



Managerial School Principals in Improving the Quality of Education Through the Driving School Program

Cilsilia Anindi Putri¹

¹Universitas Jambi, Jambi, Indonesia

Corresponding author email: cilsilia.putrianindi@gmail.com

Info Article

Received: 2 Jan 2017

Revised: 10 Feb 2017

Accepted: 15 Mar 2017

Online Version: 25 Mar 2017

Abstract

This research aims to describe the managerialism of school principals in improving the quality of education through the Driving School Program in State Elementary Schools 1/IV, Jambi City. This research uses a qualitative approach with a case study type of research. The informants in this research were the school principal, class I teacher and class IV teacher who taught using the Educational Unit Operational Curriculum. The data collection techniques used were through observation, interviews and documentation. The data obtained was analyzed in stages, first data reduction, second data presentation, third drawing conclusions and verification. The results of the research show that there are four stages in the management of school principals in improving the quality of education through the Driving School Program at State Elementary School 1/IV in Jambi City, namely: (1) planning stage. (2) organizing stage. (3) briefing stage. (4) supervision stage. From the research results it can be concluded that in carrying out his managerial function the principal of Jambi City State Elementary School 1/IV has tried his best to improve the quality of school education. One of the efforts made is through the Driving School Program.

Keywords: Managerial; Quality of Education; Driving School Program

This is open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) licence



INTRODUCTION

The new paradigm currently occurring has given rise to various problems which have resulted in improving and equalizing the quality of education in Indonesia which still needs improvement. The government has pursued various policies to provide quality education services, but this has not had a wider impact on schools in Indonesia. To answer this challenge, the government made a new breakthrough by launching the Independent Learning policy which is in line with the education motto according to Ki Hajar Dewantara. Independence is meant to give students freedom to learn, but still obey the rules.

Regarding improving and equalizing the quality of education, it should not be separated from the role of teachers and school principals. School principals as managers need to have a good strategy to build cooperation with education staff, provide opportunities for education staff to improve their competence, and encourage all education staff to get involved in activities that support school programs (Mukhtar, 2015).

Based on the results of observations and interviews with school principals, class I teachers and

class IV teachers conducted by researchers at State Elementary School 1/IV Jambi City, information was obtained that the school principal had taken many steps to improve the quality of education in the school. It is proven that the school has an A accreditation and received various awards from the achievements obtained by the principal, teachers and students who reached the National level. Even though he has received many awards and made improvements to the school, as a school principal manager he does not stop taking steps to improve the quality of education in the school.

One of the efforts that school principals are currently making is through the Driving School Program. With training and assistance obtained directly from the Ministry of Education and Culture, the development of learning at State Elementary School 1/IV Jambi City has increased with teachers making improvements in every learning process. Apart from that, the Merdeka Mengajar platform is available which can currently only be accessed by all teachers and principals at Mobilizing Schools to support teachers in teaching better. Where learning is student-centered, in order to improve learning outcomes in both cognitive (literacy and numeracy) and non-cognitive (character) competencies in order to realize the Pancasila Student Profile.

Driving Schools in the learning process use a new curriculum called the Educational Unit Operational Curriculum. Curriculum implementation involves the learning committee, class I teachers and class IV teachers. In implementing the Driving School Program, the school principal has tried his best. Starting from preparing plans, providing training for teaching staff with expert trainers as resource persons, forming a School Mobilization Program work team, providing services needed by school customers, providing direction to teachers and carrying out supervision at schools every day. Carrying out the duties of a school principal certainly does not require the cooperation of teachers and other educational staff. It is hoped that the collaboration built by the school principal with other teaching staff will be able to achieve the agreed goals.

In connection with the start of the Driving School Program at State Elementary School 1/IV Jambi City, researchers are interested in conducting research aimed at finding out the managerial skills of school principals in improving the quality of education through the Driving School Program. In this way, the results of the research can be used as a consideration for other schools and teachers to participate and become part of the Driving School at the next stage, in order to realize improvements and equal distribution of the quality of education in Indonesia. Based on the background described previously, the problem can be formulated as "How is the school principal managerial in improving the quality of education through the Driving School Program at State Elementary School 1/IV Jambi City?". The aim of the research is to describe the managerialism of school principals in improving the quality of education through the Driving School Program at State Elementary School 1/IV Jambi City.

RESEARCH METHODS

Research Design

The approach used in this research is a qualitative approach which aims to explore and understand the management of school principals in improving the quality of education through the Driving School Program. A qualitative approach is an approach carried out by using procedures seriously to produce descriptive written conclusions based on the results of data analysis (Sukadari et al., 2015; Hasanah, 2016).

The type of research used is a case study. Case study is a type of research with an in-depth, detailed, intensive, holistic and systematic process of collecting data and information about people, events, social settings, or groups using various methods and techniques as well as many sources of information to effectively understand how people, events, natural settings (social settings) operate or function according to their context (Ferdiansyah, 2016). In this research, researchers want to know an in-depth picture of school principals' managerial efforts in improving the quality of education through the Driving School Program.

Research Target/Subject

The informants in this research are Mrs. Y who is the principal at State Elementary School 1/IV Jambi City who has passed the selection as a Driving School Principal, a class I teacher with the initials SA

and a class IV teacher with the initials S who teaches using the Educational Unit Operational Curriculum. The determination of informants in this research was based on observations made by researchers by looking at school principals in carrying out managerial functions starting from planning, organizing, directing and supervising towards improving the quality of education through the Driving School Program. Apart from that, the principal as a manager is given complete authority and is responsible for improving the quality of education in the school.

Research Procedure

The procedures or steps in this research are as follows:

1. Preparation Stage

The preparation stage begins by making initial observations at the Jambi City 1/IV Elementary School to get a clear initial picture of the research topic and determine the research subject. Researchers also conducted interviews with school principals. So that in carrying out the research there would be no misunderstandings, the researcher submitted a permission letter to conduct initial research observations at the school. The results of initial observations and interviews conducted by researchers were used as guidelines in developing the research design. The researcher used a qualitative research design, where the researcher looked at the phenomenon of school principal managerialism in improving the quality of education through the Driving School Program.

2. Implementation Stage

The activities carried out in this stage are that the researcher carries out observations and interviews, and does not forget to immortalize the activities with documentation in the form of photos and sound recordings.

3. Data Validity Checking Stage

Researchers checked the validity of the data by comparing the data obtained from observations with the results of interviews. Then the researcher analyzes the research data and tests the validity of the data by collecting data, analyzing and drawing conclusions.

4. Completion Stage

The activity carried out at this stage is compiling the data that has been obtained in the form of a research report.

Instruments, and Data Collection Techniques

The data used in this research is qualitative data. Qualitative data is data in the form of words or sentences, not numbers (Kasanova, 2016). Where the researcher describes the data with sentences obtained from observation data and interviews with the principal, class I teacher and class IV teacher at State Elementary School 1/IV Jambi City. The data obtained in this research relates to the managerial work of school principals in improving the quality of education through the Driving School Program.

There are 2 data sources, namely primary data sources and secondary data sources. First, primary data sources are data that contain information related to research obtained directly by researchers from primary sources (Sugiyono, 2013). The words and actions of the informants who were observed were the main source of data which was then written down through written notes, audio recordings and taking photographs. The informants in this research were the school principal, class I teacher and class IV teacher at State Elementary School 1/IV Jambi City.

Second, secondary data sources are data indirectly obtained by researchers which are used as additional material originating from written sources such as books, journals, archives, dissertations or theses, personal documents and other official documents (Sugiyono, 2013). Secondary data is used by researchers as complementary material in solving and resolving problems well. Secondary data in this research is documentation.

In collecting data, appropriate data collection techniques and tools must be used so that it is possible to obtain objective data. There are several data collection techniques that researchers used in this research, namely:

1. Observation

Observation is collecting data directly from the field, starting with identifying the research location, making mapping, and identifying who will be researched, for how long, when and how. In this research, the researcher was involved directly in observing the activities that the resource person carried out in relation to the managerial work of the school principal in improving the quality of education through the Driving School Program.

Table 1. Observation Guidelines Grid

Variable	Indicator	Description
Managerial School Principals in Improving the Quality of Education Through the Driving School Program	Planning	
	Organizing	
	Briefing	
	Supervision	

(Syafaruddin et al., 2015)

2. Interview

Interviews are a way of collecting data or information through verbal/spoken interactions related to thoughts, feelings, experiences, opinions and other things that cannot be observed (Suwartono, 2014). The interviews were conducted using an interview grid so that researchers could develop questions according to information needs. The purpose of the interview is to find out the managerial skills of school principals in improving the quality of education through the Driving School Program. Interview sources were the principal, class I teacher and class IV teacher at State Elementary School 1/IV Jambi City.

Table 2. Interview guide grid

No.	Interview material	Indicator	Description
1	Planning	<ul style="list-style-type: none"> Socialize the Driving School Program Make preparations Form of activity to be carried out 	
2	Organizing	<ul style="list-style-type: none"> Formation of work teams and division of tasks 	
3	Briefing	<ul style="list-style-type: none"> Provide direction and motivation Implementation of the Driving School Program 	
4	Supervision	<ul style="list-style-type: none"> Monitoring and evaluation of the Driving School Program 	

(Syafaruddin et al., 2015)

3. Documentation

Documentation is a data collection technique that is used as a complement to observation and interview techniques (Nilamsari, 2014). This research uses documentation in the form of videos/interview recordings and photographs that support the completeness of research data such as the running process of the Driving School Program implemented by school principals and teachers, as well as teaching materials/devices used in learning.

Data analysis technique

Validity testing is a way to measure the level of validity of data. This research uses triangulation, in triangulation research it is divided into 3, namely (1) source triangulation, (2) technical triangulation, and (3) time triangulation. Researchers chose to use source triangulation which was done by checking data that had been obtained from various sources to obtain data. Researchers will compare and combine data

obtained from various sources (Sugiyono, 2015). Researchers used the Miles and Huberman model data analysis technique (Sugiyono, 2015) with the following steps:

1. Data reduction

Data reduction means summarizing the data obtained, selecting the main things, then focusing on the important things, looking for themes and patterns so as to produce a clear description, and will make it easier for researchers to carry out subsequent data collection (Kuntarto & Susanti, 2016). The data obtained during the research, which was obtained through observation, interviews and documentation, was quite large and was still in raw form. Therefore, data needs to be selected, simplified, focused and grouped.

2. Data presentation stage

At the presentation stage, data is often related to indicators, categories, charts, tables and the like. In this regard, the researcher will present the data in text form by including tables and figures to further clarify the results of the research so that the data is arranged in an orderly and systematic manner.

3. Conclusion Drawing and Verification Stage

Conclusions or data verification in qualitative research are new findings that have never existed before. These findings can describe or describe an object that was previously unclear so that after research it will become clearer accompanied by valid evidence.

RESULTS AND DISCUSSION

Based on the research results that have been described by researchers using observations, interviews and documentation, it is known that school principal management is very influential in improving the quality of education through the Driving School Program. The managerial role in a school is held by the principal. The success of a school lies in the success of its principal. A school principal is said to be successful if he is aware of the existence of the school as a unique and complex organization, and is able to carry out the role of the principal as someone who is given responsibility for leading the school (Setiyati, 2014). One indicator of a school principal's success is measured by the quality of education in the school he leads. The educational process is said to be of quality if all educational components participate in the educational process itself.

Regarding improving and equalizing the quality of education, it should not be separated from the role of teachers and school principals. The role of the school principal is specifically regulated in Minister of Education and Culture Regulation Number 6 of 2018, school principals. intended as a manager in developing and improving quality, no longer serving as a teacher. This gives school principals room to move in planning, organizing, directing and supervising their own efforts to formulate their vision, mission, goals and development priorities in accordance with the expectations of various parties. School principals as managers need to have a good strategy to build cooperation with education staff, provide opportunities for education staff to improve their competence, and encourage all education staff to get involved in activities that support school programs (Mukhtar, 2015).

The Driving School Program as a form of transformation has several differences from previous programs, namely in the aspects of the selection process and interventions provided. Eligibility is determined by the competence of the school principal as an organizational leader and the commitment of the regional head. Thus, both school principals and regional leaders need to master creative, collaborative, communicative leadership competencies, critical thinking, computational thinking, and inner experience. Assuming that the determining factor for the success of improving the quality of education in Indonesia is the figure of the school principal, as a manager and leader. The competency aspects of leaders who are forward-thinking, creative and innovative must be demonstrated by prospective managers who are expected to be able to bring about fundamental changes in the process of managing educational institutions. Thus, the model of leader needed is a leader who is able to build a future learning paradigm, carry out learning

that is oriented towards the interests of students, create a conducive environment, reflect on leadership, achieve success in developing learning in the classroom, and increase capacity collaboratively.

Passing the selection from the Driving School Program is certainly not easy. The school principal must meet the specified requirements and pass a selection first. The general criteria are as follows: 1) have at least (one) remaining term of service as a school principal, 2) be registered in the basic education data, 3) make a statement stating that the principal in question has served the school properly. the remaining term of service as school principal, from the foundation/association body for schools run by the community, 4) attach a certificate of physical, spiritual health and freedom from narcotics, psychotropics and addictive substances if declared to have passed the selection announcement in stage II, 5) not carrying out moderate and/or severe disciplinary punishment in accordance with the provisions of statutory regulations, 6) not carrying out legal processes in accordance with the provisions of statutory regulations. The selection criteria are: having a goal/mission, being able to make strategic decisions, being able to lead change, having the ability to carry out training and mentoring, being able to build collaborative relationships, having a learning orientation, having fighting power/resilience, having ethical maturity, being able to lead implementation and able to encourage innovation.

Based on data obtained by researchers, the principal of Jambi City State Elementary School 1/IV in improving the quality of education can be seen from the application of his managerial function through the Driving School Program, namely in planning, organizing, directing and supervising. Planning is the first basic function carried out by a manager regarding determining activities that must be carried out in order to achieve a goal based on facts which include actions, instructions and directions for further action. The principal as a manager carries out planning by including the deputy principal, school committee, teachers and other school residents to create a program that will be implemented (Chayani, 2015).

At the planning stage, the principal of Jambi City State Elementary School 1/IV begins with conducting socialization activities involving teachers, learning committees, supervisors and other related parties to inform them that the school has successfully passed the selection and introduction to the Driving School Program. Then the school principal prepares everything needed, starting from preparing teachers to take part in training obtained directly from the Ministry to increasing teacher capacity, preparing students to realize the Pancasila Student Profile, teaching tools, Educational Unit Operational Curriculum documents, teaching modules and project modules. by involving teachers and class I and class IV students, preparing facilities and infrastructure that support learning as well as the form of activities that will be carried out, namely creating a project to strengthen the Pancasila Student Profile.

The next stage carried out by the school principal is organizing. Organizing is an effort to establish a real relationship between members, so that each person can work together in good conditions to achieve the goals of the organization (Syafaruddin et al., 2015). Organizing at State Elementary School 1/IV Jambi City in carrying out duties according to their respective positions. Duties, functions and responsibilities are carried out according to ability. If there are problems, the principal and his members hold a meeting and discuss together to find a solution. In forming a work team, the principal involves teachers and other educational staff. The organization of the Jambi City 1/IV Public Elementary School has been categorized as good because through the Mobilizing School Program everyone is moving and working together to achieve the agreed goals. Apart from that, the presence of a Mobilization Teacher at Jambi City 1/IV Elementary School who was also involved was very helpful in the smooth implementation of the Mobilization School Program.

The next stage is direction, which is the process of forming enthusiasm (motivation) in members so they can work hard and be active and guiding them in carrying out plans to achieve goals efficiently and effectively. In directing, the process of implementing the program so that it can be implemented by all parties in the organization as well as the process of motivating it. Therefore, direction from the school principal will be meaningless if there is no teacher involvement in implementing the program. At the beginning of the program implementation, school principals and teachers experienced confusion because this was something new. However, thanks to the persistence and cooperation built by the principal and teachers who were both active and eager to learn, they finally achieved enlightenment.

The learning carried out in the Driving School Program refers to the Pancasila student profile in order to strengthen the competence and character of students as an important component in implementing learning. The Pancasila student profile is the embodiment of Indonesian students as lifelong learners who are competent and have character in accordance with Pancasila values, with six main characteristics, namely: 1) Faith, devotion to God Almighty and noble character. This point shows that the hope of the Pancasila Student Profile is to achieve good morals among fellow humans, with nature and state morals; 2) Global Diversity, the purpose of this point is so that students are able to maintain local cultural wisdom, especially when interacting with other cultures; 3) Mutual Cooperation, which means that students are able to collaborate, care and share with the surrounding environment; 4) Independence, the meaning of this point is that students need to have independence in carrying out their lives, especially in completing work well and responsibly; 5) Critical reasoning, of course students need to have critical reasoning in this global competition so they can analyze information, evaluate and conclude, especially in decision making; 6) Creative, of course Pancasila students must have the desire to try as a form of innovative and creative thinking amidst increasingly advanced conditions. Based on the explanation above, it can be concluded that Pancasila is a force in the world of education in Indonesia as a crystallization of the nation's values.

Then, implementation at the Driving School is the Project for Strengthening the Profile of Pancasila Students. The Pancasila Student Profile Strengthening Project is a project-based learning activity designed to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile. The project to strengthen the profile of Pancasila students is allocated around 20% (twenty percent) of the study load per year. The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly, both in terms of content and implementation time. In terms of content, the project must refer to the achievements of the Pancasila student profile according to the student's phase, and does not have to be linked to learning achievements in the subject. In terms of implementation time management, the project can be implemented by adding up the allocation of lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total amount of implementation time for each project does not have to be the same. For SD/MI in 1 (one) academic year, a project to strengthen the profile of Pancasila students is carried out at least 2 (two) projects with 2 (two) different themes. The government determines main themes to be formulated into topics by educational units according to the regional context and characteristics of students.

Apart from strengthening character education, social and emotional learning is very important. Harmonization of heart, feeling, thought and exercise can be developed holistically, including cognitive, physical, social and emotional aspects. However, the cognitive, physical, social and emotional aspects of each student are of course very diverse. Students' learning needs are not the same. So teachers need to create learning designs that suit the needs of diverse students, in this case it is called differentiated learning.

Differentiated learning is learning that accommodates all student differences, is open to all and provides the needs needed by each individual. The diversity of each individual student must always be considered, because each student grows up in a different environment and culture according to the geographical conditions where they live. Learning is carried out in a variety of ways to understand new information for all students in their diverse classroom communities. Including ways to obtain content, process, build or reason ideas, develop learning products and evaluation measures so that all students in a classroom who have diverse ability backgrounds can learn effectively. Apart from that, it also ensures that every student in the class knows that there will always be support for them throughout the process.

The principal of Jambi City State Elementary School 1/IV carries out managerial functions in providing direction which is categorized as good. This is proven by the school principal who provides trust, support, consults and communicates with teachers and gives teachers the authority to express opinions regarding their needs. In addition, school principals and teachers play an active role in activities organized by the Driving School Program. Where the school principal participates in activities carried out by teachers either through social media or meeting in person at the same activity or event to provide motivation. This is proven by the changes experienced by the school towards the better. Changes can be seen in terms of the way teachers teach, changes to the curriculum with a new paradigm, the realization of the Pancasila Student Profile and the concept of Freedom to Learn for students.

Freedom to learn is a policy issued by Nadhim Makarim as Minister of Education and Culture. According to Nadhim Makarim, Freedom of Learning is freedom of thought, freedom of autonomy given to elements of education which aims to provide space for students to develop their potential. The concept of independent learning, which was initiated by the Ministry of Education, is apparently in line with what was echoed by Ki Hajar Dewantara several years ago, which he feels is still very relevant to be applied today. Seeing the main essence of independent learning which prioritizes freedom of thought and innovation for teachers and students will be very effective in exploring the potential of the students themselves. In Ki Hajar Dewantara's perspective, education is an effort to mature a person by applying the among method.

According to Ki Hajar Dewantara, the among method here means that education must be nurturing (Ngemong). Educating is the same as nurturing students in the world of values and norms. Taking care of students means giving them the freedom to move, think, innovate according to their wishes, but teachers or educators also do not completely let go, educators will act according to their portion when what the student does has the potential to deviate and be dangerous for him.

This among method is offered by Ki Hajar Dewantara with five principles of education, or what we are more familiar with as pancadharma, namely: Nature, independence, culture, humanity and nationality. These five principles contain one of the principles of independence. This principle once again strengthens its relevance to Merdeka Belajar, namely that teaching is the process of educating students to become individuals who are free in heart and mind, educators can also carry out their obligations in totality without being confused about administrative matters. Learning will be very easy and effective if students and educators already have a sense of independence within themselves. Apart from the among method, the essence of Freedom to Learn from Ki Hajar Dewantara's point of view is also stated in the motto Tut Wuri Handayani. Which in its entirety contains three elements, namely: Ing Ngarso Sung Tuladho which means, in front of giving an example to his students, Ing Madya Mangun Karso means, in the middle of building ideals to continuously provide motivation and enthusiasm to his students, Tut Wuri Handayani means, behind providing encouragement so that students continue to innovate and work towards the right goals and direction for life in society.

Based on the description above, it can be concluded that in independent learning there are steps that are ideal for achieving national education goals. This is the case with the Driving School, the seventh episode of the independent learning policy which is an effort to realize the vision of Indonesian education. Where the idea of Merdeka Belajar has aspects of relevance to the thoughts of Ki Hajar Dewantara who views that education must contain the values of creativity, taste and also initiative in it. Freedom to learn means freedom to learn to innovate and be creative with the aim of achieving learning goals.

Supervision as the final stage is an action taken to see the extent of the results of the implementation of the three basic functions above. Even though the other three functions are structured appropriately and implemented as well as possible, if supervision is not effective then the business will not obtain good results. Supervision can be carried out both vertically and horizontally, leaders can control the performance of their members, as well as members can criticize their leaders.

The principal of Jambi City State Elementary School 1/IV supervises the process every day from the beginning to the end of the activity. The school principal carries out supervision by directly coming to the school or via CCTV connected via cellphone. At Driving Schools, it is not only the principal who carries out supervision. However, supervision is also carried out by supervisors from the education service and expert trainers. Supervision carried out by the school principal takes the form of monitoring and evaluation which is closely related to planning. Supervision is carried out to carry out mutual assessments and corrections between the leadership and its members. Then the results are conveyed to the PA who has the status of companion and trainer.

Based on the research results, the implication of this research is the development of school policies in improving the competence of teachers and school principals so that the implementation of the Driving School Program can run well. Increasing teacher skills in developing learning that is appropriate to the development stage and needs of students as well as efforts to realize the Pancasila Student Profile. This research is a reference source for other research related to school principal management in improving the quality of education through the Driving School Program.

CONCLUSION

Based on the research results obtained through observation, interviews and documentation regarding the managerial activities of school principals in improving the quality of education through the Driving School Program, it can be described as follows: 1. Planning carried out by the principal begins with carrying out socialization activities involving teachers, committees learning, and supervisors and other related parties, prepare teachers to take part in training obtained directly from the Ministry to increase teacher capacity, prepare students to realize the Pancasila Student Profile, teaching tools, Educational Unit Operational Curriculum documents documents, teaching modules and project modules by involving teachers and class I and class IV students, prepare facilities and infrastructure that support learning as well as the form of activities that will be carried out, namely creating a project to strengthen the Pancasila Student Profile. 2. Organizing carried out by the school principal, namely forming a work team involving teachers and other educational staff by dividing tasks according to their respective positions. In the Driving School Program, everyone moves and works together to achieve the agreed goals. 3. Direction carried out by the school principal, namely providing trust, support, deliberation and communication with teachers and giving teachers the authority to express opinions regarding their needs. In addition, school principals and teachers play an active role in activities organized by the Driving School. 4. Supervision carried out by the school principal is in the form of monitoring and evaluation which is closely related to planning. Supervision is carried out to carry out mutual assessments and corrections between the leadership and its members. Then the results are conveyed to expert trainers who have the status of companions and trainers. From the overall management of the school principal, it can be said that Jambi City 1/IV Elementary School as a Driving School has tried its best to improve the quality of school education.

ACKNOWLEDGMENTS

Thank you to all agencies and related parties who have contributed to this research.

REFERENCES

- Chayani, I. D. (2015). Peran Kepala Sekolah Sebagai Manajer Dalam Upaya Peningkatan Kompetensi Guru di SMA Unggulan Amanatul Ummah Surabaya. *Inspirasi Manajemen Pendidikan*, 2(2).
- Ferdiansyah, M. (2016). Asesmen terhadap Keterampilan Mahasiswa Bimbingan dan Konseling dalam Menyusun Skripsi Penelitian Kualitatif. *Jurnal Fokus Konseling*, 2(2).
- Hasanah, N. (2016). Upaya guru dalam mengatasi siswa berkesulitan belajar matematika di kelas IV SDIT Ukhuwah Banjarmasin. *Jurnal PTK & Pendidikan*, 2(2), 27-34.
- Kasanova, R. (2016). Penggunaan kalimat efektif pada skripsi mahasiswa fakultas ekonomi jurusan manajemen Universitas Madura. *KABILAH: Journal of Social Community*, 1(2), 231-253.
- Kuntarto, E., & Susanti, P. (2016). Persepsi Guru Terhadap Aspek Penilaian Sikap dan Aspek Penilaian Keterampilan dalam Kurikulum 2013 di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 1(1), 21-40.
- Mukhtar, M. (2015). Strategi kepala sekolah dalam meningkatkan kinerja guru pada SMP Negeri di Kecamatan Masjid Raya Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah*, 3(3), 93917.
- Setiyati, S. (2014). Pengaruh kepemimpinan kepala sekolah, motivasi Kerja, dan budaya sekolah terhadap kinerja guru. *Jurnal Pendidikan Teknologi dan Kejuruan*, 22(2), 200-206.

Sugiyono, B. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, CV.

Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: Alfabeta, CV.

Sukadari, S., Suyata, S., & Kuntoro, S. A. (2015). Penelitian etnografi tentang budaya sekolah dalam pendidikan karakter di sekolah dasar. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 3(1), 58-68.

Suwartono, M. (2014). *Dasar-Dasar Metodologi Penelitian*. Yogyakarta: Andi.

Syafaruddin, S., Wijaya, C., & Mesiono, M. (2015). *Manajemen Organisasi Pendidikan: Perspektif Sains Dalam Islam*. Medan: Perdana Publishing.