization (Suhertian, 2016). Soetopo then explained that the ability of the principal, through his role in carrying out his duties, is to convince and move others to work together under his leadership as a team to achieve a specific goal (Soetopo, 2018). Sudrajat further explained that the role of school principals in improving the quality of education has a positive impact on an organization (Sudrajat, 2019). The principal's good or bad role will affect the educational order in the school he leads (Purwanto et al., 2020; Purwanto & Rosyidin, 2024).

Another opinion Nawawi expressed is that achieving the goals of school educational institutions is highly dependent on the skills and leadership policies of the principal as an academic leader. (Nawawi, 2016). Furthermore, Mulyasa explained that the principal is a professional official who manages the school organization, regulates and supervises all resources and organizations, and collaborates with the community school committee, other institutions, and existing stakeholders. (Mulyasa, 2017). The principal's leadership in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students, and school residents. (Nuswantoro et al., 2023) .

Irawan et al. (2024) It was explained that a quality school is an educational institution that builds public trust and encourages them to choose the academic institution as a place to study for their children. Therefore, every academic institution is always required to improve its education quality. Furthermore, according to (Agustin & Purwanto, 2023), education quality assurance as referred to in paragraph (1) of the Regulation of the Minister of National Education of the Republic of Indonesia Number 28 of 2016 concerning Standards for School Principals or Madrasas, that school principals must at least be able to function as managers, administrators, supervisors, leaders, innovators, motivators and entrepreneurs (Marsinah et al., 2024; Nasar et al., 2024).

Quality problems in an educational institution are the most severe problems. On average, many academic institutions still have not succeeded in realizing the quality of education. (Marsinah et al., 2024). The quality of education has become a common goal of all thinkers and education practitioners and has even been pursued through various methods, approaches, strategies, and policies. (Budiyanto et al., 2024; Hidayad et al., 2023). In addition, to improve the quality of education is the performance of educators. Prawirasentono in Mulyasa stated that performance is the result of work that can be achieved by a person or a group of people in an organization, by their respective authorities and responsibilities, to achieve the goals of the organization concerned legally, not in violation of the law and accordance with morals or ethics. Teacher performance can be seen and measured based on work standards or competencies that have been set. (Mulyasa, 2014).

Sagala explained that teacher performance standards are related to the quality of teachers in carrying out their duties, as follows: (1) working with students individually, (2) learning preparation and planning, (3) utilization of learning media, (4) involving students in various learning experiences, and (5) active leadership of teachers. (Sagala, 2018). Therefore, the duties and functions of teachers can be summarized into three parts as stated by Zahroh as follows: a) Teachers as teachers (instructional), in charge of planning all teaching programs and

Orginal Article

implementing the programs that have been prepared by assessing them; b) Teachers as educators, tasked with directing students to the level of maturity with a personality; c) Teachers as leaders, who lead and control themselves, students, and society related to directing, planning, controlling, and organizing (organizing), and participation in the programs they implement (Zahroh, 2018).

4. Conclusion

Based on the research results, it can be concluded as follows: 1) the principal's leadership significantly influences the quality of State Junior High School education in Tebing Tinggi District. This is known from the analysis of the t-count = 3.818 > t-table = 2.617 and can contribute an influence of 32.9%. 2) Teacher performance significantly influences the quality of state junior high school education in Tebing Tinggi District. This is known from the analysis of the t-count = 4.453 > t-table = 2.488 and can contribute an influence of 16.8%. 3) the principal's leadership and teacher performance significantly influence the quality of State Junior High School education in Tebing Tinggi District. This is known from the analysis of the value of F-count = 16.452 > F-table 1.738 and can contribute 25.3%; the remaining 74.7% is influenced by other factors not mentioned in this study.

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