

Principal's Strategy for Increasing Accreditation in Junior High Schools

Maya Shaumi Idami¹, Cut Zahri Harun², Khairuddin³

¹ Universitas Syiah Kuala, Aceh, Indonesia; maya.shaumi@gmail.com

² Universitas Syiah Kuala, Aceh, Indonesia; profcut@unsyiah.ac.id

³ Universitas Syiah Kuala, Aceh, Indonesia; kh.khairuddin@gmail.com

ARTICLE INFO

Keywords:

Strategy principal;
School Accreditation;
The quality of education

Article history:

Received 2021-08-14

Revised 2022-01-12

Accepted 2022-12-23

ABSTRACT

Principals, as policymakers in schools, must function optimally. As a leader in educational institutions, the principal must be able to improve school accreditation in an effort to improve the quality of education. The purpose of this study was to obtain data and information regarding (1) the principal's strategy in increasing accreditation which was reviewed on the quality of graduates; (2) the principal's strategy in increasing accreditation through the learning process; (3) The principal's strategy in improving the accreditation status of teacher quality. The research approach is a descriptive method. The data collection techniques used were observation and interview. The research subjects were school principals and teachers, which consisted of six samples. The data analysis used was reduction techniques, data presentation, data interpretation and data verification. The results showed that the Principal of a state junior high school in Want Jaya in improving the accreditation status, improves the quality of three main components including (1) the quality of graduates is improved by focusing on increasing religious activities in schools, creating a bullying-free environment, improving skills, collaboration, critical thinking, and improve learning achievement; (2) the learning process is actively improved, holding remedial/enrichment programs, and moving the school literacy movement program (GLS); and (3) teacher quality improvement is carried out by increasing the ability to develop learning plans and continuous professional development. In addition, in realizing increased accreditation, the principal places himself as an educator, manager, administrator, supervisor, leader, and motivator. Each role is carried out as well as possible so that the role carried out by the principal can be achieved in accordance with the provisions.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Maya Shaumi Idami

Universitas Syiah Kuala, Aceh, Indonesia; maya.shaumi@gmail.com

1. INTRODUCTION

Education is one of the most important aspects of advancing a country. Education can be said to form the nation's character. Therefore, every citizen has the right to get a proper education. The purpose of education as stated in Law Number 20 of 2003 Article 3 (Undang-Undang Republik Indonesia, 2003), stipulates that national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Thus, accreditation aims to determine the feasibility of the program or educational unit.

Improving the quality of education has an impact on improving Human Resources (HR). This was achieved because it was faced with opportunities and challenges both nationally and globally. For this reason, one process of improving the quality of education can be done with school accreditation because, through accreditation, all components of education carried out in schools can be measured objectively (Irawan, S., Tagela, U., & Windrawanto, 2020).

Quality schools are often assumed to be effective schools. In this case, (Kholis, 2020) explains that effective schools are seen from the disciplinary standards that apply to principals, teachers, students, and administrative staff in schools. Effective schools will strive to achieve the desired school achievement standards (Azizah, A., & Sobri, 2016). One of the approaches used to support the academic achievement and character development of students is the input-process-output approach. According to this, (Andang, 2020) explained that schools as educational institutions have a very important role in the future of the nation. In this case, the school is a forum for processing these students so as to produce the expected school graduates.

The principal is the driving force for school resources, especially teachers, staff, and students. Educational innovation and school activities are largely determined by the principal. However, it should be noted that the success of a school principal in carrying out his duties is not determined by his level of expertise in the field of leadership concepts and techniques alone but rather is determined by his ability to choose and use a strategy or leadership style that is appropriate to the situation and conditions being led (Setiyaningsih, 2017). In improving the quality of schools, the principal has a strategy that includes the roles and duties of the principal, namely the principal must be able to become an educator, manager, administrator, supervisor, leader, innovator and motivator.

Through accreditation, there are things that lead to quality assurance. The process of improving the quality of schools, knowing the actual picture of school performance, as a description of the feasibility of providing education and being a tool for coaching, developing, and improving the quality of school education. Accreditation is an assessment activity carried out by the government or authorized institution to determine the quality and performance of an educational program based on predetermined criteria and refers to the National Education Standards (SNP). The government stipulates the quality standards of education through the Law of the Republic of Indonesia Number 20 of 2003 (Undang-Undang Republik Indonesia, 2003) concerning the National Education System. The quality of education in Indonesia can be seen from the accreditation, certification, and assurance of the quality of education. Thus, accreditation is one of the school's self-evaluations because in the assessment of school accreditation must be able to meet several standard criteria that have been determined according to the law (Sudarjat, J., Abdullah, T., & Sunaryo, 2015).

There are four standards that are assessed in school accreditation, including (1) the quality of graduates; (2) the learning process that takes place in schools/madrasahs; (3) the performance of teachers who are the backbone of the learning process, and (4) school/madrasah management in exploring input sources and managing them to support the learning process in schools/madrasahs. These four aspects become the main assessment in determining the quality of school quality.

Relevant research studies were conducted to serve as the basis for determining the differences between this study and previous studies. There are several studies have been conducted related to the principal's strategy in preparing for accreditation. Among them: (Khodijah, 2021), the results of the study revealed that there was an influence of the principal's leadership strategy in improving the

quality of education. The similarity of this research with the author's research is to discuss the principal's strategy. While Kiswanto's research (2013) entitled "Effectiveness of the Accreditation Program on Improving Islamic Religious Education Learning in Madrasah Diniyah Binaul Ummah. The results of the research conducted indicate that the accreditation program has an effect on improving learning in Madrasah Diniyah. The similarity of this research with the author's research is that both discuss about the accreditation program, while the difference lies in focus discussed, namely the effect of accreditation on improving PAI learning.

The research by (Marjuki, Mardapi, D Badran Kartowagiran, 2018) is entitled Development of a High School/Madrasah Aliyah (SMA/MA) Accreditation Model. This research aims to obtain an effective, efficient, and accountable model of SMA/MA accreditation. The results of this study indicate that the product developed has the characteristics of an effective, efficient, and responsible high school/MA accreditation model. The similarity between this research and the author's research is that they both discuss accreditation, while the difference lies in the research method of R&D, which is to produce products in order to obtain an effective, efficient, and accountable model of high school/MA accreditation. Based on previous research studies, there are fundamental differences between the research to be conducted and previous research. This research is expected to be a reference for school principals in preparing for junior high school accreditation.

Based on the above background, the results achieved by SMP Negeri 1 Want Jaya are evidence of good management and leadership of the principal so that they are able to mobilize their subordinates. Therefore, the research question is what is the principal's strategy in improving the accreditation status at SMPN 1 Want Jaya Aceh Besar. The purpose of the study is to find out about what policies are implemented by the principal, as well as the principal's strategy in increasing school accreditation which was initially accredited B to A.

2. METHODS

The approach used in this research is to use a qualitative approach with a descriptive method, which describes and describes the principal's strategy for increasing accreditation at SMP Negeri 1 Want Jaya. The subjects in this study were the principal, vice principal, and teachers which consisted of six samples. Data collection techniques were used through observation and interviews. Observations were made to check the correctness of the data about the principal's management, interviews were conducted to find out more in-depth things about situations and phenomena, and document studies were carried out to interpret all documents according to the focus of the problem. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification.

3. FINDINGS AND DISCUSSION

Based on document data and school archives, SMP Negeri 1 Want Jaya is one of the schools located in the Aceh Besar area, with a total of 215 students. Of the total number of students divided into nine groups, with details of class VII totalling 65 students divided into three classes, class VIII totalling 75 students divided into 3 classes, then class IX totalling 75 students divided into three class groups.

Based on data on school documents that: SMPN 1 Want Jaya in 2014 had an accreditation rating of B, but after the principal implemented a strategy to increase accreditation in 2020 the accreditation of SMPN Want Jaya increased to rank A with a score of 92. This value is stated in Decree number: 1334/BAN-SM/SK/2020, dated 15 December 2020. This accreditation has a duration of 5 years which will end on 15 December 2025.

The results of the documentation study explain that SMP Negeri 1 Want Jaya is one of the educational units with a junior high school level in Lubok Gapuy, Kec. Want Jaya, Kab. Aceh Besar, Aceh. In carrying out its activities, SMP Negeri 1 Want Jaya is under the auspices of the Ministry of Education and Culture. SMP Negeri 1 Want Jaya is located at Jln. Lubuk Gapuy Village, Lubok Gapuy,

Kec. Want Jaya, Kab. Aceh Besar, Aceh, with postal code 23371. Learning at SMP Negeri 1 Want Jaya is conducted in the morning. In a week, learning is carried out for six days.

The Principal's Strategy in Improving the Accreditation of SMPN 1 Wants Jaya From the Quality Aspect of Graduates

The head of SMP Negeri 1 Want Jaya explained that: to achieve an increase in accreditation status, what has been done cannot be separated from improving the quality of graduates by having several programs run. Also explained that the vice principal in the field of Curriculum said that: Good quality graduates/alumni will increase the demands of stakeholders (stakeholders) at the next level of education. Therefore, an efficient and productive process of providing education is needed, and continuous improvement of competence is needed. (Prasojo, 2019), explained that accreditation is an official acknowledgement by an authorized public body and is also defined as a formal acknowledgement that the organization is competent to perform certain tasks. Thus, every educational institution needs to improve the institution's accreditation status to increase public confidence in using the services provided by schools in the teaching and learning process (Astuti, R., & Dacholfany, 2016).

The school principal explained that: "the quality of graduates is also an item in the accreditation assessment, so the principal takes several strategies to improve the quality of graduates of SMPN 1 Want Jaya Aceh Besar, including (1) increasing religious activities in school activities; (2) creating a bullying-free environment; (3) improve communication, collaboration, and critical thinking skills; and (4) improve learning achievement. In this case, (Azizah, Lailatul & Witri, 2021) explain that education is the main factor that shapes a human personality and is seen as an effort to educate the nation's life that is able to develop humans who believe, have noble character and have knowledge. Education is obtained. The intelligence of a nation is also determined by educational factors. Thus, the progress of a nation is influenced by education in order to form a quality personality and national intelligence (Banun, Sri. Yusrizal & Usman, 2016).

In general, the three components above from the four components of the Education Unit Accreditation Instrument (IASP) in 2020 are strategies for the principal's central role in maximizing them. Strategy as an incremental approach that integrates the main goals, policies, and sequences of organizational actions into one cohesive whole. As such, (Irawan, S., Tagela, U., & Windrawanto, 2020) explained that: School accreditation is an activity to assess the feasibility and performance of a school based on criteria (standards) that have been set and carried out by the School Accreditation Board of the Republic of Indonesia, the results of which are realized in the form of recognition. Eligibility rating as stipulated in the Regulation of the Ministry of Education and Culture of the Republic of Indonesia (Permendikbud) Number 003/H/AK/2017. School accreditation is one of the important factors in determining the quality of schools, therefore, the role of principal supervision is very important. Through the supervision carried out, it is expected to increase or maintain the accreditation status of the school (Giri, 2016).

The principal explained that: "The program is implemented to support a good learning process, so as to be able to produce quality graduates, thus will have a good impact on improving the school's accreditation score. The head of SMP Negeri 1 Want Jaya explained that: "To achieve the improvement in accreditation status that has been carried out cannot be separated from improving the quality of graduates by having several programs run". In this case, (Baharun, 2017) defines quality is conformance to requirements, that is, according to what is required or standardized. A product has quality if it is in accordance with predetermined quality standards. Quality standards include raw materials, production processes and finished production and quality is something different for different people depending on the time and place or is said to be in accordance with the purpose (Zulfikar, Y., & Ibrahim, 2017).

The efforts of SMPN 1 Want Jaya in realizing a religious culture in schools will not be achieved optimally if it is not supported by all school components, such as teachers, employees, students and even parents. These four elements are referred to as internal customers of education. In more detail, internal education is divided into two groups, namely: internal customers (internal customers), including employees, students, and parents of students; external customers (external customers) include

universities, the business world, the military and the wider community. As such, (Khodijah, 2021) explains that the principal as a leader must have the ability in all fields, both management, motivation, policymakers and socializing. The principal has the responsibility to manage the educational institutions he leads in order to create quality educational activities by mobilizing all school components so that they are willing to work together to achieve educational goals.

The Principal's Strategy in Improving the Accreditation of SMPN 1 Want Jaya from the Aspect of the Learning Process

A good learning process must be supported by the availability of facilities and infrastructure that are very supportive in achieving an effective and efficient learning process. Thus, the principal explains that: it is very influential that the fulfilment of facilities and infrastructure in schools in achieving the ideals of service improvement so that the teaching and learning process becomes good. The improvement in the quality of graduates must be accompanied by an increase in supporting facilities and infrastructure, both used daily and during practice, so that students can directly use the facilities to develop knowledge and skills. In this case, (Risnawati, 2017) explains that the procurement of educational infrastructure is an effort to realize the plan for the procurement of equipment that has been prepared previously, including the following. Procurement of books, tools, and furniture is done by buying, self-publishing, and receiving assistance/gifts/grants.

The principal of SMPN 1 Want Jaya, regarding the learning process, efforts to increase accreditation are carried out in (1) an active learning process, (2) remedial/enrichment programs, and (3) literacy development. As such, (Banun, Sri. Yusrizal & Usman, 2016) explains that one important thing that needs to be considered in achieving organizational goals is the resources of a school, including funds, equipment, information, and human resources as supporters to achieve goals, efforts to improve and develop school quality must continue. Schools need to look for new innovations in implementing various programs that have been prepared.

Teachers of SMPN 1 Want Jaya to apply managed learning by opening up more space for students to be more creative and active so as to create a learning atmosphere that is in accordance with the concepts and meanings. This is implemented through various activities supported by various information and learning resources based on their potential and characteristics. The activities carried out are directed to increase experience and knowledge in order to have analytical and synthesis skills. In the learning process, students are given the opportunity to learn actively (reading, asking questions, discussing, practising, or using media), involving higher-order thinking skills, implemented through concrete experiences, and presenting material that is more meaningful for students' lives and has an impact on solving problems. Daily life problems (Hanief, 2016).

The provision of stimulus and student responses can go through a fun and not boring learning process. Active learning carried out by the teacher can help the memory of students because each subject matter is associated with various knowledge and experiences resulting from the activities of each previous student activity. (Baharun, 2017) explain that in the context of education quality, quality refers to input, process, output and impact. Process quality learning means the ability of existing resources to transform multiple types of inputs and conditions to achieve added value. For students, such as the value of health, safety, discipline, intimacy and satisfaction. Furthermore, the educational output is said to be of high quality if it is able to give birth to academic and extra-curricular excellence (Danim, 2016).

The principal of SMPN 1 Want Jaya, explained that there are two services to improve student achievement, namely the remedial program. This service is provided to students who, based on diagnostic tests, are still low and have not completed 1 or more basic competencies. In the implementation of remedial learning, the teacher determines for himself when to carry out remedial activities. So all subjects are given the freedom to set the time to carry out remedial learning. We also have an enrichment program that is given to students in the final exam material and the discussion is more complex. Scheduled enrichment implementation time made by the deputy principal of the curriculum field.

Complete learning requires students who have not reached the KKM to take part in a remedial program, while students who have reached or exceeded the KKM are given an enrichment program. The provision of remedial and enrichment is carried out for knowledge and skill competencies, while there is no remedial or enrichment attitude.

The principal also emphasized that: Literacy in schools is the responsibility of all teachers in all subjects because reading and writing are skills used in all fields of study. Thus, professional development for all teachers also needs to be provided. However, keep in mind that Indonesian language teachers must play an important role in literacy because these teachers teach four language skills.

The deputy principal explained that: Literacy learning will not be realized without quality teachers. In line with this fact, the initial effort that must be made to realize literacy learning is to improve the quality of teachers. Through improving the quality of teachers, teachers will be able to develop the quality of the lessons they carry out, and improving the quality of learning will have an impact on improving the quality of graduates. In the end, ownership of an effective teacher character will have an impact on increasing student literacy skills in the future, not just a dream.

As mentioned above, the principal explained that: The strategy for fostering a literacy culture at SMPN 1 Want Jaya is structured in a habituation process, which is a process carried out to create a reading and writing literacy culture such as providing 15 minutes of reading time together before studying (loud and/or silently), providing/selecting interesting and relevant reading books in a comfortable reading area.

The Principal's Strategy in Improving the Accreditation of SMPN 1 Want Jaya From the Aspect of Teacher Quality

The principal explained again that, in supporting the increase in accreditation carried out, to give assignments to teachers must be in accordance with educational qualifications and in accordance with their competencies so that there are no activities that are not carried out properly. Thus all school programs can run as planned. This can have a positive impact on teacher performance. (Irawan, S., Tagela, U., & Windrawanto, 2020), explained that one way to see, assess, and guarantee the quality of schools is by periodical school accreditation. School quality is an important part in improving the quality of education. The quality of education in Indonesia can be seen from the accreditation, certification, and assurance of the quality of education.

Good teacher performance will also provide a good learning experience for students. Thus, all teachers must have great motivation in carrying out their duties. All teachers must obey the rules that have been set, the vice principal explained that all teachers are required to have professional and professional skills. Good work ethic so as to provide a good reflection to the students.

The school of SMPN 1 Want Jaya explained that the school always trains the quality of teachers through basic things, namely training in the preparation of RPP completely. This training is realized in the MGMP and also invites speakers from outside, for example Unsyiah". Besides that, the vice principal in the field of curriculum explained that all teachers are required to carry out the learning process by implementing the 2013 curriculum, and all teachers must have learning tools so that the teaching and learning process does not seem monotonous. (Andang, 2020) explained that considering the teacher's task in developing students' potential to become human beings of faith, noble character, knowledgeable, capable, and creative, requires teachers to make serious and comprehensive efforts to increase competence, both personally and by the government.

The principal explained that in accreditation, teachers are required to be able to (1) prepare lesson plans that facilitate all students to learn to be active, innovative, creative, effective, and fun, such as: designing simple research, carrying out certain project tasks based on students' own ideas and optimizing the environment. Around as a source of learning and utilize ICT or other methods that are appropriate to the context, (2) explain the stages of preparing the lesson plans that he made by taking into account the results of reflection/evaluation of the previous learning process.

Principals have made efforts to improve teacher professionalism through teacher certification carried out by the government. With this teacher certification, it is expected that teacher performance will continue to increase. This can be seen not only from the administrative aspect of its personnel, however, also from the aspect of increasing professionalism and commitment as an educator.

The principal explained that: the teacher as the spearhead in achieving educational goals with the birth of highly qualified graduates. Of course, it must be supported by the availability of teachers who have good quality. In carrying out their duties, teachers are always given the opportunity to improve their abilities both through training and also attending seminars (Hasanah, 2020). (Mulyasa, 2019) states that teacher and staff development is an activity to determine employee needs both quantitatively and qualitatively for now and in the future. Schools always want teachers and staff to carry out their duties optimally.

The implementation of another program in an effort to improve the professional competence of teachers is to carry out supervision by conducting class visits, through observations, and observations. In the supervision, the principal also found information about the weaknesses and completeness of teacher administration. Because supervision is one of the tasks that must be carried out by the principal as a supervisor and the data can be used as the basis for improvement and coaching (Aprida, Y., Fitria, H., & Nurkhalis, 2020). Principal leadership in increasing teacher responsibility can apply which leadership style will be used (Murtiningsih, M., Kristiawan, M., & Lian, 2019). The results of interviews with teachers show that principals in an effort to increase teacher responsibility, apply a democratic and situational leadership style. This is one of the principal's strategies for increasing the creativity of teachers at SMP Negeri 1 Want Jaya. In accordance with this, (Arikunto, 2018), explains that teacher and staff development is a job that must be done by school principals in managing educational personnel, which aims to utilize teachers effectively and efficiently. Thus, in supporting the improvement of school accreditation, the ability of teachers to teach must be improved.

4. CONCLUSION

The increase in accreditation by the Principal of SMPN 1 Want Jaya from the aspect of the quality of graduates is carried out by increasing religious activities in schools; creating a bullying-free environment; improving skills, collaboration, and critical thinking; and improving learning achievement. Increased accreditation by the Principal of SMPN 1 Want Jaya in terms of the aspect of the learning process being carried out actively; holding several remedial/enrichment programs; and drive the School Literacy Movement (GLS) program. This improvement was carried out by the principal by positioning himself as a leader, motivator, and educator. These programs support all aspects of the school's accreditation assessment criteria. The increase in accreditation by the Principal of SMPN 1 Want Jaya from the aspect of teacher quality is also carried out by increasing the ability to prepare learning plans and sustainable professional development. This improvement was carried out by the principal by positioning himself as a manager and administrator. The limitation of this study is that the research results cannot be generalized because the research location is only one school with different characteristics from other schools. The recommendation of this research is that further development of the teacher performance improvement program is carried out by providing training for teachers in carrying out their duties as educators, training in the use of IT, and carrying out supervision to improve teacher professionalism.

Acknowledgements: The author would like to thank the lecturers and colleagues who have helped their thoughts and ideas.

Conflicts of Interest: The authors declare no conflict of interest

REFERENCES

- Andang. (2020). *Manajemen dan Kepemimpinan Kepala Sekolah*.
- Aprida, Y., Fitria, H., & Nurkhalis, N. (2020). Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kinerja Guru. *Journal of Education Research*, 1(2), 160.
- Arikunto, S. (2018). *Dasar-dasar Supervisi*.
- Astuti, R., & Dacholfany, M. I. (2016). Pengaruh supervisi pengawas sekolah dan kepemimpinan kepala sekolah terhadap kinerja guru SMP di Kota Metro Lampung. *Jurnal Lentera Pendidikan Pusat Penelitian*, 1(2), 204–217.
- Azizah, A., & Sobri, A. Y. (2016). Strategi kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal Ilmu Pendidikan*, 20(2), 208–214.
- Azizah, Lailatul & Witri, S. (2021). Peningkatan Mutu Pendidikan melalui Penerapan Total Quality Management dalam Program Akreditasi Sekolah. . . *Jurnal Pendidikan MI/SD*, 1(1), 69–78.
- Baharun, H. & Z. (2017). *Manajemen Mutu Pendidikan Ikhtiar Dalam Meningkatkan Mutu Pendidikan Madrasah Melalui Pendekatan Balanced Scorecard*.
- Banun, Sri. Yusrizal & Usman, N. (2016). Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan pada SMP Negeri 2 Unggul Mesjid Raya Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan*, 4(1), 137–147.
- Danim, S. & K. (2016). *Profesi Kependidikan*.
- Giri, I. M. A. (2016). Supervisi pendidikan dalam peningkatan mutu pendidikan di sekolah. *Jurnal Penjaminan Mutu*, 2(1), 44–53.
- Hanief, M. (2016). Menggagas teknik supervisi klinik sebagai upaya peningkatan mutu pembelajaran. *Jurnal Pendidikan Islam*, 1(2).
- Hasanah, S. M. (2020). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pembelajaran Di Era Pandemi Covid 19. *International Journal of Educational Resources*, 1(3), 257–279.
- Irawan, S., Tagela, U., & Windrawanto, Y. (2020). Hubungan akreditasi sekolah dan supervisi oleh kepala sekolah dengan kualitas sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 165–174.
- Khodijah, S. (2021). Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Masa Pandemi Covid-19. *Jurnal Inspirasi Manajemen Pendidikan*, 9(1), 156–170.
- Kholis. (2020). Analysis Of Principal's Academic Supervision and Teacher's Work Motivation Toward The Performance of State Elementary School Teachers in Undaan District Kudus Regency. *Jurnal Ilmiah Kependidikan*, 10(2), 257–266.
- Marjuki, Mardapi, D, Badrun Kartowagiran, B. (2018). Pengembangan model akreditasi sekolah menengah atas /madrasah aliyah (SMA/MA). *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(1), 1–14.
- Mulyasa, E. (2019). *Manajemeen dan Kepemimpinan Kepala Sekolah*.
- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication With Work Ethos of the Teacher. *European Journal of Education Studies*.
- Prasojo, L. diat & S. (2019). *Supervisi Pendidikan*.
- Risnawati. (2017). *Administrasi dan Supervisi Pendidikan*.
- Setiyaningsih, C. D. (2017). Status akreditasi dan kualitas sekolah di sekolah dasar negeri. *Jurnal Manajemen Dan Supervisi Pendidikan*, 1(2), 138–145.
- Sudarjat, J., Abdullah, T., & Sunaryo, W. (2015). Supervision, leadership, and working motivation to teachers' performance. *International Journal of Managerial Studies and Research*, 3(6), 146–152.
- Undang-Undang Republik Indonesia. (2003). *Sistem Pendidikan Nasional (UU RI Nomor 20 Tahun 2003)*.
- Zulfikar, Y., & Ibrahim, S. (2017). Supervisi Akademik oleh Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru SD Negeri 2 Calang Kabupaten Aceh Jaya. *Jurnal Administrasi Pendidikan*, 5(3).