

The Principal's Competences in Implementing Cultural and Environmental Management Of The School In SDN 033 Tarakan

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Abstract

In the National Education System Act of 2003, there was a shift in the paradigm of education from centralized to decentralized, commonly referred to as School Based Management (SBM). With the law, greater role of headmaster in establishing various policies is required, especially concernings the management of school culture and environment. Therefore, the principal must have some competence in carrying out their duties so that the management of school culture and environment will be good. The type of research used is descriptive qualitative research conducted at SDN 033 Tarakan in the academic year 2016/2017. Sources of research are primary and secondary data. Informants in the study were principals, two teachers, two students, TU staff, school committees and school supervisors. Data collection techniques in this study are interviews, observation, and documentation. Data analysis taken from interviews, observation, and documentation and used techniques are data reduction, data presentation, and conclusion. Based on the data analysis, the first research is the competence of the principal personality that can be said to be good, but the discipline aspect still needs to be improved. Second is the social competence of the principal is limited to cooperation with committees and guardians. Third is the managerial competence carried out from planning, organizing, implementation, and supervision. Fourth is the competence of supervision where supervision is done 2 times in a year. Fifth is the entrepreneurial competence, there are some efforts of the principal in school financing. With the fulfillment of the five competencies, the creation of cultural and school management that is comfortable and conducive so that learning can be done well.

Keywords: *Principal Competences, Cultural Management and School Environment, SDN 033 Tarakan*

1. Introduction

Science is the most important aspect of human life. With the existence of science, humans can adapt and follow the development of the era that will continue to change and more advanced in the future. The development of science and technology certainly cannot be separated from the progress of education. One form of formal activity in the field of education is teaching and learning activities in schools. School is a place that is expected to provide sufficient knowledge to an individual,

Therefore, schools must have good quality in order to obtain maximum results. In improving the quality, the principal is the most important component in the decision making of various activities in the school. Therefore, the principal must have certain competences in performing their duties. According to Spencer and Spencer in (Suhardiman, 2012: 104) a competency is an underlying effective and / or superior performance in a job or situation. Next Roe in Budi Suhardiman (2012: 105) describes the competence as a sufficient ability to perform certain tasks or roles.

In relation to this, (Purwanti, 2013: 214) believes that, the role of leader to be easy to do, given the success not only because of personal quality but how leaders have the character and competence in directing the organization to the vision, mission set, in which there is decision-making, conflict control and build team.

Based on the Regulation of the Minister of National Education Number 13 Year 2007 the principal is required to have at least five competencies, namely (1) personality, (2)

managerial, (3) entrepreneurship, (4) supervision, and (5) social. This is explained by (Suhardiman, 2012: 40-50).

1. *Personality Competence*

Personality competence is the main thing that every principal needs to have. This is because personality competence will determine and support other competencies. If the principal has a good personality, then in running the leadership will always put the norms in force.

According to (Rusmawati, 2013: 397). The success of leadership is largely determined by certain personality traits, such as self-esteem, initiative, intelligence, fluency, creativity, including the physical traits that a person possesses. Good personality traits.

2. *Managerial Competence*

Managerial competence is how the principal can manage all aspects of the school. With that, the school can have a good quality.

These sixteen subcompetencies are matters related to the principal's ability to perform managerial functions, which include planning, organizing, implementing and overseeing.

According to Danim and Suparno in Ismuha et.al. (2016: 47). The principal is responsible for maintaining and motivating teachers, learners, and school administration staff to be willing and able to enforce the rules and regulations in school. This is where the essence that the principal must be able to run the role of school and its ability in the field of school management.

Busrin & Aswandi (2014: 4) in order to perform its roles and functions as manager, the principal must have appropriate strategies to empower educational personnel through: (1) cooperation or co-operative; (2) provide opportunities for education personnel to improve their profession; and (3) encourage the involvement of all personnel education in various activities that support the school program.

3. *Entrepreneurship Competencies*

Entrepreneurship Competence is the ability of the principal in terms of applying entrepreneurial souls to advance the school he leads. In detail the capability or performance of principals that support entrepreneurial competence, namely: (1) create a useful innovation for school development, (2) work hard to achieve the success of the school as an effective learning organization, (3) have a strong motivation to succeed in (4) never give up and find the best solution in facing obstacles encountered, (5) have entrepreneurial instincts in managing production / service activities as learning resources of learners.

According to (Subarkah, 2013: 3) a principal must be able to seek and exploit opportunities that appear to be able to generate additional income for the implementation of school activities so that does not necessarily depend only on the government. The principal must be creative and innovative in exploiting these opportunities. Therefore, the principal is required to have entrepreneurial competence.

4. *Supervision Competencies*

According to Wilem Mantja in Asmani (2012: 22) supervision is defined as the activities of supervisor (official position) conducted to improve teaching and learning process. While according to Ross L. in Asmani (2012: 22) supervision is a service to teachers aimed at producing improved teaching, learning, and curriculum. Based on the Ministry of National Education in 2008, the principal headmaster needs to be involved with supervision (1) to identify potential school resources in the form of teachers that can be developed, (2) to

understand teacher empowerment objectives, (3) to propose examples that can make teachers more advanced, (4) assess the level of empowerment of teachers in their schools.

According to Rosdina et.al. (2015: 70) Effective leaders must learn from mistakes in the past and try to improve in a wise way and provide opportunities to subordinates to give criticism and suggestions for improvement.

5. *Social Competenc*

The headmaster as a human being is a social being who will of course interact socially with his surroundings, both in society and in the school he leads. The ability of school principals to interact can support the progress of school efforts. Some components of social competence are: (1) working with other parties for the benefit of school, (2) participating in social activities, and (3) having social sensitivity towards other people or groups.

In the National Education System Act of 2003, there is a shift in the paradigm of education from centralized to decentralized. Article 51 of the National Education System Law no. 20 // 2003 states that "Management of early childhood education units, primary education, and secondary education are implemented based on minimum service standards with principles of school/madrasah based management".

According to Mulyasa (2011: 177) School Based Management (SBM) is a school management system that gives authority and power to the school to manage its life according to the potential, demands and needs of the school concerned. Suparlan (2013: 86) explains that one of the school-based management (MBS) that needs attention is the cultural management and school environment in which the school creates an atmosphere, climate and environment conducive to efficient learning in the implementation procedure. The creation of a good culture and environment is related to the work done by teachers or students in the school environment.

According to Hadziq (2016: 367) Creation of a conducive learning climate in schools that includes student involvement and responsibility, a supportive physical environment, positive student behavior, family and community support for schools. Principal competence is required as a guide in creating the condition. Principal competence is required as a guide in creating the condition.

According to Haryani & Muhyadi (2014: 30-31) The direct effects of schools that have implemented a strong school culture are (1) increased work ethic of schoolchildren, (2) a conducive, intimate and stable working climate, (3) participation of school residents in enhancement activities high school performance and overall, (4) high teacher and student job satisfaction, and (5) ultimately the productivity of educational outcomes increases.

Leadership of the principal is expected to be the driving force for the implementation of school culture and school management. In SDN 033 Tarakan, the headmaster was changed in May 2016. This made the researcher focus his research on the impact of the new headmaster's leadership in taking various policies to improve the quality of the school, one of which is the policy in the management of cultural and school environment.

Based on interviews and initial observations of researchers on 07 November 2016, both with the headmaster, one of the teachers, and the school cleanliness staff of SDN 033 Tarakan, some unfavorable habits were done by school residents either teachers or students in the previous headmistress. Discipline issues of teachers and students, environmental care, noble character, courtesy, and reading culture is still very minimal implemented in SDN 033 Tarakan. This is what complained by Mr. Anwar, S.Pd who just served as headmaster at SDN 033 Tarakan. He said that errors are not in the teacher or students, but because of the first, the lack of control and monitoring of supervisors and principals in the implementation of

various activities at school. Secondly, the planning of activities undertaken by schools is not good enough, so it is not implemented maximally. Third, the absence of creativity or innovation of school principals in the preparation of programs that will be done, for the improvement of school quality. Fourthly, the lack of motivation of teachers in implementing school programs.

According to Fitrah (2017: 40) To improve the quality of the school, the principal as the manager responsible for the advancement of the educational unit that becomes the territory of his authority, the first thing he must do is to formulate his vision of leadership, to prepare a decent school for the provision of education and learning, as a leader in front of all academic and non-academic staff, and optimize the service of all its staff to accelerate progress.

Leadership of principals is a major aspect of cultural development in schools. According to Maryamah (2016: 89) the principal/madrasah with the various powers it possesses certainly has the opportunity to contribute more of its individual minds in the mind of the organization than any other individual, so that he has the opportunity to inculcate more good values into the culture school / madrasah.

This is reinforced by research conducted Warsilah (2015) with the title "The Role of School Principals In Development Of School Culture In Mangundan District SDT Sleman". The results show that various efforts have been carried out by the principal in developing the school culture. These efforts include establishing the basic values of school culture, coaching schoolchildren, creating routine events, providing assessments and rewards, responding to external and internal issues, and coordinating and controlling.

Based on the background of the above problems researchers interested in conducting research on the impact of competence of school principals to the implementation of cultural management and school environment, researchers took the title "Principal Competence in implementing cultural management and school environment at SDN 033 Tarakan".

2. Method

The type and research approach used in this research is qualitative descriptive. This research is conducted to provide systematic description or writing, about the facts (facts), the nature and the relationship between the phenomenon investigated in the field at the time of research by studying the problems that exist. Researchers only describe, describe and report a state of the object. This research is intended to obtain information and describe the principal's competence in implementing cultural and environmental management of school at SDN 033 Tarakan.

The focus of the research is the principal's competence in implementing the management of school culture and environment in SDN 033 Tarakan in which there is research dimension which is the development of research focus. The dimensions of this study are as follows: (1) Having Personality Competence; (2) Having Social Competence; (3) Own Managerial Competence; (4) Having Supervision Competence; (5) Have Entrepreneurship Competence Suhardiman (2012: 40-50).

Researchers choose and place research at SDN 033 Tarakan which is located at Jl. P. Aji Iskandar RT. 11 NO. 42 Juata Laut Subdivision of North Tarakan Subdistrict of Tarakan City. The time of the study from February 17, 2017 until March 23, 2017. Subjects of this study were principals, teachers, school staff and students of SDN 033 Tarakan. Researchers chose the subject because the implement and feel the impact of the principal's competence in implementing the school's cultural and environmental management are principals, teachers, school staff and students of SDN 033 Tarakan.

Qualitative research instruments are researchers themselves, because researchers who can assess and see and feel how and what happened to the subject of research. The supporting instruments in this study are interview guides, observation guides and document study guides. There are two kinds of data sources in this study. Data sources are primary and secondary data. Primary data is data obtained directly from interviews obtained from sources or informants that are considered potentially in providing relevant and actual information in the field.

Table 1. Informant Research

Position	Coding	Gender
Principal	AN	L
Supervisor	UM	L
School Committee	IA	L
Teacher Class VI B	MR	L
Teacher Class Kelas II C	SM	P
School Staff	IS	L
Student of VI A	AL	P
Student of III C	AT	P

The data used are school profile, history of SDN 033 Tarakan, vision, mission and objectives, environment of SDN 033 Tarakan, student condition data, state of teacher data and educational staff, and budget plan and school income (RAPBS).

This research uses Miles and Huberman data analysis techniques in Sugiyono (2015: 246) that there are three flow of activities, namely data reduction, data presentation and conclusion (verification). Data reduction is done by sorting out the results of research conducted, both the results of interviews, observation, and documentation. Presentation of data is presented in the form of a narrative description of the principal's leadership of the school's cultural and environmental management at SDN 033 Tarakan with a purpose designed to combine information composed in a coherent and easily understood form. In drawing conclusions about the principal's leadership on school culture and environmental management at SDN 033 Tarakan, always a review of the presentation of data and notes in the field through triangulation techniques of methods to be discussed next dipoin.

In this research, the data validity technique used is tringulation. This research uses the three triangulation, ie source, technique and time in fulfilling the validity of data.

3. Results And Discussion

1. Personality Competence

According to Suhardiman (2012: 40) A number of indicators of personality competence that must be owned by the principal, among others: (1) Be noble and be a role model for the school/madrasah community; (2) Having personality integrity as a leader; (3) Having a strong desire in self-development; (4) Be open in carrying out basic tasks and functions; (5) Controlling yourself in the face of problems; (6) Has talent and interest of office as education leader.

Based on the results of research conducted, either the results of observation, interview or documentation, it can be said that the competence of the principal personality SDN 033 Tarakan has been very good from the aspect of honesty and responsibility. This is evidenced by the documentation of absenteeism and the daily agenda of the principal.

Picture 1. Attendance Principal

Based on the results of the above documentation, it appears that the principal is always present in the school to run every task. The absence is evidence of the presence of principals, teachers, and school staff in March 2017.

He strives to carry out his duties responsibly to improve the quality of the school. He used to attend school on time and go home on time, unless he got a job out of school. In addition, the principal also fills the agenda of daily activities (personal) and meeting agenda according to what he did in school. He is also an optimistic figure in the development and improvement of school quality.

Picture 2. Agenda Of The Principal Meeting

Judging from the results of the documentation, on March 11, 2017, the principal attended the meeting at SMPN 7 Tarakan to discuss the issue of BOS, competitions, PPDP online, and others. This further strengthens the results of observations by researchers who stated that the delay of headmaster attended school on March 11, 2017 because there are activities outside school meetings.

For the aspect of discipline, can be said also quite good. However, from the interviews, there are still teachers who complain about his discipline, precisely on the uniform that he uses. Thus, the principal sometimes uses uniforms that do not match the results of the meeting that has been set. This is the concern of MR who became the teacher as well as the responsible school curriculum. Hopefully, the principal can be an example of various aspects, be it attitude or dress.

Furthermore, related to the personality competence, the principal of SDN 033 Tarakan, he also always gives an example to every citizen of the school, whether teachers, staff or students. It can be seen from the behavior of the school principal every day, he always discipline while in school, and Interrupted various tasks that must be completed as head of the school, he also always took the time to carry out the worship, namely praying Dhuhur in congregation.



Picture 3. Principal Conducting Prayer Dzuhur in congregation.

So, from the above explanation can be concluded that the principal has a good personality competence. In addition to having noble character, he also has a supportive personality to be a leader. He is always an optimist and can be a role model for all the citizens of the school. However, the aspect that still needs to be improved is from the aspect of discipline.

2. *Social Competence*

According Suhardiman (2012: 50) Ability to interact with school principals can support the progress of school efforts. Some components of social competence are: (1) working with other parties for the benefit of school, (2) participating in social activities, and (3) having social sensitivity towards other people or groups.

Based on the results of research that has been done, obtained data that in running the existing programs in schools, principals also work with committees and parents/guardians students. Cooperation is done only limited to the contribution of various kinds of flowers and humus soil. This is to support the new program implemented by the school, namely *adiwiyata*.

Actually, the cooperation done by the principal, with outsiders is good enough, but it would be better if the cooperation is done not only with the committee and parents/guardians, but also other parties such as, *kelurahan*, *kecamatan*, companies that are around the school who are also concerned in improving the quality of schools.

Furthermore, the principal is also a sensitive person and cares about others, whether the school or the needy. For example, when a teacher or school staff has problems, he immediately calls and tries to help solve the problem. As well as concern for the needy, the principal always invites the school (teachers, staff, and students) to participate in providing assistance. Like when there was an earthquake disaster in Aceh, the school principals and school residents raised funds to give aid. This can be from baner "Peduli Aceh" mounted on the wall of the school.



Picture 4. Banner Funding for Earthquake Disaster Fund in Aceh

3. *Managerial Competence*

According to Permendiknas Number 13 of 2007, there are sixteen dimensions of managerial competence, and the sixteen dimensions are related to the ability of principals in carrying out management functions. It has also been formulated by George R. Terry in Sadyohutomo (2009: 2) there are 4 (four), namely planning (planning), organizing, actuating and controlling.

From the planning function, SDN 033 Tarakan School only prepares annual and intermediate term planning. Schools also drafted the School Revenue and Expenditure Plan (RAPBS) at the beginning of the new school year. RAPBS that has been designed will be attached dimading that aims to avoid any suspicion in the use of school budget.

Prior to implementing various programs, the principal always held meetings involving teachers and all school staff. Planning is done quite well, but in the plan the principal still rarely involves outsiders, such as committees, parents/guardians and school supervisors. Sometimes there are programs that involve supervisors and committees, but only to seek approval of the program. From the organizing function, it has been done during the meeting that was held at the time of planning. Thus, in this organization principals, teachers, and school staff work together to organize the responsibility of each program or activity undertaken. This relates to the determination of the chairman of the program, secretary, treasurer, and other sections so that all teachers and staff know their respective positions and duties.

Furthermore, in the implementation, SDN 033 Tarakan has implemented various programs related to the dimension of creating a conducive and innovative school and madrasah culture for students' learning. Assignment of duties to each teacher and staff is also seen clearly in school mading in some activities, one of them IMTAQ activities. School programs that have been implemented, such as adiwiyata, bell prayer together, bells singing Indonesia and raya national/traditional songs, pray dhuha, dzuhur prayers in congregation, salim in front of the gate, and IMTAQ.



Picture 5. Program of Prayer Dzhuhur in Congregation

The last managerial function is the control related to monitoring and evaluation. For the supervisory aspect, the school principal regularly attends various school programs while simultaneously monitoring and monitoring the programs being run in schools. However, for evaluation of the programs that have been implemented is still very minimal.

Evaluation is very important to do. According Neprializa (2015: 428) The purpose of evaluating the school's culture and environment are: (1) knowing the achievement of the set targets; (2) to know the targets that have been and have not been achieved; (3) to know the inhibiting factors of target targets; (4) to know the efforts that have been done in order to

overcome obstacles; (5) identifies elements of plans and program implementation that need to be improved and developed so as to obtain more optimal results for the future.

4. *Supervision Competencies*

According to Suhardiman (2012: 49) the principal headmaster needs to do with respect to supervision covering (1) identifying potential school resources in the form of teachers that can be developed, (2) understanding the purpose of empowering teacher resources, (3) which can make teachers more advanced, (4) assess the level of empowerment of teachers in their schools. In the implementation, in SDN 033 Tarakan supervision is done 2 times a year or 1 time in one semester.

Of the four steps the principal needs to do with respect to supervision, the headmaster of SDN 033 Tarakan only takes the second, third and fourth steps. In conducting supervision, the principal already understands the purpose of teacher empowerment, the principal also provides examples in improving the implementation of lessons such as RPP preparation, and finally the principal also assesses how the teacher is implementing the lesson. It aims to improve the ability of teachers in teaching. However, the principal has not yet identified the potential of school resources in the form of teachers that can be developed.

5. *Entrepreneurship Competence*

According to Suhardiman (2012: 49) the capability or performance of school principals to support entrepreneurship and entrepreneurial competence, namely: (1) creating useful innovations for school development, (2) working hard to achieve school success as an effective learning organization, (3) (4) never give up and find the best solution in facing obstacles faced, (5) have entrepreneurial instincts in managing production/service activities as learning resource of learners.

The entrepreneurial competence owned by the principal of SDN 033 tarakan, can be said is still minimal. Actually, there is an effort from school so that in school development not only hopes in School Operational Cost Fund (BOS) from government, but also from other business, such as from cooperative, infaq, and also school canteen. The effort of the principal in managing the production/service activities as a source of learning for students has not been seen. No teaching or training is given to students to produce something that can have a selling price.

Therefore, in improving the quality of school and developing the students' skills, it is advisable to train students on certain skills, such as recycling garbage, raising (fish), and planting fruits or vegetables. With that, in addition to improving the skills of students, schools can also gain an advantage in school financing, if the work or skills of these students have a sale price.

For the principal's ability to create useful innovations for school development, work hard to achieve school success as an effective learning organization, be strongly motivated to succeed in carrying out the principal tasks as principal, and never give up and find the best solution in the face of the constraints faced, already illustrated from the explanations of previous dimensions.

4. **Conclusion**

Based on the data analysis and discussion, obtained some conclusions as follows:

a) Having Personality Competencies

The principal has a good personality competence. In addition to having a noble character, he also has a supportive personality to be a leader in implementing cultural

management and school environment. However, the aspect that still needs to be improved is from the aspect of discipline.

b) Having Social Competence

The principal has sufficient social competence as a leader, either from caring to others or participating in social activities. However, what still needs to be improved is cooperation done with outsiders, not only with school committees and guardians, but also various parties who want to support the improvement of school quality.

c) Having Managerial Competence

Principal managerial competence can be said both in terms of planning, organizing, and implementation. However, what needs to be improved is in terms of control especially in program evaluation.

d) Having Supervision Competencies

Supervision is already done by the principal, but it would be better if the principal identifies the potential of school resources in the form of teachers that can be developed, before carrying out the next step in supervising.

Has Entrepreneurship Competence Entrepreneurship competence is not yet optimal or still minimal done. This is indicated in the development of schools are still too hopeful in the fund Operational Cost School (BOS) from the government, although there are other businesses, such as from cooperatives, infaq, and also school cafeterias, but the efforts of principals in managing the activities of production/service as a source learners learn not yet seen.

Of the five competencies above, it can be said that the principal of SDN 033 Tarakan has the necessary competence as a leader in an educational institution. However, there are some things that still need to be upgraded in every competency, such as discipline in using uniforms, cooperation with outsiders, evaluating the program, identifying potential teachers, and training students and teachers in skills improvement.

Furthermore, based on the conclusions that have been obtained related to the principal's competence in implementing the management of school culture and environment in SDN 033 Tarakan academic year 2016/2017 it can be submitted suggestions as follows:

1. The principal as a leader should be an example of all aspects, not just from everyday behavior but also from other aspects such as uniforms used.
2. The principal must increase cooperation with outsiders, not only school committees and parents/guardians, but also other parties who are also concerned with improving the quality of education.
3. After the implementation of various programs that exist in the school, should be evaluated for the program to be implemented next can run better.
4. In improving the quality of school as well as developing the skills of students, should be training students on certain skills, such as recycling garbage, ranch (fish), and planting fruit or vegetables. With that, in addition to improving the skills of students, schools can also gain an advantage in school financing, if the work or skills of these students have a sale price.

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