

The Effect of Principal Managerial Competence and School Facilities on Teacher Performance

Emi Darwansah

SD Negeri 01 OKU

e-mail: emidarwansyah@gmail.com

Happy Fitria

Universitas PGRI Palembang

e-mail: happyfitriamufly@univpgri-palembang.ac.id

Andi Arif Setiawan

Universitas PGRI Palembang

e-mail: andiarifsetiawan@univpgri-palembang.ac.id

Article History: Received on 9 November 2021, Revised on 1 December 2021

Published on 14 December 2021

Abstract

This study determined the effect of principal managerial competence and school facilities on teacher performance. This research is a quantitative study with a determination design using an ex post facto research design. The sample in this study was all teachers in SD Negeri in Sekayu District, Musi Banyuasin Regency, consisting of 97 teachers. The data collection techniques using questionnaires, documentation and observation. The data analysis technique used quantitative descriptive analysis techniques and multiple regression. The results of this study indicate that 1) there is a significant effect of principal managerial competence on the performance of SD teachers in Cluster 1 Dewi Sartika Baturaja Timur; 2) there is a significant effect of school facilities on the performance of SD teachers in Cluster 1 Dewi Sartika Baturaja Timur; 3) there is a significant influence jointly with the managerial competence of school principals and school facilities on the performance of SD teachers in Cluster 1 Dewi Sartika Baturaja Timur.

Keywords: Managerial Competence, School Facilities, Teacher Performance

A. Introduction

Education is the best way to invest in human resource development. According to Human Capital Theory, any intervention in humans through education will provide value back not only to the individuals who receive education, but also to the individual's social environment (Indiryanto, 2013). According to Irianto (2009), the only way to improve the quality of human resources is through education.

According to the 2011 Nations Development Program, Indonesia's Human Development Index is ranked 124 out of 187 countries surveyed, with an index of 0.67 percent, while Singapore and Malaysia have much higher indexes of 0.83 percent and 0.86 percent, respectively. Indonesia's higher education level index is also considered to be low, at 14.6 percent, in comparison to Singapore and Malaysia, which have higher education level indexes of 28

percent and 33 percent, respectively (Mursita, 2015). Based on these facts, Indonesia should be doing everything possible to improve education in the country.

The Indonesian government can make efforts to improve the quality of schools because efforts to improve human resources in the National education system invariably lead to formal educational institutions, namely schools. According to Suyanto (2010), efforts to improve education lead to schools, which are the primary institutions in carrying out the educational process; therefore, schools are the primary means in efforts to improve the quality of human resources in Indonesia. It is capable of carrying out the function of education optimally as an educational center, namely developing abilities and improving the quality of life (Syah, 2013).

The teacher is an important component in efforts to improve the quality of human resources that has received more attention thus far. Because he interacts directly with his students during the teaching and learning process at school, the teacher is regarded as a critical factor. As a result, teacher performance becomes the most important factor in school success. The high and low quality of learning outcomes can be determined by high and low teacher performance (Nurhidayah et al, 2016).

According to Danim (2010), the teacher is someone who is on the frontlines and plays a central role in the learning process. Even though computer technology is rapidly replacing most human work, the position of the teacher cannot be replaced by other media. The success of a high-quality learning process is determined by the teacher. In this regard, the teacher will be a continuous study and, of course, related to their service's performance, totality, dedication, and loyalty. The performance of teachers is always associated with the success or failure of education. As a result, efforts to improve educational quality always begin with efforts to improve teacher performance. Teachers must be more dynamic and creative in developing their students' learning processes.

The preceding statement is supported by the findings of Supriadi (2017) research, which states that there is a positive and significant contribution to teachers' work ability on student achievement, and that an increase in teachers' work ability is followed by an increase in student achievement. As a result, teachers play a critical role. major in education, he bears the burden of responsibility for educational quality (Yamin and Maisah, 2010). 1) teachers can serve learning individually or in groups; 2) teachers can choose and use learning media that makes it easier for students to learn; 3) teachers can plan and prepare learning preparations; 4) teachers can involve students in a variety of learning experiences; and 5) teachers position themselves as active leaders for students.

Several factors, both internal and external, can have an impact on teacher performance. Internal factors include the teacher's own teaching experience, for example, while external factors include the principal's managerial ability and school facilities. Principals always interact with teachers as their subordinates when carrying out tasks at school, monitoring and assessing daily teacher activities, namely teaching performance in schools as an appearance of teacher work performance (Nurhidayah et al, 2016). According to Ilyas (2013), there are three groups of variables that affect work behavior and performance in order to achieve good performance: first, individual variables, which include: ability and skills; family background, social level, experience, age, ethnicity, and gender; and second, organizational variables. Second, organizational variables such as resources, leadership, rewards, structure, and job design; third, psychological variables such as perception, attitude, personality, study, and motivation.

As previously stated, one of the factors influencing teacher performance is the principal's leadership. As a result, principals, through their managerial functions, play a significant role in efforts to improve teacher performance. According to Mulyasa (2011), one of the components of education that plays the most important role in improving educational quality is the principal. Then, according to Thoha (2017), the quality of the school is determined by the principal's leadership style, because the highest leadership in the school has the authority to make decisions in all areas. According to Sergiovanni (2009), the quality of education received in schools results in quality learning as a result of the principal's managerial effectiveness. Principals must be able to turn their ideas, imaginations, and big dreams into reality. Because the principal is the highest leader in the school and has the authority to make decisions in all areas, a high-quality school is heavily reliant on him. As a result, principals must carry out their managerial responsibilities effectively in order to improve teacher performance.

School principals can improve teacher performance by monitoring and evaluating the vision, mission, and programs that are implemented. So that they can formulate and analyze future programs in order to maximize their effectiveness (Fitrah, 2017). One thing that principals can do through their managerial functions is to put in place an effective performance monitoring and supervision system, which is one of the principal's responsibilities to teachers.

The managerial competence of the principal cannot be separated from the educational management paradigm that gives the principal authority to plan, organize, supervise, and control education in schools. Principals have a variety of potentials that can be optimally developed. Every school principal must pay close attention to improving educational quality. This focus must be demonstrated by a willingness and ability to develop themselves optimally in order for their subordinates, namely teachers and education staff, to improve their performance. However, not all school principals have the necessary knowledge to carry out their duties and functions in terms of improving the quality of education in their schools (Mulyasa, 2011).

Management, according to Siswanto (2013), is the process of planning, organizing, leading, and controlling organizational members, as well as the use of all other organizational resources, to achieve organizational goals. To realize good management in an organization, a manager with professional skills in their field is required, and this also applies in the world of education, particularly schools, where the quality of school management is dependent on a principal who also serves as a manager.

In managing his school, the principal bears a great deal of duty and responsibility. The ability of the principal as a school leader in carrying out the functions and roles as principals will not be separated from the principal's success in managing his school. As a result, a school principal must be capable of managing schools. The term "leadership readiness" refers to managerial ability. According to Ministerial Regulation No. 13 of 2007 concerning Standards for Principals/Madrasahs, principal managerial abilities include planning, organizing, mobilizing, and supervising. It is hoped that with good managerial skills, every principal will be able to become a driver and enforcer of discipline for teachers, allowing them to demonstrate their productivity and performance (Faisal, 2013).

One of the factors that influence teacher performance is the principal's managerial competence, and one of the factors that influence teacher performance is school facilities. Improving teachers and learning facilities are two improvement agendas. Improving teacher quality is

critical for improving knowledge transfer to students. While school facilities must be improved so that there is not too large a gap between the quality of education received by Indonesian students and that of students in other countries. According to Bafadal (2013), school facilities or educational facilities include all equipment, materials, and furniture directly used in the educational process in schools. While educational infrastructure encompasses all of the fundamental equipment that indirectly supports the implementation of the educational process in schools.

In Chapter VII, Article 42, Paragraph 2, of Government Regulation No. 19 of 2005, it is stated that every education unit is required to have infrastructure that includes classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, exercise workshop spaces, places of worship, places to play, places to be creative, and other spaces/places needed to support an orderly and continuous learning process. This provision is also included in the attachment to the Minister of National Education Regulation Number 24 of 2007 dated June 28 concerning Standards for Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah, Junior High Schools/Madrasah Tsanawiyah, and Senior High Schools/Madrasah Aliyah covering the standard of education units, land, buildings, as well as complete facilities and infrastructure including classrooms, library rooms.

Physical facilities and cash/non-physical facilities are the two broad categories of facilities. Physical facilities are anything that can be distinguished in the form of objects and plays a role in facilitating and facilitating an activity. Material facilities are another name for physical facilities. Stationery, books, computers, OHP, vehicles, and so on are examples. Classrooms, classroom furniture, laboratory room furniture, and library room furniture are examples of educational facilities. According to Bafadal (2013), in order to reap the benefits of infrastructure that can provide professional services in the field of educational facilities and infrastructure in the context of implementing an effective and efficient educational process, there is a need for good and appropriate management.

The above statement is supported by Kande's (2011) findings, which show that the physical environment of the school has a positive and significant relationship with teacher performance with $r = 0.05$. Ogan Komering Ulu (OKU) Regency is one of the regencies in the Indonesian province of South Sumatra. Baturaja City serves as the district capital. As a district known for having the largest population of the Ogan tribe in South Sumatra Province. OKU Regency is home to educational institutions ranging from elementary and secondary schools to higher education. Gugus I Dewi Sartika Batu Raja Timur is one of the basic education institutions in OKU Regency.

This study was carried out in Cluster I Dewi Sartika Batu Raja Timur. The researcher chose Cluster I Dewi Sartika Batu Raja Timur, which consists of three State Elementary Schools, as a research location because it has good access and is in a strategic location that researchers can easily access, making it easier for researchers to conduct research. Furthermore, the research site has adequate resources, facilities, and infrastructure to support this research. Observations made by researchers in Cluster I Dewi Sartika Batu Raja Timur from 10 February to 20 February 2020. It was stated that the school facilities or educational facilities and infrastructure in Dewi Sartika Cluster I as a whole are quite good, with physical facilities such as classrooms, library rooms, laboratory rooms, leadership rooms, administrative rooms, places of worship, counseling rooms, UKS rooms, student organization rooms, latrines, warehouses, circulation rooms, and places to play/exercise owned and in good condition.

In terms of school principals' managerial competence, researchers discovered several indicators indicating that principals had not performed their managerial functions well. This is evidenced by several findings from the researchers' initial observations, including the fact that the principal has not been as aggressive in developing programs that support improving the quality of the school, such as teacher training programs and extra-curricular activity programs related to the realization of the school's vision. According to the findings of the initial observations made by the researchers, the role of the managerial function of the elementary school principal in Cluster I Dewi Sartika Baturaja Timur has not been carried out optimally.

According to the teacher performance indicators discovered by researchers, the overall performance of teachers at SD Negeri Gugus I Dewi Sartika Batu Raja Timur, particularly in the learning process, is poor. Several research findings indicate a situation in which the teacher in the core learning activities, the learning process is still conventional, namely only explaining the material to students without an illustration or other supporting media, so that the teacher's maximum effort to improve understanding has not been seen. Students, particularly older teachers who continue to use traditional learning methods that some students believe are no longer effective. Some teachers did not provide conclusions on what was learned at each meeting at the end of the learning activity. This demonstrates that there are still teachers whose performance falls short of curriculum expectations. As a result, when asked about the essence of learning, many students were unable to respond.

Teachers' performance in educational institutions is closely related to the success of the learning process in schools; therefore, effective management from a school principal and the use of comprehensive educational facilities are required. Improving education will be difficult to implement if existing facilities are either insufficient or poorly managed. However, the availability of school facilities is insufficient if teachers are unable to use them effectively because they do not understand how to use the existing facilities.

According to preliminary observations made by researchers, a general description of principals' managerial competence is still not in the high category, where the researchers' initial findings state that principals have not been able to maximize their managerial role in an effort to improve school quality through improving teacher performance. According to preliminary findings, the Gugus I Elementary School of Dewi Sartika Timur Baturaja as a whole already has adequate school facilities to encourage teacher performance improvement. However, preliminary observations by the researchers revealed that the majority of the teachers at SD Negeri Gugus I Dewi Sartika Baturaja Timur had not been able to use school facilities in an effort to improve their performance.

The preliminary findings of the researchers mentioned above do not support the conclusion that the managerial competence of the principal and school facilities at SD Negeri Gugus I Dewi Sartika Baturaja Timur have an impact on teacher performance. As a result, researchers believe it is critical to conduct more in-depth research. Based on the above description, the researcher wishes to investigate the title *The Effect of Principal Managerial Competence and School Facilities on the Performance of Elementary School Teachers in Cluster I Dewi Sartika Baturaja Timur*.

B. Methods

This type of study is known as quantitative research. Quantitative research is a research method that necessitates a large number of numbers, beginning with data collection, data interpretation, and the presentation of results (Arikunto, 2010). This study employs an ex post facto research design. The sample for this study consisted of 97 elementary school teachers from Cluster I Dewi Sartika Baturaja Timur. In this study, a questionnaire was used to collect data. The analysis prerequisite test was carried out in this study using normality and homogeneity tests. This was done in preparation for using parametric statistical analysis. Simple linear regression analysis is used to test the influence of each independent variable (X) on the dependent variable (Y). SPSS 20.00 linear regression analysis was used in this study for simple linear regression analysis. In this study, researchers used SPSS 20.00 linear regression analysis to determine the value of F-count as a measuring tool for data analysis.

C. Results and Discussion

Cluster 1 Dewi Sartika Batu Raja Timur elementary school teachers' performance is influenced by the principal's managerial competence and school facilities. The following is a discussion of the research findings.

Quantitative Descriptive Analysis Test of Research Variables

The results of statistical descriptive analysis show that the principal's managerial competence is 0 or 0%, a good category is 32 or 47.76 percent, a fairly good category is 14 or 20, 89 percent, a poor category is 18 or 26.86 percent, and a very poor category is 3 or 4.47 percent. The results of the statistical description analysis of school facilities were then presented, with a very good category of 6 or 8.9 percent, a good category of 20 or 29.8 percent, a fairly good category of 22 or 32.8 percent, a poor category of 26 or 38.8 percent, and a very poor category of 3 or 4.47 percent. The results of the statistical description analysis of teacher performance were 6 or 8.9 percent in the very good category, 22 or 32.8 percent in the good category, 20 or 37.5 percent in the fairly good category, 16 or 29.8 percent in the less category, and 3 or 4.47 percent in the very poor category. According to the findings of the statistical description analysis, there is a strong relationship between school infrastructure and facilities and teacher performance, with the better the managerial competence of the principal and school facilities, the better the teacher's performance.

The Effect of School Facilities on the Performance of Elementary School Teachers in Cluster I Dewi Sartika Baturaja Timur

Based on a simple regression test, the t-count value is $41.976 >$ from the t-table price of 1.665, where the t-count price is greater than the t-table price, H_0 is rejected, indicating that the managerial competence of the principal has a significant influence on the performance of elementary school teachers throughout -Cluster 1. Batu Raja Timur Dewi Sartika Based on the results of statistical tests, the value of R, or the correlation coefficient, is 0.987. This value can be interpreted as indicating that the relationship between the two variables is strong. The value of R Square or the coefficient of determination obtained from this table is 97.3 percent, which can be interpreted as the principal's managerial competence variable having a 97.3 percent contribution effect on the teacher performance variable.

The findings of this study are supported by Nuraeni et al, (2019) research, which states that 1) There is a positive correlation between the Principal's Major Competence (X1) and the Principal's Supervision Competence (X2). The correlation coefficient is 0.365 with a significance level of 0.001 (0.05), indicating that the correlation is strong and significant; 2) There is no significant effect of Principal Managerial Competence on Teacher Performance RA PC Weru Cirebon Regency. Based on the hypothesis test, it is determined that t_{count} is 0.130 and t_{table} is 1.993, which means that H_0 is accepted and H_a is rejected, indicating that the regression coefficient is not significant; 3) there is no significant effect of Principal Supervision Competence on Teacher Performance RA PC Weru Cirebon Regency. Based on the hypothesis test, the t -count is 0.600 and the t -table is 1.993, so the t -count value is t -table (0.600 1.993), indicating that H_0 is accepted and H_a is rejected, indicating that the regression coefficient is not significant.

Then, according to Hanif (2017), there is an influence of principal managerial skills on teacher performance, and the t -count obtained is (0.058), which is smaller than the t -table, both at a significance level of 5% (0.362) and at a significance level of 1%. (0.463). It can be concluded that the influence of the principal's managerial skills on the performance of teachers at the State Senior High School 1 Tanjung Batu is positive.

The Effect of Principal Managerial Competence on the Performance of Elementary School Teachers in Cluster I Dewi Sartika Baturaja Timur

Then, based on the significance test of the school facilities variable on the performance of elementary school teachers in Cluster 1 Dewi Sartika Batu Raja Timur, the t -count value is 33,993 and the t -table price is 1.665, indicating that there is a significant influence between school facilities and the performance of elementary school teachers in Cluster 1 Dewi Sartika Batu Raja Timur. The R value, or correlation coefficient, is 0.980 based on the results of statistical tests. This value can be interpreted as indicating that the relationship between the two variables is strong. The R Square value or coefficient of determination obtained from this table is 90%, implying that the school facilities variable has a 90% contribution effect on the teacher performance variable.

According to the findings of this study, existing school infrastructure has a positive impact on teacher performance. Complete school facilities will encourage and motivate teachers to fulfill their responsibilities in providing lessons to students. Teachers will find it easier to develop their potential to create an engaging and effective learning environment. According to the findings of Alhusaini et al. (2020), 1) work motivation has a significant influence on teacher performance, 2) work discipline has a significant influence on teacher performance, and 3) work motivation and discipline work have a significant influence on teacher performance. As a result, there are differences in teacher performance between schools with and without good infrastructure. Thus, a complete infrastructure will encourage and motivate teachers to carry out teaching and learning activities, so that teachers will be better able to improve their abilities in processing teaching and learning activities to make them more appealing, maximal, and capable of achieving the desired learning goals. Teachers who have adequate facilities and infrastructure will perform better than teachers who do not have adequate facilities and infrastructure (Zulaiha et. al, 2020).

According to the study's findings, school facilities have a positive impact on teacher performance. Good school facilities will make teachers feel safe and comfortable while

carrying out teaching and learning activities, allowing teachers to improve their abilities in processing teaching and learning activities to make them more interesting, maximal, and capable of achieving the desired learning goals.

The Effect of Managerial Competence of Principals and School Facilities on the Performance of Elementary School Teachers in Cluster I Dewi Sartika Baturaja Timur

The ANOVA test yielded an F-count of 967.062 with a significance level of 0.000 and a probability value of 0.05, whereas F-table corresponds to a significance level of 0.05 (2.75) and a probability value of 3.12, indicating that $F\text{-count} > F\text{-table}$ ($967.062 > 3, 20$) and H_0 is rejected, indicating that there is a jointly significant influence between the managerial competence of the principal and school facilities on the performance of elementary school teachers in Cluster Based on the R-square value of 0.960, the termination coefficient is 96 percent, implying that managerial competence of principals and school facilities have a large influence on the performance of elementary school teachers in Cluster 1 Dewi Sartika Baturaja Timur by 96 percent, with the remaining 4 percent influenced by other factors not investigated in this study.

According to the findings, the principal's managerial competence and teacher school facilities had a positive impact on teacher performance. Complete school facilities will encourage and motivate teachers to carry out teaching and learning activities, so that teachers will be better able to improve their abilities in processing teaching and learning activities to make them more appealing and maximal, allowing them to achieve the desired learning goals. Similarly, principals' competence in school management can help to build effective and efficient schools (Listiningrum et. al, 2020; Darmiati et. al, 2020).

According to the findings of Karweti's (2010) research, which states that principal managerial skills have an impact on teacher performance, the amount of to obtained is (0.058), which is less than the t-table, both at the 5% significance level (0.362) and at the 1% significance level (0.463). It can be concluded that the influence of the principal's managerial skills on the performance of teachers at the State Senior High School 1 Tanjung Batu is positive.

The findings of this study are consistent with the findings of Marliya., Fitria, and Nurkhalis (2020), with the findings of this study also indicating that infrastructure has an impact on teacher performance in public junior high schools throughout the West Prabumulih sub-district. The magnitude of the influence of infrastructure on teacher performance in Prabumulih Barat District public junior high schools is 32.6 percent; the remaining 67.4 percent is influenced by other factors that are not variables in this study. Then there are the findings of Angrainy, Fitria, and Fitiani's (2020) research, which show that infrastructure has an effect on the performance of State Junior High School teachers in Sekayu District, as evidenced by $t_{\text{count}} (2.551) > t_{\text{table}} (1.993)$. The magnitude of the variable X1's effect on the value of Y is consistent with the equation of the line $Y = 90.936 + 0.290 X1$. While the degree of the coefficient of determination of 8.4 percent indicates the magnitude of the contribution of the line equation X2 to Y.

The research findings of Rizal and Nurjaya (2020) show that principal leadership skills, work culture, and learning facilities have an impact on teacher performance, with the regression equation = $-34.481 + 0.214X1 + 0.456X2 + 0.697X3$. The principal's leadership skills, work culture, and learning facilities have a 69.3 percent influence on the performance of elementary

school teachers at the Tadika Puri Foundation; the remaining 30.7 percent is influenced by other factors.

D. Conclusion

Management competence and school facilities have a significant influence on the performance of elementary school teachers in Cluster 1 Dewi Sartika Baturaja Timur, either partially or simultaneously. Teachers should be able to improve their performance by utilizing the school's existing facilities to support the effectiveness of the teaching and learning process.

E. Acknowledgement

We thank to Rector Universitas PGRI Palembang, the principal of SD Negeri 01 OKU and friends who have supported us to do this project.

References

- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru [The Influence of Work Motivation and Work Discipline on Teacher Performance]. *Jurnal Pendidikan Tambusai*, 4(3), 2166–2172. <https://doi.org/10.31004/jptam.v4i3.693>
- Angrainy, A., Fitria, H., & Fitiani, Y. (2020). Pengaruh Sarana Prasarana dan Lingkungan Kerja terhadap Kinerja Guru [The Influence of Infrastructure and Work Environment on Teacher Performance]. *Journal of Education Research*, 1(2), 154-159.
- Arikunto, S. (2010). *Prosedur Penelitian [Research procedure]*. Jakarta: Rineka Cipta.
- Bafadal, I. (2013). *Manajemen Perlengkapan Sekolah Teori dan Aplikasinya [School Supplies Management Theory and Its Application]*. Jakarta : PT Bumi Persada
- Danim, S. (2010). *Pedagogi, Andragogi, dan Heutagogi [Pedagogy, Andragogy and Heutagogy]*. Bandung: Alfabeta
- Darmiati, D., Kristiawan, M., & Rohana, R. (2020). The Influence of School Leadership and Work Motivation toward Teacher's Discipline. *Journal of Social Work and Science Education*, 1(1), 32-44. <https://doi.org/10.52690/jswse.v1i1.8>
- Faisal, A. A. (2013). Pengaruh Kemampuan Manajerial Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar Negeri se-Kecamatan Kotagede Yogyakarta [The Effect of Principal Managerial Ability on Teacher Performance in Public Elementary Schools in Kotagede District, Yogyakarta]. *Hanata Widya*.
- Fitrah, M. (2017). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan [The Role of the Principal in Improving the Quality of Education]. *Jurnal Penjaminan Mutu*, 3(1), 31-42.
- Hanif, S. (2017). *Pengaruh Keterampilan Manajerial Kepala Sekolah Terhadap Kinerja Guru di SMA Negeri 1 Tanjung Batu [The Effect of Principal Managerial Skills on Teacher*

Ilyas, Y. (2013). *Kinerja Teori Penilaian dan Penelitian Edisi Revisi [Performance Assessment Theory and Research Revised Edition]*. Jakarta: Fekom UI Jakarta

Indiryanto, B. (2013). *Pendidikan Menengah Universal untuk Mempersiapkan Generasi Masa Depan [Universal Secondary Education to Prepare Future Generations]*. <http://www.kemdiknas.go.id/kemdikbud/artikel-pmu-bambang-indiryanto>

Irianto, Y. B. (2009). Pokok-pokok Pikiran dalam Pengkajian Teori dan Praktek Manajemen Pengembangan Sumber Daya Manusia (PSDM) Kependidikan [Main Thoughts in the Study of Theory and Practice of Educational Human Resource Development Management (PSDM)]. *Seminar Nasional Pembangunan Masa Depan Pendidikan Aceh yang Bermutu Melalui Profesionalisme Tenaga Kependidikan*.

Kande, F. A. (2011). Faktor-faktor yang Berhubungan Dengan Kinerja Guru SMA/MA di Kabupaten Alor [Factors Associated with the Performance of SMA/MA Teachers in Alor District]. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 41(2).

Karweti, E. (2010). Pengaruh Kemampuan Manajerial Kepala Sekolah dan Faktor Yang Mempengaruhi Motivasi Kerja Terhadap Kinerja Guru SLB di Kabupaten Subang [The Effect of Principal Managerial Ability and Factors Affecting Work Motivation on the Performance of Special School Teachers in Subang Regency]. *Jurnal penelitian pendidikan*, 11(2), 77-89.

Listiningrum, H. D., Wisetsri, W., & Boussanlegue, T. (2020). Principal's Entrepreneurship Competence in Improving Teacher's Entrepreneurial Skill in High Schools. *Journal of Social Work and Science Education*, 1(1), 87-95. <https://doi.org/10.52690/jswse.v1i1.20>

Marliya, M., Fitria, H., & Nurkhalis, N. (2020). Pengaruh Sarana Prasarana dan Lingkungan Kerja terhadap Kinerja Guru di SMP Negeri se-Kecamatan Prabumulih Barat [The Influence of Infrastructure and Work Environment on Teacher Performance in Public Junior High Schools in West Prabumulih District]. *Journal of Education Research*, 1(3), 206-212. <https://doi.org/10.37985/jer.v1i3.23>

Mulyasa, E. (2011). *Menjadi Guru Profesional [Become a Professional Teacher]*. Bandung: Rosda Karya

Mursita, R. A. (2015). Respon Tunarungu Terhadap Penggunaan Sistem Bahasa Isyarat Indonesia dan Bahasa Isyarat Indonesia (Bisindo) Dalam Komunikasi [Response of the Deaf to the Use of the Indonesian Sign Language System and Indonesian Sign Language (Bisindo) in Communication]. *Inklusi*, 2(2), 221-232.

Nations Development Program (UNDP) (2011).

Nuraeni, N., Halimah, H., & Junaedi, J. (2019). Pengaruh Kompetensi Manajerial Dan Supervisi Kepala Sekolah Terhadap Kinerja Guru RA PC Weru Kabupaten Cirebon

[The Effect of Managerial Competence and Principal Supervision on Teacher Performance RA PC Weru Cirebon Regency]. *Eduprof*, 1(2), 319704.

Nurhidayah, S., Haryono, A. T., dan Hasiholan, L. B. (2016). Pengaruh Program Life Skills, Fasilitas Sekolah Dan Kemampuan Guru Terhadap Motivasi Siswa Untuk Meningkatkan Prestasi (Study Empiris Pada Siswa Kelas XI SMA PGRI 2 Kayen) [Effect of Life Skills Program, School Facilities and Teacher Ability on Student Motivation to Improve Achievement (Empirical Study on Class XI Students of SMA PGRI 2 Kayen)]. *Journal of Management*, 2(2).

Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 [Regulation of the Minister of National Education Number 13 of 2007]

Peraturan Menteri Pendidikan Nasional Nomor 24 tahun 2007 [Regulation of the Minister of National Education Number 24 of 2007]

Peraturan Pemerintah No 19 Tahun 2005 [Government Regulation No. 19 of 2005]

Rizal, A. S., & Nurjaya, N. (2020, June). Pengaruh Keterampilan Kepala Sekolah, Budaya Kerja, Dan Fasilitas Pembelajaran Terhadap Kinerja Guru SD Pada Yayasan Tadika Puri [The Influence of Principal Skills, Work Culture, and Learning Facilities on Elementary School Teacher Performance at the Tadika Puri Foundation]. In *Proceedings* (Vol. 1, No. 1).

Sergiovanni, T. J. (2009). *The Principalship*. America: United States of America.

Siswanto, B. (2013). *Manajemen Tenaga Kerja Indonesia, Pendekatan Administratif dan Operasional [Indonesian Manpower Management, Approach Administrative and Operations]*. Jakarta: Bumi Aksara

Supriadi, E. (2017). Kontribusi Kepemimpinan Kepala Madrasah, Kemampuan Kerja Guru dan Iklim Organisasi Terhadap Prestasi Belajar Siswa MTs Negeri Jakarta Selatan [The Contribution of Madrasah Principal Leadership, Teacher Work Ability and Organizational Climate to Student Achievement at MTs Negeri Jakarta Selatan]. *Tanzhim*, 1(02), 1-18.

Suyanto. (2010). *Model Pembinaan Pendidikan Karakter di Lingkungan Sekolah [Character Education Development Model in School Environment]*. Jakarta: Dirjen Dikdasmen Direktorat Pendidikan Dasar dan Menengah Kementerian Pendidikan Nasional.

Syah, M. (2013). *Psikologi Pendidikan [Educational Psychology]*. Bandung: Remaja Rosdakarya.

Thoha, M. (2017). *Kepemimpinan dalam Manajemen [Leadership in Management]*. Jakarta: Raja Grafindo.

Yamin, M., & Maisah. (2010). *Standarisasi Kinerja Guru [Teacher Performance Standards]*. Jakarta: Persada

Journal of Social Work and Science Education

Volume 2 (2) 2021

E-ISSN: 2723-6919 P-ISSN: 2746-0827

Zulaiha, D., Lian, B., & Mulyadi, M. (2020). The Effect of Principal's Competence and Community Participation on the Quality of Educational Services. *Journal of Social Work and Science Education*, 1(1), 45-57. <https://doi.org/10.52690/jswse.v1i1.9>