

## Managerial Competence of School Principals in Improving the Quality of Institutions

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**Abstract:** *The progress of a school depends on the competence of the leader or principal because the competence of the principal himself is one of them in the managerial realm, which is directly related to the achievement and progress of the school as an Educational Institution. Therefore, this study aims to find out how the managerial competence of school principals in improving school quality. Data collection techniques carried out are observational analysis, interviews, and documentation outlined in qualitative descriptive form. Based on the results of research data analysis from observations and interviews, conclusions were obtained, namely; The managerial competence of the principal in improving the quality of the institution at SDIT Laa Tabzan, Citra Raya Tangerang has had a good impact on the progress of the school, because the principal at the school has the maximum managerial ability and is able to apply it optimally which includes; 1) Conceptual skills, in this case the principal is able to carry out school planning and curriculum development by national education objectives, 2) Human relations skills, in this case the principal can utilize teachers and staff and build good relationships with school residents and residents around the school, 3) Technical skills), in this case, the principal can manage the resources in the school optimally, and is able to supervise and organize all forms of activities carried out. However, even though the principal has been able to manage human resources, he is still unable to manage or utilize the web-based school information system to help facilitate and support the achievement of school goals.*

**Keywords:** *Managerial Competence; Principal; Quality of the Institution*

## INTRODUCTION

National development prioritizes the education sector because education is an effort to educate the nation's generation. They are improving the quality of human resources, making education the most important milestone. In educational institutions, of course, school principals have a strategic and important role in coordinating all the resources in them. This is in line with what Suryosubroto (in M. Dian Wahyudi, et al) said that school principals must utilize all school personnel effectively in providing education in schools as well as possible. The role of the principal lies in his leadership in the management of education in schools. The principal's approach to leadership is situational and depends on the needs of the school.

The headmaster must have a clear and directed understanding of the school's goals. The principal's ability to translate his vision into operational form will result in a high level of credibility for the school he leads (M. Dian Wahyudi, et al, 2022, p. 23). In this case, a principal must have competence, managerial competence is considered important for the sustainability of school performance in achieving the effectiveness and efficiency of a school. Competence, which is the ability or ability of a person to carry out the responsibilities carried out by his position, should be a prominent characteristic of a leader's performance. Managerial competence is synonymous with a manager or leader. In the world of education such as in schools, a principal should ideally have managerial competence so that the goals of the school or educational institution can be achieved optimally (Mamat Rohimat, 2019, p. 61).

The position of a principal is a position in an educational institution whose position is at the top, therefore a principal must have adequate competence (Adi, 2016, p. 4). The principal plays a key role as the leader of the educational institution. By leading effectively, the headmaster can encourage the school to achieve its vision, mission, and goals through the implementation of planned and phased programs (Maryam Imran, et al, 2021, p. 70). According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals or Madrasahs affirms that a principal or madrasah must have five dimensions of competence, namely: personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence (Yuliawati and Enas, 2018, p. 318).

A competency possessed by a school principal can be used as a means to communicate regarding the values contained in educational institutions and can be used as motivation in achieving goals to improve the quality of education. In various aspects, the competence of a school principal has an important role. The important role in question relates to the managerial competence of the principal. Good leadership and management of a principal can be reflected in the development of the school he leads (Novita Kause, et al, 2022, p. 111). As the *top managers* in educational institutions, school principals play a very important role, which is certainly required to have leadership and management skills to bring up initiatives and initiatives for improving the quality of the school itself (Irawan, 2019, p. 90).

What can be used as an example is, in some foreign countries, principals attend management training to improve and strengthen their professionalism, both in terms of leadership and organizational development (Isabel Del Arco, et al, 2023, p. 1). An important commitment to improving the quality of education in schools, including updating teaching methods, improving teacher skills, and

adapting to curriculum developments and educational technology. A continuous development process is key in facing the evolving dynamics of education. Mulyasa's opinion (in Harliansyah) states that "not all school principals have adequate understanding to carry out their duties and roles in efforts to improve the quality of education in schools" (Harliansyah, et al, 2022, p. 17). This emphasizes the importance of increasing the understanding and competence of school principals to effectively lead initiatives to improve the quality of education in the school environment.

The managerial competence of school principals needs to be strengthened because it will be a very important basis considering that currently, many principals tend to ignore this aspect. The sustainability of managerial competence is crucial because the success of an educational activity depends on the ability of the principal to organize and implement educational plans to achieve goals effectively and efficiently (Sudharta, et al, 2017, pp. 109–123). However, if you can master all managerial competencies, and then implement them properly, then a superior and independent school will be achieved (Yossita Wisman, et al, 2022, pp. 141–142). Based on this description, researchers can conclude how important the competence of school principals in carrying out their leadership duties is to be achieved and able to realize the nation's expectations through the achievements achieved by the school.

## **RESEARCH METHOD**

This type of research is qualitative research that explores information regarding the managerial competence of school principals in improving the quality of institutions. This research was conducted at SDIT Laa Tahzan Tangerang. This study took the principal and teachers, as well as committee representatives as subjects to get a complete picture of information. The data collection technique carried out in this study is by observation, namely, researchers come to the research location, observe real activities in the field observe the implementation of the principal's managerial competence (Khalilah Ramadhani and Erna Setyowati, 2023, p. 181), then interviews, namely conducting structured and unstructured questions and answers to informants, and document studies, namely collecting data by viewing, take notes, and photograph the necessary documents (Fine Reffiane, et al, 2022, p. 34).

Teknik analisis data dalam penelitian ini menggunakan teknik analisis data model interaktif yang mencakup tiga langkah, yaitu: Reduksi Data, *Display*/Penyajian Data, dan Verifikasi/Penarikan Kesimpulan (Miles, et al, 2018, p. 10). Dan untuk keabsahan data, peneliti melakukan triangulasi sumber.

## RESULT AND DISCUSSION

### Result

Observations and interviews in this study were conducted at SDIT Laa Tahzan Citra Raya Cikupa, Tangerang, and by looking at activities, facilities, and infrastructure, as well as data from schools. The observations and interviews conducted show that the principal's managerial competence in improving the quality of the institution has been running well because the principal understands his competence enough and applies it to advance the quality of the school. The results of observations and interviews on the Managerial Competence of School Principals in Improving the Quality of Institutions at SDIT Laa Tahzan, Citra Raya Cikupa, Tangerang are as follows:

### Conceptual Skill

#### a. Principal planning and school organization development

From the observations made, it can be seen that the activities carried out in the school have run optimally and are structured, the school has various organizations according to the level of education. All forms of activities are carried out systematically and planned. The results of the interview were obtained, that the informant stated that the planning had been carried out well, including holding regular working meetings with the foundation and teacher assemblies long before the implementation of activities in various fields, and always informing all forms of activities to be carried out to parents.

#### b. Compatibility of curriculum development and learning activities with national education objectives

From the observations made, it can be seen that the curriculum applied is to the objectives of national education, namely the 2013 Curriculum (K13) and the Independent Curriculum (Kumer). While the interview results stated that the curriculum applied was K13 and Kumer. The K13 application system is in classes II, III, V, and IV, while Kumer is in classes I and IV.

#### c. Supervision of school activities

From the observations made, the school or principal participates in supervising the activities that take place at school. And from the results of the interviews, the informants stated that all activities in the school are always monitored regularly by the school to minimize errors.

## **Human Skill**

### **a. Utilization of teachers and staff and management of student quantity**

The results of observations made show that the school or principal has made optimal use of teachers and staff, this can be observed from the progress of the school every year. Human resources in schools are utilized to contribute to school progress. All forms of school activities must be by administrative procedures. In addition, the school also seeks to increase the quantity of students by opening new student admissions one year before the new school year. The results of the interview also stated that the principal utilized teachers and staff and so far it has been running optimally. This is accompanied by an increase in the quantity of students in the school.

### **b. Budget Transparency**

The observations made, show that the existing budgets are used efficiently for school needs, such as the construction of classrooms, labs, and others to support the achievement of school goals. For the results of the interview, the informant stated that the budget or funds for activities in the school are used according to the needs of the school, every time there is expenditure from an activity or project, it will be closed and discussed with the school and the foundation, which means that every budget or fund spent is carried out transparently.

### **c. The school's relationship with the community**

The observations made show that the relationship between the school and the community is very good because the school building is close to the settlement. The results of the interviews obtained also stated that schools and the surrounding community have a symbiotic relationship mutualism, schools sometimes need community assistance to maximize the search for ideas and learning resources.

## **Technical Skill**

### **a. Management of facilities and infrastructure**

The results of observations made show that the school already has facilities and infrastructure that support school activities, such as lab rooms, vent rooms (BP), prayer rooms, and so on, and have been managed and utilized very well as well. For the interview, it was found that the facilities and infrastructure in the school were adequate and had been managed by the standards for managing educational facilities and infrastructure.

b. Management of information systems and utilization of technological advances

From the observations made, the management of information systems in schools has not run optimally, but for the use of technology in supporting learning, it has been running in several types of applications. For the results of the interview, the informant stated that the school information system is still not implemented as a whole, only using the school website, such as the academic information system, alumni tracing information system, and other information systems that have not run optimally. For the use of technology, the school has participated in *Learning Management System* (LMS) activities, collaborating with Class Pintar and Ruangguru.

## Discussion

Competency studies were initiated by McClelland in his article entitled *Testing for Competence than Intelligence*. Clelland in several of his studies found that aptitude tests which are usually used by psychologists to forecast performance, are not effective in predicting work performance because the results are often biased (Hermansyah, et al, 2023, p. 7). McClelland invented a deeper measurement model, namely competence. Competencies are individual characteristics associated with efficient or superior performance standards in the work context. Competence is described as an iceberg, where the top can be seen, but the bottom or inside is not visible (Slamet Pamuji and Sun Limei, 2023, p. 69).

School principals need to pay special attention to improving the quality of education in schools. This can be reflected in its ability to optimize self-development and school. The implementation of managerial duties involves human relations and the skills of the principal. Therefore, school principals need to have conceptual skills and knowledge and the ability to motivate school residents to develop their skills (Firyal Fatin Oktaviani and Slamet Lestari, 2022, p. 23). The active role of school principals in improving the quality of education demands good leadership skills. Effective school principals can manage all educational resources, including aspects of learning and human resource development, to achieve educational goals. In addition, the principal is expected to create a positive school climate, enabling all school components to contribute together in achieving educational goals and objectives (Wafa Alia Muhtar and N. Faturrehman, 2022, p. 9052).

Principals are increasingly becoming key actors in the system in schools. As their responsibilities expand, they face growing complexity and the demands of “effective school leadership”. Moreover, they are more responsible for performance in school. It is said that school principals in Scandinavia are

struggling with tensions regarding managerial demands beyond their ability to act as professional educational leaders (Agneta Hult, et al, n.d., p. 253).

Achieving school quality progress requires efforts based on planned change. Improving the quality of schools can be realized through two strategies. First, improving the quality of education that focuses on academic aspects provides a basis for the journey to achieve educational quality standards by the times. Second, improving the quality of education oriented to essential life skills, realized through broad, real, and meaningful education. With this approach, schools can provide comprehensive provisions for students (Kurniati, 2018, p. 3).

The managerial competence of the principal is the main key to improving the quality and development of the school he leads. These managerial competencies have a strategic role, which allows the improvement of school quality. The existence of an effective principal is a major factor, even though the school has sufficient facilities, infrastructure, and funds, as well as sufficient human resource potential, everything will not be effective if the principal is not able to manage it professionally (Rahman Tanjung, et al, 2021, p. 292). Managerial competencies that must be possessed by the principal to support the achievement of school goals include; 1) school planning, 2) organizational development, 3) management of facilities and infrastructure, 4) utilization of educators and staff, 5) establishing good relations with the community, 6) curriculum development, 7) management of school information systems and use of technology, 8) supervision systems (Endang Poerwanti dan Beti Istanti, 2020, pp. 62–63).

According to Robert L. Kaltz (in Muhammad Ikhwan), school principals must also have management skills in an educational institution, which are all covered in three broad outlines of abilities or skills, namely conceptual *skills*, *human relations* skills, and *technical skills* (Muhammad Ikhwan, 2022, p. 85). According to Adey (in Olga Arhipova), the principal should at least:

**Table 1. Competencies that the principal must have** (Olga Arhipova, et al, 2018, pp. 72–73).

<b>The principal should have competence in:</b>	<b>The principal should know about:</b>
<ol style="list-style-type: none"> <li>1. Jurisprudence; Knowledge and understanding of educational laws and regulations;</li> <li>2. Communication; Development of relationships with school residents and the community around the school;</li> <li>3. Management; School management, marketing of educational products, assisting in developing students' economic competence.</li> </ol>	<ol style="list-style-type: none"> <li>1. The importance of interpersonal relationships (school scope);</li> <li>2. Management of the performance of teachers and school staff in school improvement;</li> <li>3. The impact of change on schools and individuals;</li> <li>4. Organizational model (school);</li> <li>5. School quality improvement strategies;</li> <li>6. Policy and decision-making;</li> <li>7. Budget planning;</li> <li>8. Maintenance of school facilities;</li> <li>9. Legal issues related to the management of schools.</li> </ol>
<b>The principal must commit to:</b>	<b>The principal must be able to:</b>
<ol style="list-style-type: none"> <li>1. Effective working relationships;</li> <li>2. Shared leadership;</li> <li>3. Effective teamwork;</li> <li>4. Equitable management of teacher's staff and resources;</li> <li>5. Development of safe, healthy, and secure school relationships;</li> <li>6. Collaborate with others to develop school capacity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conflict management;</li> <li>2. Empowering teams;</li> <li>3. Influencing and motivating others to work together to achieve goals (school);</li> <li>4. Act effectively;</li> <li>5. Take advice from others;</li> <li>6. Manage schools effectively</li> <li>7. Delegate tasks and supervise their implementation;</li> <li>8. Making professional decisions;</li> <li>9. Think creatively;</li> <li>10. Problem solving.</li> </ol>



Based on observations and interviews at SDIT Laa Tahzan Citra Raya, Cikupa Tangerang about the managerial competence of school principals in improving the quality of institutions has been implemented and implemented quite well, schools have improved in terms of quality every year. This is because the principal has *conceptual skills* where the principal can conceptualize and translate the plans that have been made into effective implementation, the principal strives to continue to carry out organizational developments needed for the progress of the school. In addition, the principal always ensures the alignment of the school curriculum with the standards of national education goals, of course, this will have an impact on increasing the potential and ability of students which will later affect the quality of the school itself because the quality of the school is seen from how the students and also the output or graduates of the school.

The headmaster also has skills in building harmonious relationships with residents inside and outside the school, he can empower educators and staff to support the achievement of goals, and teachers and staff have sufficient qualification standards. Then in various activities that require a budget, the principal always involves the school and the foundation to discuss this, which means that budget transparency runs optimally. In this case, the principal is also able to establish good relations with the surrounding community to find ideas and sources of funds. This is to the theory conveyed by Hendarman, the characteristics of a good principal are, 1) which can motivate the team to want to achieve goals, 2) can create a positive work climate, and harmonious relationships between school residents and the community around the school (Hendarman & Rohanim, 2018, p. 1). Because managerial competence is also influenced by the level of communication between the principal teachers and staff and the surrounding community (Francisco J. Lara, et al, 2019, p. 2).

Moreover, the principal also has technical skills, which are quite adequate. Where the principal can procure adequate facilities and infrastructure to support school needs and can carry out maximum management. Schools have also been able to keep up with technological developments, where they take advantage of technological advances to support teaching activities, for example, they are active in the *Learning Management System (LMS)* platform and Ruangguru. This will certainly facilitate learning activities. The principal also continues to supervise optimally, all activities carried out in the school are controlled in such a way as not to make significant mistakes. This will certainly be able to help the school's goals be achieved effectively and efficiently, and the school will also experience significant improvements in various fields. However, related to this the school still has shortcomings in terms of web-based school information systems, they still access the school website only.

If traced, school information systems consist of various kinds that should be accessible to schools at various levels of education in this era of technological advancement. In this era, school principals are required to carry out more complex roles, requiring multitasking skills and adaptation to dynamic role changes (Komalasari, et al, 2020, p. 190). As a manager of an educational institution, school principals should have general skills or knowledge (De Jong, et al, 2022, p. 112). Because he will be an example for those he leads who will carry out their duties and obligations comprehensively, therefore the principal is required to have the ability and conceptual framework related to strategic matters such as management to improve school quality (Buchholtz N & Sinstad J, 2021, p. 5).

The implementation of managerial tasks requires managerial functions consisting of two types, namely organic functions and supporting functions. The organic function is the first function needed by a principal to achieve the goals that have been set. At the same time, the supporting function is an activity carried out by people within the school to support the organic function of the principal. As a manager, the principal needs both functions to carry out managerial duties effectively, which can be realized by understanding and implementing them in the actions of carrying out his managerial duties (Englasari, 2017, p. 3).

The implementation of the principal's managerial competence has a significant impact on various components of the education system, including at the macro, micro, and meso levels. At the macro level, this could affect overall education policy. At the meso level, the effect may be seen in interactions between schools and related parties. At the micro level, the impact can be seen directly in schools led by the principal. With the implementation of good managerial competencies, school principals can play an important role in improving the efficiency and effectiveness of the education system at various levels. Therefore, efforts are needed by the management function, to consider aspects of systems, subsystems, components, dimensions, elements, and criteria. In essence, the implementation of the principal's managerial competence refers to efforts to achieve goals, involve various elements, create a supporting atmosphere, and apply a system approach to the characteristics of the school, including its vision, mission, functions, goals, and achievement strategies (Endah Pusveni, et al, 2020, p. 151).

A school principal is essentially not only making adjustments to school advances in information technology but also being able to take innovative steps to increase resources so that the school is more qualified and able to survive in the long term, even able to compete in the international arena (Aamir Inam Bhutta, et al, 2021, p. 2).

## CONCLUSION

The conclusion obtained from this study, namely the principal's efforts in improving the quality of institutions is quite visible because, from year to year, the school has increased. This is certainly because the principal has sufficient managerial skills and is well applied to achieve school goals. The following is a summary of the managerial competence of SDIT principal Laa Tahzan in improving the quality of his school : (1) The planning carried out to improve the quality of schools has been carried out well; (2) The curriculum applied in schools is by national education standards; (3) The headmaster seeks to develop the various organizations that the school needs; (4) The headmaster also supervises the activities carried out at the school; (5) Teachers and staff are empowered to contribute to achieving goals; (6) Maintenance of facilities and infrastructure is carried out optimally; (7) Schools implement budget transparency; (8) The principal can establish good relations with school residents and residents around the school (community); (9) Schools have followed technological advances to support the teaching and learning process, but there are still shortcomings in terms of web-based school information systems, where they only access the school website. They have not used academic information systems, alumni tracing information systems, student point information systems or other information systems.

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