



## **The Complexity Of School-Based Management In Improving Teacher Quality**

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### Abstract

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This research discusses the complexity of school-based management as a strategy to improve teacher quality. In the ever-evolving era of education, the role of school-based management becomes crucial in creating an effective learning environment. The concept of complexity is applied to describe the dynamics, interactions and challenges involved in managing teachers together in an educational environment. This study uses a qualitative approach with a focus on the implementation of school-based management and its impact on co-teachers at SD Negeri 3 Tirtanadi. Data were collected through interviews, observation and document analysis related to education policy. The research findings show that the complexity of school-based management includes factors such as leadership, stakeholder engagement, professional development and organisational culture. The results provide deep insights into how schools can effectively manage these complexities to improve teacher quality. The practical implications of this research involve crafting education policies that support the implementation of school-based management, empowering school leadership and strengthening collaboration among stakeholders. As such, this research makes a significant contribution to the understanding of the complexities of school-based management as a strategic endeavour in improving teacher quality in the contemporary education era.

## **INTRODUCTION**

The development and development of human resources (HR) has a very complex problem in realising it. Having a fairly difficult problem is the responsibility of leaders in all agencies, be it government, politics, religion, education, social, and others. The existence of such problems makes the development and development of human resources difficult to do, even though there are several agencies in the development and development of human resources can be realised. In realising the development and development of human resources, it does not escape the strategies that are presented and often spend a fairly long time. A long journey both in building strategies and implementation becomes a condition that is a challenge to do.

However, one of the most important pillars that can form reliable human resources that have the ability to compete and are skilled is the field of education.<sup>1</sup> This condition has always been carried out by school leaders throughout Indonesia. The leadership style is able to reflect a leader's belief in the ability of his subordinates. In other words, leadership style involves behaviours and strategies that include the results of a combination of philosophies, skills, traits, and attitudes applied by a leader when trying to influence the performance of subordinates.<sup>2</sup>

A school will implement the wishes of the supporting community (stakeholders), consisting of parents of students, economic actors, communities, social environments that have educational demands, local development needs, and regional autonomy policies to accelerate progress.<sup>3</sup> To get it all, it does not escape the condition of someone's leadership in running with the aim of

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<sup>1</sup> Ika Nur Ini, Laili Komariyah, and Sugeng, "The Effect of School-Based Management Quality and Revitalization of Principal Functions on Teacher Competencies in Five Private Elementary Schools in Samarinda City," *Pendas Mahakam: Journal of Primary School Education and Learning* 6, no. 2 (December 31, 2021): 84, <https://doi.org/10.24903/pm.v6i2.878>.

<sup>2</sup> Jonni Mardizal et al., "Transformational, Visionary and Authentic Leadership Models of Principals in Improving the Quality of Education in Era 4.0," *Innovative: Journal of Social Science Research* 3, no. 5 (October 15, 2023): 2994-3003, <https://doi.org/10.31004/innovative.v3i5.5195>.

<sup>3</sup> A. Rusdiana, *Education Policy from philosophy to implementation (BANDUNG: CV pustaka setia, 2015), 226-27.*

improving the quality of all aspects of living conditions in the surrounding environment, especially teachers.

In improving the quality of teachers at school cannot be separated from the leadership of the principal as seen in SD Negeri 3 Tirtanadi, there is a complexity of school-based management initiated by the principal in an effort to progress and improve the quality of teachers. According to Junaidah, leadership is an important part of management, namely planning and organising, but the main role of leadership is to influence others to achieve predetermined goals.<sup>4</sup>

Influencing others, especially teachers, in launching programmes that have been made is the goal of school leadership. Thus, this paper will raise two questions: first, it will show the extent to which the leadership carried out by the principal in improving the quality of teachers in school-based management. Second, the extent to which school-based management affects teacher performance at SD Negeri 3 Tirtanadi. From these two questions is the purpose of this research in finding the answer.

## **METHOD**

This study uses qualitative research,<sup>5</sup> in showing the extent of the complexity of school-based management in improving the quality of teachers at SD Negeri 3 Tirtanadi. In improving the quality of teachers, it cannot be separated from the leadership of the principal which is wrapped in a programme contained in school-based management. For data collection this research uses observation where researchers directly plunge in the field, then interviews where researchers get from principals, teachers, and parents of students, and documentation conducted by researchers such as school documents, news, and others related to the focus of research, as well as literature related to the object

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<sup>4</sup> Muhammad Hamzah Al Faruq and Supriyanto Supriyanto, "Transformational Leadership of Principals in Improving Teacher Quality," *JDMP (Journal of Educational Management Dynamics)* 5, no. 1 (October 3, 2020): 73, <https://doi.org/10.26740/jdmp.v5n1.p68-76>.

<sup>5</sup> Adi Praswoto, *Qualitative Research Methods in the Perspective of Research Design*, Cet. III (Yogyakarta: AR-RUZZ MEDIA, 2005), 45.

under study or relevant. As for data analysis, this research uses the concept of Miles and Habermes.

## **RESULT AND DISCUSSION**

### **Principal Leadership Concept**

Principal leadership is mandatory and must exist in educational organisations, especially in efforts to improve the quality and capacity of human resources. Principal leadership must also have a vision and mission, as well as an education management strategy as a whole and oriented towards improving quality.<sup>6</sup> With the Vision and Mission of the principal will realise the quality of self as a leader and able to make the school achieve adequate quality and capacity. Because schools are educational institutions that have various dimensions that are related to each other and support each other in which there are teaching and learning activities to improve the quality and development of the potential of students.<sup>7</sup>

Schools have a very large role in educating the nation's life by providing good services to students. Before providing services to students, teachers involved in the teaching and learning process must also be considered for their performance.<sup>8</sup> In paying attention to teacher services, it cannot be separated from the principal's policy as the one who has the policy and leader in an effort to increase both the capacity of teachers and the capacity of students.

Thus the principal has a huge responsibility, especially in achieving the ability to improve the quality of themselves and others. The principal is someone who determines the centre point and rhythm of a school. Because schools are complex institutions, schools as organisations require coordination. The success of the school is the success of the principal as well. Principals succeed when they

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<sup>6</sup> Prof. Dr. H. E. Mulyasa M.Pd, *School Principal Management and Leadership* (Bumi Aksara, 2022), 8.

<sup>7</sup> Minsih Minsih, Rusnilawati Rusnilawati, and Imam Mujahid, "THE LEADERSHIP OF THE SCHOOL HEAD in BUILDING QUALITY SCHOOLS IN BASIC SCHOOLS," *Basic Education Profession* 6, no. 1 (July 30, 2019): 29, <https://doi.org/10.23917/ppd.v6i1.8467>.

<sup>8</sup> Uray Iskandar, "THE LEADERSHIP OF SCHOOL HEADS IN IMPROVING TEACHER PERFORMANCE," *Journal of Visi Ilmu Pendidikan* 10, no. 1 (May 22, 2013): 1020, <https://doi.org/10.26418/jvip.v10i1.2061>.

understand the school as a complex and unique organisation, and are able to carry out the role of principal as someone who is given the responsibility to lead the school.<sup>9</sup>

To become a school principal cannot be separated from the qualities and capacities possessed by both ordinary people and politicians or the upper class. Especially the role of politicians as principals can be developed through: (a) building a broad alliance or coalition, (b) applying the principle of mutual care network to each other's obligations, (c) working with various parties to ensure that everything is done correctly.<sup>10</sup> From the role of the principal who comes from the politician, it is an advantage that will be owned when becoming a leader in a school agency. However, there are many more who are able to provide quality in becoming a school principal leader. Thus, being a principal does not have to come from a politician but the principal must have quality and quantity. Because the principal as a leader will lead the members under him and is required to be able to cooperate between his subordinates in achieving the progress and quality of the school and its graduates.

### **Principal's Strategy in Improving Teacher Quality**

Strategy is the main step in achieving goals to achieve the desired progress and quality. In implementing a strategy, it is usually carried out by the leader in an agency, if in a school agency, the one who must have and implement the strategy is the principal. Due to developing teacher competence and being able to develop the quality of educational institutions, especially when viewed in general, not all teachers and institutions are able to develop the quality of their institutions.<sup>11</sup> Therefore, the role of the principal is to shape and develop the quality of the school he leads.

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<sup>9</sup> Sri Setiyati, "The Effect of Principal Leadership, Work Motivation, and School Culture on Teacher Performance," *Journal of Technology and Vocational Education* 22, no. 2 (October 1, 2014): 202, <https://doi.org/10.21831/jptk.v22i2.8931>.

<sup>10</sup> Dita Prihatna Wati et al, "Analysis of Principal Leadership in Elementary Schools," *Basicedu Journal* 6, no. 5 (2022): 7974, <https://doi.org/10.31004/basicedu.v6i5.3684>.

<sup>11</sup> Siti Yumnah et al., "The Principal's Strategy in Managing Teacher Resources to Improve Education Quality," *Munaddhomah: Journal of Islamic Education Management* 4, no. 1 (February 22, 2023): 100, <https://doi.org/10.31538/munaddhomah.v4i1.350>.

Related to the strategies in developing school quality carried out by school principals are also very diverse so far. In some previous studies there are several studies that focus on showing the principal's strategy in improving the quality of the school he leads. So far, the focus of research related to the principal's strategy can be seen from studies such as Mihmidaty Ya'cub and Dewy Suwanti Ga'a,<sup>12</sup> Aida Nirwana, et al,<sup>13</sup> Kusen, et al,<sup>14</sup> Meila Hayudiyani, et al.<sup>15</sup> From some of these studies, it shows that the strategies applied by principals in improving school quality are very diverse. From some of these studies, it shows that the strategies applied by school principals in improving the quality of teachers are indeed multidisciplinary and depend on the needs of the schools they lead.

However, when viewed from the principal applied at SD Negeri 3 Tirtanadi also has significant differences related to previous research, in implementing the principal's strategy in improving the quality of teachers cannot be separated from the social conditions in the environment. Social conditions in the environment affect all aspects of human life, especially in implementing strategies or making and implementing all policies. Therefore, so far the strategy implemented by the principal at SD Negeri 3 Tirtanadi has been made in school-based management.

In implementing school-based management, it is also inseparable from the surrounding conditions, especially the needs of teachers and students. Because if implementing a policy is not based on the needs and conditions in the surrounding community, the policy will not run smoothly. By departing from that, the principal at SD Negeri 3 Tirtanadi implemented a policy in improving

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<sup>12</sup> Mihmidaty Ya'cub and Dewy Suwanti Ga'a, "Principal's Strategy in Improving Learning Quality through Infrastructure Development," *Munaddhomah: Journal of Islamic Education Management* 2, no. 2 (September 22, 2021): 60–69, <https://doi.org/10.31538/munaddhomah.v2i2.67>.

<sup>13</sup> Aida Nirwana, Murniati Ar, and Yusrizal, "STRATEGIES OF SCHOOL HEADACHES IN IMPROVING TEACHERS' PROFESSIONAL COMPETENCIES AT SD NEGERI 2 KOTA BANDA ACEH," *Journal of Educational Administration: Unsyiah Postgraduate Program* 3, no. 4 (August 1, 2015), <https://jurnal.usk.ac.id/JAP/article/view/2589>.

<sup>14</sup> Kusen Kusen et al, "The Principal's Strategy and Its Implementation in Improving Teacher Competence," *Idarah: Journal of Education Management* 3, no. 2 (November 30, 2019): 175-93.

<sup>15</sup> Meila Hayudiyani et al, "The principal's strategy to improve the quality of education through the school's flagship program," *Journal of Educational Management Accountability* 8, no. 1 (4 August 2020): 89–95, <https://doi.org/10.21831/jamp.v8i1.30131>.

the quality of teachers in a school-based management. In school-based management, it is designed explicitly and efficiently by not escaping the needs of teachers. So that the strategy applied by the principal at SD Negeri 3 Tirtanadi is only in school-based management. In its application, it is also inseparable from the cooperation built by the principal and teachers, as well as teachers to parents and students.

### **School-Based Management at SD Negeri 3 Tirtanadi**

School-based management is the focus of the principal's strategy at SD Negeri 3 Tirtanadi, because the school-based strategy will be able to empower teachers, especially in improving their quality. In this regard, there are several criteria for effective principles in MBS, namely: encouraging the evaluation team to assess student learning outcomes to study harder, after which the learning results are expected to be published so that both the school and students can see these results. Motivating and supporting students to perform better and on time; teaching time at school is utilised efficiently and is relevant to the learning objectives.<sup>16</sup>

School-based management is the autonomous coordination and integration of resources by schools through a number of management inputs to achieve school goals within the framework of national education, by involving all interest groups related to the school directly in the decision-making process (participatory).<sup>17</sup> According to the MBS concept,<sup>17</sup> principals and teachers have wide freedom in managing schools without ignoring government policies and authorities through strategies such as the following: (a) an inclusive curriculum, (b) effective teaching and learning processes, (c) a supportive school environment, (d) equitable resources, and (e) standardisation in certain areas, monitoring, evaluation and testing.<sup>18</sup>

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<sup>16</sup> Wati et al, "Analysis of Principal Leadership in Elementary Schools," 7974.

<sup>17</sup> Hamid Hamid, "School-Based Management," *Al-Khwarizmi : Journal of Mathematics and Natural Sciences Education* 1, no. 1 (2013): 90.

<sup>18</sup> Fasli Jalal and Dedi Suoriadi, *Education Reform in the Context of Regional Autonomy* (Yogyakarta: Adicipta Karya, 2001), 161.

Based on the concept of school-based management, it shows a concept that must be applied by the principal as the leader in the school organisation. This concept is also applied in SD Negeri 3 Tirtanadi which is wrapped in school management. So far, in the application of school-based management in an effort to improve the quality of teacher quality, there are several concepts applied in SD Negeri 3 Tirtanadi schools such as:

#### 1. Teacher Professional Development

Teacher professional development is the first priority in implementing school-based management strategies carried out by principals at SD Negeri 3 Tirtanadi. Coaching and development activities must be carried out in a systematic way by taking certain stages such as needs analysis, formulation of goals and objectives, programme design, programme implementation and delivery, and programme evaluation.<sup>19</sup> Related to this concept, the professional development of teachers will be more systematic, especially in school development management.

As seen in the school at SD Negeri 3 Tirtanadi, which applies the concept of the teaching profession in improving quality to achieve the quality of students at school. Related to the professional development of teachers carried out by the principal at SD Negeri 3 Tirtanadi, so far it has a variety of ways of running the programme. To see so far related to the teacher professional development programme carried out by the principal as he revealed, namely:

*"I usually provide training to teachers, in the training I present people who have the capacity related to what teachers need. Teachers' needs are usually about technology, with the needs of teachers, I present both teachers from other schools and the education office, especially those related to what teachers need"*<sup>20</sup>

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6. <sup>19</sup> Prof. Dr. Sudarwan Danim, Teacher Professional Development (Prenada Media, 2012),

t.t. <sup>20</sup> Sahabudi, interview with the principal at SD Negeri 3 Tirtanadi on December 20, 2023,

Based on the interview above, it shows a concept in running a programme related to teacher professional development towards the quality of the teachers themselves. Especially with the development of the current era, a commitment and habit in using technology is needed, therefore understanding technology is almost a very important need, especially for teachers. The existence of teacher professional development carried out by principals in the field of technology is a very important programme, with the technology training programme for teachers expected to be able to compete in various aspects of the digital era.

## 2. Monitoring Teacher Performance

Monitoring teacher performance is an important thing for principals to do, especially as the highest person in the school's organisational structure. Monitoring in teacher performance is important to do, especially in seeing the extent of the development that teachers have, especially related to the programmes provided by the school principal.<sup>21</sup> The monitoring of teacher performance was also conducted by Muhammad Dio Reyhans, et al, by showing that monitoring teacher performance has an effective nature, especially in improving the quality of teachers at school.

Performance control means organisational monitoring of goal setting and plan execution which is relative, and dependent on Human Resources (HR) in the organisation. Thus performance can be the ability of individuals to carry out goals and plans according to certain standards.<sup>22</sup> The control and monitoring carried out by the principal will be able to realise the quality and seriousness of teachers in understanding and carrying out a programme.

Although the monitoring carried out by the principal if viewed objectively, it is required that the principal first see the environmental

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<sup>21</sup> Muhammad Dio Reyhans, Imam Cholissodin, and Sigit Adinugroho, "Development of Teacher Performance Monitoring Applications for Web-based Learning Quality Improvement (Case Study: SDN Mulyorejo 1 Malang)," *Journal of Information Technology and Computer Science Development* 5, no. 2 (February 22, 2021): 769-78.

<sup>22</sup> Muhamad Sholeh, "The Effectiveness of the Principal's Role in Improving Teacher Performance," *JDMP (Journal of Educational Management Dynamics)* 1, no. 1 (2016): 50, <https://doi.org/10.26740/jdmp.v1n1.p41-54>.

conditions and the condition of the human resources it has. In this way, it will produce a policy and teacher performance in particular more effectively, causing the ability of principals and teachers to be fairly solitary and teamwork. Such conditions are always carried out by the principal at SD Negeri 3 Tirtanadi, by first looking at the conditions in the field, especially related to the human resources it has. The existence of such supervision is able to realize the quantity and quality of teamwork and solitude in an organisation.

These steps are a reality that is always carried out by principals at SD Negeri 3 Tirtanadi in all fields, especially in monitoring teacher performance. If it is seen that such steps are not taken by the principal at SD Negeri 3 Tirtanadi, it will create imbalances or upheaval among teachers, especially in monitoring teacher performance. Because teacher performance will look good if seen from a good principal who is represented in a solidarity, especially about teamwork.

### 3. Goal Setting and Performance Evaluation

An organisation is said to need to continue to learn from the performance that has been achieved to continue to make improvements and improve performance in the future. In addition, it is also known to be deficient in the planning and implementation of the organisation's work program.<sup>23</sup> Thus, in evaluating performance here, the one who has full responsibility for the teacher is the principal as the superior. However, the principal at SD Negeri 3 Tirtanadi applies self-evaluation in school-based management. The existence of school-based management itself is able to provide an epiphany of teacher activities.

### 4. Inter-teacher collaboration

Teacher collaboration refers to the co-operation and interaction among educators in an educational context. This collaboration aims to increase

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<sup>23</sup> Wulan Purnamasari M.SM S. E. and Ika Widya Ardhyani M.T S. T., Textbook of Industrial Performance Management (Zifatama Jawara, 2021), 105.

teaching effectiveness, share knowledge and improve the overall quality of learning. Such steps are always taken by the principal and teachers at SD Negeri 3 Tirtanadi, which are wrapped in a school-based management. The existence of such steps in school-based management is a form of strategy in improving teacher quality.

## **CONCLUSIONS**

School-based management is a strategy carried out by the principal at SD Negeri 3 Tirtanadi, because the rules or programmes in school-based management are able to present an accurate teacher. In addition to school-based management, it contains orders from the principal as the highest leader in the educational organisation, but there is cooperation between teachers both in carrying out learning and in other aspects. Therefore, the existence of school-based management in SD Negeri 3 Tirtanadi can be the first step in improving the quality of teachers, especially in achieving quality graduates and superior schools.

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