



## PRINCIPAL MANAGEMENT IN IMPROVING TEACHER WORK CULTURE AT MI DARUL HIKMAH, BONE DISTRICT

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### Abstract

*Teacher work culture is a key component in achieving quality education in schools. The principal plays a strategic role in shaping and enhancing a productive work culture. This study aims to analyze the principal's management in improving teacher work culture at MI Darul Hikmah in Bone Regency. The research method used a qualitative approach with a case study type, with data collection techniques through observation, interviews, and documentation. The results revealed that the principal implemented a transformational approach through regular supervision, providing motivation, and creating a collaborative work environment. Supporting factors included the principal's strong commitment, the availability of learning facilities, and positive interactions between teachers. Meanwhile, inhibiting factors included teacher tardiness, high workloads with low compensation, and limited learning resources, especially for the Independent Curriculum. To overcome these challenges, the principal implemented a picket system, a personal approach, and encouraged collaboration between senior and junior teachers.*

*Keywords: Principal Management, Teacher Work Culture, Supervision, Transformational Leadership.*

### Abstrak

*Budaya kerja guru merupakan komponen kunci dalam pencapaian mutu pendidikan di sekolah. Kepala sekolah memiliki peran strategis dalam membentuk dan meningkatkan budaya kerja yang produktif. Penelitian ini bertujuan untuk menganalisis manajemen kepala sekolah dalam meningkatkan budaya kerja guru di MI Darul Hikmah Kabupaten Bone. Metode penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian mengungkapkan bahwa kepala sekolah menerapkan pendekatan transformasional melalui supervisi berkala, pemberian motivasi, dan penciptaan lingkungan kerja kolaboratif. Faktor pendukung meliputi komitmen kuat kepala sekolah, ketersediaan fasilitas pembelajaran, dan interaksi positif antar guru. Sementara itu, faktor penghambat mencakup keterlambatan guru, beban kerja tinggi dengan kompensasi rendah, dan keterbatasan sumber daya pembelajaran terutama untuk Kurikulum Merdeka. Untuk mengatasi tantangan tersebut, kepala sekolah menerapkan sistem piket, pendekatan personal, serta mendorong kolaborasi antara guru senior dan junior.*

*Kata Kunci: Manajemen kepala sekolah, Budaya Kerja Guru, Supervisi, Kepemimpinan Transformasional.*



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## INTRODUCTION

The development of superior human resources depends heavily on the crucial role of education. The quality of human resources can be improved through a sound educational process.<sup>1</sup> Indonesian Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualifications and Teacher Competencies. Education plays a crucial and strategic role in developing human resources. Therefore, an education system capable of producing holistic human beings is essential, one that views quality as a primary goal.<sup>2</sup>

The role of an effective principal is crucial in the management of educational institutions. Even if a school has adequate resources, including infrastructure, funding, and human resources, none of these will be optimal without professional leadership from the principal. A principal's actions and attitudes are the result of the application of interrelated management functions. These functions include planning, organizing, implementing, supervising, controlling, and evaluating and reporting. The interaction between these management functions forms the basis of a principal's leadership behavior.<sup>3</sup>

As the primary driver of teacher performance improvement, the principal must possess a vision, mission, and professional skills encompassing educational planning, organization, implementation, and supervision. A responsible leader will mobilize all components of the institution to realize the school's vision and mission, create a work environment that supports teacher professional development and improves the overall quality of education.<sup>4</sup> One indicator of educational success in schools is teacher performance, as teachers play a crucial role in the implementation of education. However, teachers are often found to lack enthusiasm in carrying out their duties, including planning, implementing, and evaluating learning, which can ultimately hinder the achievement of educational goals.<sup>5</sup>

In addition to the principal's leadership, the school's organizational culture also plays a crucial role in improving educational quality. School organizational culture is the foundation of values and beliefs that shape the identity of the educational institution and influence the interactions and performance of individuals within it.<sup>6</sup> The principal is responsible for creating a conducive

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<sup>1</sup> Riyanta Teguh, "Mengembangkan Budaya Mutu Sekolah Melalui Kepemimpinan Transformatif," *Jurnal Manajemen Pendidikan UNY* 12, no. 2 (2016): 114301.

<sup>2</sup> Sinerjaya & Awaludin Fitra, "Peran Supervisi Kepala Madrasah Dalam Meningkatkan Budaya Kerja Guru Pada MTsN 1 Bener Meriah Sinerjaya1", 5, no. 1 (2022): 13–26.

<sup>3</sup> Gimin azhar Ellianis, "Manajemen Kepala Sekolah Dalam Upaya Meningkatkan Mutu Pendidikan Sekolah Dasar Negeri 004 Kecamatan Salo Kabupaten Kampar", 10, no. 1 (2022): 40–47.

<sup>4</sup> Nila Hayati, "Manajemen Kepala Sekolah Dalam Meningkatkan Disiplin Guru Di SMPN 36 Sarolangun", no. July (2020): 1–23.

<sup>5</sup> Andi Agustina et al., "Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru pada MTsN di Kecamatan Bontotiro Kabupaten Bulukumba", IV, no. 1 (2020): 111–18.

<sup>6</sup> Muhammad Ilham and Aulia Rahmat, "Manajemen Strategi Kepala Sekolah Dalam Membangun Budaya Organisasi Di SMP Islam Terpadu Luqmanul Hakim Aceh Besar," *Manajemen Strategi Kepala*

work culture, with the aspiration for excellence as the shared vision of the school community. This is evident in how the principal manages academic services, guides parents, and communicates with relevant agencies.<sup>7</sup>

Organizational culture in Islamic educational institutions, particularly madrasas, plays a crucial role in shaping the institution's identity and performance. It is a synthesis of the values of the principal, teachers, and staff, creating an "organizational mindset" that underpins the madrasa's culture. Work culture, as a manifestation of organizational culture, develops according to the institution's specific goals, influencing the interactions and behaviors of the entire madrasa community.<sup>8</sup>

Effective principal management not only impacts individual teacher performance but also plays a crucial role in creating a conducive work environment and organizational culture that supports overall educational quality improvement. This aligns with Indra Wedi's observation that inclusive, supportive leadership strategies and effective communication have proven effective in improving teacher performance. Furthermore, principals are responsible for developing teacher professionalism through ongoing training and development.<sup>9</sup>

Based on initial observations, several major problems exist, including low teacher discipline, inconsistent work motivation, and barriers to teacher participation in school development. Principals face challenges in addressing teacher absenteeism caused by various factors, including weather conditions, family issues, and disproportionate workloads, especially for contract teachers with limited compensation. Although professional development efforts have been made through internal and external training, these programs have not been optimal in improving the overall quality of the work culture. This research is important because the problems at MI Darul Hikmah reflect common issues found in many schools in Indonesia, where the quality of education is highly dependent on the effective management of the principal in building a positive and productive work culture.

Based on the above problems, this study focuses on analyzing the principal's management in improving work culture at MI Darul Hikmah, Bone Regency. This research is expected to provide

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*Sekolah Dalam Membangun Budaya Organisasi Di SMP Islam Terpadu Luqmanul Hakim Aceh Besar* 12, no. 1 (2021): 153.

<sup>7</sup> Novianty Djafri, "Pengaruh Gaya Kepemimpinan Dan Budaya Kerja Kepala Sekolah Di Pendidikan Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2020): 940, <https://doi.org/10.31004/obsesi.v4i2.494>.

<sup>8</sup> Noor Miyono and Nur Makhsun, "Kompetensi Dan Budaya Kerja Guru Dalam Membentuk Profesionalisme Guru Madrasah Ibtidaiyah Di Kabupaten Temanggung," *Jurnal Manajemen Pendidikan (JMP)* 6, no. 3 (2017): 339–52, <https://doi.org/10.26877/jmp.v6i3.2009>.

<sup>9</sup> Indra Wedi, "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMAN 1 Indralaya," *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan* 53, no. 9 (2024): 544–51.

a deeper understanding of the challenges faced and effective strategies for improving the quality of teacher work culture.

## RESEARCH METHODS

This research was conducted at MI Darul Hikmah, Bone Regency. The research method used in this study was descriptive qualitative with a case study approach that focused on the principal's managerial process in improving teacher work culture. The main data sources in this study were obtained from the principal, teachers, and education staff at the madrasah. Data collection techniques were carried out through observation, interviews, and documentation to obtain direct information and in-depth perspectives from respondents. The research instruments used included observation guidelines and a list of interview questions designed to gather information in a structured and systematic manner. Next, the collected data will be analyzed using qualitative analysis techniques, which include the stages of data reduction, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

### The Principal's Role in Improving Teacher Work Culture

The principal's leadership has a crucial role in improving the quality of education.<sup>10</sup> Principals must meet certain requirements and master established competencies to effectively carry out their duties. The principal's duties include mobilizing, facilitating, influencing, and motivating teachers to create a conducive learning environment.<sup>11</sup> One of the principal's primary duties is to create a supportive work environment for teachers. This encompasses several managerial functions, such as directing, decision-making, delegating authority, and school development.<sup>12</sup>

At MI Darul Hikmah in Bone Regency, the principal emphasized the importance of work culture as the main foundation in creating a quality learning environment. According to him, a good work culture includes cooperation between teachers, discipline, administrative order, and punctuality. This is in line with the statement by Adi Syaputra and Achadi Budi Santoso, who stated that a positive work culture can encourage teachers to continuously improve the quality of their work, punctuality, initiative, skills, and communication in learning. Teacher work culture is not

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<sup>10</sup> Ernawati A Jean Dwi Ritia Sari, Muhammad Giatman, "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan," *Algebra : Jurnal Pendidikan, Sosial Dan Sains* 3, no. 3 (2023): 174–79, <https://doi.org/10.58432/algebra.v3i3.771>.

<sup>11</sup> Inge Kadarsih et al., "Peran Dan Tugas Kepemimpinan Kepala Sekolah Di Sekolah Dasar," *Edukatif : Jurnal Ilmu Pendidikan* 2, no. 2 (2020): 194–201, <https://doi.org/10.31004/edukatif.v2i2.138>.

<sup>12</sup> Wiwik Wijayanti Hendrikus Nai, *Pelaksanaan Tugas Dan Fungsi Kepala Sekolah Pendidikan Menengah Negeri*, 6, no. 2 (2018): 183–92.

formed instantly, but rather develops over time through the interaction between school policies, the principal's leadership, individual teacher motivation, and other factors.<sup>13</sup>

The principal's role in improving the teacher work culture at MI Darul Hikmah begins with systematic strategic planning. The principal designs a work program to improve teacher competence and professionalism through a systematic approach oriented toward professional development. According to the principal, the strategic planning focuses on improving teacher competence through various training programs. The principal also initiates training programs for tahfidz teachers and encourages participation in external programs such as the KKG (Community Working Group) and MGMP (Community Working Group).

This is in line with research conducted by Basri and Firman Khairinal that principal management plays an important role in implementing educational management functions, including planning, organizing, directing, and supervising educational resources to achieve predetermined goals systematically, effectively, and efficiently.<sup>14</sup>

The principal of MI Darul Hikmah implemented a collaborative approach in the evaluation process by engaging in active dialogue with teachers. After supervision, the principal not only provided an assessment but also directly discussed the challenges faced by the teachers. The results of this discussion served as the basis for developing a training program tailored to the needs, demonstrating that the principal not only acts as a manager but also actively supports teacher competency improvement. This aligns with research by Rizkiani Firliah and Salahuddin, who found that principals play a crucial role in teacher development, particularly in managerial and supervisory roles.<sup>15</sup>

Based on research findings, evaluation and monitoring at MI Darul Hikmah in Bone Regency were implemented as part of the principal's strategy to ensure program effectiveness and identify areas for improvement. The principal implemented a comprehensive learning evaluation system through classroom supervision and administrative evaluation.

This aligns with research by Edy Siswanto et al. in their book, which states that school principals play a crucial role in leading and overseeing the educational process, including monitoring learning activities. As supervisors, principals are tasked with assisting teachers in developing learning activities through planning, implementing supervision, and following up on

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<sup>13</sup> Adi Syaputra and Achadi Budi Santosa, "The Contribution of Organizational Culture in Schools to Improving Teacher Performance," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 8, no. 01 (2022): 49–58, <https://doi.org/10.32678/tarbawi.v8i01.5752>.

<sup>14</sup> Basri and Firman Khairinal, "Manajemen Kepala Sekolah Dalam Meningkatkan Fungsi Guru Di Sekolah Menengah Atas Negeri 4 Merangin," *Jurnal Ilmiah Dikdaya* 11, no. 2 (2021): 349, <https://doi.org/10.33087/dikdaya.v11i2.233>.

<sup>15</sup> Salahuddin Firliah Rizkiani, *Fungsi Kepala Sekolah Dalam Pembinaan Guru Pada Sekolah Menengah Kelautan Negeri 10 Di Kabupaten Bima*, 47, no. 3 (2020): 1–8.

supervision results, in order to improve the quality of learning and develop teacher professionalism.<sup>16</sup>

### **Principal's Strategy in Developing Teacher Work Culture**

Principals' management strategies for enhancing teacher work culture are vital for improving the quality of education in the era of the 4.0 industrial revolution. As educational leaders, principals play a crucial role in creating a work environment that supports teachers' professional development. Facing the demands of technological adaptation, principals must possess a clear vision and strong managerial skills, with strategies that bridge the gap between current teacher competencies and the demands of the digital era, while fostering a work atmosphere that encourages innovation.<sup>17</sup>

The principal's management strategy for improving teacher work culture encompasses several important aspects. 1) As an educator, the principal instills moral, mental, and professional values within the school environment. 2) As a manager, he or she plans, organizes, motivates, and evaluates teacher performance to achieve educational goals. 3) Coaching is carried out through training, supervision, and feedback to improve teacher competency. 4) Supervision and evaluation are implemented through learning observations and analysis of student learning outcomes. 5) A conducive work climate is built by creating a comfortable, collaborative environment and providing adequate learning resources. 6) Motivation is provided through appreciation of teacher performance, their involvement in the formulation of school policies, and a reward system. 7) Professional development is supported through continued training and encouragement for teachers to continuously improve their capacity. 8) Rewards in the form of formal recognition, incentives, and career development opportunities are implemented to improve teacher motivation and work quality.<sup>18</sup>

Based on the research results, it was found that to improve a productive and professional work culture, the principal at MI Darul Hikmah, Bone Regency, implemented several main strategies, including: 1) The principal encourages teachers to be more disciplined and responsible in carrying out their duties. Motivation is given through appreciation for teachers who have superior performance, both in academic and non-academic aspects; 2) Academic supervision is carried out through class visits, supervision of learning administration, and reflection sessions with teachers.

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<sup>16</sup> Edy Siswanto Dkk, *Manajemen Pendidikan*, in *Manajemen Pendidikan*, no. April (2023), <https://doi.org/10.29313/up.130>.

<sup>17</sup> Lili Suryati et al., "Manajemen Kepemimpinan Kepala Sekolah Dalam Upaya Meningkatkan Kompetensi Guru Menghadapi Era Revolusi 4.0," *Jurnal Imiah Pendidikan Dan Pembelajaran* 6, no. 3 (2023): 632–42, <https://doi.org/10.23887/jipp.v6i3.56703>.

<sup>18</sup> Feska Ajepri and Rusmiyati Vienty Okta, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *MindSet: Jurnal Manajemen Pendidikan Islam* 1, no. September (2022): h. 131.

The principal provides constructive feedback and identifies obstacles faced by teachers in the learning process; 3) The principal at MI Darul Hikmah encourages teachers to attend training and seminars to improve their competence; 4) To maintain discipline, the principal implements a reward system for outstanding teachers and imposes sanctions on teachers who are less disciplined in carrying out their duties.

The results of this study are supported by research conducted by Davit and Alexius that Teacher work motivation has a positive and significant influence on teacher performance, with teacher motivation contributing 26.8% to performance improvement. This motivation is influenced by factors such as recognition, the work environment, freedom to develop skills, and social interactions with colleagues and the principal.<sup>19</sup>

In their research, Rizkiani Firliah and Salahuddin stated that principals play a crucial role in teacher development through effective supervision and management. Principals are responsible not only for managing teacher resources but also for providing guidance, evaluation, and feedback that can improve professionalism and learning effectiveness. Supervision includes monitoring lesson planning, teaching methods, and student achievement of expected competencies.<sup>20</sup>

## **Supporting and Inhibiting Factors in Improving Teacher Work Culture**

### **Supporting Factors**

The principal's efforts to improve the teacher work culture at MI Darul Hikmah in Bone Regency are supported by several key factors. First, the principal's commitment, reflected in the habit of arriving early, providing motivation, and conducting regular supervision, creates harmonious working relationships and encourages teacher professionalism. The principal's transformational leadership has proven effective in building a positive organizational culture through awards and encouraging cooperation among teachers. Second, adequate facilities and infrastructure, such as classrooms, learning materials, and teaching aids, play a crucial role in creating a conducive work environment, despite limitations in the availability of independent curriculum textbooks and modern technology. Third, a supportive work environment is created through positive interactions between teachers, the support of a communicative principal, and an effective evaluation system through monthly meetings to discuss problems and find joint solutions.

The management of work culture at MI Darul Hikmah aligns with research by Masine Slahanti and Ani Setyowati, which highlights the role of transformational leadership in shaping a positive organizational culture. This research demonstrates that transformational leaders are able to

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<sup>19</sup> Alexius Dwi Widiatna Davit Anggoro Putro, "Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Sekolah Menengah Pertama," *Jurnal Manajemen Pendidikan (JMP)* 12, no. 1 (2023): 47–60.

<sup>20</sup> Firliah Rizkiani, *Fungsi Kepala Sekolah Dalam Pembinaan Guru Pada Sekolah Menengah Kelautan Negeri 10 Di Kabupaten Bima*.

direct the behavior of organizational members to align with organizational goals through intrinsic motivation and the formation of strong work values.<sup>21</sup>

In the context of facility management at MI Darul Hikmah, this aligns with Daud's research, which highlights the principal's central role in school management, including educational facility management. The principal is responsible for planning, organizing, mobilizing, and overseeing various school resources to ensure their optimal utilization. The research also shows that the effectiveness of school facilities is highly dependent on the principal's managerial skills in ensuring the availability, maintenance, and distribution of facilities and infrastructure that support learning activities.<sup>22</sup>

The work environment at MI Darul Hikmah aligns with the concept outlined in the book by Umi Wahyuningsih et al., which emphasizes that a positive work culture in educational institutions can be fostered through communicative leadership from the principal, positive interactions between teachers, and a continuous evaluation system. The book explains that the principal plays a key role in creating a conducive work environment by providing motivation, appreciation, and effective supervision to improve teacher performance and professionalism.<sup>23</sup>

### **Inhibiting Factors**

Based on research findings, the principal of MI Darul Hikmah in Bone Regency faces various obstacles in improving teacher work culture. One of the main obstacles is teacher tardiness due to personal reasons such as caring for children, weather conditions, or responsibilities outside of school. This hinders effective learning and negatively impacts the school's work culture. To address this issue, the principal implemented a shift system, took a personal approach, and considered disciplinary policies to improve teacher discipline.

Furthermore, the high workload, especially for low-compensated contract teachers, poses a significant challenge. The administrative demands of the Independent Curriculum and the two-session learning system further increase their workload. As a solution, principals are adjusting assignments and offering appreciation to maintain teacher morale.

Limited learning resources also pose a challenge, particularly the availability of textbooks for the Independent Curriculum. Furthermore, there is a gap in technology proficiency among senior teachers. However, these limitations actually foster a collaborative work culture, where junior

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<sup>21</sup> Masine Slahanti and Ani Setyowati, "Kepemimpinan Transformasional Dalam Budaya Organisasi," *Jurnal Manajemen Daya Saing* 23, no. 2 (2022): 108–19, <https://doi.org/10.23917/dayasaing.v23i2.16119>.

<sup>22</sup> Yusri M Daud, "Peran Kepala Sekolah Dalam Pengelolaan Manajerial Sekolah," *Intelektualita* 12, no. 1 (2023): 41–60, <https://doi.org/10.22373/ji.v12i1.19255>.

<sup>23</sup> Umi Wahyuningsih et al., *Budaya Kerja Direktorat Pembinaan SMA* (2018).



teachers assist senior teachers in using technology, while senior teachers share their experiences and teaching methods.

This finding aligns with the concept outlined in the book by Umi Wahyuningsih et al., which emphasizes that a positive work culture in educational institutions depends on discipline, principal leadership, and a continuous evaluation system. The book explains that principals play a role in maintaining order, building collective responsibility, and creating effective control mechanisms to ensure a productive and professional work environment.<sup>24</sup>

## CONCLUSION

This study reveals that principal management plays a strategic role in improving teacher work culture at MI Darul Hikmah in Bone Regency. The principal implements a transformational approach through regular supervision, motivation, and the creation of a collaborative work environment. Key supporting factors include the principal's strong commitment, the availability of learning facilities, and positive interactions between teachers. Meanwhile, challenges include teacher tardiness, high workloads with low compensation, and limited learning resources, particularly in the implementation of the Independent Curriculum.

To overcome these obstacles, the principal implemented strategies such as a shift system, a personal approach, and encouraging collaboration between senior and junior teachers. Furthermore, a teacher professional development program through training and seminars was initiated to improve teaching quality. Periodic evaluations were conducted to ensure the effectiveness of the strategies implemented.

The results of this study confirm that effective principal leadership contributes significantly to improving teacher performance and learning quality. Therefore, strengthening coordination, improving evaluation systems, and developing sustainable programs are needed to support a productive and sustainable teacher work culture.

## Suggestion and Recommendations

To improve the teacher work culture at MI Darul Hikmah in Bone Regency, the principal is expected to continuously optimize ongoing supervision and coaching strategies. The principal needs to increase the intensity of evaluation and monitoring to ensure that all implemented policies are implemented effectively. Furthermore, the transformational approach that has been implemented can be further strengthened by providing more structured motivation, such as award programs and incentives for teachers who demonstrate superior performance.

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<sup>24</sup> Wahyuningsih et al., *Budaya Kerja Direktorat Pembinaan SMA*.

Teachers are expected to be more active in participating in training and seminars to improve their professional competency. Schools can facilitate these development programs by collaborating with educational institutions and training institutions. Furthermore, teachers need to play a greater role in fostering a collaborative work environment, enabling them to support each other in facing challenges, particularly in the implementation of the Independent Curriculum.

From a policy perspective, the madrasah needs to strive to improve facilities and infrastructure to support an effective teacher work culture. Coordination with the foundation, local government, and other stakeholders is essential to strengthen support for improving learning facilities. With structured and sustainable efforts, it is hoped that a productive and conducive work culture can be maintained and positively impact the quality of education at MI Darul Hikmah in Bone Regency.

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