

## **The Principal's Role in Improving Teacher's Professionalism**

**Sumarni<sup>1</sup>, Tri Widayatsih<sup>1</sup>, Syaiful Eddy<sup>1</sup>**

<sup>1</sup>SD Negeri 39 Prabumulih, Indonesia, <sup>2</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [sumarnisardi64@gmail.com](mailto:sumarnisardi64@gmail.com)

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**Abstract:** In this study, the principal's role in raising the professionalism of SD Negeri 34 Prabumulih teachers will be identified and analyzed, as well as the principal's actions in doing so. Additionally, the supporting factors used by the principal to raise teacher's professionalism at SDN 34 Prabumulih will be examined. To gain a comprehensive understanding of the role played by the school principal in raising teacher's professionalism at SD Negeri 34 Prabumulih, a qualitative descriptive research methodology was adopted. Observable behavior, written or spoken statements from people, and descriptive data approaches are used in analysis. The results showed that school principals work as educators, managers, administrators, supervisors, and motivators in an effort to increase teacher professional competency. The SDN 34 Prabumulih principal also fulfills his responsibilities as manager and administrator by putting up a variety of programs, from short-term to long-term programs, and managing a variety of school administrations. Along with that, the director of SDN 34, Prabumulih, also continuously assesses instructors' performance in learning activities while also remembering to encourage and motivate them to do better.

**Keywords:** Education, Principal's Role, Teacher Professional

### **A. Introduction**

The goal of education is to enhance human resources through facilitating learning at educational institutions. According to Utamy et al. (2020), human resource management considerations have a significant impact on whether educational institutions succeed or fail. In this context, it is explained that an educational institution's human resources consist of its faculty and staff members. As a result, raising the standard of education in a country is crucial to raising that country's overall quality. Therefore, it is undoubtedly difficult to realize the quality of schooling. Because the way that learning is done within an educational system itself determines the quality of education. Realizing that how learning techniques are put into practice will have a significant impact on learning quality (Yusuf, 2021).

The transformation of information, including knowledge and learning materials, supplied by teachers or other sources to students or other information recipients through certain methods or media is known as the learning process (Wijanarko & Purnomo, 2014). It is possible to convey information or messages in a variety of ways to students during the learning process, including verbally and non-verbally. However, it is also true that there is a chance that students won't understand what is being said, and this possibility must be acknowledged in order for the learning process to be successful (Sardiman, 2013).

According to Jannah's (2015) research, there is a substantial association between a teacher's capacity to instruct and student accomplishment, with a correlation coefficient value of 0.962 and a significant 0.007, which supports the aforementioned statement. The alpha of 0.05 is smaller than the number 0.007. This indicates that a teacher's effectiveness as a teacher has a big impact on how well students learn. This is supported by the findings of a study done in 2012 by Suratman, who found that in Surabaya State Junior High School, there is a significant direct association between teacher teaching skill and student learning accomplishment. The level of student accomplishment increases in direct proportion to the teaching ability of the teacher. Teachers must be capable of performing their duties and obligations in a manner that reflects professionalism. Teachers that are highly professional will be able to adapt to changes in science and technology, which will result in high-quality teaching. The community will have faith in educators to professionally instruct and guide the next generation through a superior educational process. Teachers must be of sufficient caliber and be able to advance their professional competence if they are to win the public's trust.

A quality elementary school educational institution needs principals and instructors who are competent. Teachers who can perform their specific responsibilities, roles, and functions are considered competent. The eligibility of teaching teachers for the primary level, which is only 21.07% (public) and 28.94% (private), is indicative of the low professionalism of Indonesian teachers (Lazuardi, 2017). The research shows that in Indonesia, both public and private primary and secondary school instructors are rated unable to teach. The same is true for the teachers who are instructing half of the elementary school children.

The aforementioned claim demonstrates that some teachers who have been serving in their roles as educators for a considerable amount of time merely view teaching employment as a routine activity. As a result, the techniques and media employed are subpar and lack any variety that may inspire their students to learn with greater fervor. These circumstances may create teaching opportunities for their class. The learning services offered to students are of poor quality and are dry and monotonous. Due to the ineptitude of the graduates and human resources produced

by such a learning process, the competitiveness of the country and the standard of its welfare are both negatively impacted (Ruswenda, 2011)

The findings of a study done by Mahnun (2012) confirm this. Which claims that although the theoretical application of media selection follows the processes described above in learning, some teaching staff have not done so. One reason for this is a lack of innovative attitudes and talents in selecting and producing media held by educators. Another trend is that some instructors have a rigid demeanor and implement traditional teaching techniques. Therefore, the ability and inventive attitude of the instructor are two things that need to be enhanced in order for the choice of learning media to be in line with theory.

Confirmed by the findings of Anugraheni's (2017) study, which found that instructors' inability to plan and use methods and media that are appropriate for learning is caused by their ignorance of the concepts, models, and strategies involved in learning. Teachers have three challenges: 1) a shortage of resources for learning media that are acceptable for the subject matter to be taught; 2) a limited understanding of instructional media that are appropriate for the subject matter to be taught; and 3) a lack of funding for media development. Given the significance of raising learning quality, school principals play a significant part in these initiatives. According to Supriadi (2010), there is a direct correlation between the effectiveness of school principals and a number of areas of school life, including school discipline, school climate, and a decline in student misbehavior. The school principal is in charge of helping elementary school teachers advance their professional abilities. The school principal is in charge of planning educational activities, running the elementary or high school, supervising other teachers, and making use of and maintaining infrastructure and amenities.

The elementary school supervisor also evaluates students' academic and extracurricular achievements. According to research by Marce et al. (2020), the role of the school principal is to increase teacher's professionalism by 1) developing policies; 2) setting up the Principal's Work Procedure, specifically by assigning tasks based on each employee's competency in their respective fields; and 3) providing direct supervision to teachers and students during morning recesses and by keeping an eye on each class.

Consequently, a principal of a school with plenty of expertise is required. According to Kartini et al. (2020), the school principal's professionalism will be significantly impacted by their level of experience. The principal's capacity to perform his duties is significantly influenced by his prior experience as a teacher, vice principal, or participant in a social group. As a leader, the school principal is supposed to fulfill the aspirations of the country. As a result, having a school principal with vision and the required skills to lead school organizations is essential. The ability to inculcate,

promote, and strengthen mental, moral, physical, and aesthetic qualities in teachers or other functional staff, administrative staff, and groups of students or pupils is a requirement for the principal's position as an educator. The principal must have a convincing and excellent demeanor in order to instill this responsibility. This compelling and admirable approach will permeate all aspects of leadership, including the principal's coaching of the teachers at the school.

In order for instructors to effectively teach and students to learn, the principal's primary responsibility as an educational leader is to establish environments conducive to both. In performing this duty, the principal of the school acts as a separate force for teachers to carry out their professional responsibilities by providing learning environments, encouraging teacher development, and other forms of professional support (Shamir & Blau, 2021). According to the role and responsibilities of the principal, which include those of a leader, manager, educator, administrator, innovator, supervisor, and motivator (Mulyasa, 2010), the principal as a leader in the school has a significant obligation to live up to the expectations of numerous linked parties.

The effectiveness of the school in fulfilling its objectives is also largely dependent on the principal (Samino, 2012). The effectiveness of the work being done by the staff in schools must therefore be continually improved, according to school principals. Given the significance and strategic role of the principal in achieving school objectives, the principal should enjoy positive relationships with every member of the school community for the best possible achievement of educational and curricular objectives. A key figure in the school is the principal.

The human factor is the primary factor that determines the entire movement of an organization's activities, regardless of how advanced the technology used may be (Arikunto, 2010), so the principal must serve as an educator, supervisor, and motivator to employees and teachers in the school he leads. Teachers are the key to producing high-caliber individuals, so the principal's job as a motivator for them requires them to be able to motivate them so that their performance improves. If supported by a number of elements, including the school principal's leadership, teachers will function at their best.

Therefore, the principal should give the necessary tools, foster a positive work environment, and offer opportunities for promotion or raises, as well as appropriate rewards both monetary and non-monetary, in order to motivate teachers. In addition, the teacher must possess an internal motivation to succeed in his role as a trainer, educator, and educator so that school goals can be accomplished. As the head of the school, the principal has a challenging job to do in order to raise the standard of the institution. Teachers are one of the most crucial elements in

education, particularly in terms of resolving numerous issues related to raising the standard of education, hence they must be qualified to do so.

Increased teacher involvement in the learning process will be impacted by improved teacher's professionalism, specifically in terms of how teachers prepare lessons, implement learning activities, and evaluate student learning outcomes (Munna & Kalam, 2021). The professionalism of elementary school teachers is centered on providing kids with worthwhile education. According to study by Syaifulloh & Pranoto (2017), teacher's professionalism, training, and achievement all have an impact on the quality of education, which supports the aforementioned claim. based on a test for multiple regression. The findings of Ambarita (2016) study then showed that teacher professional competence has a favorable and significant impact on the effectiveness of the learning process. The quality of the learning process and teacher professional competence were shown to be significantly correlated, according to the findings of the product moment correlation analysis.

Teachers should further develop their skills as motivators by inspiring students to learn so that student achievement can rise. This will also give students the freedom and habits they need to develop their thinking skills and be full of initiative and creativity in their learning, which will help to increase student achievement. In this case, the teacher should include questions and answers in the teaching and learning process so that students are more active and creative (Rustiana & Chalifah, 2012). The teacher needs to develop his or her skills as a questioner in order to ask questions that stimulate class thinking and how to solve problems. As a result, the principal, through the oversight of academic performance and the professionalism of teachers, plays a significant role in attempts to raise the standard of instruction in educational institutions.

It is imperative that school principals help teachers develop their capacity to offer encouragement, guidance, and opportunities in the implementation of cutting-edge education and teaching, selection of learning tools and teaching methods that are better, and ways of systematic assessment of the entire teaching process in order to improve learning outcomes through teacher's professionalism (Purwanto, 2014). Suhadi et al. (2014) state that the following variables influence the quality of learning: 1) student motivation; 2) instructor motivation; 3) teacher competency; and 4) school environment. The quality of learning is then influenced by a number of variables, including systems, knowledge, variations, and parties involved in the learning process, according to Deming (2012).

The SD Negeri 34 Prabumulih served as the research site. Based on the preliminary observations made by the researchers, which demonstrated that SD Negeri 34 Prabumulih satisfied the requirements as the area under study, the researchers chose SD Negeri 34 Prabumulih as the research location. Researchers at SD Negeri 34

Prabumulih observed students between April 2 and April 10, 2021, and discovered evidence of effective teacher's professionalism, particularly in terms of managing learning. The ability of SD Negeri 34 Prabumulih teachers to use instructional media is one indicator of teacher's professionalism competence, according to preliminary research findings that some teachers still use traditional methods for managing learning, which is one of the reasons why teachers are not at their best when using learning media where the learning process is more dominated by teacher-centered methods and the quality of the learning process decreases.

The presence of 27% of all SD Negeri 34 Prabumulih students who underwent remedial or repair work because their grades did not meet the KKM (Minimum Completeness Criteria) when taking the midterm exam for the 2020–2021 academic year (Results documentation at SD Negeri 34 Prabumulih in 2021) indicates that the use of learning media is not yet optimized and has an impact on students' learning achievement. The findings of the observations also revealed indicators that some SD Negeri 34 Prabumulih teachers' professionalism had not been maximized, as evidenced by a number of teachers who had neglected to perform their duties as PTK researchers for classroom improvement, despite the fact that teachers as educators had the duty to improve the learning process through study. The findings of researchers at SD Negeri 34 Prabumulih, which said that there were no educators who had classroom action research published on Google Scholar as a minimal indexation for teachers who had performed research, supported the conclusions of this observation.

The findings of the researchers' observations at several Prabumulih 34 Public Elementary Schools also revealed signs that the teacher's daily life, both during and outside of study hours, is not yet intensely focused on instructing pupils on how to get ready for school, managing the classroom's cleanliness, and evaluating students. This is because the teacher is concentrated on his or her duties, which include teaching in class and evaluating students. According to the findings of these investigations, several of the instructors at SD Negeri 34 Prabumulih did not perform their duties as mentors or counselors for their classes. These conclusions were reinforced by the findings of the researchers' observations, which showed that numerous SD Negeri 34 Prabumulih teachers lacked a notebook on student progress that they could use to keep track of their students' progress. Based on the findings of these first observations, it can be said that the professionalism of the instructors at SD Negeri 34 Prabumulih is still not at its best and affects efforts to raise the standard of instruction.

The researcher determines that additional, in-depth investigation on the issues raised above is required in light of what has been discussed in the problem's background above. As a result, we will look at "The Role of the Principal in Improving the Professionalism of SD Negeri 34 Prabumulih Teachers".

## **B. Methods**

The study was carried out in SD Negeri 34 Prabumulih. The research was conducted between August and September of 2021. The researchers interviewed the principal of the school, seven teachers, and five students from each class at SD Negeri 34 Prabumulih. These individuals were able to provide precise information on this research. A qualitative descriptive methodology was used in this investigation. Researchers' results about how school administrators might improve the professionalism of SD Negeri 34 Prabumulih teachers are presented in this study. In this study, observation, interviewing, and documenting procedures were used to gather data. Data reduction, data display, and data inference approaches were used in this work. A general and thorough image of the study object will be generated through the processes of data reduction, display, and verification after the data that has been collected has been processed utilizing qualitative research and domain analysis (Miles and Huberman, 2013).

## **C. Results and Discussion**

This description will include a description of the data analysis in line with the formulation of the research problem and the study objectives after the researcher has found the data they are looking for from observations, interviews, and documentation. The researcher will include earlier findings into this analysis, then revise earlier theories, create a new theory, and finally interpret the research findings. The Principal's Responsibility for Improving the Professionalism of Teachers at SDN 34 Prabumulih The school principal must at the very least be competent in all of the following roles: educator, manager, administrator, supervisor, leader, innovator, and motivator. The description of the duties and functions of the principal is:

### **Principal as Educator**

The principal wants to raise the standard of teaching and learning in the classroom. This is accomplished by providing instructors with guidance as they develop and implement their lesson plans, assess student learning outcomes, evaluate student learning assessment results, and implement enrichment and improvement initiatives. The degree of competence exhibited by a teacher will naturally be taken into consideration by principals who demonstrate a high level of dedication to and emphasis on curriculum development and learning activities in their schools. In this instance, SDN 34 Prabumulih Principal constantly does his responsibilities as an educator. In order to ensure that teaching and learning activities in the classroom

operate well, principal constantly works to facilitate and offer encouragement to teachers.

One of his methods for helping instructors become more competent is to get them to take part in various trainings, such as KKG, MGMP, etc. Additionally, principal always offers advice and criticism to teachers who fall short of expectations so they can become better professionals. Involving children in the management of teaching and learning activities in the classroom also helps teachers. This is done so the principal can learn about the shortcomings and issues the teachers are having so they can come up with the best approach to fix them. Not just through offering advice to teachers, but also to students, the principal will be able to determine how each class is progressing and how far along each kid is. Competency among educators is necessary to support school administrators in improving the teaching-led learning activities and to better understand learning approaches. The head's extensive knowledge of the curriculum and the learning process might motivate teachers to raise the standard of their instruction.

### **Principal as Manager**

In this regard, the principal is responsible for managing not only the faculty but also the relationships between the school, the community, and the parents of its students. Therefore, whether or not the school's goals are fully attained depends on the policies the principal enforces for all students. The facilitation and provision of adequate chances for teachers to engage in professional development activities through various education and training programs is one of the duties of the school principal in managing the instructional staff. This entails doing professional upkeep and development tasks for teachers. The principal needs to have four essential skills and qualities in organizational management. One of them is the ability to organize. Principals are required to carry out the planning process, including short-, medium-, and long-term planning. As part of his duties as the institution's management, Mr. Muslih at his school prepares the establishment of short-, medium-, and long-term programs. It is made for planning that takes place over a short period of time, like a month or an academic year. Planning is done for 24 year projects or interests in the medium term. In contrast, long-term planning looks ahead five to ten years.

The availability of these numerous programs will be able to help school administrators fulfill the mission and vision of their institution. In this circumstance, principal continuously works to accomplish the vision, purpose, and school goals by utilizing all available school resources. This includes making use of educational personnel, faculty, and other pertinent parties. Additionally, at the beginning of each semester, he frequently calls meetings and talks to put together and develop school programs for the short, medium, and long terms. By recognizing teachers who excel and rewarding them, principal continuously values educators who are motivated to

try to advance their competence, strengthening the educational community in schools.

### **Principal as Administrator**

The principal as an administrator has a very close relationship with various administrative management activities that are recording, compiling and documenting all school programs. The principal must also be capable of managing the administration of the following areas: people, buildings and infrastructure, filing, finances, and students. As a result, the principal has a responsibility to organize the school organization he oversees and implement the delegation of responsibility and power to teachers and other staff members in line with the established and approved organizational structure.

The seamless operation of instruction and teaching at his school is another administrative duty of the principal. The school's principal always makes an effort to keep things running properly. This covers all aspect of a school's operations, including curriculum development, student affairs, staffing, facilities management, financial management, and community relations.

The principal of SDN 34 Prabumulih performs the role of the school administrator by organizing the school's organizational structure and assigning tasks and authority to each member in accordance with the structure already in place, ensuring that no responsibilities are duplicated. At the start of each new academic year, he also always plans the school's annual schedule, which covers instruction, student affairs, staffing, finances, and the provision of the essential buildings.

School administrators should have the financial management skills to distribute funds for enhancing teacher competency. Because the amount of money the school spends on raising teacher competency will undoubtedly have an impact on the competency of its teachers.

### **Principal as Supervisor**

Every member of the teaching staff should, in theory, get periodic supervision while doing their tasks. The principal may request assistance from his deputy or a senior teacher to help with supervision if there are enough teachers. The principal receives assistance from various senior teachers in carrying out his supervisory responsibilities for other instructors. Because it was a very effective and efficient method of supervision, he did this. Regular class visits are used as a kind of supervision. He observes the teacher in the classroom to learn more about his or her teaching style, then has a conversation with the instructor in question. As a principal, he constantly puts pressure on teachers to develop their skills and

personalities, and he instills a passion for learning and a mindset that one should never be content with what one has learned.

### **Principal as Motivator**

The willingness of teachers to complete their responsibilities is known as work motivation. Teachers are greatly motivated by the principal to always provide the best for kids. All instructors, staff members, and other participants in the school must be able to develop strong work motivation under the direction of the principal. It will boost the performance of the institution as a whole if there is high motivation, supported by competent teachers and employees.

The administrator always forges amicable bonds with teachers and staff as part of his or her efforts to raise teacher work motivation. Additionally, by rewarding outstanding teachers with gifts like trophies or the like when they perform well, he also offers welfare. The principal always keeps an eye on how each instructor is performing their tasks.

### **Steps of the Principal in Improving Teacher's Professionalism at SDN 34 Prabumulih**

The instructor is a crucial part of the teaching and learning process, which is crucial in the development of future human resources. In order to meet the expectations of a developing society, teachers, as a component of the educational field, must take an active role and establish themselves as professionals. According to this theory, a teacher serves not only as a knowledge-transmitter but also as a mentor who directs and supports students' development.

Changes in student behavior are significantly influenced by the teacher's role in the teaching and learning process. A professional teacher, one who is able to apply instructional components so that the educational process can function smoothly, is required in order to change pupils' behavior so that it is in line with what is expected. According to the aforementioned justification, teacher consistently works to increase its teaching ability in order to give its students the finest possible education and serve as a positive role model for them. According to him, a teacher's job entails a significant responsibility for raising the standard of pupils' education.

Teacher seeks to broaden and expand his knowledge by taking part in numerous training and coaching sessions in order to better handle the ever-more complex demands and responsibilities of a classroom instructor. To complement his abilities, he participated in a variety of trainings including KKG, MGMP, seminars,

workshops, and other trainings. Additionally, he constantly uses feedback and ideas from all parties as a chance to reflect on himself and become a better teacher.

Professional educators are those who possess the necessary credentials and are fully aware of their responsibilities both within and outside the classroom. As part of their responsibilities as professional instructors, all teachers are required to know and be proficient in a number of tasks in addition to the teaching work, which serves as their primary responsibility. Teacher consistently gets education administration ready in this situation. He creates teaching aids and always employs techniques that are suitable for the subject matter and the circumstances of his students. In addition, he makes an effort to improve his command of administrative completeness by participating in a variety of trainings both within and outside of the classroom.

### **Supporting and Inhibiting Factors for the Principal in Improving Teacher's Professionalism at SDN 34 Prabumulih**

#### **Supporting Factors**

One of the supporting factors for school principals in increasing teacher's professionalism at SDN 34 Prabumulih is that the teacher's educational background is in accordance with the subjects taught to students so that it will make it easier for teachers to carry out their duties in the teaching and learning process so that educational goals can be achieved well. This is because suitability is very necessary for teachers so that they do not experience difficulties or disturbances in subjects according to their expertise. So that the experience of the teacher will determine the fluency and suitability in carrying out their duties.

Another supporting factor is the existence of good cooperation between teachers and fellow teachers, and teachers and school principals. With good cooperation between fellow teachers and school principals, it will help the teacher find solutions to various problems faced so that discussions can be made to follow up on these problems so as to minimize things that can hinder the increase in teacher's professionalism, especially class teachers.

#### **Obstacle Factor**

One of the factors that hindered school principals in increasing teacher's professionalism at SDN 34 Prabumulih was in terms of facilities and infrastructure. Facilities and infrastructure are components that greatly determine the effectiveness and efficiency of achieving the components that have been planned. Educational facilities cannot be ignored in the educational process, especially in the teaching and learning process. Facilities have an influence on the sustainability of innovations that will be implemented. Without supporting facilities, the implementation of educational innovations will not run smoothly. Therefore, it is necessary to pay close attention so that the facilities and infrastructure at SDN 34 can be adequate.

Students who are a part of SDN 34 are another deterrent. In general, parents still pay less attention to the students at SDN 34. The learning processes and academic success of children are significantly influenced by parental involvement. Parents can have a part in developing projects and structured activities to supplement already-existing school-based curricula at home. Children will do worse or even fail in their academic endeavors if their parents do not pay attention to their education, including by failing to manage their child's study time, pay attention to their child's learning demands, and not wanting to know how their learning is progressing.

Additionally, if parents do not encourage their kids to study, the youngster may become disobedient toward them and become lazy in their studies. In order for the child to follow the learning process successfully and, in addition, in order for him to attain the highest level of academic success, it is crucial that parents take an overall attitude of paying attention to all of their children's actions while carrying out their daily learning routines. In order for their kids to succeed in school and establish discipline as the key to success, parents should instill in them a sense of passion and discipline.

#### **D. Conclusion**

Teachers need to be motivated and encouraged to come up with new, innovative approaches to develop the learning process in line with the times. So it makes sense that the principal's position is crucial to raising the professionalism of all instructors. The principal plays a variety of roles in enhancing teachers' professional competence, including those of an educator, manager, administrator, supervisor, and motivator. In this instance, SDN 34 Prabumulih's principal has made it clear what he does and how he contributes to attempts to raise teacher's professionalism. The SDN 34 Prabumulih principal also fulfills his responsibilities as manager and administrator by putting up a variety of programs, from short-term to long-term programs, and managing a variety of school administrations. Additionally, the director of SDN 34, Prabumulih, continuously assesses instructors' performance in learning activities and makes sure to motivate and support them so they may perform better.

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