



Principal's Leadership Strategy in Realizing the Vision and Mission at SMAS Islam Sunan Gunung Jati Tulungagung

Choiruddin,¹ Agus Zaenul Fitri,² Sulistyorini,³ Liatul Rohmah⁴

¹²³⁴UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

¹choiruddinmail@gmail.com

ABSTRACT :

This study aims to find out the leadership strategy of the principal at SMAS Islam Sunan Gunung Jati Tulungagung in realizing the vision and mission which consist the formulation, implementation, and evaluation. This study used a qualitative approach with a descriptive method. The data collection was done through in-depth interviews, participatory observation, and document analysis involving various participants such as the principal, teachers, and administrative staff. The data analysis technique in this study was done in three stages that were data condensation, data presentation, and verification of findings. The results of the study showed that (1) The formulation of the principal's leadership in realizing the vision and mission was by using a soft power approach from the principal, determining policies by prioritizing psychological aspects. (2) The implementation was by providing compensation to employees, implementing inclusive policies, empowering staff with an Islamic approach, and providing facilities that correlate with the institution's capacity. (3) The evaluation of this policy showed that employees become more disciplined in working, increasing productivity, and loyalty to the institution.

Keywords: *Strategy, Leadership, Vision, Mission, Principal*

INTRODUCTION

The principal has a strategic role in building the school culture, managing resources, and providing effective direction to its educational staff. An effective school requires strong and intelligent leadership from the principal. SMAS Islam Sunan Gunung Jati Tulungagung as an Islamic educational institution has challenges and dynamics in doing its duties. In this context, the principal's leadership management is a key factor influencing the quality of education in schools. The principal acts as the main leader in creating a conducive learning environment and realizing the vision and mission. A deep understanding of the aspects of leadership in the SMAS Islam Sunan Gunung Jati Tulungagung environment will help in formulating more effective strategies. The importance of leadership is the main foundation for understanding the dynamics of the success of an educational institution (Purwanti, 2013), especially at SMAS Islam Sunan Gunung Jati Tulungagung. As the main leader, the principal has a central role in building a conducive and productive learning environment (Manora, 2019). The ability to deeply understand the main aspects of Leadership, especially in the context of the SMAS Islam Sunan Gunung Jati Tulungagung environment, is an important basis for developing a more effective strategy.

The vision developed by SMAS Islam Sunan Gunung Jati is to become an educational institution that can bring about the realization of people who are pious to Allah SWT, moral and intellectual. The formulation of this vision will then be broken down into a mission that emphasizes the aspects of graduates who are pious, moral, and skilled, becoming a formal

institution characterized by Islamic boarding schools and becoming an alternative institution in the global era, superior and able to meet the demands of the times, developing achievements in extracurricular fields according to the potential possessed by children, and implementing participatory management by involving all school residents, foundations and school committees.

With strong Leadership, the principal can provide clear direction and support the achievement of the school's vision and mission (Purwanti, 2013). A deep understanding of the special needs and dynamics at SMAS Islam Sunan Gunung Jati Tulungagung allows for the development of appropriate and relevant strategies. Thus, this study will provide a significant contribution to formulating the right Leadership strategy, with a focus on developing an inspiring learning environment and encouraging the realization of the school's vision and mission (Gunawan, 2015). Through this in-depth understanding, it is hoped that schools can achieve a higher level of educational excellence at SMAS Islam Sunan Gunung Jati Tulungagung. The school's vision and mission have a direct impact on the quality of education. Therefore, understanding the factors that can realize the vision and mission, such as the leadership of the principal (Alhabsyi et al., 2022), is very important to advance the quality of education at SMAS Islam Sunan Gunung Jati Tulungagung. The role of teachers in the education system is the main key to determining the quality of learning and student achievement at SMAS Islam Sunan Gunung Jati Tulungagung (Riyani, 2012). The school's vision and mission will not only affect the student's learning experience but also have a direct impact on the overall quality of education (Nurafni et al., 2022). Therefore, a deep understanding of the factors that can realize the vision and mission is a must, and among these factors, the leadership of the principal has a very significant role.

Effective leadership from the principal can provide support, direction, and motivation to teachers (Joen et al., 2022). A deep understanding of the needs and expectations of teachers at SMAS Islam Sunan Gunung Jati Tulungagung is the key to designing strategies that can realize the vision and mission. By understanding that leadership had a role as an influence that encourages improving the quality of teaching, it is hoped that this study can provide concrete insights on how to optimally utilize the role of the principal in realizing the school's vision and mission. Thus, the quality of education at SMAS Islam Sunan Gunung Jati Tulungagung can continue to improve to the demands of educational development and the needs of society. SMAS Islam Sunan Gunung Jati Tulungagung as an Islamic educational institution has unique characteristics with the right leadership strategy. This study can provide special insights into the application of leadership management in the Islamic education environment. Islamic education at SMAS Islam Sunan Gunung Jati Tulungagung creates special challenges and opportunities that need to be recognized and addressed with the right leadership strategy. As an Islamic educational institution, SMAS Islam Sunan Gunung Jati has several advantages such as institutional accreditation, several academic and non-academic achievements both at the local and national levels, stable students and relatively increasing from year to year. This is certainly supported by the existence of a good organizational culture and leadership strategies from the principal.

This study is expected to provide specific insights into leadership strategies at SMAS Islam Sunan Gunung Jati Tulungagung. Through a deeper understanding of the dynamics and uniqueness of Islamic education, it is hoped that the results of this study can provide a significant contribution to formulating leadership strategies that accommodate Islamic values, respect Islamic educational traditions, and motivate educators and students effectively. The demand to improve the quality of education is the main focus in developing leadership strategies at SMAS Islam Sunan Gunung Jati Tulungagung. This study began with the main objective of providing

recommendations and findings that can be the basis for developing more effective leadership policies or practices. Facing dynamic demands in the world of education, the principal needs to have a comprehensive view of the factors that can realize the vision and mission at SMAS Islam Sunan Gunung Jati Tulungagung.

This research is expected to find solutions that can be implemented to meet the standards of education quality. The recommendations given can cover various aspects, such as improving teacher competence, optimizing the use of resources, and implementing innovative learning methods according to the context of Islamic education. It is also expected that the results of this study will provide a better understanding of the unique needs and dynamics of SMAS Islam Sunan Gunung Jati Tulungagung so that the leadership policies implemented can have a positive impact on the quality of education. By understanding the context and needs, this study can make a significant contribution to the development of principal leadership practices that can realize the vision and mission and in the next stage the quality of education at SMAS Islam Sunan Gunung Jati Tulungagung.

Methods

In this study, the approach and method used qualitative-descriptive. Qualitative methods were the basis for researchers to produce descriptive data in the form of written or spoken words from people and observable behavior (Fitri and Haryanti, 2020). This study used a type of field study that seeks to find information facts and investigations at SMAS Islam Sunan Gunung Jati Tulungagung. The research studied about the implementation of the principal's leadership in realizing the vision and mission. The data collection was obtained through participant observation techniques, in-depth interviews, and documentation with several division at the school. The data analysis techniques were done using data condensation techniques, data display, and verification of findings while checking the validity of data in the study using research extensions and persistence of participation.

Result and Discussion

The Formulation of Principal Leadership in Realizing Vision and Mission

The results of the study indicate that the leadership of the principal of SMAS Islam Sunan Gunung Jati Tulungagung prioritizes psychological aspects that prioritize the maturity of each personnel in making decisions. This policy has a significant influence on teacher motivation in working. Several aspects indicate a close relationship between leadership and motivation as found in support and recognition of personnel performance. The results of the study also show that teachers who feel supported and recognized by their principals tend to have higher motivation to work. This support includes recognition of their contributions, providing positive feedback, and fair assessments of their performance. Therefore, leadership strategies that pay special attention to providing support and recognition can increase teacher motivation (Permatasari, 2022). Effective leadership is evident in the principal's efforts to provide professional development support to teachers. The research findings show that teachers receive support and receive clear direction, relevant training, and career development opportunities. Therefore, developing good training and coaching programs can be a key strategy in increasing teacher motivation. Teacher involvement in decision-making related to school policies also emerged as a motivational factor. Teachers in the school have an active role in determining the direction and policies of the school and tend to be

more motivated to contribute positively. Therefore, leadership strategies that encourage teacher participation in the decision-making process can increase motivation (Iba et al., 2021)

The results of the study also show that the use of soft power in leadership will create an environment that can increase teacher motivation. Teachers need clear direction and consistency in implementing school policies. Therefore, the principal needs to build strong authority while still paying attention to justice and consistency in school management. In this case, it is emphasized that teacher motivation is not only influenced by intrinsic factors but is also closely related to the leadership strategy implemented by the principal (Manik & Bustomi, 2011). To increase teacher motivation at SMAS Islam Sunan Gunung Jati Tulungagung, a holistic leadership approach is needed that focuses on the needs and expectations of teachers in the Islamic education environment.

The policies implemented by the principal were then reviewed by researchers with the principles of Islamic education. The results of this study also provide insight into the suitability of the school's policies with the values and principles of Islamic education and it is known that the existing policies consistently accommodate Islamic principles in formulating. These policies not only pay attention to technical or administrative aspects but also consider their impact on the formation of students' character and morals by Islamic teachings.

In making decisions or designing policies, principals should ensure that aspects such as justice, responsibility, and blessings are considered in depth (Patanggu, 2021). This consistency reflects an effort to create a learning environment that is by Islamic values, where each policy has moral and ethical goals related to Islamic teachings. The findings of this study highlight the principal's caution in ensuring that school policies do not conflict with Islamic principles or religious norms adopted by students and educators (Tamam, 2017). This includes policy adjustments that may be needed to maintain consistency with Islamic values while understanding and respecting the diversity of the Islamic education community.

The challenge that may be faced is the inconsistency between Islamic principles and regulations or norms that apply at the national and regional levels. Therefore, principals need to consider strategies to manage potential tensions between school policies and external demands. Thus, this emphasizes the importance of policy consistency with the principles of Islamic education at SMAS Islam Sunan Gunung Jati Tulungagung. This alignment not only creates a framework for meaningful education but also strengthens the identity and values of Islam in the organizational culture of the school.

The Implementation of Principal Leadership in Realizing Vision and Mission

The research findings on the implementation of principal leadership in realizing the vision and mission at SMAS Islam Sunan Gunung Jati Tulungagung show several key aspects in the context of this Islamic educational institution. The success of the principal's leadership in creating an environment that increases teacher work commitment can be seen from the level of fairness and equality in treatment. Teachers who feel treated fairly and equally, without uncertainty or discrimination, tend to have a higher level of commitment to the school's vision and mission. This reflects that this attitude in leadership had an important role in building staff loyalty and commitment to the institution. The policies and compensation in teacher empowerment implemented by the principal have proven significant in building teacher commitment to work. Teachers who feel empowered, have clear responsibilities, and are allowed to develop tend to be more connected to the goals and values of the school. This empowerment can include decision-

making responsibilities, ongoing training, and participation in school initiatives. The research findings also highlight that effective communication from the principal can increase teacher commitment (Husnah & Harapan, 2021). Teachers who feel connected to the school's vision and goals, and receive clear and open information from the principal, are more likely to demonstrate strong commitment. Therefore, transparent leadership and good communication can be the key to building emotional bonds and deep commitment from teachers to work.

The results of this study show how the principal at SMAS Islam Sunan Gunung Jati Tulungagung applies staff empowerment with an Islamic approach to Leadership management. The findings of the study highlight leadership strategies that emphasize staff empowerment through Islamic values. Staff empowerment is done through professional development based on Islamic values. The principal ensures that the training and workshops held not only improve staff technical skills but also provide a deeper understanding of how to apply Islamic values in teaching and interactions with students.

Staff participation in decision-making is integrated as part of empowerment. The principal creates space for deliberation and dialogue, ensuring that staff feel they have an active contribution to designing school policies and strategies. This approach reflects the participatory principle in Islam, where community involvement and participation are valued values (Murtafiah, 2022). The Islamic approach to staff empowerment includes giving greater responsibility to staff who demonstrate competence and dedication. The principal ensures that staff have clear roles and responsibilities that are by their talents and skills. This creates a fair working environment and motivates staff to make maximum contributions (Usman, 2018).

The results of the study also acknowledged that staff empowerment with an Islamic approach can face several obstacles, such as resistance to change or lack of clarity in assigning responsibilities. Therefore, principals need to have an effective communication strategy and ensure that staff empowerment is well integrated into the organizational culture. Thus, staff empowerment with an Islamic approach at SMAS Islam Sunan Gunung Jati Tulungagung is not only about providing skills but also creating an environment that supports the personal and professional development of staff through Islamic values. This approach not only creates a balance between autonomy and responsibility but also strengthens the bond between staff and the institution's vision of Islamic education.

An approach that considers Islamic values in managing conflict also had an important role in forming work commitment. Principals who can manage conflict with a wise approach to Islamic teachings, such as deliberation and justice, can create a supportive environment and increase work commitment in the Institution (Saudagar & Pradana, 2020). Thus, it can be concluded that teacher commitment at SMAS Islam Sunan Gunung Jati Tulungagung is influenced by various factors including justice, empowerment, communication, and leadership approaches that are by Islamic values. The principal has an important role in building and maintaining this level of commitment, which in turn can make a positive contribution to the quality of education in the institution.

Several related Leadership models in the context of education, especially those applied by the principal at SMAS Islam Sunan Gunung Jati Tulungagung, show similarities with the inclusive leadership concept model. Inclusive leadership can influence responses to change in the educational environment, and leaders can develop the leadership skills needed to manage resistance and encourage adoption of change. Gupta suggests that inclusive educational leaders have the ability to build strong relationships with staff, teachers, students, and parents, so that they feel they have a role in shaping the direction and culture of the school. By facilitating the involvement of all

stakeholders in the change process, leaders can strengthen their sense of ownership and commitment to the proposed changes (Gupta, 2018). In addition, inclusive leadership is also able to create a supportive environment where individuals feel heard, valued, and supported in overcoming resistance or discomfort associated with change. Therefore, inclusive leadership can help reduce resistance to change by building trust, motivating, and facilitating the adoption of change by all stakeholders (Sico, Ricardo, 2023). This leadership pattern is almost similar to the transformational model as stated by Fadhli and Maunah, namely bringing change not only to the organization but also to each individual to develop for the better (Fadhli, and Maunah, 2024).

Table 1: Characteristics of Inclusive Leadership

No.	Characteristics of Inclusive Leadership	Description
1.	Pay attention to and appreciate different perspectives	An inclusive leader not only listens to views from various parties but also values the diversity of perspectives.
2.	Inviting all stakeholders to contribute	Inclusive leaders encourage active participation from all stakeholders in the decision-making process and change planning.
3.	Creating a supportive and inclusive environment	Leaders create an environment where each individual feels heard, valued, and supported in overcoming resistance or discomfort associated with change.

Inclusive leadership had a very significant role in building responses to change in educational settings. This approach not only recognizes the value of diverse perspectives and experiences but also invites all stakeholders to contribute to the decision-making process and implementation of change. By expanding the space for participation and building inclusive relationships, inclusive leaders can create an environment where individuals feel heard, valued, and supported in facing change.

According to research by Avolio et al. (2018), inclusive leadership can increase ownership and commitment to change, reduce resistance, and accelerate the adoption of change by all stakeholders. In the context of education, inclusive leaders had a key role in inspiring, motivating, and guiding staff, teachers, students, and parents to be actively involved in the change process. By supporting an inclusive culture in schools or educational institutions, leaders create a supportive environment where every individual feels accepted and supported, thereby increasing the likelihood of successful change (Indadiyahati & Hariyanto, 2023).

To manage resistance and encourage the adoption of change in educational settings, leaders have to develop the necessary leadership skills. First of all, change leaders need to have the ability to listen actively and understand the various perspectives that exist. Empathetic listening enables leaders to understand the concerns, needs, and expectations of various stakeholders so that they can design more appropriate and acceptable change strategies. Furthermore, leaders need to have the ability to communicate effectively, both verbally and in writing. Clear, open, and persuasive communication enables leaders to convey the vision, goals, and benefits of change

clearly to all parties involved, and motivate them to actively participate in the change process (Indadihayati & Hariyanto, 2023).

Thus, inclusive leadership has a significant influence on the response to change in the educational environment. Leaders need to develop a variety of necessary leadership skills, including the ability to listen, communicate, build relationships, lead by example, motivate others, manage conflict, and learn reflectively. By adopting an inclusive and evidence-based approach, leaders can strengthen support for change, reduce resistance, and create a supportive environment for growth and innovation in the educational environment (Rahmawati & Nurachadija, 2023).

Evaluation of Principal Leadership in Realizing Vision and Mission

Regarding the evaluation of the school's vision and mission at SMAS Islam Sunan Gunung Jati Tulungagung which is influenced by the principal's leadership, research findings show that employees become more disciplined in their work, increase productivity, and loyalty to the institution. Clear direction, agreement on goals and standards for achieving the vision, and fair implications for both institutions and personnel. Teachers who better understand the principal's expectations for achievement and teaching quality tend to produce better performance (Sari et al., 2022). Therefore, effective communication and clear management of expectations from the principal can provide a strong foundation for optimal teacher work results. Teacher professional development through training programs and workshops facilitated by the principal has been shown to have a positive effect on teacher work productivity. Teachers who continue to improve their competencies through ongoing training tend to make greater contributions to achievement and improve the quality of learning. Therefore, principals need to continue to encourage and support professional development as an integral part of the education management strategy. Efficient allocation and management of resources by the principal also had an important role in achieving the school's vision and mission. Fulfillment of teacher needs, both in terms of learning facilities and infrastructure and teaching materials, can increase comfort and effectiveness in the learning process (Octavia & Savira, 2017). Therefore, the principal needs to have good resource management skills to realize the optimal school vision and mission.

The leadership approach in providing support, empowering staff, and facilitating collaboration between teachers also emerged as factors that influence learning outcomes. A solid work team and a sense of togetherness between teachers can create a positive learning environment and have an impact on improving the quality of education. Therefore, the work results of teachers at SMAS Islam Sunan Gunung Jati Tulungagung can be improved through effective leadership in providing clear direction, supporting professional development, managing resources efficiently, and encouraging collaboration between teachers. Therefore, the leadership of the principal had an important role in building the quality of teacher work and, ultimately, improving student achievement in this institution.

Research findings related to supporting factors that influence the principal's leadership strategy in realizing the vision and mission at SMAS Islam Sunan Gunung Jati Tulungagung include the principal's high commitment to the school's vision and mission. This is the main factor that realizes the school's vision and mission. This commitment creates a strong foundation for staff motivation and commitment, thus creating a positive learning environment. Another supporting factor is teacher participation in the decision-making process. Teachers who feel they have contributed to designing policies and managing school problems will be more motivated and actively involved in achieving common goals. Teacher empowerment through regular training and

professional development supports improving the quality of teaching (Ikbal, 2018). Teachers who feel empowered have better self-confidence and skills, which are reflected in their performance. Open and transparent communication from the principal creates a climate where staff feel supported and connected to the school's vision. This provides space for the exchange of ideas and constructive feedback. In addition to supporting factors, this study also identified several inhibiting factors that can hinder the principal's leadership management, that were the lack of institutional support. Lack of support from institutional parties, such as foundations or school committees, can be an obstacle. Principals need to establish strong partnerships with related parties to support the implementation of Leadership policies and strategies. Then, limited budgets or resources can be an obstacle to implementing professional development programs or improving educational facilities. Principals need to have financial management skills to overcome these obstacles (Sholeh, 2023).

Principals need to ensure that the division of tasks and responsibilities is fair to prevent fatigue and decreased motivation. This shows that human resources, effective communication, participation, and institutional support are supporting factors, institutional differences of opinion, financial constraints, and unbalanced workload are inhibiting factors in the leadership management of principals at SMAS Islam Sunan Gunung Jati Tulungagung. A deep understanding of these factors can help policymakers design more effective strategies for realizing the vision and mission and achieving educational goals. The results of the study explain how the principal at SMAS Islam Sunan Gunung Jati Tulungagung manages conflict with an Islamic approach, and to what extent the approach is in the context of Islamic education. The findings of the study highlight the Leadership strategy that prioritizes deliberation, justice, and Islamic values in dealing with conflict. The Islamic approach to conflict management emphasizes deliberation and dialogue as a means to reach agreement. The principal at SMAS Islam Sunan Gunung Jati Tulungagung applies the principles of deliberation in managing conflicts between staff or with other parties. This approach creates a climate where all parties feel involved in the decision-making process, which is by participatory values in Islam. Justice is a key element in managing conflict with an Islamic approach. The principal ensures that conflict resolution is based on principles of justice, by Islamic values that encourage fair treatment of all parties. This creates trust and fairness among staff, which can reduce the potential for larger conflicts.

Conclusion

This study discussed the principal's leadership strategy in realizing the vision and mission at SMAS Islam Sunan Gunung Jati Tulungagung. Based on the findings and analysis that had been presented, several conclusions can be drawn from this study, that were the formulation of the principal's leadership in realizing the vision and mission by using the soft power approach from the principal which is more effective than the use of hard power at the school leadership level, as well as policy-making by prioritizing psychological aspects that view that educators and education personnel have mature considerations in making each decision. The implementation of the principal's leadership in realizing the vision and mission is by providing compensation to employees who perform better, implementing inclusive policies, empowering staff with an approach that is by Islamic values, and facilities for educators, education personnel, and students that can increase the capacity of the institution. The evaluation of the principal's leadership in realizing the vision and mission of this policy showed that employees become more disciplined in

working, increasing productivity, and loyalty to the institution with several supporting and inhibiting factors in it.

Bibliography

- Alhabsyi, F., Pettalongi, SS, & Wandu, W. 2022. Peran Kepemimpinan Kepala Sekolah dalam Mewujudkan visi dan misi. *Jurnal Integrasi Manajemen Pendidikan*, 1 1.
- Efendi, N., Sholeh, MI, Andayani, D., Singh, IG, & Ayudhya, SN 2023. Hubungan Antar Kepala Sekolah Perilaku Kepemimpinan dan Supervisi Pembelajaran terhadap Visi dan misi sekolah di SMAN 5 Taruna Brawijaya Jawa Timur. *Migration Letter*, 20 9.
- Gunawan, I. 2015. Strategi Mewujudkan visi dan misi: Program Apa yang Ditawarkan Oleh Kepala Sekolah? Fakultas Ilmu Pendidikan Universitas Negeri Malang, 23 1.
- Fitri, Agus Zaenul & Nik Haryanti. 2020. *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed Method dan Research and Development*. Malang: Madani Media.
- Helaudin, & Wijaya, H. 2019. *Analisis Data Kualitatif: Sebuah Tinjauan Teori & Praktik*. Sekolah Tinggi Teologi Jaffray.
- Husnah, A., & Harapan, E. 2021. Pengaruh Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Komitmen Guru dalam Melaksanakan Tugas. *Jurnal Manajemen Pendidikan Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3 1.
- Iba, Z., Saifuddin, S., Marwan, M., & Konadi, W. 2021. Pengaruh motivasi, budaya organisasi, lingkungan, dan kepuasan kerja terhadap visi dan misi sekolah SMA Kota Juang. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9 1.
- Ikkal, PAM 2018. Manajemen Pengembangan Kompetensi Profesional Guru. *Jurnal Isema : Pendidikan Islam Manajemen*, 3 1.
- Jalil, A. 2020. Pengaruh Beban Kerja, Stres Kerja dan Lingkungan Kerja Terhadap Visi dan misi sekolah Madrasah Aliyah Negeri 2 Kota Palu. *Jurnal Ilmu Perbankan dan Keuangan Syariah* Vol. 1, Issue 2,
- Joen, S., Purnamawati, & Amiruddin. 2022. *Visi dan misi sekolah, Pendekatan Kepemimpinan Transformatif Kepala Sekolah dan Motivasi Kerja Guru* Cetakan: Pertama November.
- Kurniaty, H. 2020. Pengaruh Stres Lingkungan Kerja, Stres Kerja Organisasi Dan Stres Kerja Pribadi Terhadap Visi dan misi sekolah Pada Dinas Kependudukan Dan Pencatatan Sipil Kabupaten Barito Selatan. *In Restorica : Jurnal Ilmiah Ilmu Administrasi Negara dan Ilmu Komunikasi* Vol. 6, Issue 2.
- Manik, E., & Bustomi, K. 2011. Pengaruh Kepemimpinan kepala sekolah, budaya organisasi dan motivasi kerja terhadap visi dan misi sekolah pada smp negeri 3 rancaekek. *Jurnal Ekonomi, Bisnis & Kewirausahaan*, 5 2.
- Manora, H. 2019. Peranan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Pembangunan*, 1 1.
- Murtafiah, NH 2022. Manajemen Pengendalian Kinerja Pendidik dalam Meningkatkan Mutu Pembelajaran Pada Lembaga Pendidikan Islam. *Jurnal Pendidikan dan Konseling*, volume 4 nomor 6.

- Nurafni, K., Saguni, F., & Hasnah, S. 2022. Pengaruh Kinerja Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Pembelajaran Pendidikan Agama Islam. *Jurnal Integrasi Manajemen Pendidikan*, 1 1.
- Octavia, LS, & Savira, SI 2017. Gaya Kepemimpinan Kepala Sekolah dalam Upaya Mewujudkan visi dan misi dan Tenaga Kependidikan. *Jurnal Dinamika Manajemen Pendidikan*, 1 1,
- Parhan, M., Hilmiyah, A., Bastiar, RDN, & Wiyana, R. 2022. Sekularisme sebagai Tantangan Pendidikan Islam Kontemporer. *Ta'dibuna : Jurnal Pendidikan Islam*, 11
- Patunggu, IH 2021. Pengaruh Kemampuan Pengambilan Keputusan Kepala Madrasah Terhadap Visi dan misi sekolah Madrasah Aliyah Di Kota Palu. *Jurnal Manajemen Pendidikan*, 1 2
- Permatasari, MD 2022. Pengaruh Budaya Organisasi, Motivasi Dan Komitmen Organisasi Terhadap Visi dan misi sekolah. *Jurnal Penelitian dan Kajian Ilmiah*, 20 4.
- Purwanti, S. 2013. Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru Dan Pegawai di SMA Bakti Sejahtera Kecamatan Kongbeng Kabupaten Kutai Timur. *EJournal Administrasi Negara*, 1 1.
- Riyani, Y. 2012. Faktor-Faktor yang Mempengaruhi Prestasi Belajar Mahasiswa. *Jurnal EKSOS*, 8 1.
- Sari, HF, Ekawarna, E., & Sulistiyo, U. 2022. Pengaruh Stres Kerja, Motivasi Kerja dan Kepuasan Kerja Terhadap Visi dan misi sekolah. *Edukatif: Jurnal Ilmu Pendidikan* Vol. 4, Issue 1.
- Saudagar, F., & Pradana, HC 2020. Pengaruh Reward dan Komitmen Guru Terhadap Kepuasan Kerja Pada SMK Negeri Kota Jambi. *Jurnal Administrasi dan Kepemimpinan Pendidikan Indonesia*, 02 01.
- Tamam, B. 2017. Manajemen Kepala Sekolah Dalam Meningkatkan Kompetensi Profesionalisme Guru di SMAN II Kabupaten Bangkalan. *KABILAH: Jurnal Sosial Masyarakat*, 2 1
- Thoyib, A. 2005. Hubungan Kepemimpinan, Budaya, Strategi, dan Kinerja: Pendekatan Konsep. *Jurnal Manajemen dan Kewirausahaan*, 1 2.
- Usman, J. 2018. Pengelolaan Infrastruktur Teknologi Informasi dan Komunikasi Dalam Mendukung Kinerja Layanan Pendidikan di STAIN Pamekasan. *JAS-PT Jurnal Analisis Sistem Pendidikan Tinggi Indonesia*, 12.