

UNDERSTANDING OF REPORT CARD QUALITY AND PRINCIPAL'S LEADERSHIP REGARDING PREPARATION OF SCHOOL WORK PLANS IN PUBLIC ELEMENTARY SCHOOLS WEST PASAMAN REGENCY

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ABSTRACT

This research is motivated by the ability of school principals who are less able to prepare School Work Plans and are less able to utilize the results of Quality Reports in making School Work Plans so that there is no synchronization between Quality Reports and School Work Plans. This study aims to determine the contribution of understanding the quality report cards and the principal's leadership to preparing school work plans in public elementary schools (SD) of West Pasaman Regency. This study uses the Proportional Stratified Random Sampling, with a population of 252 principals and a sample of 82 people from the total population taken from the principal at the State Elementary School in West Pasaman Regency. The type of data used is primary data. The results of the study stated that the understanding of the quality report card and the principal's leadership together contributed to the preparation of the school work plan by 34.3%, this explains that the better understanding of the quality report card and the leadership of the principal has an impact on the better quality of the preparation of school work plans. The respondent's level of achievement for the Quality Report Understanding variable is 89.85% in the excellent category, the achievement level for the principal's leadership variable is 92.66% which is in the very good variety, and the achievement level in the Preparation of School Work Plans is 92.96 is in the very good category.

KEYWORDS *understanding of quality reports; principal leadership; school work plan*

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INTRODUCTION

In accordance with Permendikbud Number 28 of 2016 concerning the education quality assurance system, the school principal as the leader of the education unit plays a role in the education quality assurance team in schools (Sulaiman & Wibowo, 2016). In implementing the SPMI (Internal Quality Assurance System) at the education unit level, it is necessary to prepare SPMI documents which include policy documents, standard documents and form documents (Paputungan et al., 2021). Quality improvement plans at the education unit level are outlined in the School Work Plan (RKS). So, the school principal has a role as an education quality assurance team in schools who have the task of planning quality improvement as outlined in the School Work Plan (RKS).

Quality education is created from a good school work plan. The School Work Plan (RKS) is a process of planning all things properly and carefully to achieve educational goals (Wibowo et al., 2021). With the aim that the School can adapt to the peculiarities, conditions and potential of the region, the socio-cultural community, the potential of the School and the needs of students. The School Work Plan (RKS) is prepared as a work guideline for school development, a basis for monitoring and evaluating the implementation of school development, and as a reference for identifying and proposing the necessary resources. obtained from the quality report (Sukaningtyas, 2017).

Quality reports from the results of Mapping Quality of Education (PMP) help to identify problems, evaluate programs and achieve targets (Imran et al., 2021). Schools can identify their own strengths and weaknesses and plan for future development. Strengthening a culture of institutional evaluation and self-analysis. Encourage schools to review outdated policies. Provides information about the status of the school compared to other schools. Schools can have accurate baseline data as a basis for future development and improvement.

In the Ministry of Education and Culture, the education quality report card is also interpreted as an effort to measure quality improvement as outlined in the Education Development Strategic Plan and facilitate quality compliance in all educational units Irawan and Prasetyo (2020). Referring to the description above, it can be understood that the education quality report cards are more interpreted as a result of program achievements planned by the education unit. The achievement of school quality report cards is more directed to the results of the School Self-Evaluation (EDS) instrument which is made based on the real conditions found in the education unit.

Several main steps guarantee the quality that the Principal is obliged to carry out. First, formulate a strategy or method in planning based on previous program achievements. In planning the Principal needs to consider the strength of the resources that the School has so that the targets are always adjusted to the real ability to make it happen. Second, implement strategies or carry out activities according to the program. Third, monitoring and evaluating work processes and

results, carrying out work process improvements to improve achievement. Fourth, use the results of monitoring and evaluation data as a basis for carrying out continuous improvement. It turns out that most school principals are not yet aware of this, which has an impact on the notion that the preparation of the RKS is just an abort of obligations (Hartanti, 2016).

In the concept of Education Quality Assurance System (SPMP), improving the quality of education must be carried out based on data that has been analyzed accurately and correctly (Farida, 2018). This data analysis then produces recommendations that can be used as baseline data for the basis for planning activities and quality improvement programs in a proportional, accurate and sustainable manner. Schools/Madrasahs are the main actors in the process of guaranteeing and improving the quality of education at the education unit level. One of the tools for assessing the progress of improving school quality in a comprehensive manner based on the National Education Standards (NES) is the School Self Evaluation (EDS). EDS as one of the components of SPMP is expected to build a spirit and culture of quality assurance and improvement in a sustainable manner (Puspitasari, 2018). The results of the mapping of education quality will then be analyzed in order to produce quality maps and recommendations for appropriate quality improvement programs as an effort to fulfill the 8 (eight) SNPs at the school level. Various recommendations formulated based on the results of an analysis of the quality of education mapping then need to be poured into a School Work Plan (RKS), for the medium term, and RKAS (Work Plan and School Budget) which is a short term each year. Mapping the quality of education is verified by the School Superintendent as the supervisor of the school. The aggregation and analysis of the quality of education mapping was carried out to obtain a map of the achievements of the 8 (eight) SNPs. From the results of this analysis, an overview of the stages of development of each indicator from each SNP for each level of education will be obtained.

The preparation of the RKS refers to Law Number 25 of 2004 concerning the National Development Planning System, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, namely Article 53 paragraph (1) which states that each unit education is managed on the basis of an annual work plan which is a detailed elaboration of the medium-term work plan of an education unit covering a period of 4 (four) years (Qarasyi et al., 2021). Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning amendments to Government Regulation number 57 of 2021 concerning National Education Standards. The RKS is the main school document that accommodates all the interests of the school system and is the main reference for implementing school programs in a transparent and accountable manner. as the main feature of the implementation of School Based Management by the Education Unit.

Schools that are successful in improving the quality of their education are determined by factors including: (1) formulation of the vision, mission and goals of the school, (2) self-evaluation of the school, (3) the role of the principal, and (4) improving the quality of teachers (Simarmata, 2017). The principal as one of the factors that determine the success of quality in schools because the principal is the

leader who will mobilize all the resources in the school, and the principal determines the goals of the school. The success of the principal in carrying out his duties depends on his leadership. The effectiveness of school management and development activities depends on the effectiveness of the school's personal work. The effectiveness of personal work is determined by the principal's leadership. If the principal is able to mobilize, guide,

An important aspect of the leadership role in education is empowering teachers and giving them broad powers to enhance student learning. Stanley Spanbauer in Sallis (2010) argues that in a quality-based approach, leadership in schools depends on empowering teachers and other staff involved in the teaching and learning process. Teachers are given the authority to make decisions, so they have great responsibility. They are given the freedom and autonomy to act.

The principal is the key to a school's success in carrying out development, so that activities to improve and improve programs in schools largely lie with the principal himself.

The leadership style in which the leader must run and talk about quality and be able to understand that changes occur little by little, not all of a sudden. Leaders have a very important role in guiding teachers and administrators to work together in a team group according to Spanbauer in Sallis (2010).

Referring to Permendikbud Number 28 of 2016 concerning the education quality assurance system, the school principal as the leader of the education unit plays a role in the education quality assurance team in schools (Idrus et al., 2022). So, the Principal must involve teachers and all staff in problem solving activities and create a School Work Plan (RKS) to improve the quality of education in schools.

Based on phenomena that occur in the field when conducting observations, interviews, and viewing documents related to the preparation of school work plans in the field, both in the form of quality reports, and existing work plans at the school and the Teacher Learning Program Plan which will be carried out starting from September 2021 in several In West Pasaman Elementary Schools, indications were found that the Principal's understanding of Quality Report Cards and the Functions of Quality Report Cards was low in planning School Work Plans.

The school principal is incapable of measuring the success of developing the RKS design. This can be seen from the school principal as the school manager who is less able to determine achievement targets and milestones in implementing the RKS, both in the 4-year Medium Term Work Plan (RKJM) and Annual Work Plan (RKT). 1 year so that the implementation of program planning is not operational and its achievements are not measurable. Concretely, school principals determine goals or targets for the next 1 year and 4 years in the RKJM (Medium Term Work Plan) and RKAS (School Budget Work Plan) programs, as well as formulate milestones of success and output to be produced, both quantitative and qualitative. and strategies for achieving them.

Apart from the phenomenon above, the lack of ability of the principal in preparing the School Work Plan can also be seen from the RKS document at one of the Public Elementary Schools in West Pasaman where the EDS filling out which results in a quality report card does not comply with the stipulated provisions, so

the school principal in preparing the RKS results are not in accordance provisions in which the results of the quality report are used to prepare the RKS. This is caused by several things, among others; most school principals have not compiled RKS (RKJM, RKT, RKAS) as one sequential unit, but have made RKJM, RKT, RKAS each separately and sometimes there is no connection between the work program and its activities; meanwhile some school principals organize education in schools based on RKAS planning alone, and the preparation of RKS (RKJM, RKT and RKAS) analysis does not start from the results of the EDS so that the work program and activities are not based on the real needs of the school. The preparation of the School Work Plan which is not based on quality report cards can be seen from the table below:

Table 1. Low Quality Report Card Indicators

No	Standard	Mark	Category
1	Graduate Standard	4.55	Go to SNP 3
2	Content Standard	2.79	Go to SNP 2
3	Process Standard	3.99	Go to SNP 3
4	Educator and Educational Standards	1,4	Go to SNP 1
5	Facilities and Infrastructure Standards	2.46	Go to SNP 2
6	Education Management Standards	2.67	Go to SNP 2
7	Financing Standard	4.87	Go to SNP 3

In table 1 above, it indicates that the quality of education is still low in terms of national education standards contained in the quality report card, but the results contained in the quality report card above are not used as reference material in making programs aimed at improving the quality of the still low SNP the. This can be seen from the RKS owned by one of the public elementary schools where the program contained in the RKS is not related to problematic SNP issues. This study aims to determine the contribution of understanding the quality report cards and the principal's leadership to preparing school work plans in public elementary schools (SD) of West Pasaman Regency.

RESEARCH METHOD

Based on the limitations of the problem, the formulation of the problem and the research objectives, this research is included in quantitative research. By using the correlational method that will reveal and know the contribution between the two variables by measuring the coefficients and their significance. The purpose of correlational research is to investigate the relationship and contribution between the variables hypothesized by Sugiyono (2019).

The research data were analyzed descriptively and inferentially. Descriptive analysis is intended to describe the condition of the variables as they are without giving treatment and drawing generalizations from the sample to the population. Inferential is used to reveal the contribution of the independent variable (dependent variable) to the dependent variable (independent variable).

Based on the data obtained from the West Pasaman Regency Education Office, in this study the population taken was all Principals at Public Elementary Schools in West Pasaman Regency, totaling 256 people. The sample is part of the population which is seen as representing all subjects to be studied. According to Sugiyono (2018) "a sample is a portion of the number and characteristics taken from the population". In this study, sampling was carried out using the Proportional Stratified Random Sampling technique. According to Sugiyono (2018) said that "this technique is used when the population has members or elements that are not homogeneous and proportionally stratified".

Table 2. Sample Calculation

No	Strata Classification	p.s	Q	no	N
1	Educational level	0.92	0.08	28	25,2
3	NUKS	0.83	0.17	55	49.5
2	Experience	0.19	0.81	59	53.2 *

Note:* Number of selected samples

Thus the total percentage of respondents is $53.2/252 \times 100\% = 21.1\%$. Total 82 people.

RESULTS AND DISCUSSION

Hypothesis test

First Hypothesis

The first hypothesis tested in this study was that the principal's understanding of quality report cards contributed significantly to the preparation of school work plans in SD Negeri Pasaman Barat. To find out the contribution of understanding the school principal's quality report card to the preparation of school work plans, a simple correlation analysis was used. The results of the calculation of the correlation coefficient of understanding the school principal's quality report card with the preparation of school work plans in SD Negeri Pasaman Barat District is 0.161, a summary of the results of the analysis can be seen in Table 3 below.

Table 3. Summary of Results of Correlation Analysis Between Variables of Understanding of School Principal Quality Report Cards on the Preparation of School Work Plans

Correlation	Correlation coefficient (r)	Coefficient Determination (r ²)	of Contribution	P
rx1y	0.161	0.226	22.6 %	0.000

The calculation results in Table 3 show that the correlation coefficient (rx1y) = 0.161 with $p = 0.000 < 0.05$. This means that the implementation of understanding the school principal's quality report card contributed significantly to the preparation of school work plans in SD Negeri Pasaman Barat District. The magnitude of the coefficient of determination (r²) is equal to 0.226. To find out the form of a predictive relationship or between the understanding of the school principal's

quality report card on the preparation of school work plans, a simple regression analysis was carried out. From the results of the regression analysis, the regression equation is $\hat{Y} = 61.601 + 0.656 X_1$. This equation is then tested for significance. The calculation results can be seen in Table 4 below.

Table 4. Summary of the Results of the Variable Regression Analysis of the Understanding of the School Principal's Quality Report Card (X1) on the Preparation of School Work Plans (Y)

Source	Sum Squares	ofDk	Average sum squares (RJK)	ofFcount	P
Regression	681,359	1	681,359	22,136	,000b
Residue	25518,202	80	318,978		
Total	26199,561	81			

The results from Table 4 above show that $F_{count} = 22.136$ with $\rho = 0.000 < \alpha 0.05$. this means that the regression equation is significant at the 95% level of confidence and can be used to predict the Preparation of School Work Plans. In addition, test significance coefficient regression was occurred. The summary of the analysis results can be seen in Table 5.

Table 5. Summary of Regression Coefficient Test Results for Understanding the School Principal's Quality Report Card (X1) on the Preparation of School Work Plans (Y)

Source	Coefficient	Q	Sig.
Constant	61,601	10,534	0.001
Understanding of Quality Reports	0.656	1,462	0.000

The regression equation explains that $\hat{Y} = 61.601 + 0.656 X_1$ for every 1 scale increase in understanding of the school principal's quality report card will contribute to the preparation of a school work plan of 0.656 scale. While the preparation of the School Work Plan is 61,601 scales without understanding the quality report card. For example, a school principal has a score of ability to understand content standards of 100 on a scale, then the implementation of subsequent tasks can be predicted at $\hat{Y} = 61.601 + 100 \times 0.656 = 127.201$. For more details can be seen in Figure 1.

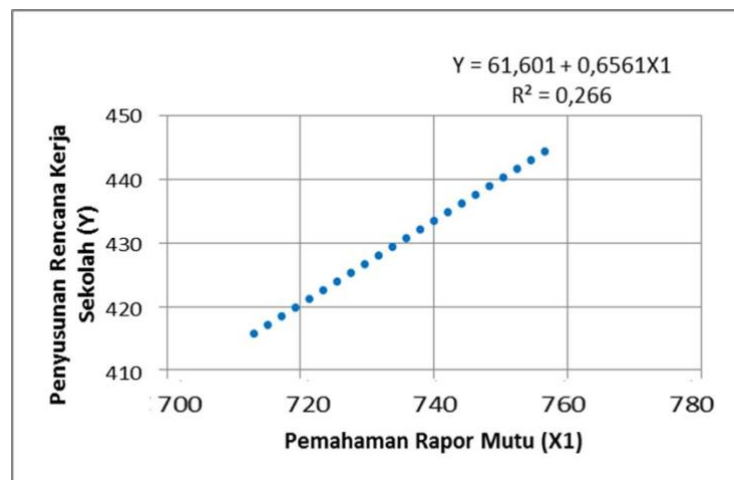


Figure 1. Linear Regression on Understanding of Quality Report Cards on the Preparation of School Work Plans

Based on the results of the tests that have been carried out above, all of them are very significant, so the hypothesis which states "Understanding of the Principal's Quality Report Card (X1) contributes to the Preparation of a School Work Plan (Y) in SD Negeri Pasaman Barat Regency" can be accepted as 95%.

Furthermore, it can be interpreted that the understanding of the Principal's Quality Report Card has significant predictive power for the preparation of the School Work Plan. The magnitude of the contribution of understanding the school principal's quality report card (X1) to the preparation of a school work plan (Y) in SD Negeri Pasaman Barat District is 22.6%.

Second hypothesis

The second hypothesis tested in this study is that the principal's leadership contributes to the preparation of school work plans in SD Negeri Pasaman Barat. To find out the contribution of the principal's leadership to the preparation of school work plans, a simple correlation analysis is used. The results of calculating the correlation coefficient of the principal's leadership with the preparation of a school work plan is 0.552, a summary of the results of the analysis can be seen in Table 5 below

Table 6. Summary of Correlation Analysis Results Between Principal Leadership Variables in the Preparation of School Work Plans

Correlation coefficient (r)	Correlation coefficient (r)	Coefficient Determination (r ²)	of Contribution	P
rx2y	0.552	0.304	30.4 %	0.001

The calculation results in Table 6 show that the correlation coefficient (rx1y) = 0.552 with $p = 0.001 < 0.05$. This means that the principal's leadership contributed significantly to the preparation of school work plans in SD Negeri Pasaman Barat. The magnitude of the coefficient of determination (r²) is 0.304. To find out the form of a predictive relationship or between the leadership of the principal on the preparation of school work plans, a simple regression analysis was carried out.

From the results of the regression analysis, the regression equation is $\hat{Y} = 53.007 + 0.701 X_2$. This equation is then tested for significance. The calculation results can be seen in Table 7 below.

Table 7. Summary of Regression Analysis Results of Principal Leadership Variables (X2) on the Preparation of School Work Plans (Y)

Source	Sum of Squares	df	Average sum of squares (RJK)	Fcount	P
Regression	1869,701	1	1869,701	24,507	0.000b
Residue	4272385	80	76,293		
Total	6142086	81			

The results from Table 7 above show that $F_{count} = 4.507$ with $\rho = 0.001 < \alpha 0.05$. this means that the regression equation is significant at the 95% level of confidence and can be used to predict teacher professional competence. Furthermore done test significance coefficient regression. The summary of the analysis results can be seen in Table 8.

Table 8. Summary of Principal Leadership Regression Coefficient Test Results (X2) on the Preparation of School Work Plans (Y)

Source	Coefficient	Q	Sig.
Supervision	53,007	2,854	0.006
Implementation	0.701	4.95	0.000
Constants			

The regression equation explains that $\hat{Y} = 53.007 + 0.701 X_2$ for each increase of 1 scale of principal's leadership will contribute to principal's leadership of 0.701 scale. While the score for preparing school work plans is 53.007 on a scale without the leadership of the school principal. For example, a teacher has a principal's leadership score of 100 on a scale, then the preparation of the next school work plan can be predicted by $\hat{Y} = 53.007 + 100 \times 0.701 = 123.107$ For more details, see Figure 2.

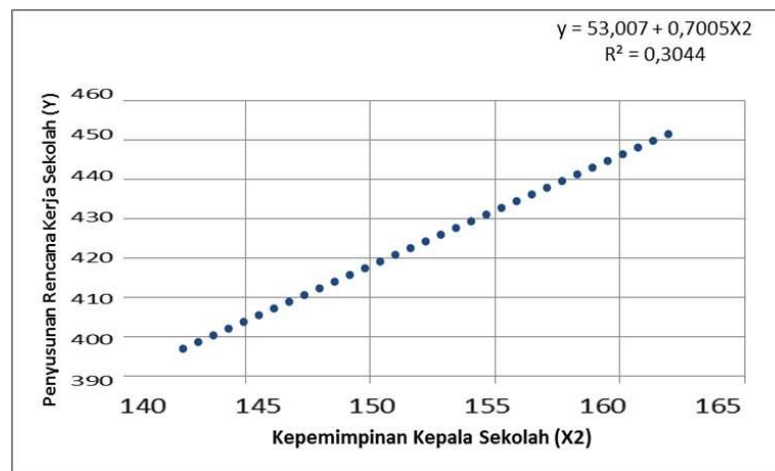


Figure 2. Regression linear Leadership Head School on the Preparation of School Work Plans

Based on the results of the tests that have been carried out above, all of them are very significant, so the hypothesis stating "the leadership of the principal (X2) contributes significantly to the preparation of a school work plan (Y) in SD Negeri Pasaman Barat Regency" can be accepted 95%.

Furthermore, it can be interpreted that the principal's leadership has significant predictive power on the preparation of school work plans. The contribution of the principal's leadership (X2) to the preparation of a school work plan (Y) in SD Negeri Pasaman Barat is 30.4%.

Third Hypothesis

The third hypothesis tested in this study is the understanding of the school principal's Quality Report Card and the principal's leadership jointly contribute to the preparation of school work plans. To find out the contribution of understanding the school principal's Quality Report Card and the principal's leadership together to the preparation of the school work plan, multiple correlation analysis was used. The results of calculating the correlation coefficient of understanding the school principal's Quality Report Card with the preparation of a school work plan is 0.586, a summary of the results of the analysis can be seen in Table 9 below.

Table 9. Summary of Results of Correlation Analysis Between Variables Understanding of Quality Report Cards by the Principal and the Principal's Leadership on the Preparation of School Work Plans

Correlation	Correlation coefficient (r)	Coefficient Determination (r ²)	ofContribution P
rx1 x2y	0.586	0.343	34.3 % 0.001

The calculation results in Table 9 show that the correlation coefficient (rx1y) = 0.586 with $\rho = 0.001 < 0.05$. This means that the understanding of the principal's Quality Report Card and the principal's leadership jointly contribute significantly to the preparation of a school work plan in SD Negeri Pasaman Barat District. The magnitude of the coefficient of determination (r²) is 0.343.

To find out the form of a predictive relationship or between the understanding of the school principal's Quality Report Card, the principal's leadership on the preparation of school work plans, a multiple regression analysis was carried out. From the results of the regression analysis, the regression equation $\hat{Y} = 43.331$ is obtained

$+ 0.352X_1 + 0.434X_2$ This equation was then tested for significance. The calculation results can be seen in Table 10 below:

Table 10. Summary of the Results of the Regression Analysis Variable Understanding of Quality Report Cards (X1) and Principal Leadership (X2) on the Preparation of School Work Plans (Y)

Source	Sum of Squares	Df	Average sum of squares (RJK)	Fcount	P
Regression	2109.146	2	1054.573	14,382	.000b
Residue	4032941	79	73,326		
Total	6142086	81			

The results from Table 10 above show that $F_{count} = 14.382$ with $\rho = 0.001 < \alpha 0.05$. this means that the regression equation is significant at the 95% level of confidence and can be used to predict teacher professional competence. Furthermore done test significance coefficient regression. The summary of the analysis results can be seen in Table 11.

Table 11. Summary of Regression Coefficient Test Results for Understanding of School Principal Quality Report Cards (X1) and Principal Leadership (X2) on the Preparation of School Work Plans (Y)

Source	Coefficient	Q	Sig.
Constant	43,331	2,283	0.026
understanding Quality Report	0.352	1,807	0.076
Leadership Headmaster	0.434	2,140	0.037

The regression equation explains that $\hat{Y} = 43.331 + 0.352X_1 + 0.434X_2$ explains that the X1 direction coefficient is 0.352 and the X2 coefficient is 0.434. This means that each increase in understanding of the principal's Quality Report Card (X1) by 1 scale will contribute to teacher professional competence (Y) by 0.352 scale, and Principal Leadership by 1 scale will contribute to teacher professional competence (Y) by 0.434. Previously, the value of preparing a school work plan (Y) was as big as there was a constant, namely 43.331 scale without the influence of the two predictors. For more details can be seen in Figure 3 below

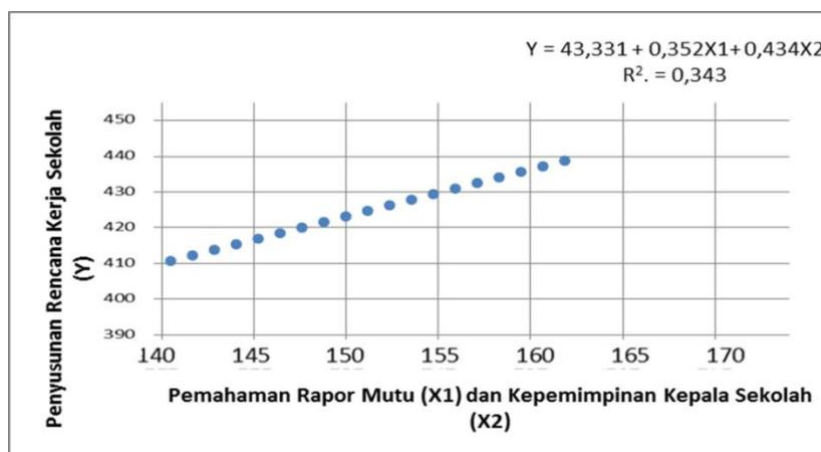


Figure 3. Linear Regression on the Understanding of Quality Report Cards and the Principal's Leadership on the Preparation of School Work Plans

Based on the results of the tests that have been carried out above, all of them are very significant, so the hypothesis states "understanding of the school principal's Quality Report Card (X1) and principal leadership (X2) jointly contribute significantly to the preparation of school work plans (y) in District Public Elementary Schools Pasaman Barat" can be accepted 95%.

Furthermore, it can be interpreted that the understanding of the principal's Quality Report Card and the principal's leadership has significant predictive power on the professional competence of teachers. The magnitude of the contribution of the understanding of the principal's Quality Report Card (X1) and the principal's leadership (X2) together to the preparation of a school work plan (Y) in SD Negeri Pasaman District.

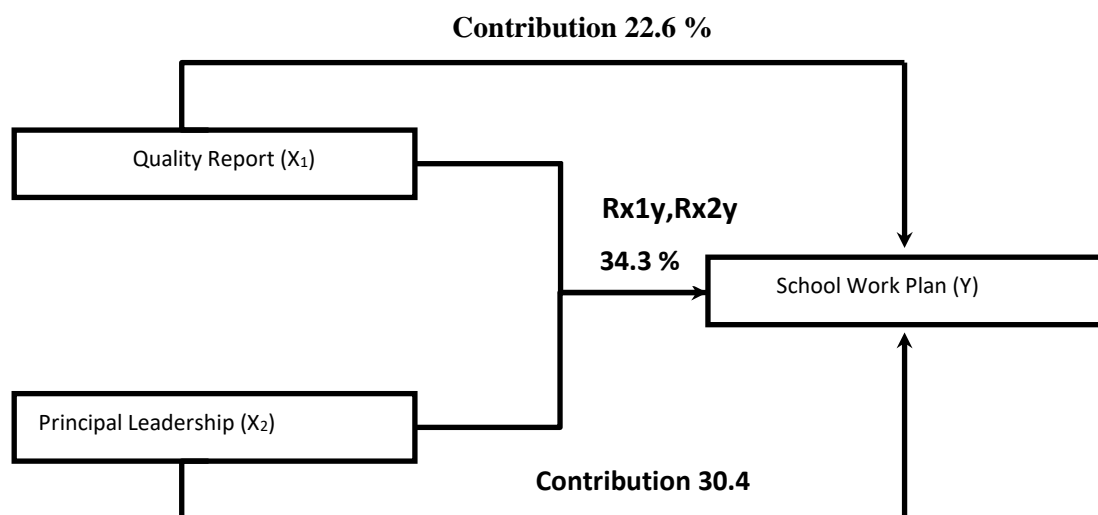


Figure 4. Principal's Quality Report Card

CONCLUSION

Understanding of Quality Report Cards by school principals made a significant contribution to the preparation of school work plans in SD Negeri Pasaman Barat Regency by 22.6%. This means that 22.6% of the preparation of the school work plan is determined by the understanding of the principal's quality report card. If seen descriptively, the understanding of the school principal's quality report card in this study is included in the good category.

The Principal's leadership made a significant contribution to the preparation of the School Work Plan in SD Negeri Pasaman Barat Regency by 30.4%. This means that 30.4% of the preparation of school work plans is determined by the principal's leadership. The school principal must have a leadership spirit so that school management can be carried out effectively and efficiently and is able to improve the quality of education in accordance with the National Education Standards. If seen descriptively, the principal's leadership in this study is included in the very good category. For this reason, the principal must be able to maintain the quality of his leadership and even improve his quality.

The understanding of quality report cards by the principal and the principal's leadership both made a significant contribution in improving the preparation of school work plans in SD Negeri Pasaman Barat Regency by 34.3%. This means that the higher the understanding of quality report cards by the principal and the leadership of the principal together, the higher and the higher the preparation of school work plans in SD Negeri Pasaman Barat Regency.

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