

Principal Managerial Competence in Improving Teacher Performance at SMP PGII Bandung

Sutarman

Sheikh Yusuf Islamic University, Tangerang, Indonesia

sutarman@unis.ac.id

Abstract

The research objective is to find out (1). Planning for school principals in improving teacher performance at SMP PGII Bandung (2). Implementation of school principals in improving the performance of school teachers (3). Supervision of school principals in improving teacher performance in schools. The research method used is a qualitative approach. Data collection techniques: through interviews, observation, and document study. Data analysis classifies data, connects data, reduces data, displays data, and draws conclusions. Data validity by testing credibility, transferability, dependability, and confirmability. Findings (1). Planning for school principals to improve teacher performance in schools has carried out long, medium, and short-term planning by involving all stakeholders in preparing school work plans. (2). Implementation of school principals to improve teacher performance has been going according to plan. As in the leadership and motivation that has been carried out. The facilities are sufficient to run optimally. (3). Supervision is carried out by the principal following the supervisory procedures applied to all activities carried out in schools. Assessing program activities that are not implemented according to consideration, because of the assignment, position, and welfare received by the teacher.

Keywords: Managerial Competence, Principal, Teacher Performance

1. Introduction

The principal as an administrator holds the key to school improvement and progress. He must be able to lead and carry out his role so that all activities are controlled and directed to innovate and try new ideas and new practices in the form of more effective and efficient classroom management.

Efforts made by the government to improve the quality of education have not shown encouraging results there have been many failures in its implementation in the field. Failure after failure is caused, among others. (Agus, P. Nurtanio., 2019). By inappropriate management problems, the placement of educational staff is not following the fields and expertise, and the handling of problems is not by experts so the goal of national education is to educate the life of the nation through improving teacher performance at every type and level of education that has not been able to embody. To be able to realize national education, the school principal is the figure most expected to represent the government in implementing and improving the quality of education and the progress of the schools they lead.

The managerial competence of school principals is an important and strategic factor in the framework of improving the quality and progress of the schools they lead. Because competence is a description of what must be done in a job, in the form of activities, behaviors,

and results that can be displayed. (Djafri, Novianty., 2016). To be able to do this work, a person must have the ability in the form of attitudes and knowledge, attitudes and skills. Therefore the principal is required to have extensive knowledge of educational issues. With managerial skills, technical skills, teacher relations skills, and adequate conceptual abilities, it is hoped that the principal will be able to mobilize all the potential of the school, including being able to spur improvements in the quality of the performance of teachers in the school.

The ability of the principal in planning, organize, lead, motivate, control, and evaluating all existing resources in the school is important and strategic in efforts to achieve the progress of a school. Schools as a social system have very complex dimensions so they cannot be separated. (Yusuf, Muri., 2017). Of various problems that demand a comprehensive solution that can be accepted by all parties. Therefore, it is necessary to have a leader who has adequate managerial skills so that dynamic and conducive school conditions are expected to be realized to improve the quality of the school concerned.

2. Research Methods

This study uses a qualitative method. (Sugiyono., 2018). Through interactive naturalistic, namely research on natural reciprocity, in conducting interactive research, researchers identify, formulate, collect, process, analyze, and conclude to provide an understanding of the concepts studied.

2.1. Data collection technique

In collecting information in a study. (Moleong, Lexy J., 2018). For this reason, researchers collected data in three ways, namely observation, a document study, and interviews with the following explanation:

- a. Observation is a systematic recording of the phenomena investigated. Principal Managerial Competence in Improving Teacher Performance at SMP PGII Bandung. The observation process was carried out to obtain a high level of validity and reliability.
- b. Document Study is a non-human resource. Documents are records of past events written in the form of notes, letters, diaries, and others.
- c. In-depth and detailed interviews explore information holistically and clearly from informants. Conducted in the context of participatory observation. Researchers are involved intensively with research settings, especially involvement in research focus.

3. Results and Discussion

3.1. Principal planning in improving teacher performance

As an educational institution, SMP PGII Bandung makes plans according to the needs of the school. In applying the competency and managerial abilities of the school principal in managing the school. (Haryono, Siswoyo., 2019). Has teaching duties and as head acts as a wise planner. Teaching experience that is the same length of time as experience leading an educational institution greatly influences planning and work programs.

The school principal has a very complex task, as the leader of the highest level in an educational institution must set a good example, and have responsibilities like a great leader. In organizational terms, the principal is not the only decision-maker in the school. However, the school principal must coordinate with the foundation to then follow up, then consult together. (Rokhani, C. T. S., 2020). The school principal works actively and effectively in maximizing management which includes planning, leading, coordinating, implementing

programs that have been made, supervising ongoing activities, and evaluating the results obtained from various planning programs that have been mutually agreed upon.

Principals who already have Strata 2 qualifications are required to master management knowledge. There are many very difficult tasks for school principals, especially in terms of improving teacher performance at the school. (Dwiyani, Dini., 2018). The school principal must first know the abilities that must be possessed by a professional and competent educator. In daily life, the principal also carries out learning in classes and extracurricular activities on certain days. Teacher at SMP PGII Bandung. Sufficient and adequate, because they are recruited according to the field and expertise of each educator. And in practice as a manager, the principal is also required to be good at putting management goals ahead, because misperceptions and wrong decisions will result in material and time losses, therefore all school principals must truly have competence in leading an educational institution.

The principal must be able to make effective and efficient plans, part of the manager's function. In making a work plan, the school principal is not alone, he is assisted by his partners in the SMP PGII Bandung environment. (Kompri., 2017). To facilitate the work plan in carrying out the agreed work programs. The principal already has a specific strategy for carrying out his duties in writing, so that it can be easily seen in the principal's list of activities, namely:

- a. Create a school principal work program. The work program made by the principal is in the form of a long-term program, a medium-term work program, and a short-term work program.
- b. Make a list of the activities of the principal of SMP PGII Bandung. This list of activities is a list of the principal's activities starting from the list of daily, weekly, monthly, and yearly activities.
- c. Determine the goals and objectives to be achieved in the future. The goals to be achieved must be following existing resources. The purpose of this is for all stakeholders to focus on and minimize irregularities.

Besides that, the task of principal as a leader in improving teacher performance must also make a list of plans. (Mahara, Riza, et al., 2017). The planning list here is divided by the school principal into two, namely: Planning for the principal as an educator for SMP PGII Bandung students. As an educator for his students, the principal is assigned to teach directly in classes with face-to-face meetings. As well as an educator, and school principal. Make a plan before carrying out the teaching and learning process which consists of:

- a. Make a teaching plan in class face-to-face. The teaching schedule charged to the principal is face-to-face 4 hours/day
- b. Make a learning program plan, namely a learning program plan made to make it easier for teachers to carry out the learning process in a systematic and structured manner.
- c. Create extracurricular activities. Extracurricular activities are intended as a support/complement for improving the skills of students to improve the quality of learning. Extracurricular activities that have been successfully planned by the school principal are divided into two categories.
- d. Literature Workshop This extracurricular activity program is trained by Members of the Bandung City Theater. This activity is scheduled for 3 meetings a week. This activity is also in great demand by SMP PGII Bandung Bandung students.

This extracurricular activity aims to increase students' interest in theater. (Khasanah, D. R. A. U, et al. 2020). And won first place and third place twice in a Drama Performance Competition in the context of National Education Day at the Bandung City Level in 2021 and 2022.

- a. Scouts in student activities are trained by a teacher who is an expert in the field of

- scouting. This activity is held not every day, but only once a week, given the tight schedule of students and girls at school.
- b. Silat is an extracurricular activity that is in great demand by SMP PGII Bandung students. This activity is also highly supported by the school. The schedule for this activity is held 2 times a week.
- c. Futsal for this activity is scheduled in the afternoon, practice is carried out with a predetermined group. This activity has participated in many tournaments between private schools in the city of Bandung and won satisfying awards and achievements.
- d. Youth scientific work in youth scientific work activities, students and students are required to make the best work, by carrying out routine activities at school, it is hoped that students and students of SMP PGII Bandung. Can compete with other schools.

This activity is trained by teachers who are competent in the field of scientific work. Many students have received awards in the form of money and trophies because they have participated in competitions between schools in the city of Bandung. (Hardono, Haryono., 2017). PGII Bandung Middle School students. Not inferior to favorite schools in the city of Bandung. More active students. In addition to obtaining Islamic knowledge, they will receive general knowledge that supports learning and challenges in life in the future. While non-permanent extracurricular activities consist of:

- a. Art Performance Event The art performance is held once a year, to be precise, at the farewell event for class IX students. This Art Performance activity was also arranged with a Bazaar. Students channel their talents and hobbies. Some appeared to sing, some played drama, and some students were able to perform Sinandong Asahan. An art from Bandung Asahan.
- b. Lightning Ramadan Islamic Boarding School Lightning Ramadan Islamic boarding schools activities must be attended by all students at SMP PGII Bandung, who are Muslim, activities are held only once a year, to fill Ramadan fasting activities and take advantage of positive activities in this glorious month.
- c. Week of sports and arts The implementation of the sports and arts week of SMP PGII Bandung, which is held every year on November 25 to be precise. Implementation of a sports and art week, which was attended by various schools in the city of Bandung, starting from the elementary and junior high levels, and various kinds of competitions were held which included: memorized competitions, coloring, gymnastics, flag raisers, reading poetry, little preachers, speeches, snakes and ladders giant, Muslim fashion, smart pray every day.

Planning for the school principal as a leader for teachers and teachers partners who are partners for school principals who are jointly responsible for improving teacher performance at SMP PGII Bandung. (Haslina, Yusrizal., et. Al., 2017. As a leader, the school principal must make careful planning in providing education to teachers in schools, namely as follows:

- a. Make a teacher development plan. The coaching planning is intended is to make a training schedule for teachers in rotation to take part in Arabic language training, and training for making Learning Implementation Plans, such as; seminars, teacher training workshops, and scientific discussions. In this case, the school has a budget to carry out coaching and training.
- b. Adjustments to the internal plans of SMP PGII Bandung School. With ideas and suggestions from the community. The work plan made by the principal and his work partners is not always in line with the ideas of parents (community) as users of school education services. If something like this happens, the school works together to reach an agreement with the community by way of deliberation.

In planning the principal as a leader to improve teacher performance, they do not work alone. The principal involves all stakeholders in the SMP PGII Bandung environment. (Supardi, 2019). The stakeholders in question are parents of students through the school committee. This is done in the form of cooperation and mutual reminders between the school management and the community.

In preparing the plan it is necessary to involve all parties to enrich the idea. Meanwhile, in certain events, various inputs and ideas from teachers who are experienced in terms of graduation ceremonies, finish reading, a commemoration of Islamic holidays, and others are also involved. (Harjono, A. et al., 2019). This is done so that the most important events run as well as possible in the school environment. The preparation of plans to improve teacher performance by involving all stakeholders aims to broaden scientific knowledge to students so that students learn properly. By involving all parties, it will be easier for school managers to find ways to increase the performance of teachers at SMP PGII Bandung, according to what is desired and expected by all interested parties. So that users of school education services can feel the desired feedback from an educational institution.

3.2. Implementation of the Principal's Planning in improve teacher performance

Implementation as a function of management, which is a work program including the most important part for stakeholders in educational organizations. Plans that have been made and prepared carefully must be implemented as well as possible because if there are irregularities in them, they must be handled in ways that have been agreed upon when formulating a plan at the beginning. (Desiyanto, J. Pantiwati., 2018). Implementation is an effort to move/move organizational members in an educational institution so that they wish to achieve the goals set in the planning. In this case, moving is not an easy thing to do well.

Leadership style must be adapted to the circumstances and conditions that are being faced in the field. In leadership, the principal is not authoritarian, this can be seen in the implementation which has its strategy as follows:

- a. Division of work All personnel in SMP PGII Bandung. Assigned tasks according to their respective expertise. As a homeroom teacher, he was appointed because he was able to be responsible for his students, and was able to manage the class well. The administration was appointed because he had expertise in administration and experience he had. Expertise in operating a computer, making correspondence, as well as compiling school archives. Extracurricular activities are entrusted to teachers who are experts in certain fields.
- b. Democracy in making policies, the principal always invites deliberations of his work partners to find solutions to existing problems. The principal responds to the differences that exist and then gives him the freedom to express opinions and put forward ideas.
- c. Prioritizing cooperation in carrying out work, the school creates a cohesive team to improve the quality of work by prioritizing cooperation. Collaboration is carried out to maximize the existing potential and complement each other's deficiencies.

Furthermore, in the implementation of school work programs. (Fitriadi. Marsidin., 2020). school principals always motivate improving teacher performance by utilizing:

- a. Giving gifts and awards Prizes and awards given by school principals to outstanding teachers are in the form of coaching money. This prize is given so that teachers are more motivated to improve their performance. Furthermore, the administrative staff will also get prizes and awards if the administrative staff is maximal in working from

the instructions given by the school principal.

- b. Provision of allowances At the end of the semester or the end of the month of Ramadan, special allowances are given to employees and teachers in the school environment. Allowances are given to teachers at the end of the semester in the form of additional money besides the basic salary.

The implementation of the planning went as it should at SMP PGII Bandung. In operation, it has also been carried out well, due to the facilities and infrastructure that have supported the implementation of the teaching and learning process. For example, the use of information and communication technology to support the implementation of teaching and learning has been implemented in schools. This can advance knowledge so that students can learn more broadly by using computers. (Arifa, F. Nurul., 2020). Having an internet connection, so that it makes it easier for students to learn based on the times with increasingly sophisticated technology.

Teachers will find it easier to introduce information and communication technology to their students in conveying the material being taught, by following the development of globalization through adequate school facilities and infrastructure. (Muslim, A. Q., 2018). then administrative staff says about the facilities and infrastructure used to support administrative activities as implementing education computerized system because computers are available, other equipment is adequate.

The computerization of education is a way to improve educational services. SMP PGII Bandung has adequate facilities and infrastructure, so the system can be implemented properly. Special computer facilities are available at the school administration desk. School administrative affairs become easier, more effective, and more efficient in the process of carrying out the tasks assigned by the school principal for administration. The principal has discipline. He arrived on time at school, setting an example for teachers not to arrive late. The communication he developed with the staff went well. An example given by the principal is to come to school on time. (Astini, Ni K. Suni. 2020). The principal is present before entering teaching and learning activities take place. Become a supporter of the presence and involvement of the principal from the teachers because his house is far from the school.

The strategy carried out by the principal is to provide education to his subordinates, the principal educates us teachers by showing attitude and example. The principal also provides training, and discussions (sharing) to improve the quality of good performance for teachers. Education is provided by school principals to teachers by showing an exemplary attitude to teachers, for example by dressing neatly, according to religious norms, direct involvement in all activities, providing examples of preparing good lesson plans, teaching effective learning strategies, and exemplifying discipline to teachers, staff, and employees.

Principals who serve as high leadership in educational institutions must be wise in making decisions, adjusting plans that have been made, implementing plans, and so on. Making training lesson plans, involving all teachers participating in the training, this training aims to maximize and make it easier for teachers to carry out learning. (Hidayat, Rais, et al., 2019). Holding discussions with teachers aims to solve problems faced, both in class, at picket tables, and in program planning.

The training provided for teachers includes scientific activities, in the form of teacher seminars and religious seminars. Usually, at SMP PGII Bandung, you get invitations for training, so the school sends several people to be trained to become teachers who have better potential in improving their performance at school. school.

3.3. Supervision the Principal in Improving Teacher Performance

Supervision is carried out by the principal in improving teacher performance using various strategies. (Girsang, Elsinar., 2021). The strategies carried out were seen after interviews with the principal as the highest leader and other staff at the school as follows:

- a. Carry out daily monitoring by the principal in the form of clinical supervision. Every day the principal monitors teacher absences in the form of fingerprints, and student and female attendance for each class. Supervision of the principal includes the activities carried out at SMP PGII Bandung.
- b. Participate directly in the learning process As part of direct supervision, the principal participates in face-to-face teaching in class. This is done to find out the strengths and weaknesses in the field in carrying out school programs to improve teacher performance.
- c. Monitoring teacher performance. A teacher becomes the object of the principal's supervisory section. Under this supervision, the principal receives monthly teacher reports which are made in the form of class notes. Then the report will be evaluated jointly in the subject teacher deliberations and homeroom teachers and school principals to be corrected if there are deficiencies in the work program made.
- d. Monitor the activities of students who aim to control the activities of students so that they work and act according to the instructions given. In supervising the implementation of congregational prayers, the principal alternates with the teachers supervising students. In addition, the principal makes a picket schedule for teachers to welcome students and female students to school.
- e. Monitoring the success of students always pays attention to the success of work programs implemented in the PGII Bandung Middle School environment, for students. The main points that are used as school principals' assessments are daily student exams, midterm exams, semester exams, and school final exams.

The principal supervises supervision by conducting direct supervision. The school principal stated: Supervision is carried out utilizing routine supervision such as direct involvement in teaching in class, monitoring teacher and student absences, and monitoring other extracurricular activities. (Damayanti, W., 2016). Apart from that, I asked for accountability for reports on the results of routine activities. The principal always supervised the performance of our staff at SMP PGII Bandung. As the school treasurer, I am required by the school principal to make reports on incoming and outgoing money. The reports made will later be submitted by the school principal to the Bandung City Education Office.

The principal as a supervisor in the field finds mistakes in his students by giving a verbal warning. The warning given is in the form of a warning not to repeat the mistake. Teaching staff at SMP PGII Bandung, as the homeroom teacher for class VIII, educators make mistakes, we receive a warning to change for the better. the principal provides input, and suggestions to jointly try to improve the performance of each according to the expertise they have. As a supervisor for teachers in the school environment. (Abdullah, Y. Rahmawati., 2020). The school principal is open. Even the school principal never gives sanctions to teachers who have mistakes up to dismissal. The school principal only gives warnings and reprimands to the teacher. The school principal also provides criticism, input, and suggestions openly to teachers. Besides that, school managers and stakeholders have adopted many positive activities outside of school to be implemented in schools as a strategy to improve teacher performance in learning subjects.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the research data and previous discussion, several conclusions can be drawn as follows::

- a. The school principal's plan to improve teacher performance at SMP PGII Bandung begins with planning a teacher development program in the form of training, seminars, and scientific discussions as well as making adjustments to internal plans with ideas and suggestions from the community through the school committee.
- b. The Implementation of the Principal's Planning in improving teacher performance is contained in a work program that has previously been prepared and carefully prepared and must be implemented properly. The strategy used in its implementation is through the division of labor, is democratic in implementation, and prioritizes cooperation through the formation of work teams.
- c. Supervision is carried out by the principal in improving teacher performance utilizing routine or inherent supervision such as the implementation of a teacher teaching, supervision of the teacher and student attendance, and supervision of other extracurricular activities.

4.1. Suggestion

Based on the research results and conclusions, it can be recommended in the form of several suggestions, namely as follows:

- a. For the Principal of SMP PGII Bandung, it is advisable to continue to improve their managerial competence from time to time to encourage improvements in teacher performance and the quality of graduates for the future.
- b. For PGII Bandung Middle School teachers, to be able to increase commitment and work discipline in carrying out their duties and functions for the future. commitment and work discipline are expected to improve the performance and quality of graduates in the future.
- c. For researchers in subsequent research, to be more focused on research, regarding the time of data collection, data analysis, and in making research constructions to further develop and deepen studies in other research backgrounds.

Reference

- Abdullah, Y. Rahmawati & Damhuri. 2020. "Implementation of Teacher Performance Assessment in Learning Supervision Activities at SDN 4 Duhiadaa". *Journal of Islamic Education Management*, 8(2): 88-105.
- Agus, Purwanto, Nurtanio., 2019. *Educational Leadership*, Yogyakarta: Interlude,
- Arifa, F. Nurul., 2020. "Challenges in Implementing Learning from Home Policies in the Covid-19 Emergency Period". *Agency Research Center DPR RI Expertise in the Field of Social Welfare Brief Info*, XII (7): 13-18).
- Astini, Ni K. Suni. 2020. "Challenges and Opportunities for Utilizing Information Technology in Online Learning during the Covid-19 Period". *Jayapangus Press Cetta: Journal of Education*, 3(2): 241-255.
- Damayanti, W., 2016. "Improving the Quality of Teacher Performance through Academic Supervision at SMK Negeri 1 Salatiga Facing the 2016 PKG". *Journal of Social Science Education*, 26(1): 80-86.
- Djafri, Novianty., 2016. *Principal Leadership Management*, Sleman: Deepublish.
- Dwiyani, Dini & Alit Sarino., 2018. *Situational Leadership Style of School Principals and Teacher Work Motivation as Determinants of Teacher Performance*, *Managerial Journal*, Vol. 3, No. January 4th.

- Desiyanto, J. Pantiwati, Y & Tinus, A. 2018. "Implementation of the Point Credit System Policy for Misconduct in Efforts to Form Students with Confident Islamic High School Character in Pasuruhan Speech". *Journal of Education Policy and Development*, 6(1): 86-100.
- Fitriadi. Marsidin, S., & Sabandi, A., 2020. "Policies of Supervision and Evaluation of Teacher Performance to Create Competence, Performance, Quality of Education in Elementary Schools Towards the 21st Century". *Educative: Journal of Educational Sciences*, 2(2): 187-193.
- Girsang, Elsinar., 2021. Improving Teacher Discipline and Teacher Performance at SD Negeri 007 Teluk Sebung, Teluk Sebung District, *Journal of Learning and Scientific Studies*, Vol. 4 No. 2, October 2020- March.
- Haryono., 2017. *The Right Way to Become a Great Teacher*, Maguwoharjo: Ar-Ruzz Media, 2017.
- Haryono, Siswoyo., 2019. *Digest of Leadership Theory*, Bekasi: Main Personnel Intermedia.
- Hidayat, Rais, et al., 2019. Competence of 21st Century Principals: A Theoretical Review, *Journal of School Leadership and Management*, Vol. 4 No. March 1st.
- Hardono. Haryono., & Yusuf, A. 2017. "Leadership of Principals, Academic Supervision, and Work Motivation in Improving Teacher Performance". *Educational Management*, 6(1): 26-33.
- Harjono, A. et al., 2019. "Training on the Development of Science Learning Devices to Support Teacher Readiness as a Role Model for 21st Century Skills". *Journal of Education and Service Society*, 2(3): 343-347.
- Haslina, Yusrizal, & Usman. N. 2017. "Teacher Performance in the Implementation of the 2013 Curriculum at SMA Negeri 5 Lhokseumawe". *Journal of Masters in Postgraduate Education Administration*, Syiah Kuala University, 5(4):211-217.
- Juita Siska, Adilla., 2017. The Influence of Discipline and Work Motivation on Teacher Performance at Sman 1 Canduang, Religion District, Volume I No. 02, November 2016 – April.
- Khasanah, D.R.A.U, et al. 2020. "Education during the Covid-19 Pandemic" *Sinesthesia Journal*, 10(1): 41-48.
- Kaylana Setiawan, Cruisietta & Sri Yanthy Yosepha., 2020. The Influence of Green Marketing and Brand Image on Product Purchasing Decisions of The Body Shop Indonesia, *Scientific Journal M-Progress*, Vol. 10, No. 1, January.
- Kompri., 2017. *Learning Factors That Influence It*, Yogyakarta: Media Academy.
- Mahara, Riza, et al., 2017. Leadership Style of the Principal in Improving Teacher Discipline in Man Pegasing, Central Aceh District, Volume 5, No. February 1, 2017, Graduate School of Syiah Kuala University, Banda Aceh.
- Maswar., 2017. Descriptive Statistical Analysis of Student Economics UAS Values with the SPSS 23 & EVIEWS 8.1 Program, JPPII, Vol. 1, No. April 2nd.
- Masaong, Kadim., 2020. "Learning Supervision and Teacher Capacity Building Empowering Supervisors as Teachers' Teachers". Bandung: Alfabeta.
- Moleong, Lexy J., 2018. "Qualitative Research Methodology". Bandung: PT Remaja Rosdakarya Offset.
- Mulyasa, H. E. 2017. "Teachers in 2013 Curriculum Implementation" Bandung: PT Remaja Rosdakarya Offset.
- Mushlih, A & Suryadi, R. A. 2020. "Supervision of Theory and Practice Education" Bandung: PT Remaja Rosdakarya.
- Muslim, A. Q & Wekke, I. S. 2018. "Teacher Performance Assessment Models". *Journal of Al-Ta'dib*, 11(1): 37-54.

- Nai, Hendrikus & Wiwik Wijayanti., 2018. Implementation of Duties and Functions of Principals of Public Secondary Education Schools, Journal of Education Management Accountability, Volume 6, No 2, September 2018.
- Rokhani, C. T. S., 2020. "The Effects of Work From Home (WFH) on Performance of SD Negeri Dengkek 01 Pati Teachers During the Pandemic Period Covid-19". Journal of Education, Psychology, and Counseling, 2(1): 424-437.
- Rozi, F. M. Prihatin, T. & Suminar, T. 2016. "Performance Determinant Factors high school teacher". Educational Management, 5(2): 138-147.
- Sugiyono., 2018. "Quantitative, Qualitative and R&D Research Methods". Bandung: Alfabet.
- Supardi. 2019. "Teacher Performance". Jakarta: PT Raja Grafindo Persada.
- Sutama. 2019. "Educational Research Methods". Sukoharjo: CV. Jasmine.
- Yolanda, Olivia, et al. 2020. "Explorative Study of the impact of the Covid-19 Pandemic on the Online Learning Process in Elementary Schools". Oikonomia Management Journal, 16(1): 1-13.
- Yulianingsih, L. T. Sobandi, A. 20017. "Teacher Teaching Performance as a Determinant Factor for Student Achievement". Journal of Office Management Education, 2(2): 157-165.
- Yusuf, Muri., 2017. Quantitative Qualitative Research Methods and Joint Research, Jakarta: Kencana.
- Zakaria, Tata., 2016. Discipline Journal: A Must Have Every Employee.