



Principal's Leadership Strategy in Efforts to Development the Quality of Human Resources in Schools

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Article Info	Abstract
Article History Received: 2023-11-05 Revised: 2023-12-22 Published: 2024-01-03 Keywords: <i>Strategy;</i> <i>Leadership;</i> <i>HR;</i> <i>Elementary School.</i>	The principle plays a crucial role in enhancing the human resources in schools. This is so that well-performing school leaders may create solutions-based policies that address issues that arise in schools. In an endeavor to improve the caliber of human resources, this is what prompted the researcher to bring up the subject of the principal's leadership strategy. This study used qualitative research approaches and interview-based data collection. Three resource people, including administrators, teachers, and principals, were interrogated. This study's data analysis method involves providing data, reducing it, and then making conclusions from it. The principal of Pagar Dewa Elementary School faces a number of challenges in trying to improve the caliber of the school's human resources, including a large number of senior teachers, inadequate infrastructure and facilities, and a remote location from urban areas. However, the principal of SD Pagar Dewa, Macan Sakti District, Musi Banyuasin Regency implemented a number of strategies to improve the quality of the school's human resources. These included establishing discussion rooms, enforcing rewards and sanctions, and providing teachers with training and direction so they could develop into professional educators and be able to keep up with the times.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-11-05 Direvisi: 2023-12-22 Dipublikasi: 2024-01-03 Kata kunci: <i>Strategi;</i> <i>Kepemimpinan;</i> <i>SDM;</i> <i>Sekolah Dasar.</i>	Peran kepala sekolah dalam meningkatkan sumber daya manusia disekolah sangatlah penting. Hal ini karena peran pemimpin yang berjalan dengan baik di sekolah akan menghasilkan kebijakan yang solutif dan dapat menjawab permasalahan yang ada di sekolah. Hal inilah yang melatarbelakangi peneliti untuk mengangkat masalah mengenai strategi kepemimpinan kepala sekolah dalam upaya pengembangan mutu sumber daya manusia. Penelitian ini menggunakan metode penelitian kualitatif dengan teknik pengumpulan data melalui wawancara. Wawancara dilakukan kepada 3 narasumber yang terdiri dari kepala sekolah, guru, dan staf tata usaha. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis data dengan cara mereduksi data, menyajikan data dan penarikan kesimpulan. Ada beberapa kendala yang ditemui kepala sekolah Dasar Pemulutan dalam upaya mengembangkan mutu sumber daya manusianya, diantaranya adalah banyaknya guru senior, sarana dan prasarana sekolah yang belum terlalu memadai dan lokasi sekolah yang lumayan jauh dari perkotaan. Akan tetapi kepala sekolah SD Pagar Dewa, Kec. Macan Sakti, Kab. Musi Banyuasin membuat beberapa strategi agar kualitas sumber daya manusia sekolah dapat meningkat, hal-hal yang dilakukan oleh kepala sekolah dalam mengembangkan sumber daya manusia sekolah adalah kebijakan bahan ajar, membuka ruang diskusi, reward and punishment dan mengadakan pelatihan dan bimbingan untuk guru agar menjadi guru yang profesional dan dapat mengikuti perkembangan zaman.

I. INTRODUCTION

Elementary schools are educational institutions that serve as educational providers for disadvantaged pupils between the ages of 6 and 12 years. A nation's future educated population can be shaped by elementary schools thanks to its human resources (Daga, 2021). Principals, school administrators, personnel, and school guards make up the human resources of primary schools (Purwanto, 2021). In order to be

able to accomplish shared goals, good and effective management of human resources is required in the attempt to realize the educational goals set by schools. Because of this, the principal is a key component of a successful educational institution's efficacy in developing various kinds of educational programs. The success of an educational institution thus heavily rests on the principle's leadership (Sari, 2018).

The daily operations of a school are significantly influenced by the principal. If a school can create quality education and has quality human resources, facilities, and infrastructure, it is considered to be advanced. In order to attain the vision, mission, and achievement goals, a leader must have a plan. As a result, the principal needs to come up with a plan of action for how to accomplish the goal. The resources that the school owns play a significant role in how well it is able to guide its students (Irawan, 2016). Teachers in this situation are one of the human resources with the necessary abilities or competencies for the process of education and teaching (Elijah & Tamam, 2019).

For teachers to succeed as professionals and get the respect of their pupils, they must master a variety of skills, including creating curriculum materials, picking successful media, methods, or approaches, and many more. As a result, teachers do more than just present information in class; they also need to be able to come up with engaging lessons that will pique students' interest in learning. Resources in primary schools include staff, equipment, and security personnel in addition to teachers. Clear regulations and school success will be impacted by effective organizing and management of the educational system (Mangait et al., 2021). Therefore, school administrators should also think about managing school data so that it is not dispersed and can be used whenever it is needed for the good of the school. In addition to maintaining school data, employees and resources make guarantee that programs designed by schools can be implemented and produce results that are distinct in accordance with shared objectives.

It takes the personality of a leader who can persuade teachers, staff, school officials, and school guards to comply with an order issued by the principal after the principal had given it careful consideration and discussion in order for the school to function in accordance with the plan that has been made (Rachman et al., 2019). School leaders must be skilled at motivating teams and delegating responsibilities and power (Rachman, 2020). Effective human resource management and the development of a productive and democratic work cycle will be impacted by good organization. (Zainal Abidin, 2021), To be able to accommodate input from teachers and school authorities, a democratic school principal is crucial, as is his ability to hear from his subordinates. Leadership is a means to motivate others to cooperate in order to

accomplish shared objectives (Purbasari, 2015). In addition, leadership involves communication and engagement between the person leading and those being led (Lathifah et al., 2022).

A good leader will undoubtedly choose the personality and leadership approach that will work best to persuade his followers to work together to achieve shared objectives (Primayana 2020). Leadership roles are persistent behavioral patterns that leaders apply through others, namely through actions taken when influencing others and regarded by others to be under their influence (Wiryani et al., 2013). To foster a democratic atmosphere in the school setting, a good leader should promote common interests as well as individual egos. The management system established and the improvement of education quality cannot be separated, hence the leadership component is crucial in determining (Rodiyah, 2019).

School leaders must be able to influence their subordinates in order to increase teacher performance, which calls for principals who can effectively carry out their roles and tasks (Adrian & Agustina, 2019). Because the success or failure of a school is defined by the dependability of its head leadership, a quality school is determined by the leadership of a quality principle (Murniyadi et al., 2018). School leaders should have a clear, systematic, and structured strategy in place to accomplish shared objectives so that everything they do has a purpose and is not undertaken at random (Junaedi, 2019). According to Wijaya (n.d.), a strategy is a plan created to attain specific objectives. The principal's strategy is typically reflected in the school's vision and mission as well as the program's design. However, the principal must also take into account his or her own personal strategies, such as those to build strong relationships with his or her subordinates, gain the community's trust so that they will send their kids to the school, and many others, in addition to the program design, vision, and mission of the institution (Suciningrum, 2015).

A school principal as a leader must be able to move what is in the school and turn it into products and services that are useful in improving school quality (Yanti 2021). Therefore, the role of the principal is not only to ensure that his subordinates work according to plan, but more than that the principal must think about other things related to the progress of the school. Efforts to improve the quality of education should not be focused on just one

aspect, therefore the role of leaders in this case is very necessary, so that the quality of education that has been planned can be achieved according to the desired target (Sumidjo, 2002). Talking about quality in terms of quality is quality in meeting, exceeding or expectations for each customer (Priansa et al., 2014). In this case, improving the quality of education depends on good management, this is because if the management function (planning, organaizing, and evaluating) has been carried out properly, it will produce quality education. In the previous study conducted by (Somad & Priansa, 2014) which described the principal's strategy in an effort to improve the performance of education personnel during the pandemic, this is related to the problems raised in this study, where the article describes leadership styles and strategies, but if analyzed through hypotheses the discussion is different, where in this article the discussion is broader and not only narrowed on leadership styles and strategies only.

This is in line with research conducted by (Syarifudin, 2011)), where in his research he explained about things that can have implications for the effectiveness of learning in schools. The issues raised are slightly related to this article, but this article is more specific to the principal's efforts in improving the quality of teachers, tools and school guards is certainly different from the research conducted by Syarifudin which discusses the implications of learning effectiveness in schools. The purpose of this study is to reveal the leadership strategies used by the principal of Pagar Dewa Elementary School to develop the quality of human resources in his school. It is hoped that this research can provide education to school principals, teachers or academics to always develop the quality of education in schools so that they have good management and are able to create prospective successors of the nation who are cognitive, affective and psychomotor qualified.

II. METHOD

This study used qualitative research methods with data collection techniques through interviews. Interviews were conducted on 3 speakers, namely the principal as a leader in the school, 1 teacher and 1 administrative staff as the person who was led and felt the policies made by the principal. While data analysis techniques are carried out using data reduction, data presentation and conclusions. The focus of this study discusses what strategies are used by school principals at SD Pagar Dewa, Macan Sakti

District, Musi Banyuasin Regency in an effort to develop the quality of human resources in their schools. Where a principal who has an important role in the school certainly has effective strategies to create a safe and comfortable work environment at school, besides that the principal ideally needs to ensure the outputs (students) from his school to have good quality.

Table 1. Resource Person Data

Initials	Position
X1	Principal
X2	Class Teacher
X2	School Administration Staff

III. RESULT AND DISCUSSION

In every leadership must have its own dynamics, there are many dynamics faced by leaders in elementary schools in order to improve the quality of their human resources. SD N Pagar Dewa has 20 teachers and TU staff, consisting of 8 honorary people, 10 civil servants and 1 school operator and 1 administrative staff (TU).

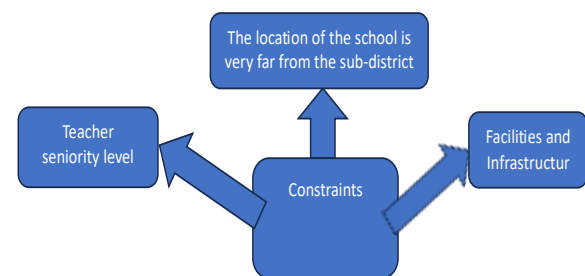


Figure 1. Map Concept Map Constraints of school principals to develop the quality of human resources in schools

SDN Pagar Dewa is a long-established public elementary school, but has very difficult access to be taken in the rainy season, the length of the school's establishment is proven even the principal of SD N Pagar Dewa is an alumnus of this school, explained by Mr. R1 as the principal of SD N Pagar Dewa, yes explained that: "the obstacles experienced by us in efforts to develop human resources actually lie in the hesitancy and awkwardness that is present to Reprimanding, commanding or directing teachers who are already senior and elderly in this school, how not, he was my teacher when I was in elementary school, and now a colleague and co-worker who together teaches in this elementary school, of course there is awkwardness in us commanding or reprimanding. Now this has implications for the lack of contribution of energy or thought

channelled by teachers to us leaders in schools in order to design school programs to the implementation of the program."

This kind of obstacle is very often encountered in the school environment, where elderly teachers are relatively only fixated on teaching in class and do not think too much about school programs. This should be able to be controlled by the principal in order to create a vibrant and creative work climate in order to create an interesting school work program and increase students' enthusiasm for learning. In addition, the problems faced by Mr. X1 as the principal of SD N Pagar Dewa are the facilities, infrastructure and support for holding trainings in an effort to upgrade teacher skills that are still lacking, this was explained by Mr. X1 where he explained that he had the idea to hold training on making innovative teaching materials, and digital-based learning training. However, it was constrained by inadequate facilities, and the school was a little confused to invite experts who were brought in to provide training to teachers, because the location of the school was quite far from the city.



Figure 2. Concept Map Solutions for principals to develop the quality of human resources in schools

The answer the principal offered Mr. X1 suggests splitting out the workload on the school's technology in order to organize the other teachers. Mr. X1 clarified that if there is a reprimand or new policy imposed, senior instructors should seek the school treasurer for assistance in providing knowledge. This is done because SD N Pagar Dewa's school treasurer is also a senior teacher and an immigrant teacher. This can definitely be used as a solution if there are issues with the teacher's performance that need to be resolved and are not up to par, so that the teacher can accept feedback and suggestions with an open mind.

Thank God, the school is now working to ensure that the facilities and infrastructure required by the institution in order to support the professionalism of faculty and staff while enhancing the caliber of human resources are

available. The infrastructure and supporting facilities for schools are still being worked on. Mr. X1 took the initiative to work with campuses in Musi Banyuasin Regency and Lubuk Linggau City to carry out service in his school in the matter of experts/resource persons for training activities. Mr. X1 explained that this had been designed and was in the process of communication with related parties. policies that the principal has presented Of course, the principle should develop policies that are encapsulated in regulations within the context of education in schools so that the policies created by the principal can be legitimate and followed by teachers, staff, and school TU. Mrs. X2, a class teacher, explained that Mr. X1 himself is very concerned about discipline in his school. Mrs. X2 stated that the principal is very focused on discipline in this school, so the principal made a rule that every staff member and TU must be present at school at 7 o'clock to help control students, picket cleaning, and bring order to students as they enter the classroom.

This was also corroborated by Mr. X1, the principal, who said that by having the instructor directly demonstrate the qualities of discipline, it is believed that pupils will be able to do the same in order to encourage discipline in students. However, Mr. X1 also gives awards to teachers who are thought to perform their duties well and can articulate concrete solutions to current problems, of course, they will be given intensive awards as a sign of appreciation. This is in addition to punishing students through the disciplinary policy. Additionally, Mr. X1 added that in order to encourage teachers and other TU staff to raise their standards, during the school day his teachers typically give awards to administrators and administrative staff who are deemed qualified by giving awards to the best teachers and staff who receive certificates and large sums of money.

In addition to discipline, Mr. X1 also made a policy to develop quality in schools regarding innovative teaching materials, where at Pagar Dewa Elementary School the principal greatly facilitated teachers to make teaching materials, where when commemorating the independence of the Republic of Indonesia, school leaders made innovative teaching material competitions to arouse teachers' enthusiasm in creating innovative teaching materials. There are so many teaching materials that can be used in class so that students are enthusiastic about participating in learning because they are visualized through

teaching materials. Policies regarding teaching materials are also strongly emphasized by the principal in order to be able to make the learning atmosphere in the school environment exciting for students. With this policy, of course, teacher responses are also mixed in responding to this, where teachers who are approaching retirement age are a little overwhelmed because they have to learn ways to make modern and innovative teaching materials, this was conveyed by Mrs. X2 where she said that the constraints in the rules applied by the principal related to teaching materials that must be prepared lie in teachers who are approaching retirement, where these teachers have absorption that is not as fast as young teachers in learning. However, this obstacle was quickly responded by the principal by providing discussion space for teachers and facilitating teachers to create innovative teaching materials, this was considered effective by Mrs. X2 where confused teachers were accompanied by teachers who were used to making teaching materials so that teachers who had difficulties were helped and facilitated.

Additionally, Mr. X1 added that in order to find out the flaws in his policies and to make communication two-way in order to forge emotional connections with the teachers in his school, Mr. R1 always opens discussion rooms and tries to be a good listener for them. In order to assess his effectiveness as a leader in the classroom, Mr. X1 further noted that throughout his time as principal, he always opened the discussion room as far as feasible. This is done in an effort to introduce democracy into the classroom and enhance the existing policies so that better ones can be established with input from many different teachers.

This was also confirmed by Mr. X3, who said that Mr. X1 opened a discussion room every time he wanted to make improvements at the school. Naturally, as a member of the administrative team, Mr. X3 is extremely pleased with the openness demonstrated by Mr. X1, as it is intended that such openness would result in the production of specific policies that will maximize school programs. Effects of the principal's approach on human resource development A strategy is a tactic employed to try to accomplish a goal (Purwanto et al., 2020). The principal's suggestions for enhancing the quality of human resources have consequences for measures that raise the qualifications of school employees and instructors (Purwanto, 2022).

In order for teachers to become professionals who keep up with the times, they must, of course, have awareness separate from their teachers. This was explained by Mr. R1 who said that with the solutions that have been presented, it is hoped that teachers and administrative staff within the scope of the school will be able to independently upgrade their skills. This is because the school is only able to serve as a teacher facilitator in basic learning. Mr. X1 claims that the policy he has imposed will affect teachers' autonomy to raise standards independently of the school.

This was further supported by Mrs. X2, who noted that under Mr. X2's direction, the working climate at the school improved and created a welcoming environment where teachers and support staff could perform their jobs to the best of their abilities. Mrs. X2 clarified that Mr. X1 frequently opens a dialogue room to plan upcoming initiatives and assess those already in place. In order to foster unity among the school's administrators, instructors, and staff, Mr. X1 opened the conversation room's broadest discussion space for them to critique him. This undoubtedly strengthens the relationship between teacher leaders and TU employees in schools, removing any hurdles that may exist. Due to increased communication and openness, TU teacher leaders and staff will become more unified.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The principal of SD Pagar Dewa has adopted a very structured and methodical strategy in an endeavor to raise the caliber of its human resources. Whereas Mr. X1 makes it a point to address current issues and develop policies to address them in order to develop qualified school personnel. School administrators can offer answers to problems including the large number of senior teachers, poor infrastructure and facilities, and the location of schools far from populated regions. The approach suggested by school administrators to raise the caliber of their human resources is to implement instructional material policies, set up discussion rooms, implement rewards and sanctions, provide training and advice, and confer with on-campus academics. With the plan the principal has created, it is possible to draw the conclusion that the efforts the principal has made to raise the caliber of human resources

are sufficient. Since there isn't enough time in this study for researchers to see directly how school principals employ various methods to improve the caliber of human resources in their institutions, they must instead rely on interviews to get information. Suggestions for future researchers to see directly the leadership style of the principal so that the data obtained can be truly accounted for.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Principal's Leadership Strategy in Efforts to Development the Quality of Human Resources in Schools.

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