

Analysis of Principal Managerial Competencies in Sub School Planning at Petualang Pantai Elementary School

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Abstract: This study aims to explore school planning practices by school principals at SD Petualang Pantai, specifically in the preparation of strategic work plans, annual work plans, and school budget work plans. The research method used is a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The research subjects involve the school principal, teachers, and education staff at SD Petualang Pantai. Firstly, the research findings indicate that the process of preparing strategic work plans at the school has not fully adhered to the guidelines and standards set by educational regulations. The school's vision, mission, goals, and strategies tend to be inherited from the previous school principal without changes or reformulation. The involvement of the school community in this process is still limited. Secondly, the research findings related to the preparation of annual work plans, the absence of a drafting team and a lack of situational analysis result in the annual work plans paying insufficient attention to the internal and external conditions of the school. Annual work meetings are also not held, reducing participation and shared understanding regarding the direction of school development. Thirdly, in the preparation of the school budget work plan, the school principal and treasurer are involved without including teachers, staff, committees, and school supervisors in the meeting. This creates a lack of transparency in the decision-making process related to the allocation of school funds.

Keywords: Strategic Plan, Annual Work Plan, School Work Plan and Budget

INTRODUCTION

School progress and the implementation of teaching at school is the responsibility of the principal as manager. The ability to think critically, compete, be creative, have communication skills, be innovative, be confident and be able to collaborate between students are the main functions of schools in producing outstanding students. Managerial competency is one of them Regulation of the Minister of National Education R I Number 13 of 2007 (Astika et al., 2020) . Managerial competencies include being able to prepare school plans (Astika et al., 2020) . Recruitment of prospective school principals is a requirement, namely competency standards that must be possessed by school principals, principal education and training, principal certification, and evaluation of principal performance (Ibrahim Bafadal et al., 2019) . The educational component consisting of

teachers, students and other educational components runs well if the school principal masters managerial skills. As stated by Machado & Chung, (2015), the school environment that has control is the principal, where the principal sets the vision and mission for the school and pays attention to the resources in the school.

Realizing regional competitiveness through the managerial competence of school principals which must be improved properly. Accommodating the interests of the community and the ability to improve the school is very necessary for the principal's leadership skills. Building good relationships with the entire academic community at school, improving welfare and being able to raise the enthusiasm of teachers and school staff is an important task as a school principal. School goals can be achieved effectively and efficiently if the school principal is able to carry out management functions starting from planning to supervisory functions. Furthermore, according to Nurlaili et al., (2021) whether an educational institution is successful or not depends on the competence of the school principal. With the managerial abilities of the school principal, school management will be carried out well (Zhahira, 2022) . Developing a school is a managerial ability by having good vision, coordination, interaction and communication. According to Ibrahim Bafadal et al., (2019) the school principal plays a very important role in advancing education in schools.

School supervision and instructional responsibilities are the responsibility of the school principal (Maybelle et al., 2022) . The principal's ability is in accordance with his role and function and is able to manage the school (Meidiana et al., 2020) . In line with Juharyanto's statement (2017) that change for school progress is the role of the school principal as a manager by being able to inspire existing components in the school. The role and duties of the school principal in advancing The quality of education in schools is carried out well (Nurochmah et al., 2017) .

The main task in question The principal's main managerial task is to be able to prepare plans, be able to lead the school/madrasah , develop the school/madrasah organization, be able to create a conducive and innovative school culture and climate , be able to manage change and development, and be able to manage the utilization of human resources, namely teachers. and staff according to Minister of Education and Culture Regulation Number 6 of 2018 . According to researcher So the regulator of all programs in the school is principal. _ Improving the quality of education and bringing the work spirit of teachers and building school culture is the task of the school principal as manager. School Principal Competency Standards, namely: personality, managerial, entrepreneurial, supervisory and social competencies are based Minister of National Education Regulation of 2007 Number 13 (Bafadal et al., 2019) .

Planning and developing a school according to needs means carrying out managerial duties with the school principal's ability to combine educational resources, namely facilities and infrastructure, information, funds and personnel (Mus & Ansar, 2017). So it can be concluded that managerial competence is synergizing components and exploring the potential of every school member and the surrounding environment. Process that has stages the initial role with a very crucial role is planning as a guide in implementing, controlling and supervising the implementation of activities in schools. The programs will be implemented as part of a systematic and programmed plan, namely the main duties and functions of the school principal (Wulogening & Timan, 2020). Furthermore, according to Wulogening & Timan, (2020) the school principal's work program consists of an annual work program and a long-term work program. The management function in operational planning is very important for the sustainability of the institution. Planning is a factor influencing the success or failure of a job. According to researchers, planning is determining giving direction to the goals to be achieved with the activities that will be carried out implemented.

Realizing work programs by referring to the planning function according to resources and costs (Rosalina Noor et al., 2022). Teachers, school committees and the Education Department work together and collaborate in formulating plans. Developing planning strategies with school principals fosters a collaborative culture to increase school planning capacity (Cheng, 2021). The planning principle based on the Ministry of National Education, (2006) is to increase or improve educational outcomes by bringing about better changes or development, comprehensiveness, transparency, systematization, integration and according to the results of SWOT analysis. Programs that are formulated with the aim of being well realized must go through work meetings involving the school community and develop good program strategies (Tanzeh, 2019). From several opinions according to researchers, school planning is where the principal and school community play a central role in determining the programs and activities that will be carried out in the future in accordance with the goals to be achieved with the principal as the policy maker. The issues observed at SD Petualang Pantai indicate a lack of change in the annual work plans for two consecutive years. This suggests the potential for stagnation in the school planning process, raising concerns about the ability to adapt and respond to changing needs. Managerial competence practices, particularly in the field of planning, are the focus of the research—specifically, annual work plans, budget work plans, and school strategic plans.

Based on interviews with one of the teachers, it was stated that the annual work plan had not changed for 2 (two) years. Although there are regulatory requirements for school principals to have managerial competence, especially in the planning process, the practical implementation of these

competencies seems suboptimal. This could hinder effective school management and development. Limited involvement of school stakeholders, including teachers, in the planning process is evident. This lack of collaboration can result in plans that inadequately address the unique needs and aspirations of the school.

Given the phenomenon of a lack of dynamism in the annual planning process at SD Petualang Pantai, concerns arise about the school's ability to adapt to changing educational requirements and developments. The apparent disparity between the required managerial competencies outlined in regulations and their practical implementation at SD Petualang Pantai indicates a potential gap in the use of managerial skills by the school principal. The underutilization of managerial competencies raises questions about the school's compliance with the regulations of the Minister of Education. This compliance gap can impact the overall quality of education and school management.

Referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, school principals are required to have managerial competence to lead, organize, and manage all components of the school effectively. In light of the phenomenon at SD Petualang Pantai, the researcher is interested in examining: "School Principal Managerial Competence in School Planning at Petualang Pantai."

METHOD

This research adopts a descriptive qualitative approach, following the definition of narrative descriptive research used to depict phenomena (Ulfatin, 2015). The qualitative approach is employed to comprehend meanings, construct phenomena, and generate hypotheses. The data collection method applied is triangulation, involving observation, interviews, and documentation. Triangulation aims to ensure the accuracy and validity of data obtained through various sources and methods (Sugiyono, 2022). Data Analysis Technique: Data analysis is conducted using a qualitative approach. The analysis method adopted aligns with the model proposed by Miles and Huberman, involving stages such as data collection, data reduction, data presentation, and drawing conclusions (Huberman & Miles, 1992): Sugiyono 2022). The research subjects involve various relevant parties with a focus on school principals, teachers, and educational staff. The research location is at SD Petualang Pantai.

RESULT

Based on the data discovered by the researcher through the interview, observation, and documentation processes related to managerial competence in school planning at SD Petualang

Pantai, the research findings are as follows:

1. Preparation of Strategic Plans (Renstra)

The findings regarding the school's strategic plan can be outlined as follows:

1.1. Overview of the School Vision

The findings in the field indicate that the school principal has not taken planning steps to reformulate the school's vision. The principal continues the vision of the previous school principal without engaging in a re-formulation process. The principal has not engaged in a creative process to reframe the vision in line with environmental dynamics, student needs, and current educational developments. The school's vision is established as "Realizing an Environmentally Caring School Based on the Nation's Character to Produce Educated, Skilled, and Independent Graduates Based on IMTAQ."

1.2. Overview of the School's Mission

The findings in the field indicate that the school principal has not taken concrete steps to formulate the school's mission in accordance with current conditions and developments. The principal chooses to continue the mission of the previous school principal without any changes or improvements. This may be an indication that the principal does not see the need or is not actively involved in the restructuring of the mission.

1.3. Overview of School Aims and School Goals

The findings in the field regarding the formulation process of school objectives are as follows: (1) The school principal does not implement the identification of internal and external school conditions, including strengths, weaknesses, opportunities, and threats (SWOT analysis). (2) Evaluating the success of previous objectives, if any, to understand achievements and shortcomings is not conducted in the process of formulating school objectives. (3) There is no joint meeting with stakeholders during the preparation process, which could potentially reduce participation and shared understanding related to the direction of school development. (4) The establishment of objectives at SD Petualang Pantai is done by displaying banners at the school.

2. Preparation of annual work plans

The research findings at SD Petualang Pantai regarding the planning of the annual work plan are revealed through several aspects. Firstly, it was found that (1) there is no formation of a team involved in the process of drafting the annual work plan. This indicates that the planning process does not involve collaboration or contributions from various parties in the school. Furthermore, (2) the school principal does not formulate programs throughout the year based on situational analysis or SWOT

analysis, and the lack of supporting documents indicates the absence of a strong analytical foundation. Additionally, (3) it was found that work meetings are not conducted by the school principal in the process of formulating the annual work plan. This indicates that forums for communication and collaboration among staff or relevant parties are not involved in the preparation of the plan. Moreover, (4) the preparation of the annual work plan is exclusively done by the school principal in response to the ongoing pandemic conditions. This focus may reflect challenges and specific needs that arise due to the pandemic situation. Finally, (5) it was found that the approval of the annual work plan is not implemented, supported by the absence of documents indicating the approval process. This indicates a lack of transparency and clarity in the decision-making process related to the work plan.

3. Preparation of School Work Plans and Budgets (RKAS)

Prepare work plans and school budgets based on the annual work plan. Analysis of the amount of funds is adjusted to the funds owned. Implementing or holding activities really requires financial resources so that procurement, operation and quality improvement are carried out in holding activities. Petualang Pantai Elementary School in preparing the work plan and school budget based on interviews, observations and documentation that the preparation did not involve the entire school community and the bookcase was prepared by the principal, school treasurer and property administrator. Referring to previous years the school principal and school treasurer programmed. classify and then determine how much costs will be used by adjusting it to school funds.

DISCUSSION

1. Strategic Work Plan Planning

The research findings outlined above indicate that the strategic work plan, in its formulation process, does not undertake several concrete steps by the school principal. The first step in formulating the school's vision, the school principal at SD Petualang Pantai, does not take planning steps to redefine the school's vision. The existing vision is a continuation from the previous school principal. This is not in line with formulate the school's vision and mission, determine goals as well as school strategies is a drafting process plan strategic. Planning marked by referring to Minister of National Education Regulation Number 13 of 2007 concerning education management standards (Astika et al., 2020) School vision is a moral concern because vision has consequences for student learning and influences students' futures (Brighouse et al., 2020). According to Gurley et al., (2015) many studies show that there is a difference between school vision and reality in classroom practices in schools. There is currently a lack of research regarding school vision and how school vision can guide teachers' daily practice (Ransom & Vlachopoulos, 2021) . A picture of the future you want

realized or view containing ambition forward is vision organization. The vision triggers intercultural understanding and awareness of cultural diversity in schools (Othman & Ruslan, 2020). Effective leadership in learning practices and school vision are important skills for new and experienced school leaders (Mombourquette, 2017). The school's vision must be in accordance with the Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education, with the aim of develop the potential of students to become human beings who believe and are devoted to God Almighty and capable education providers expected capable develop potential of students (Government, 2022).

The school's vision must be is based on eight Education standards. Reference main in build or develop is school vision so that quality can be achieved well. Direction institution education is largely determined by the school principal, when the principal didn't know what to do achieved only operate routine daily the quality of the school will experience decline. In simple terms, a vision is a vision that is an ideal to be achieved so that it is formulated briefly and has meaning (Fiandi & Ilmi, 2022)

Based on theories and findings in the field the principal is assessed not enough socialize school vision and vision socialized with displays in the office. The principal continued the previous principal's school vision and did not reformulate the school's vision. The school's vision is the principal's agreement prepare a school vision according to the Regulation of the Minister of National Education of the Republic of Indonesia No.13 of 2007 and see from results school analysis (Government of the Republic of Indonesia, 2007).

The second step in the process of formulating the school's mission, as found in the research at SD Petualang Pantai, reveals that the school principal does not undertake concrete steps to formulate the school's mission. Instead, the principal continues the mission from the previous school principal without any changes. This is inconsistent with the research stating that this mission sets standards for decision making within an organization as well (Kim & Choi, 2021). The mission determines priorities and urgency in all areas, including organizational constitution, budget, and human resources. According to Kim & Choi, (2021), the mission is expected to allow all levels of the organization to get to know the organization and know its roles and functions, programs and activities that must be implemented and the results that must be achieved in the future. The process of formulating a school's mission is about the values and philosophy related to quality education (Mosala & Mofolo, 2022). The school's mission of cultivating students to become good and participatory citizens makes a significant and positive contribution to achieving students' actual participation in school governance (Yuen et al., 2020).

Ideally, the content of Petualang Pantai Elementary School is formulated based on the school's vision and taking into account participatory decisions in order to improve the quality of education. Consider the internal and external aspects of the school become base in preparation According to Calam et al., (2020) that the mission is a hope that will be realized to achieve the desired conditions in the future. In line with the opinion of Berampu (2021) that the planning process requires the formation of a team consisting of a committee, school residents, school supervisors, in evaluating the programs that have been formulated.

The results found at Petualang Pantai Elementary School with the support of the theory above mean that it can be concluded that the mission is realized vision by explaining steps in reach vision that. Researcher find that formulating the mission, the principal continued mission previous principal and did not formulate return school mission. This is not up to standard competence managerial in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No.13 of 2007.

Success is seen when the school refers to the extent to which the school can achieve the educational goals and objectives that have been set (Abdul Goffar, 2022) . Society as a system and creates awareness to support education to achieve school goals and objectives (Benti & Tarekegne, 2022) . Managerial skills of school principals by increasing the effectiveness of school management, so that school goals and objectives will be achieved better ("Human Skills by Heads of Secondary Schools towards Effective School Management in Makambako Town, Tanzania," 2021) .

Beach Adventurer Elementary School found that the same as the school's vision, mission, goals and strategies did not involve stakeholders because meetings were not held and the principal continued previous principal's goals and strategies. The results of this research strengthen the opinion of Sunarsi et al., (2022) that formulating goals based on educational planning has a very important function because without planning data or planners it is impossible to formulate school goals. Aspects that must be considered when preparing objectives are not only about education but also data outside of education that is closely related to education. The findings at Petualang Pantai Elementary School are based on the theory that the school's goals and strategies are not in accordance with the specified indicators Because the principal plays a role as Manager does not implement formulation return school goals and school strategies. From the findings and literature, it can be concluded that the practice of strategic planning at SD Petualang Pantai needs improvement by involving in-depth analysis of the school's vision, mission, goals, and strategies. The school principal needs to understand the importance of involving the school community and implementing concrete steps in line with current conditions and developments.

2. Preparation of Annual Work Plan

The findings discovered at SD Petualang Pantai regarding the preparation of the Annual Work Plan (RKT) illustrate a lack of alignment with the theoretical steps required in the process. The medium term work plan covers a period of 4 (four) years, and supports enhancement quality graduates and improvements quality must comply with Ministerial Regulation no. 19 of 2007 which states that schools make long-term work plans intermediate For reach matter (Pohan ,2018) . This provides an overview that the implementation of management practices in the school has not fully adhered to the established guidelines and standards. In connection with the literature, several aspects can be related as follows.

2.1. Formation of the Preparation Team

The findings indicate that the process of preparing the Annual Work Plan (RKT) has not involved the school community and is not in accordance with the regulations of Minister of Education Regulation Number 19 Year 2007 (President of the Republic of Indonesia, 2005) . Based on the literature, the importance of involving the school community in the internal self-evaluation process and compliance with national education standards (SNP) reflects the need to ensure that school planning is within a recognized framework. The involvement of the team in the preparation of the Annual Work Plan (RKT) is an essential part of detailing the steps in accordance with the Minimum Service Standards (SPM) and National Education Standards (SNP). Basic deep preparation of the School Work Plan by referring to the EDS. Minimum Service Standards (SPM) and National Education Standards (SNP) as deep EDS see school performance is carried out an internal school self-evaluation process that involves school residents (Rahayu et al., 2019) . The findings indicate the absence of Annual Work Plan (RKT) preparation documents and the lack of education board meetings according to regulations, signifying the need for improvement in involving all relevant parties.

2.2 School Situation Analysis

The lack of situation analysis or SWOT in the preparation of the Annual Work Plan (RKT) at SD Petualang Pantai indicates that the school does not adequately consider its internal and external conditions. The involvement of a specific team to conduct situational analysis is an essential step, in accordance with the literature, Schools formulate programs by prioritizing annual work plans by analyzing the school's situation (ZM Deidhae et al., 2021). The formation of a special team to handle the preparation of RKT and analyze the school situation is an important step in the preparation of annual work plans, emphasizing the importance of a thorough understanding of the school's conditions.

2.3. Activity Plan

The discovery that the activity design lacks a foundation in school evaluation instruments and falls short of optimization, as per the Ministry of Education and Culture guidelines (2017), highlights the necessity for engagement in all nine stages of developing a medium-term planning model. These stages encompass various aspects, starting from formulating a vision to the meticulous process of monitoring and evaluation.

2.4. Work Meeting

The success factors of the annual work meeting as a tool to improve school quality require the involvement of stakeholders and the determination of the Annual Work Plan (RKT) documents in accordance with the strategic plan. This finding underscores the need to pay more attention to practical steps in planning and involving all relevant parties in this process. The principal's role as a manager is to make plans to improve quality, namely holding a meeting at the beginning of the year or what is often called the Annual School Work Meeting (Azzahra et al., 2022) .

It is related to the principal's planning theories Not yet carried out optimally by referring delivery The Ministry of Education and Culture (2017) stated that the medium-term planning model has nine development stages. The nine stages consist of (1) formulating the school's vision, mission and goals, (2) Environmental analysis using SWOT and school self-evaluation, (3) Carrying out internal analysis using National Education Standards indicators, (4) Finding gaps between real conditions and current conditions. ideal, (5) Categorize school conditions where gaps are detected, (6) Determine the school's priority scale into an intermediate work plan, (6) Describe the strategy into annual activities, (7) Design a complete annual plan: time schedule, person in charge, and budget and (8) Monitoring and evaluation process plan In summarizing these findings and the literature, it is concluded that active involvement in the entire process of preparing the Annual Work Plan (RKT) at SD Petualang Pantai should be more in line with the educational management standards set out in the literature and existing educational regulations..

3. School Work Plan and Budget

The school principal is responsible for preparing the budget plan (Horvat et al., 2019) . The amount of funds used and adjusted to the funds owned is very important in the process of preparing work plans and school budgets by analyzing previous programs done. Based on what was stated by the Ministry of Education and Culture (2017) , the formula for designing an annual plan is complete with a time schedule, person in charge, and budget.

This research is strengthened by Solehudin's (2021) opinion that school principals are required

to have planning skills by being able to prepare RKJM and RKAS. Based on the findings at Petualang Pantai Elementary School and theory, it can be concluded that the process of preparing the school budget work plan involves the school principal and school treasurer and principal without holding meetings with teachers, staff, committees and school supervisors.

CONCLUSIONS AND SUGGESTION

Conclusion

The implementation of school principals as managers in the process of preparing strategic planning, annual work plans and school work plans and budgets has not been fully implemented. Firstly, the results of research on the strategic planning process found that the school's vision, mission, goals and strategies were not formulated because the school principal continued the previous school principal's vision, mission, goals and strategies. Second, the process of preparing the annual work plan has not been implemented optimally because a drafting team was not formed, and a situational analysis was not carried out. This is reinforced by the fact that no documents were found in the preparation process. Third, the process of preparing the school budget work plan involves the principal and school treasurer and principal without holding meetings with teachers, staff, committees and school supervisors.

Suggestion

Based on the results of the research and discussion above, in relation to the managerial competence of the principal in the school planning study, it can be suggested 1) The managerial competence of the principal is expected to further improve planning efforts by creating programs that are able to improve the quality of the school. The head is expected to further increase the efforts of the annual work plan and school budget work plan and involve all components in the school. 2) SD Inpres Kassi-Kassi 1 should in the future pay attention to the completeness of the RKAS-preparation documents, form the structure of the drafting team, prepare minutes of the RKAS-preparation meeting, and describe clear details of the RKAS, and describe clear details of the RKAS, the source of funds and the allocation of expenditures; second, more intensive socialization and coordination are needed to all stakeholders involved in the preparation of the RKAS. This is in order to make it easier to equalize perceptions between parties about the preparation of RKAS. 3). For the community, there is a need to increase awareness in the community about its role as a very important element in school planning. 4). For the Education Office, in order to socialize the importance of fulfilling school planning as a forum is an absolute key to achieving improved school management.

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