



THE ROLE OF LEADERSHIP HEAD OF SCHOOL INDICATORS IN THE QUALITY OF LEARNING IN STATE SCHOOL 34 BANYUASIN III

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Accepted :

18 August 2022

Published :

10 January 2023

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ABSTRACT

Schools as an educational institution face two demands, namely the demands of the community and the demands of the business world, the researcher wants to find out more about how the implementation of Principal Leadership Management in Quality of Learning at the 34 Banyuasin III State Elementary School. The research used descriptive qualitative research method. Qualitative method used to analyze data in the form of information, such as observations, documentation, using two ways of thinking and for the informant were administrative staff at the 34 Banyuasin III State Elementary School. From the results of this study, it was found that the principal always distributes educators in accordance with the fields they are skilled in and assigns tasks to education personnel in accordance with their disciplines. In relation to the world of education, learning facilities can be positioned as part of supporting student success which is called student learning achievement.

Keywords: *Leadership Role, Teacher Management, Students Achievement.*

1. INTRODUCTION

In line with the challenges of global life, education has a strategic role in an advanced era, the superiority of a nation no longer relies on natural wealth but on the superiority of human resources (HR). The quality of human resources (HR) is determined by the quality of education, the benchmark for the quality of education is based on the conditions of output and outcomes that meet the requirements in facing the demands of the times. To realize the quality of education must be supported by an adequate education component. These components become inputs to be processed so as to produce superior outputs and outcomes (Hamalik, 2014:34).

In the developed world, the quality of human resources is everything, therefore people will compete to find the best school for their children (parents) (Poerwadarminta, 2015: 18).

Education as a human right of every individual child of the nation has been recognized in Article 31 paragraph (1) of the 1945 Constitution which states that every citizen has the right to education, while paragraph (3) also states that the government seeks and organizes a national education system, which improves faith and piety as well as noble character in the context of educating the lives of the nation's children as regulated by law. Therefore, all components of the nation, both parents, society, and the government itself are responsible for educating the nation through education. This

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has become one of the goals of the Indonesian nation as mandated by the Preamble of the 1945 Constitution, paragraph 4 (Indrafachrudi, 1983:24).

The condition of educational institutions (schools) in our country today still has several classic problems, namely the lack of school infrastructure, the condition of the building has been damaged, the quality of the teaching staff has not met the competencies and the policies are less productive. On the other hand, it is very encouraging, namely that public awareness is increasing about the importance of quality education (Rohiat, 2010: 28).

Education is one of the most important and strategic aspects in the development and improvement of development in all fields, including in the regions, so that the decentralization of education in the context of regional autonomy is non-negotiable in the context of improving the quality of education and human resources. One model of decentralization of education is Principal leadership management, which aims to improve the quality of education in Indonesia. (Anwar, 2013:146).

In connection with the description above, the researcher wants to find out more about how the implementation of Principal Leadership Management in Quality of Learning at the 34 Banyuasin III State Elementary School. Based on this description, the researcher is interested in compiling a thesis with the title "ROLE OF LEADERSHIP INDICATORS OF HEAD OF SCHOOL IN THE QUALITY OF LEARNING AT THE STATE OF 34 BANYUASIN ELEMENTARY SCHOOL III".

The reason for conducting research at the State Elementary School 34 Banyuasin III is to see how the implementation of the leadership role of school principal indicators in the quality of learning has been carried out

so far and researchers have obtained information from school operators that so far there have been no other researchers who have conducted similar research.

2. LITERATURE REVIEW

Leaders have a dominant role in an organization, this dominant role can affect job satisfaction and quality, or the achievement of an organization. Leadership in English means "The qualities that a leader should have" or The qualities of leader (A. Salih, 2006).

Abdul Rahman Saleh said "leadership is influencing others to achieve the goals that have been set, related to the process of influencing people so that they achieve goals in certain circumstances". With that ability and leadership skills in direction is an important factor in teaching effectiveness.

In language, the meaning of leadership is the strength or quality of a leader in directing what he leads to achieve goals. As with management, leadership or leadership has been defined by many experts, including Stoner, who stated that managerial leadership can be defined as a process of directing, giving influence to the activities of a group of members that are in addition to their duties (A. Shaleh, 2006).

Leadership or leadership in a general sense indicates a process of activity in terms of leading, guiding, controlling behavior, feelings and behavior towards others.

Sudarwan Danim (2002:45) argues that nature holds the position as a school principal so it is better to have three skills including:

a. Technical skills (technical skills)

These skills include specific knowledge of finance, learning scheduling, construction and maintenance of facilities.

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These skills are needed so that the relationship between the principal and teachers can be well established and the human atmosphere of the principal is required to be able to work more effectively and efficiently with subordinates in this case the teachers and all administrative staff effort.

c. Conceptual skills (conceptual skills)

This conceptual skill relates to the way the principal perceives. The principal as an administrative work process that relates to the elements of planning, implementation, supervision, and evaluation. And the core of these activities is decision making because it is in the hands of the school principal that policies can be taken through a deliberation agreement with the teacher council and administrative staff.

So the principal is a teacher who has additional duties as a principal and has several skills including technical skills (technical skills), skills in human relations (human skills), and conceptual skills (conceptual skills Robbins (1991:25).

Leadership Role

Some leadership roles are classified as trait, behavioral, and situational roles. The first role views leadership as a combination of visible traits or focuses on leader characteristics such as personality, motivation, values, and skills. Underlying this role is the assumption that some people have leadership talents that have certain characteristics that others do not have. The earliest leadership theories argued that managerial success was due to extraordinary abilities such as having unrelenting energy, managerial intuition, foresight, and an irresistible power of persuasion. The second role intends to identify personal behaviors in dealing with subordinates.

The third role is the situational role which focuses on the match between the leader's behavior and situational

characteristics. This view assumes that the conditions that determine leadership effectiveness vary with the situation, namely the tasks performed, the organizational environment, the leader's past experience with subordinates and so on. This view has given rise to the role of contingency in leadership which intends to determine the situational factors that determine how much effective a particular leadership style situation is. An urgent situation requires the presence of a leader if (1) the situation is chaotic (chaos) is uncertain and the group is unable to overcome conflicts caused by internal and external factors of the organization.

The role of behavior certainly tries to determine the steps that leaders must take in carrying out their duties. Leadership has a complex behavior and there is no single leadership style that is most appropriate for every leader who works in every condition (Mukhtar, 2003: 77).

In his writing, Wahyudi stated that in general there are three roles or leadership styles, namely: (1) the role of leadership according to the nature (Traits model), (2) the role of leadership based on behavioral theory (Behavioral model), (3) the role of leadership according to the contingency theory (Contingency). Paranan based on traits examines the temperaments and abilities that mark the characteristics of successful and unsuccessful leaders. Role-based behavior focuses on the actions taken by the leader in carrying out managerial work. Furthermore, the contingency role examines the suitability of the leader's behavior with situational characteristics, especially the maturity level of subordinates. Situational roles assume that the conditions (situation) that determine the effectiveness of the leader vary according to the situation.

The principal's leadership process is related to the leadership style he uses. Of the various leadership styles of principals, situational leadership styles tend to be more flexible in school operational conditions. Situational leadership style departs from the assumption that there is no best principal leadership style, but it depends on the situation and conditions of the school. These situations and conditions include the maturity

level of teachers and staff, which can be seen from two dimensions, namely the ability dimension (awareness and understanding) and the willingness dimension (responsibility, concern, and commitment).

Definition of Education Quality

In the Big Indonesian Dictionary "quality" means a measure of whether something is good or bad, quality, level or degree (intelligence, intelligence). Quality is a comprehensive description and characteristics of goods or services that indicate its ability to satisfy the expected needs. In the context of education, the notion of quality includes input, process and output of education. According to Rusman, the process and results of quality education are interconnected. However, so that a good process is not misguided, quality in terms of results (outputs) must be formulated in advance by the school, and the targets to be achieved every year or other period must be clear (Poewadarminta, 2003:788).

According to Hari Sudradjad, quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Education that is able to produce a complete human being (full human) or a human with an integral personality (integrated personality) those who are able to integrate faith, knowledge, and charity (Rusman, 2009:555).

From the description above, it is clear that the quality of education is a pillar for developing human resources (HR). The future of the nation lies in the existence of the quality of education that is in the present. A quality education will emerge if there is good school management. Quality is also a very important competitive arena, because it is a vehicle to improve the quality of service products. Thus, realizing a quality education is important, as an effort to improve the

nation's future as well as part of the service product (Arcaro, 2005:85).

3. METHODS

The research object can be expressed as a research social situation which want to know what happened in it. In the object of this research, researcher can observe in depth activity, people, who is in place certain (Sugiyono,2007:215). The object of this research is the participation of parents in relation to the role of the principal's leadership in the quality of learning.

The research subject is the source of the data that is asked for information according to the research problem. As for what is meant by data sources in

The research is the subject from which the data is obtained (Suharsimi Arikunto, 2002: 107).To get the right data, it is necessary to determine the informants who have competence and in accordance with data needs (purposive). The purpose of this research to find out the form of participation, implementation of participation, benefits of participation and factors that influence participation in learning. Therefore a subject that meets the parameters that can reveal the above is required so that data can be obtained.

The background of this research is to determine the implementation of the leadership role of the principal indicator in the quality of learning at the 34 Banyuasin III State Elementary School. Based on the initial observations of researchers at the 34 Banyuasin III State Elementary School, the implementation of the principal's leadership indicators in terms of curriculum management has been carried out in accordance with the applicable curriculum, but still needs to be addressed to be better in the future. Infrastructure facilities still need to be repaired, because there are still some facilities that are no longer suitable for use,

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such as student chairs, student desks, flaps, blackboards. Besides, the props such as the image of the hero were starting to fade teacher quality management. Currently, the 34 Banyuasin III State Elementary School has a total of 14 teachers, consisting of 8 PNS teachers and 6 honorary teachers, 2 education staff, 1 school operator, 1 library manager of the 2 educators who are civil servants, only 1 person has a new educator certificate.

The role of administration in the process of activities at the Banyuasin III State Elementary School has been carrying out tasks as regulated and assigned tasks by the school principal, such as making correspondence, archiving school data, making an inventory of school goods, making a list of student names. However, what has not been considered optimal in administrative management is filing that is not accompanied by numbering, making it difficult to retrieve files the archived letters, as well as existing inventory items have not been accurately numbered according to the list of inventory items.

Based on the description above, the researchers prepared the research settings (settings) in this study as follows: 1) the place of research; 2) the principal as the main data source; 3) teachers as data sources; 4) research time to find out and obtain results regarding the implementation of the leadership role of school principal indicators in the quality of the 34 Banyuasin III State Elementary School.

The background of the research used in this research is descriptive qualitative research method. According to Nazir in Prastowo (2011: 186), descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present.

According to Sukmadinata (2011: 60), qualitative research is research to

describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts individually and in groups.

The qualitative method according to Moleong (2011:4) defines qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. The data generated in the form of words, pictures and human behavior.

Moleong (2011:4) adds his opinion that research that has qualitative research is research conducted by observing, and carried out in a natural setting or overall context, and the main data collection tool is research itself. Furthermore, Sudaryono (2009:9) suggests that the research method is the way to achieve the goal.

Data collection technique

Djamarah (2010: 59) suggests that: "In a study, data is needed. In collecting data, techniques are needed, both techniques in providing data, as well as techniques in classifying the data that has been collected.

The same thing is also stated by Sugiyono (2015: 199) that the data collection method is "The method used to collect data, while the data collection technique is the method taken in carrying out the chosen method".

In short it can be said that the method is a way, while the technique is a way to carry out the method that has been chosen. This research is a field study, so the desired data can only be obtained from the field, the research location. Data collection techniques in this study include the following:

1. Interview

According to Sugiyono (2015: 291) that "interviews or interviews are data where research is dealing directly with respondents in order to obtain the data or information needed."

The interview used in the research is a structured interview, namely in asking questions that are written in advance as a guide but the element of freedom is still maintained, so that fairness can still be achieved optimally to obtain in-depth data.

In conducting this interview, the researcher asked the respondents questions, namely the Principal of the 34 Banyuasin III Elementary School and several teachers related to the implementation of the principal's leadership management in the quality of learning at the 34 Banyuasin III State Elementary School. Interviews were conducted according to the agreed time and location to obtain data in accordance with the subject matter proposed.

2. Documentation

Documentation is a data collection technique in order to obtain written facts in the form of documents, reports, archives and or other written materials related to the research focus (Djamarah, 2010:74). Documentation that is used as data collection material in other profile research is to complete the data in the form of the principal's work program document, school vision and mission as well as the quality of learning.

3. Observation

According to Arikunto (2010: 272), observation is defined as systematic observation and recording of the symptoms that appear on the object of research. Observations and recordings made of the symptoms that appear on the object at the place where the event occurs or the event takes place, so that the observer is with the object under investigation, called observation observations that the researcher will carry out are direct observations both concerning the efforts made by the principal in the implementation of leadership management. principals in the quality of learning at the 34 Banyuasin State Elementary School III.

Data Analysis Technique

Data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that they can be found (Djamarah, 2010:72). Qualitative data analysis is an analysis that describes the overall results of research by organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned and deciding what to tell people other.

Moleong (2011:72) suggests that the steps of qualitative research are as follows:

- Step 1: process and prepare data for analysis. This step involves transcribing interviews, scanning material, typing field data, or sorting and organizing the data into different types depending on the source of information.
- Step 2: read the entire data. The first step is to build a general sense of the information obtained and reflect on its overall meaning. In this process, what needs to be considered is what general ideas are contained in the participant's words, what is the tone of these ideas, and what is the impression of the participants. At this stage, qualitative researchers sometimes write specific notes or general ideas about the data obtained.
- Step 3: analyze in more detail the process of processing material or information into writing segments before interpreting them. This step involves several stages, namely, taking written or image data that has been collected during the collection process, segmenting the sentences or pictures into categories and then labeling these categories with special terms which are often based on the correct terms/language. -really comes from the participant.
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Data Validity Check

According to Moleong (2011:15) that there are four criteria for data validity, namely: (1) Trust (creditability);(2) Transferability; (3) Dependence (dependability); (4) Certainty (confirmability).

1. Trust (creditability)

Data credibility is intended to prove that the data that has been collected is actually true. There are several techniques to achieve credibility, namely techniques: triangulation techniques, sources, checking members, extending the presence of researchers in the field, peer discussions, and checking reference coverage (Moleong (2011: 15).

2. Transferability

As an empirical matter, it depends on the similarities between the context of the sender and receiver. To make this transfer, a researcher should seek and collect empirical events about the similarity of contexts. Thus the researcher is responsible for providing sufficient descriptive data if he wants to make a decision about the transfer. For this purpose, the researcher must conduct a small study to ensure the verification effort (Moleong, 2011:15).

3. Dependency (dependability)

This criterion is used to guard against possible errors in collecting and interpreting data so that the data can be justified scientifically. Errors are often made by humans themselves, especially researchers because of limited experience, time, knowledge. The way to determine that the research process can be accounted for is through auditability by independent auditors by supervisors (Moleong, 2011:16).

4. Certainty (confirmability)

This criterion is used to assess the results of research conducted by checking data and information as well as interpretation of research results that are supported by the

material in the Moleong audit tracking (2011:16).

4. RESULTS AND DISCUSSION

From the results of this study, it was found the following things: (1) This research discusses the implementation of the leadership role of the principal indicator in terms of curriculum management in the quality of learning at the Banyuasin 34 State Elementary School, (2) This research discusses the business the leadership role of school principal indicators to overcome obstacles in improving the quality of learning in terms of improving the quality of education, (3) This study discusses the implementation of role principals in provide solutions to overcome obstacles in improving the quality of learning in terms of teacher management as an effort to improve teacher professionalism

The source of this research data comes from the results of interviews obtained from interviews with the principal of the 34 Banyuasin III State Elementary School, the results of interviews with several teachers as teaching staff at the 34 Banyuasin III State Elementary School and the results of interviews with administrative staff at the 34 Banyuasin III State Elementary School.

Data collection analysis techniques to complete the established procedures, either by means of interviews, documentation and direct observation to schools that have been used as previously stated in the previous chapter are: 1) Observation, 2) Interview, 3) Documentation, and 4) Conclusion drawing/data verification.

Some are made relating to the research findings and shown below based on the outcomes of the analyzes.

Based on the results of observations carried out the role of Principal leadership in the quality of learning in public elementary

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schools 34 Banyuasin III which are as follows:

The role of the principal's leadership indicators in terms of curriculum management in the quality of learning has been running in accordance with the direction of the Banyuasin Regency Education and Culture Office which is directed directly by the principal through implementation to teachers in schools. That the principal always distributes educators in accordance with the fields they are skilled in and assigns tasks to education personnel in accordance with their disciplines.

The role of principals' leadership indicators to overcome obstacles in improving the quality of learning in terms of efforts to improve the quality of education, School-based management has been applied in improving the quality of education in 34 Banyuasin State Elementary School III in terms of student management, it is known from the activities carried out on a scheduled basis, namely flag ceremony activities, morning gymnastics activities for all school residents, as well as carrying out school environment cleaning activities. 34 Banyuasin State Elementary School III In orientation activities at school, the implementation of coaching for students is carried out during the School Environment Introduction Period (MPLS), also often provides guidance for students when they become ceremonial coaches. In carrying out coaching for students to match the expected goals by providing understanding to students about the Vision, Mission and School Goals to be achieved. Because students are the spearhead of a country's success and in turn will become the nation's leaders as the next generation. Besides that, Ms. Salbiah, S.Pd as the principal of the school provides guidance to students to dare to appear in all things, such as being brave and being able to become a coach for the morning apple before the learning process takes place.

The role of the principal in providing solutions to overcome obstacles in improving the quality of learning in terms of teacher management as an effort to improve teacher professionalism in improving the professionalism of teacher quality, in 2014 all existing teachers already have educator certificates. Besides that, it is also to improve the performance of educators strive to complete the existing facilities as a support for learning so that educators can carry out the learning process well. Apart from that, the performance of the education staff is also considered good, because it is supported by the disciplines of the education staff who are considered in accordance with the tasks carried out at State Elementary School 34 Banyuasin III always provide motivation to educators so that the expected performance is actually achieved, such as motivating teachers who do not yet have an educator certificate to continue working professionally and adding points from the UKG results, so that in time they can re-follow the PPG program in office.

5. CONCLUSION

Based on the results of observations carried out the role of Principal leadership in the quality of learning in public elementary schools 34 Banyuasin III which are as follows:

1. The role of the principal's leadership indicators in terms of curriculum management in the quality of learning has been running in accordance with the direction of the Banyuasin Regency Education and Culture Office which is directed directly by the principal through implementation to teachers in schools. That the principal always distributes educators in accordance with the fields they are skilled in and assigns tasks to education personnel in accordance with their disciplines.
2. The role of principals' leadership indicators to overcome obstacles in improving the quality of learning in terms of efforts to improve the quality of

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