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**Interaction of the Effect of Principal’s Leadership and Education Financing on Performance of Junior High School Teachers in Mahakam East Kalimantan, Indonesia**

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**Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah terhadap kinerja guru, pembiayaan pendidikan terhadap kinerja guru, dan pengaruh kepemimpinan kepala sekolah dan pembiayaan pendidikan secara bersama-sama terhadap kinerja guru SMP di Kabupaten Mahakam Ulu. Penelitian ini merupakan penelitian kuantitatif dengan jumlah populasi 128 dan sampel 104 guru. Teknik pengumpulan data menggunakan metode observasi, angket, dan dokumentas. Analisis data menggunakan SPSS Statistics dengan analisis deskriptif dan analisis regresi. Hasil penelitian ini menunjukkan bahwa: kepemimpinan kepala sekolah mempengaruhi kinerja guru sebesar 38%, pembiayaan pendidikan mempengaruhi kinerja guru sebesar 55%, dan kepemimpinan kepala sekolah dan pembiayaan pendidikan secara bersama-sama mempengaruhi kinerja guru sebesar 66%. Implikasi dari penelitian ini adalah untuk meningkatkan posisi kepala sekolah dalam kepemimpinan sekolah untuk melaksanakan pendidikan yang tidak terlalu bergantung pada pihak lain. Dengan demikian, kepala sekolah memiliki peran yang sangat penting dalam meningkatkan mutu sekolah. Oleh karena itu, revitalisasi kepala sekolah diperlukan karena mereka memiliki pengaruh yang sangat kuat terhadap peningkatan kompetensi dan kinerja guru untuk mewujudkan sekolah yang berkualitas.

**Kata Kunci:** *kepemimpinan kepala sekolah, pembiayaan pendidikan, kinerja guru.*

Abstract

*This study aims to determine the effect of a principal's leadership on teacher performance, education financing on teacher performance, and the effect of principal leadership and education financing together on the performance of junior high school teachers in Mahakam Ulu Regency. This study is a quantitative study with a population of 128 and a sample of 104 teachers. Data collection techniques use the method of observation, questionnaires, and documentation. Data analysis using SPSS Statistics 21 with descriptive analysis and regression analysis. The results of this study indicate that: principal leadership affects teacher performance by 38%, education financing affects teacher performance by 55%, and principal leadership and education financing together affect teacher performance by 66%. The implication of this research is to improve the position of the principals in school leadership to implement education that is not too dependent on other parties. Thus, the principals have a very important role in improving the school's quality. Therefore, the revitalization of school principals is necessary because they have a very strong influence on increasing teacher competence and performance to achieve quality schools*

***Keywords:*** *principal leadership, education financing, teacher performance.*

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# **INTRODUCTION**

As the spearhead of education, teachers have a significant role in determining educational success. As stated in Permendiknas No. 16 of 2007 about academic qualification standards and teacher competencies, teachers must be competent in managing learning and have a good attitude toward their profession. This positive attitude can be realized in teachers' performance by working earnestly, responsibly, and integrity. Professional development of teacher performance can be done by using an electronic portfolio to maintain the quality of education quality (Gaduh et al., 2020; Maisyaroh et al., 2017).

The teacher's attitude to carry out the task well and professionally shows effective performance influenced by the work motivation needed by the teacher (Hanim et al., 2020; May et al., 2020). In connection with this study, the researchers made previous observations. The observations showed that many teachers worked less responsibly and enthusiastically in their duties. This teacher performance problem is evidenced by the lack of teaching preparation, arriving late to school, and lack of initiative in doing a job. In school leadership, the principal is a motivator (Darling-Hammond & Berry, 2016). The role of motivators is realized by providing motivation, dredging and changing teachers to implement discipline, and increasing performance effectiveness to recognize changes and progress in schools (Reddy et al., 2020). The principal's policy is to implement school management in managing the educational institution he leads. Thus, whether the teacher's performance is effective depends on the principal's influence in driving the teacher's performance (Dwiyono et al., 2022).

The cost of education is essential and cannot be separated in the implementation of the teaching and learning process (Amon et al., 2021). Sufficient school financing, good education, and adequate infrastructure can affect the performance of effective learning and guaranteed teacher welfare. Strategic financing and planning can be a control and evaluation in financial management (Lorensius & Ping, 2021; Tesfaye & Ababa, 2018) The use of effective and efficient education budgets is expected to improve the quality of educational services through teacher performance. Education financing influences learning facilities. Every utilization of financing facilities must be based on the principle of efficiency in the quality and quantity of the implementation of education and equipment.

Education financing in Mahakam Ulu Regency in 2019 was realized for the construction of twenty-four schools and teacher residences, and forty-two schools were also renovated. Based on the results of observations and interviews with the principal in junior high school, laboratory and library facilities are inadequate to support learning activities. In addition, the minimum wage data of education and education personnel follow the East Kalimantan Regional Minimum Wage. The increase in school buildings must be balanced with adequate infrastructure and human resources to optimize their utilization. The utilization cannot be separated from the influence of financing management that can be managed by the school so that it can support the procurement and planning of learning facilities (Shaturaev, 2021). The two input instruments keep improving the quality of education through the teaching and learning process in schools.

Transparent and accountable financing management also motivates teachers to perform their duties and performance well. The financing/education budget management in Mahakam Ulu Regency high school has not met the standards. Education financing management must be transparent and accountable and apply the principles of good governance (Saragih, 2019). In managing school finances, the principal must hold firm and carry out the principles of good management consistently and continuously, transparency, accountability, and responsibilities simultaneously (Pujowati & Lestari, 2019). If the principal ignores any three variables, it can improve the teacher's performance.

Head of primary and secondary education, Dinas Pendidikan Mahakam Ulu Regency, based on the interview results that the ratio of school to students in Mahakam Ulu is 1:126 while the percentage of teachers to students is 1: 6. This ratio is above the ideal national average; the perfect balance of teachers and intermediate students is 1:24. Based on these data, the quality of education in Mahakam Ulu should be better. However, reality proves another, the score of the National Examination at the junior high school level in 2019, Mahakam Ulu ranks last in the city district in East Kalimantan with an average score of 45.54. The average score on a national examination result is one of the indicators that can prove the improvement or not of the quality of education. (Eiff et al., 2020). On the other hand, the low quality of education in Mahakam Ulu Regency is also due to comparing the number of newly certified junior high school teachers, reaching 6.8%.

Based on the above problems, researchers strongly assume that the low performance of teachers is influenced by many factors, including the leadership of the principal and education financing. (Mahajan et al., 2020). Therefore, this study aims to determine the influence of the principal's leadership on teacher performance and the impact of education financing on the performance of junior high school teachers in Mahakam Ulu Regency in East Kalimantan.

# **LIBRARY REVIEW**

**Principal leadership**

Leadership is a behavior that aims to direct, influence, and guide the activities of group members to achieve organizational or group goals (Appelbaum et al., 2017). Principal leadership is the ability and authority to influence, move and direct actions and encourage the emergence of a strong will with passion and confidence of teachers, staff, and students in carrying out their respective duties to achieve progress. The principal can inspire the school to achieve the goal. The principal is a functional teacher who is assigned the task of leading a school that organizes the learning and teaching process (Liu & Hallinger, 2018). Principal leadership is the activity of managing the school and all components to achieve common goals to improve the quality of education. Top leadership is a form of treatment or action taken by the principal as a leader to create a conducive and productive environment for teachers and make decisions to achieve school goals and improve student learning outcomes (Drummer et al., 2018). Based on the opinions of the experts mentioned above, it can be concluded that the leadership of the principal is the ability to influence, move, direct actions, inspire, and encourage the emergence of a strong will with passion and confidence for teachers, employees, and students in carrying out their respective tasks to achieve their individual goals, according to the vision of the school (Warman, Suryaningsi, et al., 2021). The principal's leadership is a policymaker and decision-maker in certain situations based on their competencies, namely: personality, managerial, supervising, and social competencies.

**Education Financing**

The cost of education is all expenditures both in the form of money and not money as an expression of the sense of responsibility of all parties (society, parents, and the government) towards the development of education so that educational goals are achieved that must continue to be explored from various sources, maintained, conditioned and arranged administratively so that they can be used efficiently and effectively (Lorensius et al., 2021). The discussion of education costs includes revenue (revenue) and expenditure (expenditure) activities. The dimension of receipts consists of various sources of funds, including central government, local government, and community. At the same time, the expenditure dimension consists of distributing costs to support educational programs and activities that include allocating employee spending, spending on goods and services, and capital expenditures.

In the National Education System Law, Number 20 of 2003, article 46 paragraph (1) states that education financing is an interconnected relationship in which there are micro and macro components in the education unit aimed at increasing the potential of quality human resources, provision of details of educational financing sources, determination of systems and mechanisms for allocating funds, effectiveness, and efficiency of the use of funds, accountability from the aspect of success and easily measurable in each unit of education, and minimize the occurrence of problems related to the use of education financing. Another definition of education financing is the amount of money generated and spent on various educational purposes that include teacher salaries, professional improvement of teachers, procurement of learning space facilities, space improvement, procurement of equipment, procurement of tools and textbooks, office stationery, extracurricular activities, educational management activities, and academic supervision (Lorensius et al., 2022). Based on some of the above understandings, it can be concluded that education financing is an activity of receiving and spending money or not money from the government and the broader community for various purposes aimed at increasing the potential of human resources through educational institutions. These funds are conditioned and arranged administratively to be used efficiently and effectively.

**Teacher Performance**

Performance is the result of work that a person has achieved in an organization to achieve goals based on standardization or size and time adjusted to the type of work and according to established norms and ethics (Kusnandi, 2017). Performance is a person's achievements and work abilities within a certain period following established standards. Teacher performance is the ability of a teacher to carry out learning tasks in school and is responsible for learners under his guidance by improving their learning achievements (Ergül & Kargın, 2014). Teacher performance can also be interpreted as a condition that shows a teacher's ability to carry out his duties in school and describes an action displayed by the teacher during learning activities. Teacher performance can be demonstrated by how many competencies are expected to be fulfilled. The competencies in question include updating teacher knowledge, developing the knowledge and skills of outstanding students, developing human resources (HR) for the development of their institutions, and the commitment of teachers to their profession. "These competencies include pedagogical competence, personality competence, social competence, and professional competence" (Law No. 14 of 2005 concerning Guru and Lecturers).

**METHOD**

High School Teacher in Mahakam Ulu of East Kalimantan Province. This study is a quantitative study with a population of 128 in seven schools and a sample of 104 teachers in Mahakam Ulu. The data were collected using questionnaires and analyzed using a two-way descriptive and regression analysis. The Independent variables of this research were the principal's leadership (X1) and education financing (X2). The performance of junior high school teachers (Y) in Mahakam Ulu Regency becomes a dependent value (Y). Before hypothesis testing, descriptive analysis was conducted to see the mean of each variable. Data normality test was conducted by using effective Kolmogorov

Smirnov formula (sig-counted). The homogeneity test was analyzed using ANOVA when α ≥ sig (Ail et al., 2015; Straub et al., n.d.). Then, the inferential analysis to test the hypothesis was conducted using a two-way at significance level α = 0.05 (5%) to test the effects of the principal's leadership and education financing/funding and the performance of junior high school teachers.

**RESULTS AND DISCUSSION**

**Influence of Principal Leadership on Teacher Performance**

The first hypothesis: there is no influence between principal leadership on the performance of Junior High School teachers in Mahakam Ulu of East Kalimantan Province. The results of statistical calculations can be found by referring to Table 1 as follows:

**Table 1. A simple regression of the influence of principal leadership on teacher performance**

|  |
| --- |
| Coefficients |
| Type | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 2,456 | ,220 |  | 11,164 | ,000 |
| Principal Leadership X1 | ,421 | ,054 | ,612 | 7,821 | ,000 |
| a. Dependent Variable: Teacher Y Performance |

Source: Data processing results, 2021.

Table 1, showing the regression equation is as follows: Y = 2.456 + 0.421X1. The constant value of 2,456 states that if there are no other variables that affect teacher performance is 2,456, then the principal leadership variable has a regression coefficient of 0.421, which means that if the principal's leadership increases by one unit, then the teacher's performance will increase by 0.421 units with a value of significance. Therefore F-count > F-table, then H0 is rejected, and H1 is accepted. So, there is an influence significant leadership of the principal on the performance of junior high school teachers in Mahakam Ulu Regency.

**Table 2. Correlation coefficient test and Coefficients determination between**

**principal leadership (X1) Against teacher performance (Y)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | N | r-count | r-table | $$R^{2}$$ | á | Sig |
| $X\_{1}$ towards Y | 104 | 0.612 | 0,1946 | 0,375 | 0,05 | 0,00 |

Table2 shows the correlation between principal leadership and teacher performance is r-count (0.612) > (0.1946) r-table with a significant 0.00 < 0.05. The H0 hypothesis was rejected. There was no significant correlation between the principal's leadership and teacher performance, and Ha accepted there was a strong relationship with teacher performance. Result of the determination coefficient $(R^{2})$ of 0.38 means that it can be concluded that the influence of the principal leadership variable (on the teacher performance variable (Y to X1) with a contribution of 38% of the remaining 62% is a contribution of other variables.

This positive and significant influence suggests that the better leadership shown by the principal contributes to the improvement of teacher performance as an educator. Thus, a principal should be an excellent motivator to influence and change the teacher in carrying out his duties towards an effective and better one (Nilda et al., 2020). These findings support previous research that principals can provide influence and change to teachers to implement discipline and effectiveness of performance to realize changes and progress of schools. The policy decided by the principal is the implementation of school management carried out by the principal in managing educational institutions (Gümüş et al., 2021; Warman, Lorensius, et al., 2021). The results of this study also support the research that the effectiveness of the principal leads responsibly and can create a conducive school climate through a leadership style that is firm, disciplined, compassionate, responsible and transparent, and close to the school residents; teacher colleagues, education personnel, students and parents of students. The principal manages the school he leads well so that all the difficult work can be solved together through a comfortable and familial atmosphere (Liu & Hallinger, 2018).

The results of this study are relevant to the research a significant influence between the principal's leadership on teachers' performance and good leadership in planning, organizing, directing, coordinating, and supervising can affect teachers' performance. Teachers carry out the task of designing, carrying out learning, assessing learning, conducting guidance, and performing additional tasks. In his leadership, the principal plays a vital role in directly influencing teacher performance, impacting learners' quality, including supervising teachers in carrying out their duties. The results of this study are also relevant to previous research that the managerial and leadership of the principal has a positive and significant effect on teachers' performance with a democratic, friendly and communicative leadership style. This result shows that good principal leadership significantly affects teacher performance, affecting motivation and increasing teacher performance in carrying out tasks professionally and in career development.

**The Effect of Education Financing on Teacher Performance**

The Second Hypothesis (H0): there is no effect of education financing on the performance of junior high school teachers in Mahakam Ulu. The statistical analysis results showed a significant influence of education financing on the performance of junior high school teachers in Mahakam Ulu Regency. The results of statistical calculations can be found by referring to Table 3 as follows:

**Table 3. Simple Regression of The Effect of Education Financing on Teacher Performance**

|  |
| --- |
| **Coefficients** |
| Model  | Unstandardized Coefficients | Standardized Coefficients | t  | Sig. |
|  | B  | Std. Error Beta |  |
| (Constant) 1 educational financing X2 | ,839 ,833  | ,298 ,074  | ,743  | 2,819 11,205 | ,000 |

a. Dependent Variable: Teacher Performance

Table 3 shows the following simple linear regression equation: Y = 0.839 + 0.833X2, which explains the educational financing variable (X2), teacher performance (Y), and the constant of 0. 839. Variable education financing has a regression coefficient of 0. 833 means that if education financing increases by one unit, the teacher's performance will increase by 0. 833 units. Based on Table 3, this also obtained a significant value on education financing of 0. 000 < 0.05. It can be concluded that the variable of education financing has a positive and significant effect on teacher performance, meaning that H0 is that there is no significant influence of education financing on the performance of junior high school teachers in Mahakam Ulu Regency. Rejected and Ha accepted a significant influence of education financing on teacher performance. Furthermore, the calculation of a simple correlation between education financing and teacher performance with the Product Moment correlation method is shown in Table 4:

**Table 4. Correlation coefficient test and Determination Coefficiency**

**between Financing (X2) to teacher performance (Y)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| variable | N | r-count | r-table | $$R^{2}$$ | á | Sig |
| $X\_{1}$ **X2** towards Y | 104 | 0,743 | 0,1946 | 0,552 | 0,05 | 0,00 |

Table 4 shows the following simple linear regression equation: Y = 0.839 + 0.833X2, which describes the relationship between the education financing variable (X2) to the teacher's performance (Y) and the constant value of 0.839. The education financing variable has a regression coefficient of 0.833, which means if financing education. If there is an increase of one unit, the teacher's performance will increase by 0.833 units. Based on Table 3, there is also a significant value on education financing of 0,000 < 0.05. It can be concluded that the variable of education financing has a positive. It has a significant effect on teacher performance, meaning that H0 has no considerable influence on education financing on the performance of junior high school teachers in Mahakam Ulu Regency rejected, and Ha accepts there is a substantial influence of education financing on teacher performance. Furthermore, the results of the calculation of a simple correlation between education financing and teacher performance with the Product Moment correlation method are shown in Table 4.

**Influence of principal leadership and education financing together on teacher performance**

The third hypothesis is that there is no significant influence of principal leadership and education financing on teacher performance.

**Table 5. Summary of Multiple Regression Results**

|  |
| --- |
| **Coefficients** |
| Type  | Unstandardized Coefficients | Standardized Coefficient s | t  | Sig. |
| B  | Std. Error | Beta |  |  |
| (Constant) Principal Leadership X1 1 Education Financing X2  | ,511 ,250 ,661 | ,267 ,044 ,072  | ,364 ,589  | 1,916 5,685 9,215 | ,058 ,000 ,000 |
| a. Dependent Variable: Teacher performance |

Table 5 shows the existence of regression equations Y = 0,511 + 0,250X1 + 0,661X2. Based on the multiple linear regression equations, it can be explained about the relationship between free variables and bound variables. The constant value of 0.511 indicates that the teacher's performance, caused by an increase in the principal leadership variable, has a regression coefficient of 0.250, affecting the improvement of teacher performance. At the same time, the education financing program has a regression coefficient of 0.661, which affects the improvement of teacher performance by 0.661 units. Furthermore, a double correlation test is carried out, as shown in Table 6 below, to find out the relationship between the three variables between free and bound variables.

**Table 6. Double correlation coefficient test and determination co-efficiency between principal leadership (X1) and Education Financing (X2) to teacher performance (Y)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **N** | **r-count** | **r-table** | $$R^{2}$$ | **á** | **Sig** |
| X1. X2 to Y | 104 | 0.813 | 0,1946 | 0,660 | 0,05 | 0,00 |

Table 6 shows the strength of the relationship between principal leadership (and education financing (X1.X2) to teacher performance (Y) with an r-count correlation coefficient of (0.813) > (0.1946) and a significance is 0.000 < of 0.05. It means that H0 is rejected and Ha is accepted; namely, there is a significant influence on teacher performance on school leadership and education financing. While the coefficient of determination of 0.66 means that it can be concluded that the contribution of the principal leadership variable (X1) and education financing (X2) to teacher performance (Y) of 66% of the remaining 34% is another variable contribution. Based on the results of statistical calculations, the three hypotheses of this study are significant.

The results showed that both variables, namely principal leadership and education financing, had a positive and significant influence on the performance of junior high school teachers in Mahakam Ulu Regency. The better the leadership of the principal in leading the organization in the school can increase the productivity of teachers in teaching and running their monuments. The better the principal's leadership, the better the quality of education in the school. Schools that have good leadership and responsibility can encourage teachers, students, and employees to realize the school's vision, mission, goals, and targets to improve the learning process and school quality.

Similarly, if the school has adequate funds and can utilize them appropriately and adequately, it can affect teachers' performance. These findings show that the more acceptable the cost of education incurred by schools effectively and efficiently, the better the quality of the learning process. Therefore, the cost of education is an essential factor in determining the school's progress. Thus, the leadership of the principal and the financing of education are interrelated in contributing to improving a teacher's performance. The principal is the highest leader who manages the cost of education in the institution he leads. Good leadership positively impacts proper budgeting in completing school infrastructure, complete learning facilities, and fulfilled teacher welfare, which makes teachers responsible in their work to provide maximum results for improving teacher performance.

**CONCLUSION**

Based on the results of research and discussion, it can be concluded as follows: First, the leadership of the principal has a positive and significant effect on the performance of junior high school teachers in Mahakam Ulu Regency. The principal's leadership is instrumental in motivating, directing, mobilizing, and supervising teachers' performance following existing policies. Second, effective and efficient education financing has a positive and significant influence on the performance of junior high school teachers in Mahakam Ulu Regency to meet the learning needs and utilization of available infrastructure in supporting the smooth learning process and improving school quality. Third, the principal's leadership and the financing of education together positively and significantly affect the performance of junior high school teachers in Mahakam Ulu Regency. The three interrelated variables reflect on improving teacher performance, including carrying out the learning process, career improvement, and teacher welfare. The principal can become a role model in exploring the potential of teachers and a more comprehensive source of funds for the school.

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