



The Role of the Principal in Improving Extracurricular Activities at MTs Negeri Binjai

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan peran kepala sekolah dalam meningkatkan kegiatan ekstrakurikuler di MTs Negeri Binjai. Fokus penelitian diarahkan pada bagaimana kepala sekolah berkontribusi dalam pengembangan dan pelaksanaan kegiatan ekstrakurikuler melalui perannya sebagai manajer, motivator, dan supervisor. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian deskriptif, karena penelitian berupaya memahami secara mendalam fenomena yang terjadi di lingkungan sekolah terkait pelaksanaan kegiatan ekstrakurikuler. Pendekatan penelitian dilakukan melalui wawancara, observasi, dan dokumentasi. Wawancara dilakukan kepada kepala sekolah, guru pembina ekstrakurikuler, dan peserta didik untuk memperoleh informasi yang berkaitan dengan pelaksanaan kegiatan ekstrakurikuler. Observasi digunakan untuk melihat secara langsung aktivitas ekstrakurikuler serta keterlibatan kepala sekolah dalam mendukung kegiatan tersebut, sedangkan dokumentasi digunakan untuk melengkapi data berupa jadwal kegiatan, foto, dan dokumen pendukung lainnya. Data yang diperoleh dianalisis menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan teknik agar data yang diperoleh lebih valid dan dapat dipercaya. Hasil penelitian menunjukkan bahwa kepala sekolah memiliki peran yang sangat penting dalam mendukung keberhasilan kegiatan ekstrakurikuler. Sebagai manajer, kepala sekolah berupaya menyediakan fasilitas dan sarana-prasarana yang dibutuhkan untuk menunjang pelaksanaan kegiatan ekstrakurikuler sehingga kegiatan dapat berjalan dengan baik dan peserta didik merasa lebih nyaman dalam mengembangkan minat dan bakat mereka. Selain itu, kepala sekolah juga berperan sebagai motivator dengan memberikan dorongan, bimbingan, arahan, serta penghargaan kepada siswa agar lebih aktif dan bersemangat dalam mengikuti kegiatan ekstrakurikuler. Pemberian motivasi tersebut dinilai mampu meningkatkan partisipasi dan prestasi siswa dalam berbagai kegiatan yang dilaksanakan di sekolah.

Kata Kunci : Peran, Kepala Sekolah, Ekstrakurikuler

Abstract

This study aims to describe the role of school principals in improving extracurricular activities in MTs Negeri Binjai. The focus of the research is directed at how the principal contributes to the development and implementation of extracurricular activities through his role as a manager, motivator, and supervisor. This research uses a qualitative method with a descriptive type of research, because the research seeks to understand in depth the phenomena that occur in the school environment related to the implementation of extracurricular activities. The research approach was carried out through interviews, observations, and documentation. Interviews were conducted with school principals, extracurricular coaches, and students to obtain information related to the implementation of extracurricular activities. Observation is used to see directly the extracurricular activities and the involvement of the principal in supporting these activities, while documentation is used to complete data in the form of activity schedules, photos, and other supporting documents. The data obtained was analyzed using the Miles and

Huberman interactive analysis model which included data reduction, data presentation, and conclusion drawn. The validity of the data is tested through triangulation of sources and techniques so that the data obtained is more valid and trustworthy. The results of the study show that school principals have a very important role in supporting the success of extracurricular activities. As managers, the principal strives to provide the facilities and facilities needed to support the implementation of extracurricular activities so that activities can run well and students feel more comfortable in developing their interests and talents. In addition, the principal also acts as a motivator by providing encouragement, guidance, direction, and appreciation to students to be more active and enthusiastic in participating in extracurricular activities. The provision of motivation is considered to be able to increase student participation and achievement in various activities carried out at school.

Keywords : *Role, Principal, Extracurricular*

Introduction

The Principal is an individual who holds full responsibility for all activities in the school, including the learning process, the implementation of activities, and the achievement of educational quality.(MUNIR, 2014) Thus, the Principal can be considered a leader in an educational unit who has the task of managing the management of the school he leads. According to Wahjosumidjo, the Principal is a teacher with a functional role assigned to lead a school, where the teaching and learning process takes place, namely the interaction between teachers as teachers and students as recipients. In order for schools to achieve their goals optimally and efficiently, school principals need to carry out managerial functions, including planning, organizing, directing, motivating, implementing, controlling, evaluating, and innovating. Competent school principals are expected to be able to encourage teachers to carry out learning effectively. (Henipurwaningsi, 2021)

With a good quality of learning at school, the achievement of teachers and students will also increase. In accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning School Principal Standards, there are five dimensions of competence, namely

Personality, Managerial, Entrepreneurship, Supervision, and Social.(Putra et al., 2020) School principals are expected to be able to carry out their roles well, both as managers and as leaders. In principle, the principal must have a noble personality, be an example for the school or madrasah community, and show integrity as a leader. In addition, in the managerial aspect, the principal is responsible for preparing plans at various levels, developing the organization as needed, leading the optimal use of resources, and encouraging school entrepreneurship. School principals are also required to be able to establish partnerships with entrepreneurs or donors and develop school independence through entrepreneurial efforts. The performance of the principal can be evaluated by the supervisor through an assessment of the implementation of academic supervision for teachers using appropriate supervision approaches and techniques.(Said, 2018b)

The success of the principal's leadership is influenced by the dynamics of the situation, changes, and the development of the life of the group he leads. Factors such as customs, culture, social structure, and government policies are constantly evolving. School principals can have various leadership styles, such as authoritarian, democratic, or charismatic, which affect the performance of education personnel in their

environment. The success of a school depends heavily on the principal's ability to lead, as he acts as the main controller and determinant of the direction of the organization towards the goals to be achieved.(Adilla, 2024). A leader is required to give his best in carrying out his leadership, because he will be accountable for his leadership not only in this world, but also in the hereafter before Allah SWT.(Mukhlisin et al., 2024) In the context of educational institutions, school principals must work together with educators, teachers, students, and all parties involved so that management functions such as planning, organizing, personnel or staff management, direction and leading, and controlling can be carried out properly. To form a generation that is faithful, pious, highly intellectual, noble, healthy, creative, skilled, and responsible, schools not only provide knowledge, but also provide hands-on experience through extracurricular activities. To support this research, the researcher reviewed previous research related to the role of school principals/madrasas in extracurricular activities.(Mukhlisin et al., 2024)

Research by Yulika Dwi Esti Miranti (2016, IAIN Surakarta) shows that the principal of SDIT Darul Falah has carried out his function as a leader through planning, coordination, supervision, and motivation in extracurriculars, although it has not been maximized. Meanwhile, Ernawati (2016, UIN Sultan Syarif Kasim Riau) found that the role of the principal at SMP Negeri 01 Bagan Sinembah was quite good (68.65%) in supervision, guidance, response to creative ideas, and extracurricular administration, with supporting factors of professionalism, cooperation, and momentum, as well as factors inhibiting minimal costs and awareness. The similarity of this research with the previous study lies in the same

subject, namely the head of the madrasah/school, while the difference is that this study focuses more on the role of the head of the madrasah as an education manager, so that it is a complement to the previous research.

Research Methods

Research on the role of school principals in improving extracurricular activities at MTs Negeri Binjai using a qualitative approach with a descriptive research type.(Siska Mardes, 2022) This approach is used because the research aims to understand in depth the role of school principals in managing, fostering, motivating, and supervising extracurricular activities in madrasas.(Afif Gita Fauzi, 2023) Through a qualitative approach, researchers can get a clear picture of the real conditions in the field and the various efforts made by school principals in improving the quality of extracurricular activities. The research subjects consisted of school principals, vice principals for student affairs, extracurricular coaching teachers, and students who participated in extracurricular activities. The determination of informants is carried out using the purposive sampling technique, which is to select informants who are considered to know and understand directly about the implementation of extracurricular activities in madrasas. With this technique, the data obtained is expected to be more accurate and in accordance with the focus of the research.(Rifki et al., 2023)

The data collection techniques in this study were carried out through observation, interviews, and documentation. Observations were carried out to see firsthand the implementation of extracurricular activities, the involvement of the principal, the condition of the facilities, and the participation of students in these activities. Interviews were conducted in depth with

school principals, coaching teachers, and students to obtain information about the role of school principals as managers, motivators, and supervisors in improving extracurricular activities. Meanwhile, documentation is used to complete research data in the form of extracurricular activity schedules, activity photos, student achievement data, organizational structure, and other documents related to research. The data analysis technique in this study uses the Miles and Huberman interactive analysis model which includes data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is in accordance with the research objectives. (Jannah & Umam, 2021)

Furthermore, the data is presented in the form of a descriptive narrative so that it is easy to understand, then conclusions are drawn based on the results of the research. To maintain the validity of the data, the researcher uses source triangulation techniques and triangulation techniques by comparing the data from observations, interviews, and documentation so that the data obtained is more valid and reliable. Through this research method, it is hoped that a comprehensive picture can be obtained of the role of school principals in improving extracurricular activities in madrasas, as well as knowing the supporting and inhibiting factors in the implementation of extracurricular activities in schools.

Results and discussion

A. Principal as Manager

The principal plays the role of a manager who plans, mobilizes, organizes, and controls all school resources to achieve educational goals. As a manager, the principal is responsible for making decisions, planning the future of the school, providing educational facilities, overseeing the implementation of activities, and

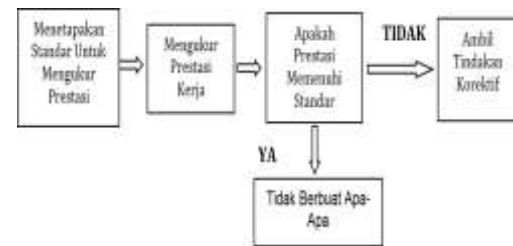
encouraging innovation for the advancement of the school. At MTs Negeri Binjai, the principal has carried out his role by paying attention to the facilities and infrastructure that support extracurricular activities. Complete facilities and infrastructure are the main supports for the smooth running of school activities. To improve managerial functions, school principals are required to prepare long-term (8 years), medium-term (4 years), and short-term (1 year) programs, prepare RAPBS, regulate staffing and committees, monitor and evaluate programs, provide direction, rewards/punishments, and make optimal use of human resources and infrastructure. In addition, the principal needs to have adequate managerial competence, understand the school as a system, and manage all components and resources effectively to achieve the school's goals. (Sari et al., 2021)

The principal of MTs Negeri Binjai plays a motivator to encourage teachers and students in extracurricular activities through encouragement, praise, and setting the learning atmosphere. Currently, the motivation given is generally verbal, for example giving encouragement or appreciation when students participate in competitions, but it is not accompanied by real rewards such as pocket money that can increase morale higher. Motivation itself is divided into intrinsic, which comes from within the student, and extrinsic, which comes from outside such as gifts, rules, or the example of the teacher; Extrinsic motivation is only effective if it supports intrinsic motivation. In addition, principals need to have managerial skills, including conceptual skills to understand the organization, human skills to lead and motivate, technical skills to complete tasks, as well as design skills to solve problems and improve organizational performance. (July, 2019)

According to Robert L. Katz in Mamo and Triyo Supriyanto, managers need three types of skills, namely **Technical Skill** to master tools and techniques in a particular field, **Human Skill** to cooperate, understand, and motivate others, and **Conceptual Skill** to coordinate and integrate all organizational activities so that they function as a unit. Supervision is basically aimed at preventing the possibility of deviations or deviations from the goals to be achieved. With supervision, it is hoped that the implementation of the policies that have been set can take place effectively and efficiently. In addition, supervision allows for an evaluation of the extent to which the work has been carried out as planned. Supervision also serves to find out the extent to which leadership policies are implemented and detect irregularities that may arise during the implementation of tasks.(Said, 2018a)

Broadly speaking, supervision is the process of determining the achievement of a goal, related to the standards that have been set, performance assessment, and if necessary, corrective actions. This allows the implementation of activities to remain as planned and to the expected standards. In order for supervision to run effectively, there are three main stages, namely: a) establishing measuring tools or standards; b) evaluate the implementation; and c) take remedial steps when necessary. Fattah, in Kristiawan, explained that supervision should be coercive or coercive, so that the implementation activities (actuating) can be adjusted to the plan that has been made. Fattah also described the monitoring process through a chart.

Figure: 4.9 Surveillance activities



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Before conducting supervision at MTs Negeri Binjai, the researcher interviewed the school, especially the principal, to determine the aspects of planning for supervision of extracurricular coaches. This makes it easier for the principal to supervise the coach, by focusing on objectives, objectives, steps, and implementation time. This finding is strengthened by a theoretical study that states that supervision without planning can disappoint coaches, supervisors, and students, because it affects the improvement of teachers' teaching skills.(Basuki, 2020) Effective supervision planning requires attention to several important aspects so that activities run smoothly and goals are achieved. First, he explained **Supervision Objectives** Become a cornerstone for determine the desired direction and outcome. Second, understanding **Reasons for the activity** Help set priorities and determine the right implementation techniques. Next, the election **Method or technique** ensure that the strategy used is able to achieve the target efficiently. No less important, identification **Participants and Activities** It gives an idea of who is involved and what activities will be carried out. **Implementation time** is a determining factor so that supervision is on target, while **Facilities and Infrastructure** Ensure smooth operations and support the achievement of optimal results. By paying attention to all these elements, supervision

can run in a structured, systematic, and maximum impact.

B. Things That Need to Be Considered in Supervision Planning

Educational supervision planning is an important part of efforts to improve the quality of learning in schools. In its implementation, supervision does not have a standard or equal plan for each school or teacher. This is because each teacher has different needs, abilities, and problems. Therefore, a supervisor must understand the condition of the teacher to be supervised before determining the right form of assistance and coaching. Supervisors cannot use the same supervision pattern for all teachers, because each school environment has its own characteristics and challenges that require a different approach. In preparing supervision planning, supervisors are required to have creativity so that the supervision program is made in accordance with the situation and conditions of the school. This creativity is needed to determine effective strategies, methods, and supervision approaches so that the goals of coaching can be achieved optimally. (Fathih, 2022)

In addition, supervision planning must also be comprehensive, meaning that it includes all aspects related to the learning process. Supervision does not only focus on teachers, but also pays attention to students, learning methods, infrastructure, school environmental conditions, and various other factors that affect the success of teaching and learning. Supervision planning must also be carried out cooperatively by involving various parties involved in the education process. Cooperation between supervisors, principals, teachers, and other parties is needed so that supervision can run well and provide benefits for improving the quality of education. In addition, supervision planning

must be flexible so that it can be adjusted to real conditions in the field. Supervisors do not have to be fixated on the initial plan if a situation is found that requires adjustment during the supervision process. (Shaifudin, 2020)

According to Riva'i, quoted by Risnawati, there are several important factors that must be considered in supervision planning, namely understanding the purpose of education in schools, effective learning methods, characteristics and needs of students, the condition of teachers as supervisory subjects, the use of available resources, and the ability to manage time effectively. All of these factors are the basis for supervision to be carried out in a directed manner and in accordance with educational goals. The implementation of educational supervision is carried out through several interrelated stages. The first stage is data collection to find out learning conditions and identify teachers' weaknesses and needs. The data collected covers various aspects, such as teachers' ability to teach, creativity, learning programs, classroom conditions, and student development and learning outcomes. (Muflihin, 2022)

After the data is collected, the next stage is assessment, which is processing and assessing the data to determine the level of learning success and factors that support or hinder the teaching and learning process. This assessment can be done through group discussions or individual meetings between supervisors and teachers. The next stage is to detect the teacher's weaknesses in the learning process. The supervisor will observe various aspects such as material mastery, teaching methods, interpersonal relationships, classroom performance, and learning administration. After the weakness is found, the supervisor then makes efforts to improve through guidance, direction,

teaching demonstrations, and class visits. The last stage is guidance and development, which is a coaching process that aims to improve teachers' professional abilities so that the quality of learning becomes better. With planned and continuous supervision, teachers are expected to be able to improve their competence so that the learning process runs more effectively and student learning outcomes can be improved optimally.

C. Evaluation

Evaluation is carried out at the end of the supervision process to assess the extent to which the goals have been achieved, the activities that have been carried out, and the overall implementation of supervision. This evaluation covers all aspects of supervision, including results, processes, and implementation. The main goal of supervision is to improve the quality of teaching and learning, so that the target of evaluation is students. Aspects that need to be evaluated include the strengths and weaknesses of teachers, abilities in teaching and learning activities, the development of creativity and work motivation, and the condition and atmosphere of the school. The evaluation techniques used include interviews, questionnaires, observations, assessment of the coach's appearance and behavior, as well as paying attention to the responses of third parties such as fellow coaches, students, and parents.(Arbeni et al., 2025)

Supervision must be adjusted to a predetermined schedule to assess discipline. Discipline is an initial indicator in monitoring the suitability of performance, knowledge, and interaction between supervisors and students. Based on various supervision techniques described by experts, some of the supervision methods include field visits and observations, where supervisors directly review activities in the

field; personal conversations, which are one-on-one discussions between supervisors and teachers; visiting each other, in the form of demonstration activities and training between teachers; deliberation or meetings, namely group discussions to share experiences; supervision through media such as brochures, newsletters, circulars, tapes, magazines, blogs, as well as learning resource center facilities or supervision libraries, including the provision of the required supervision format; and peer supervision, which is supervising each other and providing input between colleagues.(Bagus & Nugraha, 2022)

Supervision techniques can be carried out formally, informally or informally. The main principle in every supervision technique is to maintain ethics and respect for the supervision participants, so that the process runs optimally. At MTs Negeri Binjai, supervision of extracurricular activities involves the principal, vice principal for student affairs, teachers, administrative staff, and external supervisors according to the type of extracurricular activities. The supervision techniques used include observation and meetings. The stages of supervision include the preparation of standards, assessment, and evaluation. The implementation of this supervision is in accordance with the applicable supervision theory.(Fajartriani & Karsiwan, 2021)

D. The Role of the Principal in Improving Extracurricular Activities at Mts Negeri Binjai

Education is not only oriented to academic achievement, but also aims to develop the potential, interests, talents, and character of students through various activities in the school environment. One of the efforts made by the school in supporting the development of students is through extracurricular activities. Extracurricular

activities have an important role in shaping students' attitudes of discipline, responsibility, creativity, cooperation, and social skills.(Ramadhani et al., 2020) In its implementation, the success of extracurricular activities is greatly influenced by the role of the principal as the leader of the educational institution who is responsible for all activities in the school. Based on the results of research conducted at MTs Negeri Binjai, it can be seen that school principals have a very important role in increasing extracurricular activities in the madrasah environment. This role can be seen through the function of the principal as a manager, motivator, and supervisor in supporting the implementation of extracurricular activities so that they run effectively and in a directed manner. Extracurricular activities in madrasahs not only function as additional activities outside of class hours, but also as a means to develop students' talents, interests, creativity, discipline, and character. As a manager, the principal plays a role in managing and providing various facilities and facilities needed to support extracurricular activities. The principal strives to meet the needs of the necessary equipment and facilities so that each activity can run well and provide comfort for students. The provision of these facilities is a form of real support for the principal in improving the quality of extracurricular activities in madrasahs. With adequate facilities and infrastructure, students become more enthusiastic and active in participating in various activities according to their interests and talents.(Saputra & Ramadan, 2023)

In addition to playing the role of a manager, the principal also carries out his role as a motivator in increasing student participation in extracurricular activities. The principal provides encouragement, guidance,

and direction to students to be more confident and have the spirit to participate in activities at school. The motivation provided is not only in the form of advice and moral support, but also rewards for students who are active and outstanding in extracurricular activities. The award aims to foster a sense of pride, increase motivation to learn, and encourage other students to be more active in developing their potential through extracurricular activities. In addition, the principal also plays the role of supervisor in supervising the running of extracurricular activities in the madrasah.(Zai et al., 2022)

Supervision is carried out by synchronizing extracurricular activities with a predetermined schedule so that the implementation of activities can run in an orderly and disciplined manner. Through this supervision, the principal can monitor the level of activity and discipline of students in participating in extracurricular activities. In addition, supervision also aims to ensure that each activity runs in accordance with educational goals and is able to have a positive impact on the development of students' character and abilities. Thus, the principal has a very important role in improving the quality and success of extracurricular activities in madrasahs. The existence of the principal as the leader of an educational institution is not only in charge of regulating school administration, but also responsible for developing the potential of students through various activities that support the formation of students' character and skills. (Mulyasa, 2011)

Extracurricular activities are one of the effective means of helping students develop talents, interests, creativity, and social abilities that are not fully obtained through learning in the classroom. Therefore, the involvement of the principal in supporting and directing extracurricular

activities greatly determines the success of the program. Through his role as a manager, the principal is able to manage and provide the facilities and facilities needed to support the implementation of extracurricular activities. Adequate facilities can provide comfort and enthusiasm for students in participating in every activity carried out. (Rosaliawati et al., 2020) In addition, the principal also acts as a motivator who provides encouragement, direction, and attention to students and coaching teachers to be more active and responsible in carrying out extracurricular activities. The motivation provided can increase students' confidence so that they are encouraged to develop their potential and abilities. In addition, the principal also performs his function as a supervisor by supervising the implementation of extracurricular activities so that they run in accordance with the educational goals and schedule that have been determined. This supervision is important to maintain discipline, order, and ensure that extracurricular activities have a positive impact on the development of students' character. Through good supervision, the principal can evaluate the implementation of activities and find solutions to various obstacles faced during the activity process. (Guntoro, 2020)

With the support of facilities, motivation, and good supervision from the principal, extracurricular activities can run effectively, directed, and provide great benefits for students. Extracurricular activities are not only a forum to channel students' interests and talents, but also a means of character formation such as discipline, responsibility, cooperation, creativity, and leadership spirit. Therefore, the role of the principal is very influential in creating students who not only excel academically, but also have a good

personality and are able to compete positively in the community.

Conclusion

Based on the results of research conducted at MTs Negeri Binjai, it can be seen that school principals have a very important role in increasing extracurricular activities in madrasas. This role can be seen through the function of the principal as a manager, motivator, and supervisor in supporting the successful implementation of extracurricular activities. As managers, the principal strives to provide various facilities and facilities needed by extracurricular supervisors and students so that activities can run well. The provision of these facilities aims to support the smooth process of activities and provide comfort for students in developing their interests and talents through extracurricular activities. In addition, the principal also carries out his role as a motivator by providing motivation to students through awards, encouragement, guidance, and direction. The motivation provided aims to increase student enthusiasm and participation in extracurricular activities. The principal understands that motivation has a great influence on student achievement, because the higher the motivation given, the higher the enthusiasm and achievements that students can achieve. Conversely, a lack of motivation can have an impact on low student participation and achievement in extracurricular activities.

In addition, the role of the principal as a supervisor can be seen from the supervision of the implementation of extracurricular activities. The principal supervises by synchronizing extracurricular activities according to the set schedule so that student discipline can be monitored properly. The supervision is also carried out to ensure that there is compatibility between supervisors and students in carrying out extracurricular

activities. In addition to supervising the school environment, the principal also collaborates with supervisors outside the school related to extracurricular activities to support the improvement of the quality of activities carried out in the madrasah. Thus, the role of the principal as a manager, motivator, and supervisor makes a great contribution to the improvement of extracurricular activities in the madrasah. Through the provision of facilities, motivation, and good supervision, extracurricular activities can run effectively and are able to help students develop their potential, creativity, discipline, and achievements both in the school environment and in the community.

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