



PROFESSIONAL COMPETENCY DEVELOPMENT OF SECONDARY SCHOOL PRINCIPAL BY ONLINE IN THE CITY OF BANJARBARU

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Article history:	Abstract:
<p>Received: November 6th 2021</p> <p>Accepted: December 6th 2021</p> <p>Published: January 18th 2022</p>	<p>This scientific paper is motivated by the low competence of graduate students and the not yet optimal development of the professional competence of school principals. This is because the guidance for improving the professional competence of school principals has not been oriented to graduate competency standards as a national education goal. The formulation of the problem studied is How is the professional competence of junior high school principals in the city of Banjarbaru? What are the obstacles for junior high school principals in developing professional competence in the city of Banjarbaru? How is the professional competence development of junior high school principals online in the city of Banjarbaru?</p> <p>The purpose of this paper is to find out the competencies and obstacles to developing the professional competence of junior high school principals in the city of Banjarbaru and the design of the professional competence development of junior high school principals online in the city of Banjarbaru. The research method used is qualitative with a research focus on the design of professional competency development for junior high school principals in the city of Banjarbaru. The technique of collecting data is through interviews. Data analysis techniques to find relevant information, using interactive analysis model by Miles and Huberman (1994) and comparative model by Bogdan & Biklen (2003).</p> <p>The results showed that the professional competence of the junior high school principal of Banjarbaru city was not in accordance with the national education standard. The obstacles to developing the professional competence of junior high school principals in the city of Banjarbaru include lack of funds and facilities, unequal understanding between school principals and the education office, lack of assistance from supervisors, lack of relevance of technical guidance materials to professional needs and lack of understanding of school principals about national standards. education and national curriculum. The design for developing the professional competence of junior high school principals online in the city of Banjarbaru includes the coherence of training materials and is oriented to graduate competence as well as training patterns with the integration of independent learning, on the job learning and in service training carried out in two stages and online.</p> <p>Suggestions for BPSDMD South Kalimantan Province to apply the design of principal competency development in the training system. Suggestions for the Banjarbaru City Education Office to build a common vision to provide services for students to achieve graduate competency standards. Suggestions for the Superintendent of Supervision to focus on fostering the professional development of school principals so that they are oriented to the competency standards of student graduates.</p>

Keywords: Development, Professional Competence, Principal, Online

INTRODUCTION

The nation's competitiveness is largely determined by the quality of human resources. The quality of human resources is influenced by the quality of education. The quality of education is determined by the quality of the daily learning process in schools. While the quality of the learning process is largely determined by the quality of the Principal and Teachers. In other words, the professional level of the principal greatly determines the quality of teachers in managing the daily learning process in schools which in turn has an impact on the quality of student graduates as an

indicator of the quality of education. The quality of education graduates greatly determines the quality of human resources as a determinant of the nation's competitiveness. Thus, in order for the nation's competitiveness to be high, the level of professional competence of the Principal must also be high. Therefore, the professional competency development program for school principals is urgent in order to increase the nation's competitiveness. Allen et al. (2015) stated that strong instructional leadership has been widely recognized as the core factor in school development and plays a substantial role in improving school effectiveness. Strong learning leadership is widely recognized as a core factor in school development and plays a vital role in effective school improvement. Robinson (2007) reviewed 24 empirical research results between the years 1985 – 2006 which were published internationally on the differences in the effect of transformational and learning leadership models on student academic and non-academic learning outcomes. The results show that the influence of learning leadership is greater on student outcomes than transformational leadership. The results of this study strengthen the role of the principal as a learning leader.

Shelton (2010) stated that the trend of the principal's role has progressively shifted from a manager's role to a learning leader role. Today, principals as learning leaders are seen as effective principals. The Asia Society Partnership for Global Learning (2012) held a high-level meeting with 24 countries to discuss Teaching and Leadership for the 21st Century and agreed on effective principal leadership, namely the principal's function which focuses more on learning leadership than managerial. Nevertheless, the role of the Principal as a manager is not lost but must be oriented to student learning success as mandated in PP No. 57 of 2021. In other words, the indicator of the success of the Principal's profession is measured by the success of student learning or the quality of graduates.

In carrying out the main tasks, the principal cannot directly foster students but through the teacher in managing the student learning process. The results of the research by Hellinger & Heck (1998) show that the influence of the principal's leadership on student achievement is not direct, but through the teacher. Principals must be able to mobilize and use resources in schools to assist the student learning process (PP 57/2021). These resources include educators, education staff, facilities and infrastructure, financing and environmental potential that are relevant to student learning needs. Principal duties of the Principal in the Indonesian Education and Culture Ministry No. 6 of 2018 namely managerial, supervision and entrepreneurship must be directed at improving the learning process so that it has a direct impact on student achievement. In order for the principal to successfully carry out his duties, it is necessary to develop his profession in a sustainable manner. Professional competence development of school principals is mandatory as mandated by Permendiknas No. 35 of 2010. An effective and sustainable school principal's professional competency development program will have an impact on student achievement or the quality of graduates as an indicator of the quality of education.

The low quality of education illustrates the less than optimal role of the principal's learning leadership. This condition is caused by the low professional competence of the Principal. The results of the professional competency test of Principals of all provinces by the Ministry of Education and Culture of the Republic of Indonesia in 2019 (Figure 1). The figure below shows the national average value of only 56.37, still far from the minimum target value of 72.00. The highest average score was achieved by the province of the Special Region of Yogyakarta, which was 61.47. One of the causes of the low competence of the principal is the low culture of the principal in his professional development. This is in accordance with the results of research on the four dimensions of principals' learning leadership by Fanani (2019) which showed the poor category on two dimensions, namely the dimensions of Continuing Professional Development and the dimensions of Learning Supervision. This shows that the performance of the principal in general is very low in carrying out his role as a learning leader. As a result, teachers do not receive effective coaching so that it has an impact on the low achievement of students.

The condition of the low professional competence of the Principal needs to be addressed immediately in the context of reforming the quality of education. To overcome this problem, a program to improve the professional competence of the Principal is needed, one of which is a training program. The Ministry of Education and Culture of the Republic of Indonesia through the Institute for the Development and Empowerment of School Principals (LPPKS) has conducted a training program to increase the competence of School Principals since 10 years ago. The principal's training curriculum materials include learning leadership, managerial, supervision and entrepreneurship. The latest training design in 2020 provides 3 (three) methods, namely offline, online (full online) and blended (blended learning), Researchers who are directly involved in the training from 2015 to 2021 and in 2020-2021 carry out two training methods for Head Schools are offline and online. The outcome of the training program is that the principal is able to make changes in the school, but these changes do not reach the impact of achieving the main goals of education, the quality of student graduates. Therefore, the design of training to improve the professional competence of school principals needs improvement. The design of the training needs to integrate the material of curriculum, supervision and entrepreneurship within the framework of learning leadership. The contents of the training modules for the three principal tasks of the Principal need to be integrated and linked to the process and student learning outcomes. Structured assignments in developing leadership project designs need to follow the framework of causal relationships between components of the education system.

Based on the explanation above, the focus of this research is on the design of the professional competence development of the Principal. The Principal is limited to the Principal of the Junior High School level. For the purpose of efficiency and flexibility of training design with online methods. The research location is limited to Banjarbaru City. According to the focus of the research, the title of the research is "Professional Competence Development of Junior High School Principals Online in Banjarbaru City.

THEORITICAL REVIEW

Competency Concept

Competence according to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Article 1, is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. In the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the assignment of Teachers as Principals in article 1, competence is the knowledge, attitudes and skills inherent in personality, managerial, entrepreneurial, supervisory, and social competencies. Knowledge competence in the revised Bloom's taxonomy book by Andeson & Krathwohl (2001) consists of 2 categories: knowledge category and cognitive process category. Knowledge categories include factual, conceptual, procedural and metacognitive knowledge. While the cognitive process category includes 6 levels, namely knowing (C1) , understanding (C2) , applying (C3) , analyzing (C4) , evaluating (C5) , and creating (C6). These six levels describe the level of thinking on a continuum from the level of low thinking ability, C1 (low) to the level of high thinking ability, C6 (high).

Andeson & Krathwohl grouped the six levels into 3 categories, namely LOTS (Lower Order Thinking Skills) low-level abilities, MOTS (Medium Order Thinking Skills) medium-level abilities, and HOTS (Higher Order Thinking Skills) high-level abilities. The Ministry of Education and Culture of the Republic of Indonesia stated that the 3 levels are level 1 (understanding), level 2 (application) and level 3 (reasoning). This leveling is based on the guidelines of the Indonesian Ministry of Education and Culture adopted from PISA and TIMSS, namely Knowing , Applying and Reasoning .

In Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Cultural Education of the Republic of Indonesia for the period 2020 to 2024, it is stated that the competence of education graduates must answer the challenges of the 21st century competency needs or the industrial era 4.0, which is known as 4C competence (Creative Thinking, Critical Thinking, Collaboration and Communication).). The 21st century competencies require HOTS (Higher Order Thinking Skills) categories, namely Analysing (C4), Evaluating (C5) and Creating (C6) competencies . In order to develop the competence of Critical Thinking/Problem Solving , a person analyzes the problem and its impact, then develops alternative solutions, determines the best solution, implements the solution and evaluates the process and results. The competencies needed in this problem solving process are Analysing (analyzing problems and impacts), Creating (developing alternative solution ideas), Evaluating (evaluating each alternative and determining the best solution), Applying (implementing the solution) and Evaluating (evaluating the implementation process and its results).).

Lunenburg & Ornstein (2000) in The Classical Decision-Making Model states that the decision-making process involves a combination of several competencies. The stages of decision making carried out by the school administrator or principal are as shown in Figure 1 below.

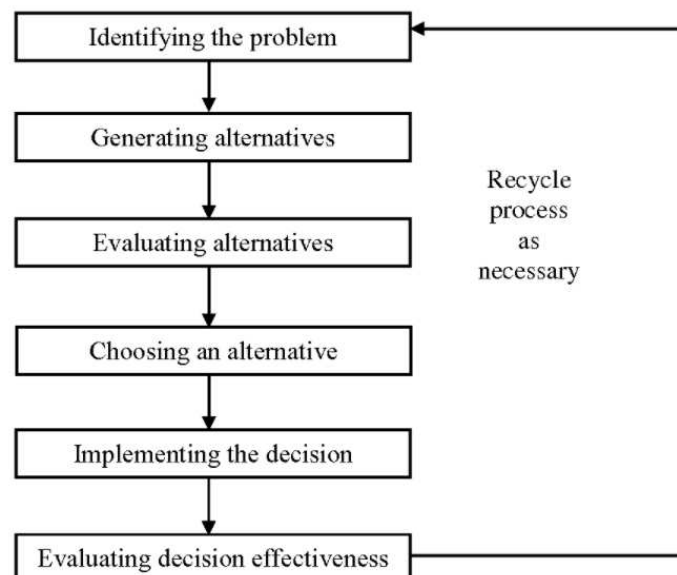


Figure 1. Classical Model of Decision Making by Lunenburg & Ornstein.

B. Principal's Professional Competence

Principal's managerial competence in Government Regulation Number 57 of 2021 concerning National Education Standards in article 27 that management standards include 3 functions, namely planning, implementation and supervision so that the implementation of education is efficient and effective. Planning, implementation and supervision of early childhood education, primary and secondary education applies school-based management as demonstrated by independence, partnership, participation, openness and accountability. Planning consists of medium and short-term planning aimed at improving the quality of learning processes and outcomes on an ongoing basis based on the results of the school's self-evaluation (article 28). Implementation is the act of mobilizing and using resources in schools (article 29). Supervision is a periodic and continuous monitoring, supervision and evaluation activity (article 30).

Planning includes medium-term planning for 4 years according to each period of the Principal's leadership duties. Medium term planning is often abbreviated as RKJM (medium term work plan). Medium-term planning is translated into short-term planning for 1 year. Short term planning is often abbreviated as annual work plan. Quality improvement plans are prepared based on the results of the school self-evaluation (EDS). EDS includes 8 national education standards (SNP), namely graduate competency standards, content, process, assessment, educators and education personnel, facilities and infrastructure, financing and management.

Implementation is the act of mobilizing and using resources in the school. The principal's actions in mobilizing resources in the school include the act of mobilizing all human resources in the school. First, the principal mobilizes teachers to apply scientific learning methods according to process standards, develop teaching materials according to content standards and develop assessment instruments according to assessment standards. Second, the principal mobilizes education staff in schools to improve the quality of education services in accordance with standards and SOPs. The principal's actions in using school resources include the use of facilities and infrastructure resources as well as financing resources. The use of facilities and infrastructure resources to facilitate the learning process so that students more easily understand the learning material. While the use of financing resources to facilitate learning and operational media that support the learning process of students.

Supervision is a periodic and continuous monitoring, supervision and evaluation activity. The purpose of monitoring is to ensure that the stages of planning and implementing quality improvement activities are in accordance with the principles and principles of effective and efficient planning and according to the planned procedures. Monitoring activities include several stages, namely instrument development, implementation and feedback. The stages of instrument development refer to the indicators of the results of the elaboration of planning, implementation and monitoring activities. Monitoring is carried out by the Supervision Team formed by the school. Feedback is carried out for corrective actions at the planning and implementation stages of improving school quality. Supervision activities are to assist school human resources to improve their performance in implementing education quality improvement programs. Evaluation activities are to assess the results and achievement of program objectives. Activities include developing and using instruments as well as formulating conclusions/decisions about the success or failure of the program plan. The process of compiling conclusions uses data from evaluation, supervision and monitoring.

The explanation of the supervisory competence of the Principal includes the concept of supervision and the stages of supervision. Marzano (2011) says that supervision is to improve student achievement through improving the teacher's pedagogic skills. Academic supervision as a series of activities to assist teachers in improving the quality of learning processes and outcomes. According to Glickman (2007), academic supervision is a series of activities to help teachers develop their ability to manage the teaching-learning process in order to achieve teaching goals. Thus, the essence of academic supervision is not to assess the performance of teachers in the learning process but to help develop their professional abilities.

The concept of clinical supervision according to Achenson, et al (1987) means that the implementation of supervision suggests a face-to-face relationship (face-to-face) between the teacher and the supervisor, focusing on the actual behavior of the teacher in the classroom. The characteristic of the clinical supervision approach is that teachers are expected to consciously convey about problems in learning to the principal or school supervisor, and expect solutions from the principal. In the implementation of clinical supervision, there is a constructive, democratic and humanistic collaborative relationship between the Principal and the Supervised Teachers. This is in accordance with the principles of supervision, as in the opinion of Sullivan & Glanz (2005) which states that clinical supervision is the development of teacher performance in managing the learning process with the aim of professional development and teacher work motivation.

The implementation of supervision with the most famous learning supervision technique is clinical supervision. Glickman (2002), developed a clinical supervision model that has been widely used in education. The clinical supervision of the Glickman model includes 4 (four) stages, namely: pre observation conference, observation, analysis of the lessons taught, and post observation conference. The principal's entrepreneurial competence is integrated with learning leadership competence and managerial competence. Entrepreneurial competence in learning leadership is carried out at the stage of developing solution ideas to overcome learning problems. In developing ideas, the principal needs to have insight and experience that can be obtained through reflection activities from the results of reading books, experiments, observations, discussions, sharing knowledge and experiences and networking. The ability to develop innovative ideas is different from simply implementing conventional problem solving methods and techniques. The development of innovative ideas is the ability to find weaknesses in routine solutions that many people do and find new solutions from modifications or completely new ones that did not exist before.

The results of Oktivia's (2014) research on the entrepreneurial competence of junior high school principals in the Hiliran Gumanti sub-district, Solok Regency, show that the principal has the lowest ability to create innovations that are useful for school quality. Principals are very lacking in innovating in schools. The results of the study also show that the principal has a good character in the aspect of never giving up and always looking for the best solution in dealing with the obstacles faced by the school as a source of student learning. From the results of this study, it can be interpreted that although the Principal never gives up on always looking for solutions to every obstacle in the school, it does not guarantee success in innovating. If the way to find a solution is only contemplating and discussing with school members, each innovation is limited. The source of ideas is not enough just to reflect and from the perspective of stakeholders, but to examine the results of research and development that have succeeded in carrying out innovations in schools.

Online School Principal Professional Competency Development

In the Law of the Republic of Indonesia Number 5 of 2014 concerning State Civil Apparatus in article 21 it is stated that civil servants have the right to obtain competency development. Article 69 states that civil servant career development is carried out based on qualifications, competencies, performance appraisals, and the needs of government agencies. This law emphasizes that the career of civil servants is determined based on their competence. Therefore, competency development is an absolute necessity for every civil servant. Competency development is a right that must be obtained for every civil servant. As a consequence of this law, the government is obliged to provide competency development for every civil servant to fulfill their rights. The provision of competitive development is designed by the government. Article 102 states that opportunities for competency development are planned annually by Government Agencies. In the explanation section of Article 102 it is stated that competency development includes education and training, seminars, courses, and upgrading. In addition, competency development can also be carried out through exchanges between civil servants and private employees within a maximum period of 1 (one) year and the implementation is coordinated by LAN and BKN.

The development of the professional competence of junior high school principals in this study uses the ADDIE model (analysis, design, development, implementation, evaluation).

RESEARCH METHODS

This study uses a descriptive qualitative research approach. According to Creswell (2013), descriptive qualitative research is a research strategy in which the researcher investigates the lives of individuals and asks a person or group of individuals to tell their stories. This information is then retold by the researcher in a narrative chronology. At the end of the research phase, the researcher must combine in a narrative style the views of the participant's life with his or her views on the researcher's own life. This research was designed as a development research using the ADDIE approach and online methods. The ADDIE (Analysis, Design, Development, Implementation and Evaluation) model is used in the online training product development stage.

The research location is Banjarbaru City, South Kalimantan Province. The city of Banjarbaru was chosen because it is the administrative city of the province of South Kalimantan and as a barometer of education for other districts and cities in the province of South Kalimantan. The quality of education in Banjarbaru City is a quality assurance model for other districts. If the education reform in Banjarbaru City is successful, it will be imitated by other districts.

The technique of extracting data was carried out by in-depth interview techniques. The interview technique was carried out on 3 (three) different elements of the participants, namely the Head of the State Junior High School, the Supervisory Supervisor and the MKKS Coordinator. The interview technique was conducted using online or remote methods to deepen the constraints and problems found from the principal's managerial, supervisory and entrepreneurial documents. Data validation was carried out through triangulation of different participant elements with the same information. The triangulation is intended to obtain accurate information about obstacles and problems in developing the professional competence of the Heads of State Junior High Schools with different sources, namely the Principals of the State Junior High Schools, the Supervisors of the State Junior High Schools and the Coordinator of the Work Meeting of the Heads of the Banjarbaru Junior High Schools.

The data analysis technique used a qualitative descriptive on the identification of needs and the design of training for the development of the principal's professional competence. The analysis technique was carried out on the description of the words spoken by the respondents to obtain the meaning of the training needs and the design of the professional competence development of the Principal. Meanwhile, the principal's document analysis technique was carried out to obtain an overview of the application of managerial principles and academic supervision. Data analysis was carried out based on the interactive analysis model as developed by Miles and Huberman (1984). Data analysis in this model consists of 4 interacting components, namely: 1) Data collection, 2) Data reduction, 3) Data presentation and 4) Conclusion drawing and verification.

Analysis of individual case data is data analysis on each research subject, namely a single case carried out in the case of SMPN 1, SMPN 4, SMPN 6, SMPN 8, SMPN 12, SMPN 13 and SMPN 14 Banjarbaru City. The analysis of individual case data carried out in this study included data analysis during and after completion of data collection in the field. Data analysis while in the field, followed the principles suggested by Bogdan and Biklen (1982) , namely: (1) seeking to immediately narrow down the study; (2) determine the form of the study; (3) developing analytical questions; (4) planning the next data collection by taking into account the previous findings; (5) write as many observer comments as possible about developing ideas; (6) write a memo for yourself about something that is learned/studied; (7) trying to reveal ideas and themes about the subject; (8) reviewing relevant books; and (9) linking findings with metaphors, analogies, and concepts. The procedure for analyzing individual case data adopts the model of Miles and Huberman (1994). The results of the analysis are in the form of findings of each case by comparing important information with national education standards. Findings of individual cases in the form of individual competency profiles of the principal.

Cross-case data analysis went through two stages, namely single-case data analysis and cross-case data analysis. Johnson and Cristensen (2004) stated that "collective case study is also called the multiple case design". He further stated that in a multi-case study, several cases were compared (cross-case analysis) both similarities and differences. In this study, cross-case data analysis was intended as a process of comparing the findings obtained in each case regarding the similarities and differences. From this comparison between cases, general conclusions can be drawn. The data analysis of this research used the constant comparative method, which is a method that applies a

series of stages that take place simultaneously and the analysis always returns (turns around) to the data collection stage (Bogdan & Biklen, 2003).

RESEARCH RESULTS AND DISCUSSION

Research Findings

1. Managerial competence at the planning stage

The principal's role in planning for improving the quality of education includes activities to provide direction in accordance with the objectives to improve the quality of the process and learning outcomes on an ongoing basis based on the education unit's self-evaluation. The principal is responsible for and ensures quality that the learning process and results are in accordance with national education standards. Principal's leadership is oriented towards Instructional Leadership, developing professional teachers on an ongoing basis so that the learning process and results are in line with national education goals.

The role of the Principal in planning for improving the quality of education is based on the self-evaluation of the education unit. School self-evaluation is carried out referring to the data from the National Assessment results. As a learning leader (Instructional Leadership), the Principal motivates and challenges the school community to achieve a higher student academic level from the National Assessment data and build commitment and collaboration to analyze and improve learning methods, content and assessments continuously.

2. Managerial competence at the implementation stage

The principal's role in mobilizing and using resources in schools to improve the quality of education is carried out by continuously communicating the vision of students' academic achievement targets and student learning needs. Principals collaborate with teachers and supervisors to improve the implementation of the scientific learning process according to the national curriculum to achieve students' academic targets. Principals build collaborations with school development teams to use school resources to facilitate student and teacher learning. The Principal collaborates with the Teacher and Supervisory Supervisor to strengthen the function of the Teacher Work Deliberation in the Field of Study so that Continuous Teacher Professional Development has an impact on the achievement of students' academic targets.

3. Managerial competence at the supervisory stage

The principal's role in monitoring is to find out whether the program implementation process is as planned, whether there are obstacles and how to overcome these obstacles related to planning, implementation, and learning assessment. The principal's activities in monitoring can be carried out through focus group discussions, observations, recording, recording, interviews, and documentation. The principal's role in evaluation is to find out whether the program results are in accordance with the objectives and benefits related to planning, implementation, and assessment of learning outcomes. Evaluation activities are carried out to assess the quality of the learning plan documents, the quality of the implementation of the learning process, and the quality of the assessment of the learning process.

The principal's role in conducting academic supervision is to help teachers develop their ability to manage the learning process to achieve goals related to planning, implementation, and assessment of learning outcomes. Supervision activities are carried out by the Principal by providing examples in class, discussions, consultations or training.

4. Entrepreneurship Competence

The principal's role in developing tasks and entrepreneurship, the main thing is the development of innovative ideas for improving the quality of schools by creating teacher professional development programs and facilitating learning resources and media to meet student learning needs in order to achieve academic targets.

The explanation above is the standard of professional competence of the Principal which is the reference for assessing the real competence of the Principal of SMPN Banjarbaru City. The results of the comparison found individual cases of professional competency profiles from 7 (seven) Heads of SMPN Banjarbaru City. The findings of individual cases are then compared between cases and the results are cross-case findings. The findings of the individual case of the Head of SMPN Banjarbaru City are described as follows.

Individual Case Research Findings

The principal of SMPN 1 Banjarbaru sets the goal of improving the quality of education to fulfill the expectations of parents so that their children can continue to a higher quality education level, namely a superior high school. The setting of this goal encourages the school's efforts to achieve the student's academic achievement target according to the academic requirements of the superior high school that is the goal. To achieve this goal, the Principal of SMPN 1 Banjarbaru together with the School Development Team prepares a plan for the use of resources in the school to support the daily learning process improvement program in accordance with the academic requirements of the superior high school that is the goal. In addition, the Principal of SMPN 1 Banjarbaru prepares a plan for improving the quality of education based on the results of the School Self Evaluation and determines priority problems based on the low score of the education component.

The principal of SMPN 1 Banjarbaru mobilizes and uses school resources in schools to improve the quality of education by doing the following things. The headmaster explained the expectations of parents for the existence of a Tahfiz class and a program to serve this request. Then the principal provides direction on strategies to achieve goals by encouraging teachers to prepare lesson plans properly so that the target level of student competence can be achieved.

The principal motivates teachers by giving awards such as materials, ease of promotion and making CAR. Then use the resources to meet the expectations of a Tahfiz class and succeed in getting a Tahfiz teacher 30 juz. However, the principal's encouragement of teachers only to fulfill the administrative documents of the Learning Implementation Plan does not have an impact on achieving the goal, namely the target of a higher academic level for students. Principals should encourage teachers to make improvements to the core components of education, namely teaching materials, learning methods and assessments that are in accordance with the needs of students' academic levels.

The principal of SMPN 1 Banjarbaru in developing innovations to improve the quality of education relies on the boss and focuses on meeting the needs of facilities and infrastructure. The principal did not explain that innovation related to strategies and tricks to improve the quality of daily learning had an impact on increasing the level of competence of students. The principal also did not explain the strategy for developing capacity and facilitating teachers so that there was a change in teaching methods that had an impact on meeting student learning needs in accordance with the specified academic level.

The principal of SMPN 1 Banjarbaru needs training, including on School-Based Management, training materials according to the professional needs of the Principal and there needs to be assistance during implementation.

The principal of SMPN 4 Banjarbaru mobilizes and uses school resources in schools to improve the quality of education by doing the following things. The principal provides direction for the goals of the school organization by conveying the focus of character development. The principal delegates tasks, motivates teachers with a religious approach and dialogue, builds participation and collaboration. The principal provides an explanation of the target for developing character and discipline in one year. With direction, delegation and control of results there is consistency in moving the teacher towards the goal. However, the principal's encouragement towards teachers is only limited to the development of social character and does not reach productive characters for the future of students. Principals should encourage teachers to make improvements to the core components of education, namely teaching materials, learning methods and assessments that are in accordance with the needs of students' academic levels.

In conducting supervision to improve the quality of education, the principal supervises assisted by supervisors and senior teachers to check the lesson plans and implementation and then analyze the problem. Principals carry out direct supervision of senior teachers who are not skilled at using learning media in distance learning such as LCD projectors and IT equipment.

The head of SMPN 8 Banjarbaru explained that the monitoring, supervision and evaluation were carried out using a TEAM of assessors. The results of the work of the assessor team are reported to the school principal. However, the information obtained only relates to the lack of learning media used by students and the variation in the number of students who can participate in learning with 3 ways of long-distance interaction such as Zoom which can be followed by a few students, WA can be followed by quite a lot of students and SMS can be followed by many students.

The principal did not explain that monitoring was carried out by means of focus group discussions, observation, recording, recording, interviews, and documentation. The principal also did not explain that supervision was carried out to help teachers improve competence through giving examples in class, discussions, consultations or training. The principal has not been able to distinguish the concepts between monitoring, supervision and evaluation. Monitoring and supervision is carried out only to fulfill obligations and according to the class schedule to observe and provide a check list on the instrument. Meanwhile, the evaluation was not focused on the indicators of the student's academic level target and the consistency between teaching materials, methods and learning assessments with the achievement targets of the student's academic level.

Cross Case Finding

All junior high school principals in this study were at the planning stage, determining the goals of improving the quality of education based on the expectations of parents. Although the goals are both based on parents' expectations, there are differences between SMPNs in the city center and SMPNs on the outskirts. SMPN in the central location of Banjarbaru City, parents hope that students can continue to higher education levels, superior Senior High Schools (SLTA). While the SMP is located on the outskirts of Banjarbaru City, the parents hope that their children will be good at religion. Therefore, school programs to meet people's expectations are different. The SMP program in the city center is related to the academic requirements of the targeted high school, by strengthening the learning of Mathematics and English. Meanwhile, the programs at the outskirts of junior high schools are related to religious activities, including memorizing the Koran, tadarus together, religious lectures, etc.

There are several reasons why the Principals of suburban SMPN are more focused on developing religious programs and activities than academic programs. First, the number of students enrolled in public schools such as junior high schools is less than in religious schools such as MTs. Second, the number of students affects the amount of BOS funds from the government. Third, the amount of BOS funds affects the school development program. Fourth, often the head of junior high school placed on the outskirts is the head of the junior high school whose competence is lower than that of the junior high school principal in the city center.

The principal's own expectations are to focus more on publicity, security, discipline and courtesy and the teacher's obligation to complete administrative documents. Of all the Principals of SMPN in this study, none explained the goals and targets of student academic achievement in accordance with national education standards. There is only one SMPN Principal who explains the level of competence but there is no detailed explanation of the target, namely what level of competence is to be achieved and what percentage of students are expected to reach that level.

Planning for improving the quality of education is based on the management standards and strategic plans of the Ministry of Education and Culture of the Republic of Indonesia, there is no explanation from the Head of SMPN in this study that leads to the goal of achieving student academic targets in accordance with graduate competency standards. Competency standards for graduates from academic aspects are students' high-level thinking skills or called HOTS (higher order thinking skills) as the 21st century competency needs.

There are several weaknesses in planning based on the expectations of parents so that their children can continue to high quality higher education (SLTA). First, not all students have the same opportunity to enter high school because their capacity is limited. Second, the program for improving learning processes and materials with the support of existing resources in schools is only limited to fulfilling the requirements for superior high school. Third, the success of fulfilling the requirements for a superior high school does not guarantee student competence in accordance with national education standards. Fourth, planning that is only based on people's expectations, is not a description of the strategic plan of the Ministry of Education and Culture to build quality human resources that have national competitiveness.

On the other hand, there are several advantages of planning based on student academic achievement targets. First, all students have equal opportunities to achieve academic achievement targets. Both process improvements with the support of existing resources in schools can be optimized as a whole. Third, the success of achieving student academic targets has provided guarantees in accordance with national education standards as a 21st century competency requirement. Fourth, planning based on student academic achievement targets is an operational description of the Strategic Plan of the Ministry of Education and Culture of the Republic of Indonesia as a form of public accountability.

The role of the Principal of SMPN Banjarbaru in mobilizing and using resources in schools to improve the quality of education by doing the following things. Most of the principals provide direction for the goals of the school organization related to spiritual and social attitudes, and only a small number of principals provide direction related to the level of cognitive competence of students.

All principals in mobilizing resources in schools are carried out through delegating the duties of the principal to the deputy principal with the school development team. To build trust and motivation for school residents to change for the better, all principals set an example of discipline and respect, while a few principals were added to demonstrate financial transparency. The impact of changes in teacher behavior is influenced by the three principal strategies, namely exemplary, appreciation and transparency.

Most of the principals provide direction for changing the behavior of school residents, focusing on discipline and administrative obligations as well as using school resources to serve school residents so that learning is comfortable, and only a small number of principals are to serve the learning needs of students in order to successfully achieve academic targets in accordance with standards. national education.

The principal has succeeded in mobilizing the school community to make changes, but it is only limited to discipline and fulfilling administrative obligations. Principals are also successful in using resources in schools but are limited to meeting the needs of comfort, order and security. Principals in mobilizing and using resources in schools have not focused on changing the learning process by using library, laboratory and environmental resources to meet the learning needs of students and teachers. Everything is done by the Principal in order to achieve educational goals and student academic achievement targets in accordance with national education standards. In addition, to support teachers in making improvements to these core components, the principal has not utilized the Subject Teacher Work Conference as a Community of Practices and collaborated with the Supervisory Supervisor to develop the teacher profession in a sustainable manner.

DISCUSSION

1. Professional competence of the Head of SMPN Banjarbaru City

The discussion of the professional competence of the Head of SMPN Banjarbaru City covers two topics. The first is a discussion of national education standards related to the professional competence of school principals in general. The second discussion is about cross-case findings.

In the Regulation of the Minister of National Education Number 13 of 2007 concerning the Competency Standards for School Principals which was then refined by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the Duties of Teachers as Principals, it is stated that the Principal is a teacher who is given the task to lead and manage educational units. The principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff aimed at developing schools and improving school quality based on 8 (eight) national education standards (article 15). Thus, the 8 (eight) national education standards must be understood by the Principal before designing to develop and improve the quality of schools.

The role of the Principal as a learning leader is committed to changing the learning process so that the quality of student learning services is in accordance with the needs of students' academic achievement. Meanwhile, the principal's role as manager is more committed to maintaining stability than to change. The concepts of leadership and management overlap. Tony Bush (2008) distinguishes leadership from managerial, where leadership emphasizes change , while management emphasizes maintenance activities . The role of the Principal as a learning leader is a mandate from the Regulation of the Minister of National Education Number 35 of 2010 concerning Teacher's Functional Positions and Credit Scores. Meanwhile, the role of the Principal as a manager is a mandate from the Regulation of the Minister of

National Education Number 13 of 2007 concerning the qualifications and competencies of Principals. Principals as managers and leaders of educational units must understand the education system so that their role as problem solvers can be carried out systematically and effectively.

The duties and functions of the Principal in carrying out learning supervision aim to assist teachers in improving the learning process so that the learning needs of students to achieve graduate competency standards are achieved in accordance with Permendikbud No. 22 of 2016 concerning process standards. This regulation states that supervision activities are carried out by giving examples in class, discussing and providing consultation.

Based on the results of the analysis and cross-case findings, it shows that in general the professional competence of the Head of SMPN Banjarbaru City is below the national education standard. This finding is based on the results of an analysis of information about the implementation of the main tasks and functions during the principal's leadership of the school compared to national education standards. A detailed discussion of the analysis results and findings is presented as follows.

First, the Principal's Managerial Competence.

In carrying out managerial duties and functions, the principal has not fully carried out the duties and functions of planning, implementing and monitoring as needed to improve the quality of education. The quality of implementation and supervision depends on the quality of planning. The planning arrangement has not yet referred to the competency standards of student graduates, namely the academic level target is higher than the previous year. The academic level target referred to in the 2013 curriculum is the competency standard of graduates at a high level of reasoning, also known as the HOTS (Higher Order Thinking Skills) level.

The role of the Principal of SMPN Banjarbaru City in carrying out managerial activities is more focused on enforcing discipline, order and security than on the academic achievement of students' HOTS level and the quality of learning. In other words, the Principal of SMPN Banjarbaru City is more focused on maintaining activity stability than changing the learning process that has an impact on students' academic achievement. This condition illustrates that the role of the Head of SMPN Banjarbaru City has not met the expectations of the Strategic Plan of the Ministry of Education and Culture of the Republic of Indonesia (Permendikbud No 22 of 2020) where the role of the Principal should focus on learning leadership.

The head of SMPN Banjarbaru City in planning should refer to the academic achievement of students at the HOTS level (Permendikbud No. 20 of 2016 concerning Graduate Competency Standards) or level 3 (Permendikbudristek No. 17 Tahun 2021 concerning National Assessments). According to Anderson & Krathwohl (2001), HOTS includes three cognitive process abilities, namely Analyzing (C4), Evaluating (C5) and Creating (C6). In the 2013 curriculum, core competencies and basic competencies that must be mastered by students use the Revised Bloom taxonomy of Anderson & Krathwohl (2001). In the revised taxonomy, knowledge competence covers the levels of cognitive processes from low to high: Knowing (C1), Understanding (C2), Applying (C3), Analysing (C4), Evaluating (C5) and the highest Creating (C6).

2. Obstacles to the Development of Professional Competence for the Head of SMPN Banjarbaru City

Based on the cross-case findings, the problems faced by the Head of SMPN Banjarbaru in developing his professional competence include:

- Lack of funds and support from the Education Office in the use of BOS funds. There is a difference in understanding between the verifier of the Education Office and the Principal in the use of BOS funds, making it difficult for the Principal to develop schools.
- Some teachers have a mindset that doesn't want to change, don't believe things can change as expected and don't carry out administrative obligations such as making lesson plans
- Most of the meeting activities both at the Education Office and MKKS are not related to improving the quality of education
- In the city center junior high school, the number of teachers is so large that it is impossible to supervise one by one.
- In a suburban junior high school, parents are not supportive. The child goes to school or not, it doesn't matter, it's enough to finish elementary or middle school, he doesn't have any aspirations to continue to a higher level.
- Time is running out for monitoring activities for students, teachers, technical and environmental officers, administrative administration, and teacher performance appraisal administration.
- It is rare for school principals to get the opportunity to improve their professional competence, only BOS technical guidance and technical guidance as a reference for preparing RKAS.
- The material for technical guidance on the use of BOS funds is not in accordance with the needs of the school.
- There is political pressure in the use of funds

These constraints have an impact on:

- Lack of opportunities for Principals to develop managerial competencies and learning leadership, barriers from superior behavior and from internal school conditions and lack of opportunities to take part in training according to their professional needs. Principals are hampered in developing competence in designing education quality improvements, mobilizing and using resources in schools and monitoring the quality of education. Principals are hampered in focusing on improving the quality of the learning process and student learning outcomes in accordance with national education standards in accordance with the 2013 curriculum.

- The lack of a comprehensive understanding of the 8 (eight) national education standards and the interrelationships between these standards causes, among other things. First, the principal's lack of ability to provide clear directions for the school he leads. Second, the lack of ability of the principal in supervising, facilitating, coaching and mentoring to increase the capacity of school residents. Third, the lack of ability of the Principal in conducting monitoring and evaluation for feedback so that there is an improvement in the program to improve the quality of education on an ongoing basis.

3. Design of Professional Competency Development for the Head of SMPN Banjarbaru City Online

The principles of the online school principal's professional competency development design principles are as follows.

- a. Referring to the Strategic Plan of the Ministry of Education and Culture of the Republic of Indonesia for the period 2020 to 2024 (Permendikbud No. 22 of 2020) emphasizes strengthening the role of school principals as learning leaders.
- b. Based on the results of the Principal's Professional Competency Needs Analysis. The needs related to training are as follows.
 - 1) Comprehensive understanding of the 8 SNPs.
 - 2) Specific understanding of the national curriculum and assessment.
 - 3) Skills in designing quality improvement based on national education standards.
- c. Referring to the development of Blended Learning- Based Training Policy
 - 1) In the Minister of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan for the period 2020 to 2024, it is stated that the management of the education unit and the learning process is gradually using online. There is a concept of freedom for educational units regarding the choice of the learning process (face to face/ online).
 - 2) In LAN Regulation Number 1 of 2021 regarding basic training for prospective civil servants (CPNS) fundamental changes were made, especially regarding the method of organizing basic CPNS training which previously could only be done in class and in dormitories, now it can also be held using blended learning and distance learning .
 - 3) In the industrial era 4.0 and the need for efficient and flexible work, online-based activities are part of life, including learning/training.

Based on the above principles, the capacity development of Principals and the policies required are as follows.

Principal Capacity Development

Principal capacity development is not limited to understanding and skills in applying concepts and procedures in their field of work, but also adaptive and innovative technical capacity to the needs of the teacher's profession that continues to develop to be able to guide students to achieve 21st Century skills, Higher Order Thinking Skills . In other words, the principal must have two levels of adaptive ability, namely adaptive to the development of teacher competency needs and adaptive to the development of student learning needs. Adaptable to the development of student learning needs is more complex because it has to go through the teacher and must involve all resources in the school. Principal's leadership that has an impact on teacher performance is a medium term goal while the impact on student learning achievement is a long term goal. The learning achievement of students at the Higher Order Thinking Skills level is the target of the Strategic Plan of the Ministry of Education and Culture for the period 2020 to 2024.

Capacity building of school principals in accordance with Permendikbud No. 6 of 2018 concerning the assignment of teachers as principals covering 4 (four) levels of competence. The first level, the Principal has an understanding of the concepts, principles and procedures of the Principal's leadership. This level 1 capacity can be achieved through training at the training center using independent reading assignments and managerial case studies. This case study includes the activities of the Principal conducting data and information analysis to find the main problems and root causes of learning problems in certain schools. Then the Principal develops innovative ideas to overcome learning problems and steps for solution activities as well as monitoring and evaluation.

The second level, the Principal has a technical understanding of the application of the concepts, principles and procedures of the Principal's leadership. This level 2 capacity can be achieved through training at the school where the apprenticeship is through the observation method of the leadership behavior of the apprentice's Head of School. The apprentice principal was chosen as a model because he has succeeded in implementing adaptive, effective and innovative leadership. After the observation, the activity continued with a question and answer method between the principals of the trainee schools and the principals of the apprenticeship schools to deepen their technical understanding. This technical understanding can help principals improve the design of education quality improvement programs.

Level three, the Principal has integrated knowledge, skills and attitudes about the concepts, principles and procedures of the Principal's leadership. This level 3 capacity can be achieved through on-the-job training (in the school itself) through practical methods, namely practicing the design of education quality improvement programs. To improve the competence of knowledge, skills and attitudes in an integrated manner followed by feedback activities . In addition, to improve knowledge, skill and attitude competencies in an integrated manner, experience, knowledge and success sharing activities are also built in the Community of Practice (Principal Work Conference). As quality assurance that knowledge, skills and attitudes in an integrated manner have met the standard, a learning evaluation is carried out.

Level four, principals have effective leadership capacity through habituation activities of adaptive and innovative leadership characters in improving the quality of teacher performance which have an impact on student learning outcomes at the Higher Order Thinking Skills level. In addition, the principal has the capacity to grow a learning community in the school as a manifestation of a learning organization. This level 4 capacity building can be done through the actualization of the principal duties and functions of the Principal covering 7 (seven) stages: first, analysis of learning problems based on data from the Computer-Based National Assessment (ANBK). Second, root cause analysis is related to the gap in the quality of the material, process and learning assessment. Third, analyze the professional development needs of teachers and students' learning needs in the workplace. Fourth, the development of solution innovation ideas and the stages of solution actualization by involving related elements and resources.

Fifth, during the implementation of the actualization of improving the quality of education, the Principal carries out a learning supervision program with coaching, mentoring, modeling and consulting techniques to help teachers develop their profession in a sustainable manner so that it has an impact on the achievement of high student competence. Sixth, during and after the implementation of the actualization of improving the quality of education, the Principal prepares instruments and monitors the implementation of the actualization and evaluation of the results of the actualization of the education quality improvement program. Seventh, the principal uses the data and information from the monitoring and evaluation results as input for the improvement program in the next cycle. The seven stages are carried out continuously, periodically and dynamically so that they become the character of the school community as a whole as a guarantee of the quality of the education unit.

If the principal's capacity can reach level 4 as described above, then the accountability of the principal's performance can be measured against the achievement of the main educational goals, namely the achievement of student competence at the HOTS (Higher Order Thinking Skills) level. Student competence at the HOTS level is the target for the quality of education that has been set in the Strategic Plan of the Ministry of Education and Culture of the Republic of Indonesia for the period 2020 to 2024. Student competence at the HOTS level in Bloom's cognitive process which has been revised by Anderson and Krathwohl (2001) is a competency level C4 (analysis) , C5 (evaluate) and C6 (create). This competency is a competency needed in the 21st century which has entered the industrial era 4.0. This HOTS level competence can be achieved if the teacher has the competence to apply Project Based Learning, Problem Based Learning or Discovery Based Learning . This teacher competency can be achieved if the principal has adaptive, innovative and effective leadership.

Principal Capacity Development Policy

In developing the capacity for actualization of tasks that have an impact on teacher performance and student competence, the principal involves many complex elements and resources to realize the vision of the school organization that is in line with the Strategic Plan of the Ministry of Education and Culture, Research and Technology for the period 2020 to 2024. support the success of the task.

Competency Development Design with Adaptive Method

The development of the principal's capacity as described above is directed at adaptive, innovative and effective leadership capacity through the actualization of more complex tasks in the school where he works so that it has an impact on student learning outcomes. This actualization habituation becomes the principal's leadership character which is effective, innovative and adaptive. Effectively, the leadership of the Principal has an effect on improving the work of teachers which in turn has an impact on the achievement of student competencies according to or exceeding national education standards. The innovation is meant, the leadership of the principal who has an entrepreneurial spirit, namely continuously developing ideas for solutions to every complex problem. Adaptive is meant, the leadership of the Principal who is able to adapt to the needs of the digital era, the industrial era 4.0. Therefore, a more adaptive learning method is needed in the design of the principal's competency development.

Competency development design with adaptive method is the result of integration between Workplace Learning LAN RI (M. Firdaus) and the 70:20:10 Lombardo and Eichinger (2006) model with the 300 JP pattern (Kemendikbud, 2020). In workplace learning, effective, innovative and adaptive principal leadership can be developed through adaptive learning phases. The preparation phase, participants understand the objectives, support learning materials, technology, reporting documentation, various parties involved etc. In the orientation phase, participants understand the concepts, principles and procedures related to their main tasks and functions. In the observation phase, participants understand the application of concepts, principles and procedures related to their main tasks and functions. In the practical phase, participants learn while carrying out real tasks. The learning evaluation phase is to find out whether the targeted competencies have been successfully obtained according to the standards, as well as what support is needed by the participants in order to develop further. In the actualization phase, participants develop skills and attitudes to face more complex conditions and greater levels of challenges that have an impact on achieving the organization's vision. Monitoring and evaluation phase, to determine the process and learning outcomes and performance of both individual performance and organizational performance.

CONCLUSION

Based on the discussion of the results of the research above, it can be concluded as follows: The professional competence of the Head of SMPN Banjarbaru City which includes the implementation of main tasks and managerial

functions, supervision and entrepreneurship has not referred to the 8 (eight) national education standards. In detail, the competencies of each main task and function are as follows: Principals in carrying out managerial roles, have not been oriented to the academic achievements of students at the Higher Order Thinking Skills level in accordance with graduate competency standards. The principal in carrying out the supervisory role has not focused on improving the application of scientific learning models (Discovery Based Learning, Problem Based Learning, Project Based Learning), through giving examples in class, discussions and consultations. Principals in carrying out the role of entrepreneurship have not implemented innovations that focus on the core system , namely improving the quality of the learning process, teaching materials and assessments that have an impact on student academic achievement. The design for developing the professional competence of the Principal of SMPN Banjarbaru City online is carried out based on: a) the results of the analysis of the need to develop the professional competence of the Principal, b) the Strategic Plan of the Ministry of Education and Culture regarding Hybrid learning, c) PerLAN No. 1 of 2021 concerning CPNS Latsar with Blended Learning and Distance Learning and d) The demands of the industrial era 4.0 and 21st Century competencies, it is necessary to apply an adaptive learning model using blended learning media .

Based on the conclusions of the research results above in improving the professional competence of the Principal, the following suggestions are submitted:

- a. There is a need for managerial training for Principals that is oriented to the academic achievement of students at the Higher Order Thinking Skills level in accordance with graduate competency standards.
- b. Principal supervision training is needed that focuses on improving the application of scientific learning models (Discovery Based Learning, Problem Based Learning, Project Based Learning), through giving examples in class, discussions and consultations.
- c. Head entrepreneurship training is needed that focuses on the core system , namely improving the quality of the learning process, teaching materials and assessments that have an impact on student academic achievement.

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