



School Management in Enhancing Teacher Professionalism at SMP Negeri 8 Muaro Jambi

Maisah¹, Muhajirin², Fadhlilah³, Husin⁴

¹ (Lecturer, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi)

² (Student, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi)

³ (Lecturer, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi)

⁴ (Student, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi)

* Corresponding Author. E-mail: muhajirin0020@gmail.com

Receive: 11/07/2024

Accepted: 11/08/2024

Published: 01/10/2024

Abstract

This study aims to analyze school management in enhancing teacher professionalism at SMP Negeri 8 Muaro Jambi. The principal plays a crucial role as a motivator and facilitator in supporting teachers' competency development through internal training, seminars, webinars, and independent training via the SIM PKB platform. The study adopts a qualitative approach using a case study method. Data were collected through in-depth interviews with the principal, teachers, and administrative staff, as well as direct observations of school activities. The findings indicate that the school's management strategies include activating learning communities (KOMBEL), direct observation of the learning process, and collaboration with PGRI and assigned supervisors to organize in-school training. While these programs are effective, the study also identified challenges in their implementation, such as varying levels of teacher motivation, time constraints, limited IT skills, and insufficient supporting facilities. Additionally, ineffective communication in conveying information about professional development programs was found to be an obstacle. The study concludes that the role of the principal as a motivator and facilitator significantly impacts improving teacher professionalism. Moral support, incentives, and relevant training can enhance teachers' skills and the quality of learning. Thus, effective school management can positively influence student learning outcomes and foster a more dynamic and interactive learning environment. Recommendations are provided to improve communication strategies and incentive support to optimize teacher participation in professional development.

Keywords: School Management, Teacher Professionalism, Principal's Role, Professional Development

INTRODUCTION

Education plays a vital role in developing the quality of human resources capable of competing in the global era. Prof. Dr. Suyanto, M.Ed.[1], states that education is the primary foundation for preparing individuals to face various challenges and contribute positively to society. A quality education not only improves life from economic and social perspectives but also enhances cultural aspects. In this context, teachers hold a strategic role, being at the forefront of the learning process, making them key to improving the quality of education.

SMP Negeri 8 Muaro Jambi serves as an example of an institution prioritizing the professional development of teachers as part of its school management strategy. Dr. Mulyasa[2], in his book *School-Based Management*, emphasizes that effective school management plays a critical role in improving the quality of education. At this school, the headmaster implements various programs, such as continuous teacher training through SIM PKB and internal activities, to ensure teachers regularly update their knowledge and skills in line with curriculum changes and the dynamic needs of students.

Effective school management involves not only administrative aspects but also the continuous development of teacher competencies. H.A.R. Tilaar[3] highlights that enhancing teacher professionalism is an essential component of achieving quality education. At SMP Negeri 8 Muaro Jambi, the headmaster acts as a motivator, encouraging teachers to participate in internal training, seminars, and webinars organized by the government and other relevant institutions. This approach aims to keep teachers motivated to improve their competencies.

Effective management is expected to positively impact the quality of teaching and, in turn, student learning outcomes. Dr. Suparman's research concludes that improving teacher competencies has a direct effect on student academic

achievement.[4] At SMP Negeri 8 Muaro Jambi, the tangible results of these strategies are evident in a more dynamic and interactive learning atmosphere and a consistent improvement in student performance.

This study will examine the various school management strategies implemented at SMP Negeri 8 Muaro Jambi to enhance teacher professionalism. These strategies include supervision by the headmaster, the execution of internal training, and teacher participation in external activities such as seminars and workshops. The impact of these strategies will be analyzed from two main aspects: the improvement of teaching skills and student learning outcomes.

Additionally, understanding education management serves as the foundation for designing optimal teacher development strategies. Nurdin[5] defines education management as a series of processes that include planning, organizing, implementation, and control to achieve educational goals effectively and efficiently. From an Islamic perspective, the concept of management also carries a spiritual foundation, as emphasized in Surah As-Sajdah, verse 5, which highlights the importance of order and governance in all matters. This underscores that education management requires a strategic and wise approach to ensure that educational goals are achieved to their fullest potential.

METHOD

This study employs a qualitative approach[6] using a case study method to explore school management at SMPN 8 Muaro Jambi. Data collection was conducted through in-depth interviews with various stakeholders, such as the headmaster, teachers, and administrative staff, to gather information on the management practices and strategies implemented at the school. Additionally, the researcher conducted direct observations of management activities and professional development

programs for teachers to reinforce the collected data.

The data obtained were analyzed using thematic analysis techniques[7], where patterns and themes emerging from the interviews and observations were analyzed in depth. This approach provides an opportunity to comprehensively understand the management strategies implemented and how these strategies impact the improvement of teacher professionalism and the quality of education at the school.

RESULTS

The Role of the Principal in Enhancing Teacher Professionalism at SMP Negeri 8 Muaro Jambi

The role of the principal in enhancing teacher professionalism at SMP Negeri 8 Muaro Jambi is crucial and multifaceted. Firstly, the principal serves as a motivator. Through interviews conducted with the principal and teachers at the school, it is clear that the motivation provided by the principal is key to the professional development of teachers. The principal explained the importance of motivation in encouraging teachers to continue developing and improving their competencies. By offering moral support and incentives, the principal aims to create an environment that encourages active participation from teachers in various professional development activities.

Teachers at SMP Negeri 8 Muaro Jambi acknowledge that the principal plays a significant role in motivating them. One teacher mentioned that the principal consistently provides positive encouragement and appreciation for every effort made by the teachers to learn and improve. For instance, when a teacher successfully completes training or a seminar, the principal awards a certificate of appreciation and announces this achievement in school meetings. This recognition makes teachers feel valued and motivated to continue striving.

Observations indicate that the principal regularly holds meetings with teachers to discuss professional development plans. During these meetings, the principal listens to teachers' aspirations and needs, providing recommendations for relevant training or seminars. The principal also offers practical support, such as allocating time and funds for professional development activities. This support fosters a sense of being heard and supported among teachers, thus enhancing their motivation to participate.

The principal also actively engages in daily interactions, frequently visiting classrooms to provide positive feedback to teachers. Teachers who receive this appreciation feel more confident and motivated to continually improve their teaching quality. Consistent support from the principal creates a positive and collaborative school culture, where every teacher feels supported in their professional development.

The long-term impact of the principal's role as a motivator is significant. Motivated teachers demonstrate notable improvements in their teaching competencies and skills. They are more proactive in seeking professional development opportunities and open to innovation in their teaching methods. This positive impact is also felt by students, who show increased participation and academic achievement. The principal notes that the motivation provided has successfully fostered a better learning environment and enhanced the quality of education at the school.

Overall, the principal's role as a motivator is essential for teacher professional development. By providing moral support, appreciation, and the necessary facilities, the principal effectively encourages teachers to continue learning and developing. This impact is evident in improved teacher competencies, a more positive learning atmosphere, and enhanced academic achievements for students.

Secondly, the principal also acts as a facilitator. This role is evident in the support provided in terms of allocating time and space for professional development. The school dedicates specific time for activities such as training, seminars, and workshops. The principal also provides various resources needed for teachers to learn and grow, such as books, journals, and access to technology. Furthermore, the principal fosters a positive learning culture within the school by promoting collaboration among teachers, offering opportunities for sharing ideas, and recognizing teachers' efforts and achievements.

Interviewed teachers express gratitude for the support provided by the principal. They feel motivated and inspired by the principal's leadership, believing that with this guidance, they can continue to develop as professional educators.

In conclusion, the principal's role as a facilitator in teacher professional development is vital. By providing direction, support, and creating a positive learning culture, the principal can help teachers achieve their full potential and deliver the best education to students.

Strategies of the Principal to Motivate Teachers in Professional Development at SMP Negeri 8 Muaro Jambi

The principal of SMP Negeri 8 Muaro Jambi has implemented various strategies to motivate teachers in their professional development. To improve the quality of teaching and student learning outcomes, the principal is committed to creating a supportive environment for teachers to continue learning and growing. Below are some of the strategies that have been implemented.

First: Activating Learning Communities (KOMBEL)

At SMP Negeri 8 Muaro Jambi, the principal has taken strategic initiatives to enhance teacher professionalism through the activation of learning communities (KOMBEL). With a clear vision regarding the importance of continuous professional

development, the principal explained that this community is designed as a platform for teachers to share knowledge and experiences, as well as adopt best practices in teaching. "We see this as a way to strengthen our teachers' teaching capacities, which will ultimately improve student learning outcomes," the principal stated.

The response from the teachers at SMP Negeri 8 Muaro Jambi has been very positive towards this program. One math teacher shared, "Through KOMBEL, I gained access to various innovative teaching methods that I was not aware of before. This has greatly helped me adapt my lessons to be more engaging and effective for students." KOMBEL allows teachers to meet regularly and discuss the challenges they face, while also finding innovative solutions together.

The principal emphasized the importance of establishing shared values that support a safe and collaborative learning environment. "We stress the importance of a supportive environment where every teacher feels comfortable sharing and asking questions. This helps build trust and strengthen relationships among teachers," he explained. This creates an ecosystem where teachers not only receive knowledge but also contribute actively.

In addition to regular meetings, SMP Negeri 8 Muaro Jambi also conducts workshops and seminars featuring external speakers. "We strive to keep our materials up-to-date with the latest developments in education, so our teachers are always at the forefront of teaching methodologies," the principal stated. The activation of KOMBEL has shown positive results in enhancing teaching quality. Teachers have become more innovative and responsive to their students' needs.

Observation results indicate that this strategy has had a positive impact, where teachers actively contribute to discussions, share experiences, and best practices in

teaching. Consequently, the quality of student learning has also improved.

Second: Motivating Teachers to Participate in Independent Training at SIM PKB

In an interview with the principal and teachers at SMP Negeri 8 Muaro Jambi, it was revealed that the principal motivates teachers to participate in independent training available at the Sustainable Professional Development Management Information System (SIM PKB). The principal emphasizes the importance of this training for improving teachers' competencies and skills.

The principal holds regular meetings and group discussions to discuss the benefits of participating in training at SIM PKB. During these meetings, teachers are invited to share experiences regarding the training they have attended. Additionally, the principal allocates specific time for teachers to access and participate in training at SIM PKB, ensuring that facilities such as computers and internet access are readily available.

Teachers who have participated in training at SIM PKB report significant improvements in their competencies. One teacher stated, "This training provides new inspiration and motivation for teaching." Through this strategy, the principal hopes to continue supporting teachers to learn and grow, which ultimately has a positive impact on the quality of education in the school.

Initial observations show that teachers at SMP Negeri 8 Muaro Jambi have become more active and enthusiastic about participating in training at SIM PKB. The principal's presence during training sessions also provides moral support to teachers, creating a positive and productive learning environment.

Third: Actively Observing Classroom Learning Processes

The principal of SMP Negeri 8 Muaro Jambi has implemented a strategy of actively observing the learning processes in the classroom. This observation aims to provide constructive feedback to teachers

and ensure that the learning process is effective. Observations are conducted regularly and scheduled, without disrupting the learning process.

Teachers acknowledge that the feedback provided by the principal after observations is very beneficial. "The feedback from the principal offers practical suggestions that help me improve my teaching methods," said one teacher. With this approach, the principal can also design more targeted training programs based on the results of the observations conducted.

This strategy has shown positive results. Teachers feel well-supported and guided, while the principal gains a deeper understanding of the learning dynamics in the classroom. As a result, the quality of teaching has improved, directly impacting student achievement and creating a better learning atmosphere at SMP Negeri 8 Muaro Jambi.

Fourth: Organizing Training at School with Resource Persons from Supervisory Staff and PGRI

The principal also organizes training at the school by inviting resource persons from supervisory staff and the PGRI team from Muaro Jambi district. This training provides teachers direct access to relevant resources and knowledge to enhance their competencies.

These periodic trainings cover various important topics, such as innovative teaching strategies and effective classroom management. The principal ensures that every session is attended by all teachers, so that no one falls behind in the competency improvement process. Teachers welcome this initiative and report gaining new insights that can be directly applied in the classroom.

After the training, teachers are encouraged to apply what they have learned and reflect on their teaching practices. The principal holds follow-up sessions to evaluate the impact of the training, ensuring that the provided training is relevant and meets the teachers' needs.

The challenges faced by school management in improving teacher professionalism at SMP Negeri 8 Muaro Jambi are:

The principal's strategies for the professional development of teachers at SMP Negeri 8 Muaro Jambi may not be optimal due to several challenges faced. Based on interviews with the Principal, Deputy Principal, and related data, here are some reasons contributing to these challenges:

First, Variation in Teacher Motivation.

Not all teachers have the same motivation to develop their professionalism. Some teachers may feel content with the teaching methods they have used so far or feel burdened by additional responsibilities related to training. This variation in motivation can hinder the implementation of professional development programs evenly.

Interviews with the Principal of SMP Negeri 8 Muaro Jambi revealed significant variations in teachers' motivation regarding professionalism development. The Principal explained that not all teachers share the same motivation in participating in training programs or improving their skills. Some teachers show a high enthusiasm to attend additional training and update their teaching methods, while others feel satisfied with the methods they currently use. The Principal highlighted this challenge as one of the main obstacles to the uniform implementation of professional development programs at the school.

Interviews with several teachers at SMP Negeri 8 Muaro Jambi confirmed this variation in motivation. Some teachers feel that the teaching methods they have used for years are effective and do not see an urgent need for change. They reported feeling overwhelmed by additional responsibilities related to training and development, which sometimes disrupt their daily routines. Moreover, some teachers feel they lack sufficient support

from school management to participate in professional development programs, resulting in low participation in training.

This difference in motivation creates inequality in the implementation of professional development programs at SMP Negeri 8 Muaro Jambi. The Principal acknowledges that to improve the effectiveness of the development programs, it is important to understand and address the various levels of motivation among teachers. Identifying individual needs and providing appropriate support can help increase teacher engagement and enthusiasm in professional development, allowing for more uniform and effective implementation of programs throughout the school.

Second, Diverse IT Skills

Some teachers lack or are unable to use information technology (IT) in teaching. This poses a significant challenge as many professional development programs, such as self-training on SIM PKB or webinars, require adequate IT skills.

Interviews with the Principal of SMP Negeri 8 Muaro Jambi revealed significant challenges related to IT skills among teachers. The Principal stated that some teachers at this school struggle to effectively utilize information technology in their teaching. This inability creates a major obstacle, especially since many professional development programs, such as self-training on SIM PKB or webinars, require adequate IT skills. The Principal understands that the variation in IT skills among teachers can hinder their participation in training and professional development. Administrative staff further confirmed that the disparity in IT skills among teachers is one of the main barriers to the implementation of professional development programs. Some teachers feel challenged when using digital platforms to attend training or access online learning materials. Administrative staff explained that they often receive complaints from teachers who feel unprepared or lack confidence in using technology, which

ultimately affects the level of participation and effectiveness of the training programs held by the school.

While some teachers have shown progress and capability in using IT, there is an urgent need to provide basic training and additional support for those who are less skilled. The Principal plans to address this issue by providing special training sessions and guidance on the use of information technology so that all teachers can have equal access to professional development programs and enhance their ability to utilize technology for more effective learning.

Third, Time Limitations

The teaching schedule, which lasts six days from Monday to Saturday, consumes a lot of teachers' time. This can reduce their opportunities to participate in training or other development activities, especially if those training sessions are held outside regular working hours.

Interviews with several teachers at SMP Negeri 8 Muaro Jambi revealed a significant issue regarding the time limitations they face. Teachers complained about the teaching schedule that runs from Monday to Saturday, which consumes almost their entire working time. They expressed that the busy schedule of teaching course material and completing administrative tasks each day makes it difficult for them to find free time to participate in training or other professional development activities. These time limitations are seen as one of the main obstacles to their skills development.

Further observations confirmed this statement, showing that most teachers at SMP Negeri 8 Muaro Jambi spend their time at school from morning until evening, even until Saturday. This tight schedule results in very little time available for additional activities outside regular working hours, including training and workshops that are often held outside work hours. The time they are forced to spend completing teaching tasks and administrative activities causes teachers to feel unable to allocate

time for the professional development needed to enhance their skills.

The Principal and administrative staff recognize that the tight teaching schedule hinders teachers' participation in development activities. They plan to seek solutions by designing more flexible training programs, such as through online formats or rescheduling at times that are more suitable for teachers' schedules. With this approach, it is hoped that teachers can more easily access professional development opportunities without sacrificing their already limited precious time.

Fourth, Facilities and Infrastructure

Although SMP Negeri 8 Muaro Jambi has various supporting facilities, the underutilization of computer and language laboratory spaces for classes may indicate a need for more learning space. These limitations in facilities may reduce teachers' opportunities to conduct practical sessions or training that require such facilities.

Interviews with the Principal of SMP Negeri 8 Muaro Jambi showed that although the school is equipped with various supporting facilities, there are still some shortcomings in terms of utilization of space. The Principal acknowledged that the computer and language laboratories are currently not fully optimized in supporting professional development activities for teachers. The limited laboratory space results in difficulties in conducting training that requires these facilities and reduces teachers' opportunities to engage in practical sessions that are important for their skill development.

Further observations reinforced these findings, demonstrating that the available laboratory space is often used for regular class activities, leaving little time for additional training. When laboratory space must be shared with class schedules, teachers do not have sufficient access to utilize these facilities in their skills development. This limitation not only hinders the utilization of laboratories but also reduces the effectiveness of the training

conducted, as not all teachers can participate to the fullest.

The Principal recognizes the importance of adequate facilities and infrastructure to support teacher professional development. Therefore, they are considering solutions such as adding new facilities or improving the current system of space utilization. With the improvement of facilities and better space management, it is hoped that teachers can gain better access to conduct practical sessions and participate in training, ultimately improving the quality of teaching and their professional skills.

Fifth, the Principal's Role as a Motivator and Facilitator

Although the principal's role as a motivator and facilitator is ongoing, there is a need for more support or incentives that can encourage teachers to become more actively involved in professional development programs.

Interviews with the Principal of SMP Negeri 8 Muaro Jambi indicated that the Principal's role as a motivator and facilitator in the professional development of teachers has been carried out well. The Principal expressed commitment to providing various opportunities for training and development and strives to motivate teachers through various programs and incentives. However, in practice, the Principal feels that the support and incentives currently provided are still insufficient to encourage all teachers to become more actively involved in these programs.

Observations in the field revealed that although some teachers show enthusiasm and are active in training, some remain less participative. Some teachers indicated that they need more incentives or recognition for their participation in professional development to feel more motivated.

The Principal plans to enhance the support and incentives provided, for example, by offering awards or recognition for teachers who actively attend training. Additionally, they also plan to take a more personal approach to teachers who are less

active, striving to understand their needs and challenges in participating in professional development programs. Through these efforts, it is hoped that the Principal's role can be more effective in encouraging teachers to actively engage in professional development efforts at SMP Negeri 8 Muaro Jambi.

DISCUSSION

The role of the principal as a motivator is crucial. The principal at SMP Negeri 8 Muaro Jambi provides moral support and incentives, such as appreciation for teachers' achievements and award certificates. Observations show that the principal routinely holds meetings with teachers, offers positive feedback, and creates a supportive work environment. Herzberg's motivation theory[8] and McGregor's Theory X and Y explain the importance of motivation and a positive work environment in enhancing teachers' dedication.[9]

In the long term, the principal's support improves teachers' competencies and teaching skills, positively impacting student participation and their learning achievements. By introducing a reward system and enhancing external support, the principal can address various challenges and ensure that teacher professional development strategies are effectively implemented. The principal's role as a motivator, facilitator, and mediator significantly contributes to improving the quality of education and making the school an inspiring example of teacher professional development.

At SMP Negeri 8 Muaro Jambi, the principal plays a vital role as a motivator and facilitator in teachers' professional development. Based on interviews and observations, the principal acts as the main motivator, applying the principles of Herzberg's motivation theory. Herzberg posited that intrinsic motivation[10], such as recognition and achievement, can enhance satisfaction and work performance. The

principal provides moral encouragement and incentives through award certificates and announcements of achievements at school meetings, reinforcing teachers' motivation to continue learning and improving their skills. Observations also indicate that the principal regularly holds meetings to discuss professional development plans, listens to teachers' aspirations, and provides practical support such as time and funding for training, reflecting the principles of transformational leadership theory.[11] This theory emphasizes that inspirational leaders can motivate followers to reach their full potential by creating a collaborative culture and rewarding achievements.

SMP Negeri 8 Muaro Jambi has implemented several strategies to enhance teacher professionalism, one of which is activating learning communities (KOMBEL). This initiative is led by the principal, who has a clear vision of the importance of ongoing professional development for teachers. This learning community is designed as a platform where teachers can share knowledge and experiences, as well as adopt best practices in teaching. The principal believes that by enhancing teachers' teaching capacity, student learning outcomes will also improve. This approach aligns with collaborative learning theory, which emphasizes the importance of social interaction and sharing experiences in the learning process.

Teachers at SMP Negeri 8 Muaro Jambi respond positively to the activation of KOMBEL. One mathematics teacher stated that through KOMBEL, she gained access to various innovative teaching methods that she was previously unaware of. This program enables teachers to meet regularly, discuss challenges faced, and seek solutions together. This aligns with constructivist learning theory[12], which emphasizes the importance of learning as an active process in which individuals build new knowledge based on experiences and social interactions.

The principal emphasizes the importance of shared values that support a safe and collaborative learning environment. By creating an ecosystem where teachers feel comfortable sharing and asking questions, the principal strengthens relationships among teachers and builds trust. This reflects intrinsic motivation theory, where social support and a sense of safety in the work environment can enhance individual motivation and performance. Activities such as workshops and seminars with external speakers also add value by bringing new perspectives into KOMBEL discussions.

Additionally, the principal motivates teachers to participate in independent training in SIM PKB. In this regard, the principal provides understanding about the benefits of training and supports teachers by providing the necessary time and facilities. Self-directed learning theory suggests that when individuals are given the freedom and support to learn, they are more likely to develop new skills and effectively apply that knowledge. Teachers who participate in training at SIM PKB report significant improvements in their competencies and motivation.

Observing classroom learning processes is also conducted by the principal as a strategy for enhancing teachers' professionalism. By providing constructive feedback, the principal ensures that the learning process runs effectively and meets standards. This observation aligns with clinical supervision theory, which focuses on professional development through observation, reflection, and constructive feedback. Observed teachers report gaining new insights and motivation to improve their teaching methods, while the principal gains a better understanding of classroom dynamics and more specific training needs.

At SMP Negeri 8 Muaro Jambi, self-development motivation is a primary focus for the principal. According to interviews with the principal, strategies implemented include training, workshops, and regular

mentoring. However, teachers' motivation varies, and not all teachers show the same enthusiasm for these programs. Herzberg's Motivation Theory, which distinguishes between motivator factors and hygiene factors, can explain this phenomenon. Motivator factors such as recognition and achievement can enhance teachers' satisfaction and engagement, while hygiene factors such as adequate working conditions can prevent dissatisfaction. The principal needs to consider both factors to ensure motivation and participation from teachers in professional development.

Interview and observation results indicate that some teachers at SMP Negeri 8 Muaro Jambi are still lacking in the use of information technology (IT). Rogers' Technology Readiness Theory suggests that technology adoption is influenced by factors such as ease of use and perceived benefits. Although training has been conducted, some teachers still face difficulties. Limitations in technological skills and learning time pose significant barriers. To address these issues, the principal needs to design more intensive and ongoing training and provide adequate technical support.

Limited working hours present a significant challenge at SMP Negeri 8 Muaro Jambi. A tight schedule from Monday to Saturday makes it difficult for teachers to participate in training without disrupting their teaching duties. Covey's Time Management Theory emphasizes the importance of prioritization in managing time.[13] The principal can apply these principles by planning training schedules that do not interfere with teaching and considering online training options. Effectively managing time and providing rewards for active participation can help overcome these issues.

CLOSING

The role of the principal in enhancing teacher professionalism at SMP Negeri 8 Muaro Jambi is crucial. Principals serve as motivators, facilitators, supervisors, and

needs assessors, significantly impacting the development of teacher competencies. The strategies employed include creating learning communities, structured educational planning, organizing training and discussions, classroom observations, and providing incentives and support. However, challenges such as limited strategic planning, resource constraints, varying teacher motivation, financial issues, and uneven commitment among teachers hinder the effectiveness of these initiatives.

REFERENCE LIST

- [1] Suyanto, S. *Dasar-Dasar Pendidikan*. Jakarta: Rajawali Pers, 2013.
- [2] Mulyasa, E. *Manajemen Berbasis Sekolah*. Bandung: PT Remaja Rosdakarya, 2006.
- [3] Tilaar, H.A.R. *Manajemen Pendidikan Nasional*. Jakarta: Rineka Cipta, 2011.
- [4] Listyasari, Endah. 'Pengaruh kepemimpinan kepala sekolah dan kinerja guru terhadap prestasi belajar siswa di SMA Negeri se-kota Tasikmalaya.' *Administrasi Pendidikan: Jurnal Ilmiah Mahasiswa Pascasarjana* 1, no. 1 (2013): 9-16.
- [5] Diding Nurdin dan Imam Sibaweh, *Pengelolaan Pendidikan dari Teori Menuju implementasi* (Jakarta: RajaGrafindo Persada, 2015), 171.
- [6] Hollstein, Betina. 'Qualitative approaches.' *The SAGE handbook of social network analysis* (2011): 404-416.
- [7] Clarke, Victoria, and Virginia Braun. 'Thematic analysis.' *The journal of positive psychology* 12, no. 3 (2017): 297-298.
- [8] Alshmemri, Mohammed, Lina Shahwan-Akl, and Phillip Maude. 'Herzberg's two-factor theory.' *Life Science Journal* 14, no. 5 (2017): 12-16.

- [9] Lawter, Leanna, Richard E. Kopelman, and David J. Prottas. 'McGregor's theory X/Y and job performance: A multilevel, multi-source analysis.' *Journal of Managerial Issues* (2015): 84-101.
- [10] Fishbach, Ayelet, and Kaitlin Woolley. 'The structure of intrinsic motivation.' *Annual Review of Organizational Psychology and Organizational Behavior* 9, no. 1 (2022): 339-363.
- [11] Gonfa, B. D. 'Review on components of transformational leadership.' *Arabian Journal of Business and Management Review* 9, no. 3 (2019): 1-5.
- [12] Bada, Steve Olusegun, and Steve Olusegun. 'Constructivism learning theory: A paradigm for teaching and learning.' *Journal of Research & Method in Education* 5, no. 6 (2015): 66-70.
- [13] Murphy, Megan, Amit Pahwa, Barbara Dietrick, Nicole Shilkofski, and Carly Blatt. 'Time management and task prioritization curriculum for pediatric and internal medicine subinternship students.' *MedEdPORTAL* 18 (2022): 11221.