

Curriculum Management and Head Leadership Style Schools in Efforts to Improve Teacher Performance

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Abstract: The aim of this study is to analyze curriculum management and leadership style of school principals in an effort to foster teacher performance at SD 3 Terban Jekulo, Kudus. This research is qualitative research. Data collection techniques used are interviews, observation and documentation studies. Data analysis in this study used the Miles and Huberman model, through data reduction, data presentation, and drawing conclusions. The results of the research are: (1) Management Planning for SD 3 Terban curriculum is carried out with Teamwork, involving various parties. The curriculum planning process is guided by government policies, the vision, mission and goals of the school by taking into account the needs of students, the characteristics of the school environment, and the progress of the times as well as an evaluation of the implementation of the previous year's curriculum. Planning is done using the planning model The Discipline Model; (2) The management of terban 3 elementary school curriculum is carried out using two approaches, namely structurally in a management context it is carried out through organizing human resources with a clear division of tasks and authority, and functionally in an academic context which is carried out through organizing the time allocation of the curriculum structure and and organizing content learn by compiling RPP learning tools and teaching modules that contain teaching materials, steps of learning activities, learning media, learning methods or models, and assessments used in learning; (3) Management of the implementation of the Terban 3 Elementary Curriculum is manifested in various school activities related to the duties of the principal, school activities related to teachers, school activities related to learning activities, school activities related to student activities, school activities related to school facilities; (4) Management of Curriculum Evaluation of SD 3 Terban has implemented 5 principles of curriculum evaluation, namely continuity, objective principles, objective principles, cooperative and comprehensive; (5) In making academic policies, school principals apply a democratic leadership style. In planning and improving teacher performance, the principal of SD 3 Terban applies a team leadership style.

Keywords: Curriculum Management, Principal Leadership Style, Teacher Performance

1. Introduction

The progress of a country is very dependent on the quality of education in that country. This is because the purpose of education is to form a human civilization. This is in accordance with Law Number 20 of 2003 concerning the National Education System, which states that the goal of national education in Indonesia is to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings. who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Based on the objectives of education that have been mandated by these laws, it can be seen that education is an urgent thing to pay attention to and its quality is always improved from time to time. However, the reality on the ground is based on student ability survey data released by the Program for International Student Assessment (PISA), in Paris, Indonesia is ranked 72nd out of 77 countries. This shows the low quality of education in Indonesia. The government is always trying to realize an increase in the quality and quality of education through various policy steps including developing, changing and improving curricula, developing and procuring teaching materials, improving educational facilities, as well as education and training for teachers and other education personnel.

Curriculum is one component that plays a strategic role in the education system. It is not surprising that from time to time there are always policies regarding changing the curriculum in Indonesia. Curriculum replacement is carried out as an effort to perfect the curriculum with various changes and demands of the world so that it can run relevantly.

According to Mulyasa (2009: 8), the curriculum is defined as a set of plans and arrangements regarding goals, basic competencies, standard materials, and learning outcomes, as well as ways which is used as a guideline for implementing learning to achieve educational goals. Meanwhile, Nana Sudjana (1989: 3) states that the curriculum is the intentions and expectations set forth in a program or educational plan to be implemented by teachers in schools. From the above understanding it can be said that the curriculum can be seen as an educational plan, and the curriculum will determine a process of implementation and results of an education. To be able to run the curriculum well, of course, good and systematic management is needed.

Adipratama, et.al. (2018: 372-380) explains that curriculum management is a form of joint effort or effort to facilitate the achievement of teaching goals, especially efforts to improve the quality of teaching and learning interactions. Meanwhile,

Ibrahim (2017: 319) states that curriculum management is a curriculum management system that is cooperative, comprehensive, systemic and systematic in order to realize the achievement of goals. In addition to curriculum management, efforts to improve the quality of education that are always carried out by the government are improving teacher quality, teacher competence, and teacher professional development (Satori, 2016). The curriculum and the teacher are inseparable components because the teacher is the spearhead of implementing the curriculum. No matter how good the efforts to improve the curriculum, if it is not accompanied by improving the quality of teachers, it will not achieve optimal goals. Or it can be said that improving the quality of education must start from the teacher. Teachers as professionals have the role of being learning agents in order to improve the quality of education, teachers are required to have good performance to produce quality education.

Teacher performance is often referred to as work performance or work results achieved by a teacher in carrying out their duties. In relation to teacher performance assessment, the Georgia Department of Education developed a teacher performance assessment instrument which was later adopted by the Ministry of National Education to become a teacher performance assessment tool which includes three aspects, namely: (1) lesson plans; (2) learning procedures; and (3) learning assessment. These three activities can be carried out properly if the principal can play a central role as a manager who has the task of managing the curriculum and utilizing all the resources in the school.

The phenomenon that occurred in the Jekulo District Korwil that the author encountered during the initial research found that there were still many school principals who still considered that curriculum management was only limited to compiling curriculum documents that had to be carried out for administrative purposes at school. In the process of compiling this has not been managed properly. Management functions in the form of planning, organizing, implementing and supervising have not run as they should. In addition, the principal as a leader who has the task of influencing and providing motivation, exemplary and responsibility in order to improve teacher performance has not been carried out properly. As a result, it was found that there was a diversity of teacher performance in schools, namely good teacher performance, moderate teacher performance and some even classified as lacking. Therefore, the management and leadership of the principal is a factor that influences teacher performance.

This is supported by Maromy's research (2018) which states that curriculum management has a 35.2% influence on improving teacher performance. Furthermore, Maromy (2018) provides recommendations to school principals to improve curriculum management in their schools. The same thing was also expressed by Suherni (2020) in his research which stated that the level of achievement of curriculum management was quite high, which significantly increased teacher performance. Meanwhile, the effect of leadership style on teacher performance was explained by Baihaqi (2015) in his research which concluded that there was a significant influence of school principal leadership on teacher performance. In line with this opinion, Azis' research (2019) concluded that the principal's leadership style had a 17% influence on improving teacher performance.

Departing from the background described above, the authors are interested in conducting in-depth research to analyze how curriculum management and the leadership style of school principals are in efforts to foster teacher performance at SD3 Terban Jekulo. It is hoped that an in-depth analysis of curriculum management and the leadership style of the principal at SD 3 Terban can be used as insight into knowledge in improving teacher performance. SD 3 Terban was chosen as the research location because this school is a representative school as an example. This school has national level school achievements and various student achievements at the district and provincial levels. This is a form of successful teacher performance at work. This can be achieved, of course, with good curriculum management and being led by a good principal in managing the school.

2. Research Methods

This research is qualitative research. Satori (2020: 69) explains that qualitative research is research that gives a factually and systematic description of a situation or event concerning the factors, nature, and relationship of a phenomenon. In line with this opinion, Aminudin (in Harahap, 2020:22) explains that qualitative research tries to understand in depth by breaking into the symptoms and then interpreting and concluding the existing symptoms according to the context which in the end a natural and objective conclusion is obtained.

The approach used in this qualitative research is a case study or field study approach. The case study research conducted aims to study intensively related to environmental interactions, as well as field conditions in one research unit

as it is. The data in this study consisted of primary data and secondary data. The primary data in this study are in the form of words and actions, apart from that it is additional data such as documents and others. In this study, the primary data sources were words obtained from interviews with key informants and direct observation of the subjects studied. The key informants in this study were school principals and teachers at SD 3 Terban Jekulo. Principals and teachers as key informants have the following criteria

(1) Long enough with the information provided; (2) Full of informed activities; (3) Have enough time to provide information; (4) Not conditional or engineered; (5). ready to provide information with a variety of experiences.

Data analysis

In analyzing the data, the writer used a descriptive analytic method, which means describing all data in the form of words, documents and pictures obtained from interviews, documents, field notes, etc., described so as to provide clarity. Data analysis in qualitative research was carried out before entering the field, while in the field and after finishing in the field. The flow used to analyze the data uses the Miles and Huberman (1994) flow, namely power reduction, data presentation, and drawing conclusions. The flow of data analysis is as follows:

Data Validity

To test the validity of the data and gain high trust from the research results, the authors do the following: (1) Triangulation technique. (2) dependability technique.

3. Research Results and Discussion

The results of field observations conducted on June 17, 2023, obtained the following results: Terban 3 Elementary School is located in Terban Village Rt 05 Rw05, Kec. Jekulo, Kab. Kudus Prov. Central Java. SD 3 Terban Adjacent to SD 1 Terban. This public school was established in 1986. The school is located in a strategic area in the middle of the village and close to the Patiayam Site Archaeological Museum. Green, this is the first impression when entering this school area, the school yard is overgrown with neatly trimmed grass accompanied by various kinds of plants that are neatly arranged in front of the class, adding to the beautiful and sustainable impression. SD 3 Terban has adequate infrastructure facilities, including representative classrooms, teacher's room, principal's room, UKS room, library, canteen, parking lot and school yard. For the size of a school located in a rural area, SD 3 Terban is classified as an advanced and developing school. Terban 3 Elementary School students come from outside, most of whom work as factory employees and farmers, some are government employees and private employees. SD 3 Terban's vision is the realization of students who excel, have noble character based on imtaq and science and technology and have an environmental perspective. Curriculum Management in an effort to improve the performance of SD 3 Terban Jekulo teachers.

There are 2 curricula that are used and implemented in Terban 3 Elementary School, namely Curriculum 13 for students in grades II, III, V and VI and the Merdeka Curriculum for students in grades I and IV. Principals as managers and leaders in education units have a major role in curriculum planning in schools.

1) **Curriculum management in improving teacher performance at SD 3 Terban** Based on the data found in the field, it shows that curriculum management at SD 3 Terban is going well. The data obtained were then analyzed with the following results:

a. Planning Management of SD 3 Terban

Under the leadership of the school principal, SD 3 Terban carried out the planning very well, from the results of interviews, documentation studies and field observations, the authors conducted the following analysis:

What SD 3 Terban has done in curriculum planning at SD 3 Terban turns out to be in accordance with the principles of curriculum management put forward by Rusman in Nasbi's writings in the journal *Idarah*, Vol. I, no. 2, December 2017 which states that there are five principles in curriculum management, namely: 1) Productivity, namely the results to be obtained in curriculum activities are an aspect that must be considered in curriculum management. 2) Democratization, the implementation of curriculum management must be based on democracy, which divides tasks each parties with their respective responsibilities, 3) Cooperative, there needs to be cooperation from various parties in curriculum management, 4) Effectiveness and efficiency, all activities in curriculum management must be carried out effectively and efficiently. 5) curriculum management must be able to strengthen and direct the vision, mission and goals. This is also supported by Hidayati, et al (2021) in his book *Curriculum Management and Education Programs* which states that the principles in curriculum planning must pay attention to several principles, namely, the first principle, curriculum planning must relate to student experience. 2) The second principle, curriculum planning is prepared based on various decisions. 3) The third principle, curriculum planning contains important decisions and issues. 4) The fourth principle, curriculum planning must involve many groups. 5) The fifth principle, curriculum planning is carried out at all levels 6) The sixth principle, curriculum planning is a continuous process.

If you look further, the curriculum planning for SD 3 Terban is a form of The Discipline Model planning model. Nasbi (2017) suggests that The Disciplines Model, is curriculum planning that focuses on the involvement of their own teachers in planning the curriculum with various systematic considerations of knowledge, usefulness, social and psychological tendencies.

Based on this analysis it can be concluded that: (a) curriculum planning is carried out with Team Work, SD 3 Terban involves all stakeholders in the school including supervisors, school committees, parents, as well as all teachers and education staff; (b) parties those involved in the preparation of the curriculum were asked for input and suggestions in the planning process; (c) the curriculum planning process is guided by government policies, the school's vision, mission and goals; (d) the curriculum planning process takes into account the needs of students, the characteristics of the school environment, and the progress of the times; (e) the curriculum planning process takes into account the evaluation of the implementation of the curriculum in the previous year

b. Management Organization of the SD 3 Terban curriculum

Based on the data that has been obtained, the authors perform the following analysis: The principal of SD 3 Terban carries out curriculum organization by taking two approaches. According to Hamalik, organizing can be seen from two approaches, namely structurally in a management context, and functionally in an academic context. Organizing Human Resources in Terban 3 Elementary School by dividing tasks and responsibilities among all teachers and education staff is a form of a structural approach in an effort to make curriculum implementation run effectively. This is in accordance with what was expressed by Rusman (2008), which states that organizing is an act of seeking effective behavioral relationships between people so that they can work together efficiently. While the second approach is a functional approach in an academic context that regulates related to subjects, time allocation, teaching materials, steps of learning activities, learning media, learning methods or models, and assessments used in learning. This is in line with Hidayati, et al (2021: 96) who stated that curriculum organization is a pattern or form of arrangement of elements or components of the curriculum that is compiled and delivered to students.

Based on the results of this analysis, it can be concluded that the management of organizing the 3 terban elementary school curriculum is carried out under the leadership of the school principal who carries out curriculum organization activities in 3 ways, namely;

(1) Organizing Human Resources

The organization of human resources is carried out by distributing tasks to all teachers and education staff related to teaching assignments and additional tasks carried out in schools;

(2) Time Organizing

Time organization is the preparation of an educational calendar and a schedule of activities carried out at school. In organizing at the class level, organizing time includes determining the time allocation of each subject in the curriculum structure;

(3) Organizing Learning Materials or Content

Organizing learning materials or content is carried out by teachers by compiling learning materials for lesson plans and teaching modules that contain teaching materials, steps for learning activities, learning media, learning methods or models, and assessments used in learning.

c. Management of Terban 3 SD Curriculum Implementation

Based on the data obtained in the field related to the management of the implementation of the SD 3 Terban curriculum, the authors conducted the following analysis:

The process of implementing the curriculum at Terban 3 Elementary School is in accordance with Evelyn J. Sowell's theory, which states that curriculum implementation is grouped into 9 main activities, namely: (1) Activities related to the duties of the school principal; (2) Activities related to teacher assignments; (3) Activities related to students; (4) Activities related to the teaching and learning process; (5) Extra-curricular activities; (6) Evaluation implementation activities; (7) Tool arrangement implementation activities; (8) Activities in guidance and counseling;

(9) Activities related to efforts to improve the professional quality of teachers. Even though what the principal revealed regarding the activities carried out was not as detailed as what Evelyn conveyed, the implementation carried out covered the 9 main activities.

The implementation of the curriculum at SD 3 Terban uses the enactment curriculum approach. Jackson. P.W. in the Handbook of Research on Curriculum states that the Enactment Curriculum Perspective views that the program plan (curriculum) is not a product or event but rather a developing process. The teacher uses the external curriculum plan as a reference so that the curriculum can be defined better and more meaningful, both for himself and for the students. Based on the results of the analysis, several conclusions can be drawn as follows: (a) SD 3 Terban implements the curriculum in accordance with official policy, namely implementing the Merdeka curriculum. and Curriculum 13; (b) the implementation of the curriculum at SD 3 Terban is realized in various school activities related to the duties of the school principal, school activities related to teachers, school activities related to learning activities, school activities related to student activities, school activities related to school facilities; (c) in the learning process, the implementation refers to the planning documents that have been prepared, but the teacher makes various adjustments based on the context that occurs in the field; (d) Implementation of student learning is carried out in intra-curricular, co-curricular and extra-curricular processes; (e) All teachers are involved in the process of extracurricular activities; (f) the implementation of the curriculum at SD 3 terban has been supported by adequate facilities.

d. Elementary School 3 Terban Curriculum Evaluation Management

Based on the data obtained in the field related to the evaluation management of the Terban 3 Elementary School curriculum, the authors conducted the following analysis: the evaluation carried out by SD 3 Terban has implemented 5 principles of curriculum evaluation, namely continuity, objective principles, objective principles, cooperative and comprehensive. This is in accordance with the theory put forward by Hidayati (2012) which states that the principles of curriculum evaluation are as follows: 1) Specific goals, curriculum evaluation has specific directions and objectives, 2) objective, curriculum evaluation based on actual conditions, 3) comprehensive, evaluation curriculum includes all aspects, 4) cooperative, curriculum evaluation is the responsibility of all parties, 5) efficient, in the use of costs, 6) continuous, carried out continuously.

Based on the results of the analysis, several conclusions can be drawn as follows: (a) The evaluation process for the SD 3 Terban curriculum is carried out to measure the achievement of implementation with the plans that have been made; (b) The process of evaluating the curriculum for SD 3 Terban is carried out routinely at the end of each year and is carried out continuously during the process; (c) The evaluation process for SD 3 Terban involves various parties, namely the school principal, supervisors, teachers, education staff and the school committee.

2). The principal's leadership style in improving teacher performance at SD 3 Terban

Based on the data obtained during the research, the authors analyze the following:

a) The principal involves various parties in making academic policies. All parties are involved in providing suggestions and input to the school principal. The leadership style of the Principal of SD 3 Terban is a democratic leadership style. This is in accordance with what was conveyed by Usman (2014: 319), which states that democratic leadership is shown by respecting people's opinions, being ready to be different, and differences are not to be contested, but to get lessons. In addition, in interaction and communication activities with school members, the principal is open and considers all colleagues, not superiors and subordinates. This is in accordance with what was stated by Suraji & Martono (2014) which states that a democratic leadership style considers subordinates as colleagues prioritizing cooperation, giving opportunities to subordinates to progress and develop themselves.

b) The school principal makes various plans and implements teacher performance improvements. This is shown by the existence of various plans and schedules for workshops, seminars or workshops for teachers. This behavior shows a team leadership style. Northouse (2013: 279) which suggests that team leadership involves the skills of forming a structure by planning, estimating, explaining roles and delegating tasks clearly. This is also supported by Yulk's theory (2015: 316) which suggests that in developing individual leaders provide support, encouragement and training for followers.

c) The principal always motivates teachers to always improve their performance, motivation is given by appreciating each achievement of the teachers and saying thank you. this shows the Path Goal and transformational leadership styles. According to Northouse (2013: 131), the path goal leadership style makes leaders motivate subordinates to achieve goals. This is reinforced by Yulk's theory (2015: 316) regarding transformational leadership style which explains that leaders provide motivation to subordinates, and rewards that can be given are praise and thanks.

d) The principal supervises the teachers in carrying out their duties. And if you find a teacher whose performance is not good, the principal provides follow-up by providing guidance and holding discussions. This shows the existence of a team leadership style. As stated by Northouse (2013: 280) which states that team leadership shows actions that always exercise control in school development which is carried out in stages and continuously.

Based on the results of this analysis, it can be concluded that: (1) in making academic policies, school principals apply a democratic leadership style; (2) In planning and improving teacher performance, the principal of SD 3 Terban applies a team leadership style; (3) In an effort to motivate and support teacher performance, school principals apply a path goal leadership style and a transformational leadership style; (4) In supervising teacher performance, the principal of SD 3 Terban applies a team leadership style.

4. Closing

Based on the results of the research conducted, the following conclusions can be drawn

1) Management Planning for SD 3 Terban curriculum is carried out with Teamwork, involving various parties. The curriculum planning process is guided by government policies, the vision, mission and goals of the school by taking into account the needs of students, the characteristics of the school environment, and the progress of the times as well as an evaluation of the implementation of the previous year's curriculum. Planning is done using the planning model The Discipline Model.

2) The management of terban 3 elementary school curriculum is carried out using two approaches, namely structurally in a management context it is carried out through organizing human resources with a clear division of tasks and authority, and functionally in an academic context which is carried out through organizing the time allocation of the curriculum structure and and organizing content learn by compiling RPP learning tools and teaching modules that contain

teaching materials, steps of learning activities, learning media, learning methods or models, and assessments used in learning.

3) Management of the implementation of the Terban 3 Elementary Curriculum is manifested in various school activities related to the duties of the principal, school activities related to teachers, school activities related to learning activities, school activities related to student activities, school activities related to school facilities. In the learning process, the implementation carried out refers to the planning documents that have been prepared, but the teacher makes various adjustments based on the context that occurs in the field. The approach in the implementation of curriculum management uses the enactment curriculum approach.

4) Management of Curriculum Evaluation of SD 3 Terban has implemented 5 principles of curriculum evaluation, namely continuity, objective principles, objective principles, cooperative and comprehensive. The evaluation process is carried out to measure the achievement of implementation with plans that have been made routinely at the end of each year and carried out continuously during the process by involving various parties, namely school principals, supervisors, teachers, education staff and school committees.

5) In making academic policies, school principals apply a democratic leadership style. In planning and improving teacher performance, the principal of SD 3

Terban applies a team leadership style. In an effort to motivate and support teacher performance, school principals apply a path goal leadership style and a transformational leadership style. In supervising teacher performance, the principal of SD 3 Terban applies a team leadership style.

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Conflict of Interest

The authors declare no conflicts of interest.

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