

Principal Duties in Integrated Islamic Junior High Schools: A Case Study in Sleman Regency, Yogyakarta

Saikatu Asfiyah

Manajemen Pendidikan, Universitas Negeri Yogyakarta

Saikatuasfiyah.2022@student.uny.ac.id

Dwi Esti Andriani

Manajemen Pendidikan, Universitas Negeri Yogyakarta

dwi_esti@uny.ac.id

Abstract: The role of school principals has become increasingly complex, particularly within Integrated Islamic Junior High Schools (SMPIT) in Indonesia, where principals must balance managerial, instructional, administrative, and religious leadership responsibilities. This study examines how SMPIT principals in Sleman Regency, Yogyakarta, perform their daily duties amidst multiple demands and limited resources. A concurrent embedded mixed-methods approach was employed to simultaneously collect quantitative and qualitative data. Four principals from different SMPIT schools participated in the study through purposive sampling. Quantitative data were gathered via structured interviews and analyzed descriptively. In contrast, qualitative data from semi-structured interviews and unstructured observations were examined using thematic analysis. The results indicate that principals spend most of their time on managerial (19.5%), administrative (18.7%), leadership (17.1%), and supervisory (15.5%) duties, with less time for teaching and miscellaneous tasks. The study reveals the practical challenges of dual-role leadership in faith-based institutions. It highlights the importance of contextually informed leadership models. These results expand the global discourse on educational leadership by offering empirical insights into how religious and managerial roles intersect in developing countries.

Keywords: School Principal, Daily Duties, Educational leadership

Abstrak: Peran kepala sekolah semakin kompleks, khususnya di Sekolah Menengah Pertama Islam Terpadu (SMPIT) di Indonesia, di mana kepala sekolah harus menyeimbangkan tanggung jawab kepemimpinan manajerial, instruksional, administratif, dan keagamaan. Studi ini bertujuan untuk menelaah bagaimana kepala sekolah SMPIT di Kabupaten Sleman, Yogyakarta, menjalankan tugas-tugas harian mereka di tengah berbagai tuntutan dan keterbatasan sumber daya. Pendekatan campuran dengan metode embedded concurrent digunakan untuk mengumpulkan data kuantitatif dan kualitatif secara simultan. Empat kepala sekolah dari berbagai SMPIT dipilih melalui teknik purposive sampling. Data kuantitatif dikumpulkan melalui wawancara terstruktur dan dianalisis secara deskriptif, sementara data kualitatif diperoleh dari wawancara semi-terstruktur dan observasi tidak terstruktur, yang kemudian dianalisis menggunakan pendekatan tematik. Hasil penelitian menunjukkan bahwa kepala sekolah menghabiskan sebagian besar waktunya untuk tugas-tugas manajerial (19,5%), administratif (18,7%), kepemimpinan (17,1%), dan pengawasan (15,5%), dengan waktu yang lebih sedikit untuk kegiatan mengajar dan tugas-tugas lainnya. Studi ini mengungkap tantangan praktis dalam kepemimpinan dengan peran ganda di institusi berbasis agama, serta menyoroti pentingnya model kepemimpinan yang disesuaikan dengan konteks. Temuan ini memberikan kontribusi pada diskursus global mengenai kepemimpinan pendidikan dengan menawarkan wawasan empiris tentang bagaimana peran keagamaan dan manajerial beririsan di negara berkembang.

Kata Kunci: Kepala Sekolah, Tugas Harian, Kepemimpinan Pendidikan.

INTRODUCTION

Changes in education policies over the past two decades have significantly impacted the role of school principals. Their responsibilities have become increasingly complex, encompassing tasks such as overseeing instruction, evaluating teacher performance, and managing school finances. These growing demands require principals to allocate their time efficiently, collaborate with various stakeholders, and manage limited resources. Given the importance of understanding how principals distribute their time across these responsibilities, examining how they fulfill their roles amidst ongoing challenges is essential.¹

Research on school leadership has been conducted in various countries, indicating a global concern over the challenges faced by principals. Nearly all school principals in the UK and Europe reportedly experience high-stress levels due to the increasingly complex demands of their jobs and limited resources. Aravena & González, (2021) often feel overwhelmed by these demands and limited resources. This heightened stress undermines their physical and mental well-being and negatively affects their professional performance and, ultimately, the quality of education delivered to students.²

Newly appointed principals often find their roles more challenging than when they were teachers or assistant principals. Swen and Carolyn revealed that, although new principals may have experience as teachers or administrators, the transition to the principal's office requires considerable adjustment. This suggests that the role of a principal is significantly more complex and requires higher managerial skills and capabilities.³

In addition to managerial and administrative challenges, principals are also tasked with preparing teachers and students to face the advancements in 21st-century technology. Expectations regarding the quality of principals are growing. Still, they are often not equipped with adequate leadership training or

¹ James Sebastian, Eric M Camburn, and James P Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work," *Educational Administration Quarterly* 54, no. 1 (2018): 47–84.

² Felipe Aravena and Álvaro González, "'Always Ready and Always Well': Exploring Stress on School Principals in Chile," *International Journal of Educational Development* 84 (2021): 102399.

³ Carolyn P Swen, "Talk of Calling: Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work," *Educational Administration Quarterly* 56, no. 2 (2020): 177–219.

information technology knowledge, crucial for tackling modern educational challenges.⁴

In Indonesia, newly appointed principals also face significant challenges. Tintoré et al. noted that, in addition to technical problems in managing schools, new principals often encounter more complex social issues, particularly in relationships with teachers, staff, students, and parents.⁵ This adjustment process, particularly in building interpersonal relationships and understanding school systems and culture, is often at the root of management problems, especially for novice principals.⁶

Geographical location also plays a role in determining the complexity of a principal's job. Welsh and Swain showed that principals in rural and urban areas face different challenges. Rural schools often lack resources and facilities, while principals in urban areas must manage schools with larger and more diverse student populations and face stiffer competition. Socioeconomic factors also play a significant role in determining the problems principals face in rural and urban settings.⁷

These differences in conditions affect the leadership practices applied by school principals. School leaders in rural areas must be more creative in finding solutions to overcome limited resources, improve teacher quality, and involve the community in school activities. On the other hand, urban principals focus more on managing resources effectively, maintaining education quality amid intense competition, and addressing emerging social problems within the school environment.⁸

Furthermore, recent regulations have influenced the complexity of principals' tasks. Permendikbudristek No. 40 of 2021 has altered policies regarding the duties of principals, allowing them to return to teaching if necessary due to teacher shortages. This policy reinstates the dual nature of the principal's role, which combines teaching and managerial duties, including

⁴ Diding Wahyudin, Ir Ivan Hanafi, and S H Masduki Ahmad, *Kepemimpinan Visioner: Kepala Sekolah Dalam Menghadapi Era VUCA* (Penerbit Adab, n.d.).

⁵ Mireia Tintoré et al., "A Scoping Review of Problems and Challenges Faced by School Leaders (2003–2019)," *Educational Management Administration & Leadership* 50, no. 4 (2022): 536–73.

⁶ Ramisah Harahap, "Hubungan Kepemimpinan Situasional Kepala Sekolah Dengan Kinerja Guru Di SMP Negeri 27 Medan" (Universitas Islam Negeri Sumatera Utara, 2018).

⁷ Andrew Pendola and Edward J Fuller, "Principal Stability and the Rural Divide," *Journal of Research in Rural Education* 34, no. 1 (2018).

⁸ Swen, "Talk of Calling: Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work."

leadership, supervision, and administration, further complicating their already demanding job.

Interviews with principals and teachers at SMPIT in Sleman Regency, conducted in January 2024, revealed several challenges principals face. The position of principal at SMPIT remains unattractive to teachers, who prefer to stay as regular teachers rather than assume the heavy responsibilities of a principal. Moreover, issues such as lack of funding, teaching obligations due to teacher shortages, and the target for new student enrollment are among the challenges that principals must face. Accumulating administrative tasks also forces principals to work longer hours beyond the school day.

Furthermore, many principals must request loans from foundations to ensure school activities continue as planned, mainly when BOS funds have not yet been disbursed. Additionally, to motivate teachers with low salaries, principals must create a positive atmosphere within the school to maintain teacher motivation. The high pressure and increasing workload cause principals to feel stressed and continually compel them to motivate themselves to fulfill their duties effectively.

This research is essential for understanding how SMPIT principals in the Sleman Regency carry out their daily tasks. PP No. 66 of 2010 shows that secondary education units in Indonesia are divided into public and private schools. This study focuses on private SMPIT schools in Sleman Regency, which are managed by foundations, unlike public schools that are operated by the government. This difference presents unique challenges, as managing SMPIT schools requires a particular focus on the roles and duties of school principals.

Despite the growing interest in school leadership studies globally, little attention has been given to Islamic-based educational institutions, particularly Integrated Islamic Junior High Schools (SMPIT) in Indonesia. These schools integrate religious and general education within a unique administrative structure. Prior research has focused on public or secular private schools, neglecting the dual role of spiritual and instructional leadership required in SMPIT settings. This study contributes to filling that gap by examining how principals in SMPIT schools navigate their multifaceted duties under constrained resources and heightened community expectations. The research offers insights into the interplay between managerial effectiveness and religious values in leadership practice, enriching the international literature on school leadership within religious educational institutions.

Previous studies on school leadership, such as those by Kadarsih et al., which discuss the roles of principals in elementary schools, and other research

focusing on principal performance evaluations in Sumatra,⁹ by Liskayani et al., show that while much has been written about general school leadership tasks, studies on the implementation of principal duties in SMPIT schools remain limited.¹⁰ Therefore, this research aims to better understand how SMPIT principals in the Sleman Regency carry out their responsibilities in the context of increasingly complex education.

LITERATUR REVIEW

School leadership has become an increasingly important area of focus due to shifts in educational policy that have expanded the complexity of principals' roles.¹¹ The instructional leadership model emphasizes principals' responsibilities in improving teaching and learning through supervision, staff development, and curriculum management.¹² Over time, this model has evolved into transformational and distributed leadership approaches, which stress the importance of collaboration, motivation, and shared responsibility within the school environment.¹³ These approaches require principals to act as administrative managers, change agents, and learning leaders within increasingly demanding school contexts.

Research conducted in various countries has revealed that school principals experience high-stress levels due to increased job complexity and limited resources.¹⁴ Similar challenges have emerged in Southeast Asia, where principals are burdened with administrative tasks, face insufficient leadership training, and must adapt to rapid technological developments.

⁹ Inge Kadarsih et al., "Peran Dan Tugas Kepemimpinan Kepala Sekolah Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 2 (2020): 194–201.

¹⁰ Liskayani Liskayani, Muhammad Kristiawan, and Tobari Tobari, "Evaluasi Kinerja Kepala Sekolah Dasar Negeri Di Kecamatan Air Kumbang Berdasarkan Beban Kerja Sesuai Dengan Peraturan Pemerintah," *Jurnal Pendidikan Dasar Nusantara* 4, no. 2 (2019): 171–90.

¹¹ Tony Bush, "School Leadership and Culture: Societal and Organisational Perspectives," *Educational Management Administration & Leadership* (SAGE Publications Sage UK: London, England, 2021).

¹² Philip Hallinger and Joseph Murphy, "Assessing the Instructional Management Behavior of Principals," *The Elementary School Journal* 86, no. 2 (1985): 217–47.

¹³ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

¹⁴ Lijana Navickienė, Eglė Stasiūnaitienė, and Ilona Kupčikienė, "Causes of Stress in Teachers' professional Activity: School Leaders' Approach," *Sveikatos Mokslai/Health Sciences* 29 (2019): 72–77.

Newly appointed principals often face significant challenges transitioning from teaching or assistant roles to principalship.¹⁵ Despite prior experience, many feel unprepared to handle the scope of leadership tasks, underscoring the need for structured leadership development programs. In Indonesian private schools, particularly in Integrated Islamic Junior High Schools (SMPIT), these issues are compounded by limited institutional support from school foundations, budgetary constraints, and delayed disbursement of government funding such as BOS.

Studies focusing on leadership within religious-based schools, particularly Islamic institutions, remain underrepresented in global literature.¹⁶ SMPIT schools present unique leadership challenges, as principals are expected to fulfill dual roles encompassing religious and general education management. Principals must demonstrate administrative competence and moral and spiritual guidance in such settings, aligning with the values-based leadership framework.¹⁷ The integration of Islamic values into school management necessitates a distinct leadership style that is responsive to both educational and religious expectations.

Geographic and socioeconomic factors also contribute to the complexity of school leadership, especially in Indonesia's diverse educational landscape.¹⁸ Principals in rural areas often face a lack of infrastructure and human resources. At the same time, those in urban settings manage more diverse student populations and heightened competition. In the SMPIT schools of Sleman Regency, principals frequently encounter financial shortfalls, low teacher salaries, and the need to motivate staff while maintaining educational standards. These conditions underscore the importance of context-sensitive leadership, in which principals effectively tailor their strategies to local realities to meet institutional goals.¹⁹

¹⁵ Catherine Marie Mlodzik, "K-5 Principal Challenges Supporting Classroom Teachers in Emergency Distance Education" (Walden University, 2024).

¹⁶ Andika Hariyanto Surbakti, "Values-Based Leadership Approach In Managing Cultural Diversity In Islamic Educational Institutions," *Transformation in Islamic Management and Education Journal* 1, no. 1 (2024): 1–10.

¹⁷ Bush, "School Leadership and Culture: Societal and Organisational Perspectives."

¹⁸ Kevin Bauer, "The Role of the Elementary School Principal: Navigating the Tension Between Instructional and Social Leadership," 2024.

¹⁹ Muh Nur Fithri Dahlan, Nurqadriani Nurqadriani, and Muh Nur Ridho Chaerul Firdaus, "Evaluation of the Performance Assessment System for Islamic School Principals: Challenges and Opportunities in Achieving Quality-Based Education," *IJORER: International Journal of Recent Educational Research* 6, no. 1 (2025): 1–18.

RESEARCH METHOD

This study employs a concurrent embedded mixed methods approach, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of the duties of principals in Integrated Islamic Junior High Schools (SMPIT) in Sleman Regency.

This study employs a concurrent embedded mixed-methods design, as defined by Creswell. This design enables researchers to collect quantitative and qualitative data simultaneously, with one form supporting the other.²⁰ This approach efficiently explores complex educational leadership phenomena where statistical trends must be complemented with contextual insights. According to Onwuegbuzie et al., embedded designs are suitable when researchers aim to understand the generalizability of results and the deeper meaning behind behaviors and practices.²¹ The rationale for selecting this method lies in the dual nature of school principals' responsibilities at SMPIT schools, which are managerial and contextual and require numerical measurement and rich narrative data. By employing this design, the study ensures a comprehensive analysis reflecting the scope and depth of principals' daily duties.

By utilizing both data types, this research aims to comprehensively examine the tasks principals undertake in their daily roles.²²

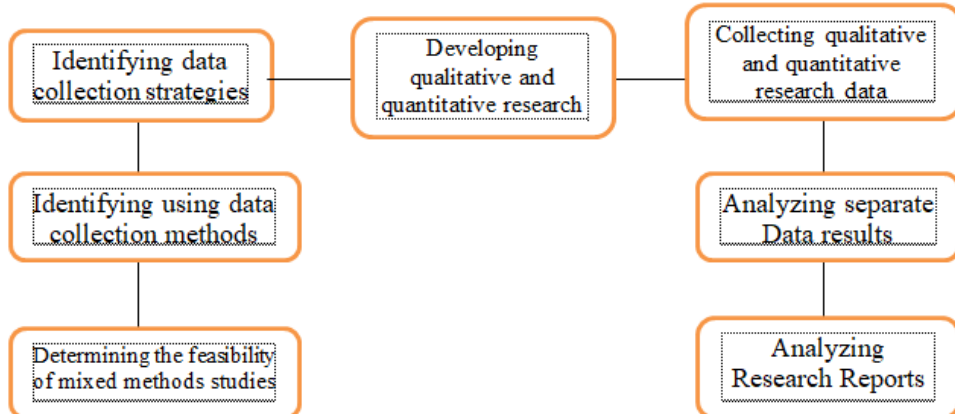


Figure 1. Research Steps

²⁰ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

²¹ Anthony J Onwuegbuzie and Marla H Mallette, "Mixed Research Approaches in Literacy Research," *Literacy Research Methodologies*, 2021, 264–90.

²² Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, n.d.).

The quantitative data are collected through structured interviews, focusing on the principals' perceptions of their task implementation, time allocation, and the distribution of their responsibilities. These structured interviews provide numerical data that reflect general patterns and trends in how principals allocate their time and manage their duties. In addition, qualitative data are gathered through semi-structured interviews, allowing the researcher to explore further the specifics of the principals' experiences, leadership practices, and task execution. These interviews provide rich, detailed information that enhances understanding of principals' tasks in SMPIT schools.²³ Using an embedded design ensures that the qualitative data supports and enriches the findings derived from the quantitative data, offering a complete view of the principals' roles.²⁴

The study employs purposive sampling to select participants with substantial experience and knowledge in the leadership and management of SMPIT schools. This includes all the principals from the four SMPIT schools in Sleman Regency, as each has direct involvement in their respective schools' daily operations and leadership. By selecting participants with relevant expertise, the researcher ensures that the data gathered will provide valuable insights into the specific tasks for which principals are responsible. The sample is representative, as principals are key in implementing school management practices.²⁵

Data collection is conducted in two stages: first, quantitative data are obtained through structured interviews focusing on the task-related aspects of the principals' roles. This step involves asking principals to answer predetermined questions about their daily activities and task allocations. The second stage consists of collecting qualitative data through semi-structured interviews, allowing for more flexible, open-ended questions to explore deeper aspects of the principals' task execution. This approach enables the researcher to gather more comprehensive and nuanced insights into the daily duties of the principals in SMPIT schools.²⁶ The semi-structured interviews also allow for follow-up questions, which help clarify or expand on specific responses, ensuring a thorough understanding of the principals' task management. All interviews are audio-recorded, transcribed, and analyzed thematically to identify key patterns and themes from the data.

²³ Sugiono.

²⁴ Rukin, *Metodologi Penelitian Kualitatif* (Yayasan Ahmar Cendekia Indonesia, 2019).

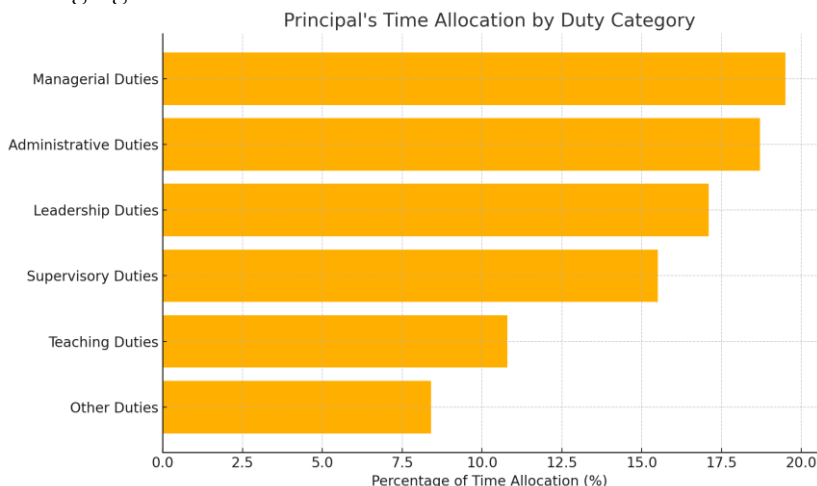
²⁵ Elizabeth J Tisdell, Sharan B Merriam, and Heather L Stuckey-Peyrot, *Qualitative Research: A Guide to Design and Implementation* (John Wiley & Sons, 2025).

²⁶ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

The data analysis follows a two-step process. The quantitative data are analyzed using descriptive statistics to identify overall trends in how principals allocate their time and manage tasks. This provides a clear picture of task performance's general patterns and frequencies. For the qualitative data, thematic analysis is employed. Thematic analysis systematically identifies and reports patterns (themes) within qualitative data. The analysis process involves several stages: data reduction, in which the researcher reviews and condenses the interview transcripts to identify relevant themes; data display, where the themes are organized into categories and visualized to identify patterns; and finally, conclusion drawing, where the findings are verified and validated through cross-referencing with existing literature and expert reviews. This method ensures that the analysis is both thorough and reliable, providing a deep understanding of the task management practices of principals in SMPIT schools.²⁷

RESULTS AND DISCUSSIONS

The study results indicate that the duties of the principal of SMPIT in Sleman Regency involve various interrelated roles, including managerial, leadership, teaching, supervision, administration, and other tasks that fall outside the five main categories. Each task has its characteristics and challenges that the principal faces in carrying out their daily role. Based on the results of quantitative calculations, the allocation of the principal's time can be shown in the following figure:



Picture 1. The Principal's Task Time Allocation

²⁷ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, "Qualitative Data Analysis: A Methods Sourcebook. 3rd" (Thousand Oaks, CA: Sage, 2014).

Principal's Managerial Duties

The findings of this study align with Hallinger and Murphy's instructional leadership model, particularly in how principals focus on curriculum planning, teaching supervision, and maintaining high academic standards.²⁸ SMPIT principals are administrative leaders and serve as pedagogical guides, reinforcing the significance of instructional leadership in religious-based educational settings.

Furthermore, the principals' emphasis on teacher motivation, vision building, and moral guidance reflected aspects of transformational leadership, as outlined by Leithwood and Jantzi.²⁹ The unique integration of religious values within daily leadership practices suggests that existing leadership frameworks should be extended to include spiritual or moral dimensions—a domain not widely captured in secular school leadership literature.

Lastly, elements of distributed leadership were observed, particularly when principals shared responsibilities with senior teachers due to limited staffing.³⁰ This demonstrates that distributed practices can emerge from necessity and cultural norms rather than strategic delegation alone.

These theoretical linkages highlight the importance of contextualizing leadership models within faith-based educational institutions, thereby positioning this study as a contribution to the international discourse on leadership in diverse cultural and organizational settings.

The principal's managerial duties encompass several key roles in managing school operations, including planning, organizing, implementing, and supervising various aspects of school activities. The principal at SMPIT schools in Sleman Regency considers this responsibility crucial for ensuring administrative continuity and meeting desired educational standards. Principals are primarily responsible for planning short-term and long-term school goals,

²⁸ Philip Hallinger, Wen-Chung Wang, and Philip Hallinger, "The Evolution of Instructional Leadership," *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale*, 2015, 1–23.

²⁹ Amanuel Eromo Adillo and Tshilidzi Netshitangani, "Principals' Leadership Roles in Transforming School Culture for Quality Education in Urban Secondary Schools in Ethiopia," *Journal of Gender, Information and Development in Africa (JGIDA)* 8, no. Special Issue 2 (2019): 161–80.

³⁰ Dalia Dambrauskienė, Laima Liukinevičienė, and Sigita Balčiūnas, "Implementing Distributed Leadership in Pre-School Education Institutions," *Journal of East European Management Studies* 27, no. 4 (2022): 686–708.

providing effective budget management, and organizing activities supporting the school's learning and development processes.³¹

One of the core elements of the principal's managerial duties is planning. The principal prepares an annual plan encompassing curriculum development, financial planning, and extracurricular programming. This plan is intended to meet students' educational needs and ensure efficient school operations despite limited resources. The plan also includes periodic evaluations to assess whether established objectives are being achieved.³²

In addition to planning, organizing is another essential managerial task. The principal must ensure that human resources, such as teachers and administrative staff, and physical resources, including facilities and equipment, are well—organized to support school activities. At SMPIT Sleman Regency, the principal organizes lesson schedules, coordinates school programs, and ensures all staff understand their roles. This becomes particularly challenging when principals are required to teach due to teacher shortages.³³

The principal also supervises the establishment of plans to ensure that all school activities align with set goals. This involves evaluating teacher performance, resource utilization, and budget execution to prevent inefficiencies. Most SMPIT principals in Sleman Regency reported that they participate directly in supervising classroom instruction. However, this often conflicts with other managerial duties.³⁴

Effective budget management is another critical component of the principal's managerial role. Principals oversee government—and foundation—based school funds to meet operational needs. The study found that SMPIT principals in Sleman Regency frequently face budget constraints. Therefore, principals must prioritize expenditures, allocate funds strategically, and, when necessary, seek additional financial support. Several principals reported applying for further funding from school foundations to sustain educational programs.³⁵

³¹ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

³² Jonni Mardizal and Nizwardi Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan* (Jonni Mardizal, 2023).

³³ M Khotibul Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTs MAMBA'UL HUDA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022" (ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI, 2022).

³⁴ Aravena and González, "Always Ready and Always Well?: Exploring Stress on School Principals in Chile."

³⁵ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

Communication is also a vital aspect of managerial responsibility. Principals must communicate effectively with various stakeholders, including teachers, administrative staff, parents, and foundation members.³⁶ Such communication ensures that all parties share a common understanding of the school's goals and initiatives. Principals at SMPIT Sleman Regency regularly meet with teachers and parents to discuss student progress and school-related concerns. These meetings also serve as a platform for resolving issues that may arise during school operations.³⁷

With ongoing technological advancement, principals are increasingly required to utilize information technology in managerial tasks. Technology is employed to streamline administrative processes, monitor staff performance, and facilitate communication between the school and parents. Interview results revealed that SMPIT principals in Sleman Regency increasingly rely on technology to enhance administrative efficiency, such as managing student records, reporting school activities, and organizing teaching schedules.³⁸

Despite the importance of these managerial responsibilities, SMPIT principals in Sleman Regency are often burdened by a dual role: fulfilling managerial duties while teaching. This occurs particularly in schools experiencing teacher shortages. Principals usually feel compelled to take on teaching responsibilities to maintain educational quality, which can limit the time they devote to administrative and managerial functions. This dual burden presents a significant challenge in optimizing their effectiveness as school leaders.³⁹

Principal Leadership Duties

The principal's leadership role creates a conducive school atmosphere for student learning and development. As a leader, the principal at SMPIT Sleman Regency is responsible for managing school administration and operations and must also serve as a role model in ethics, motivation, and commitment to educational quality. The principal's leadership encompasses

³⁶ Jasman Jasman, "Kompetensi Sosial Kepala Madrasah Dan Guru Dalam Meningkatkan Mutu Pendidikan Islam," *Belajea: Jurnal Pendidikan Islam* 2, no. 2 (2017): 181–214.

³⁷ Sahrul Adi Amanatulloh, Ardhina Maya Nugraheni, and Sudjono Sudjono, "ANALISIS STANDAR PENGELOLAAN PENDIDIKAN DALAM MENDUKUNG KEMAJUAN SEKOLAH SMP IT AL MADANI," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 03 (2024): 788–802.

³⁸ Syahrin Syahrin and Mohammad Salehudin, "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karangan Kecamatan Karangan Kabupaten Kutai Timur," *El-Idare: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2024): 49–61.

³⁹ Swen, "Talk of Calling: Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work."

various aspects, including developing the school's vision, managing human resources, and fostering a favorable work climate among all school members.⁴⁰

Effective school leadership extends beyond decision-making to include the ability to motivate and inspire teachers and staff to improve their performance. Principals at SMPIT Sleman Regency must ensure that all teachers and staff share the same passion for realizing the school's vision and mission. During interviews, most principals reported efforts to build strong relationships with staff, reward good performance, and provide guidance for professional development. Principals who successfully motivate their teams to foster a more productive and positive work environment ultimately enhance educational quality.⁴¹

A primary leadership responsibility is developing the school's vision and mission. The principal at SMPIT Sleman Regency is tasked with formulating long-term goals and communicating them effectively to all stakeholders. The principal must guide the school toward achieving clear educational objectives by engaging teachers, staff, and parents to support these goals. The vision and mission serve as frameworks for decision-making, planning, and program implementation within the school.⁴²

Additionally, principals must ensure continuous professional development for teachers and staff, which is vital to their leadership duties. This development is facilitated through training programs, workshops, and periodic evaluations designed to enhance teaching skills and competencies. Principals are responsible for identifying training needs and securing necessary resources to support staff development, thus significantly improving teaching quality and student learning outcomes.⁴³

In conflict management, principles are key to maintaining harmonious relationships among teachers, students, and parents. They must be capable of resolving academic, social, or administrative conflicts. The study found that principals at SMPIT Sleman Regency frequently mediate between teachers and students and between teachers and parents. Effective leadership helps sustain a

⁴⁰ Mardizal and Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*.

⁴¹ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

⁴² Arman Syah Putra et al., "Leadership in the Innovation Era: Transactional or Transformational Style?" *International Journal of Social and Management Studies* 1, no. 1 (2020): 89–94.

⁴³ Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022."

harmonious school environment, positively influencing learning effectiveness and student discipline.⁴⁴

Data-driven leadership is also a central focus for SMPIT principals. They must utilize available data, such as exam results, teacher performance evaluations, and feedback from students and parents, to make informed and evidence-based decisions. Such data is essential for improving educational quality and planning targeted enhancement programs aligned with students' and teachers' needs. Using data enables principals to identify areas that require improvement and design appropriate intervention strategies.⁴⁵

Principal Teaching Duties

The principal's teaching duties constitute a significant aspect of their school leadership role. Although principals primarily hold responsibilities related to management and administration, they are often involved in teaching, especially in schools with a limited number of teachers. Principals at SMPIT Sleman Regency actively participate in the teaching process through direct classroom instruction and supervising teaching activities. These duties include teaching planning, implementation, and evaluation conducted by teachers.⁴⁶

The principal's involvement often begins with planning for teaching. At SMPIT Sleman Regency, principals collaborate with teachers to design curricula aligned with students' needs and the school's educational goals. They are also responsible for ensuring that the implemented curriculum meets established objectives and that the subject matter fosters students' maximal potential development. Although principals have limited time for direct teaching, they supervise and guide teachers on effective instructional methods that inspire students to achieve optimal learning outcomes.⁴⁷

Principals also direct instruction as part of their teaching duties, particularly in schools experiencing teacher shortages. In several SMPIT schools in Sleman Regency, principals teach multiple subjects to ensure students receive a quality education. Their involvement extends beyond knowledge transmission to fostering students' social skills and character development. Principals strive to serve as role models for teachers and students in terms of ethics, discipline, and

⁴⁴ Swen, "Talk of Calling: Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work."

⁴⁵ Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDHA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022."

⁴⁶ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

⁴⁷ Mardizal and Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*.

enthusiasm for learning. Although this commitment reduces the time for managerial tasks, principals perceive their classroom presence as essential for motivating students and setting a positive example.⁴⁸

Principals are responsible for assessing the effectiveness of instructional practices in teaching evaluation. This evaluation includes direct observation of classroom activities, assessment of student learning outcomes, and constructive feedback to teachers. Principals at SMPIT Sleman Regency oversee classroom instruction to ensure alignment with agreed-upon curricula and pedagogical methods. Additionally, they provide training and coaching to enhance teachers' instructional quality. This evaluation process utilizes student academic data and parental feedback to improve learning effectiveness.⁴⁹

Principals play a key role in developing innovative teaching strategies. One important responsibility is introducing effective and creative methods to enhance educational quality. This frequently involves integrating technology into learning and adopting more interactive, competency-based approaches. Interviews revealed that SMPIT principals encourage teachers to utilize diverse and engaging learning media, including information technology, to make instruction more enjoyable and effective. Principals must assess whether these methods are suitable and effectively address the diverse needs of students.⁵⁰

Furthermore, principals at SMPIT Sleman Regency assess student learning as part of their teaching duties. They must ensure that assessment systems fairly and objectively measure student competency. These assessments include exams, assignments, projects, and other competency-based evaluations. The results inform student progress and provide teachers with feedback to improve instruction. Principals monitor and evaluate these outcomes to ensure the learning process aligns with established goals.⁵¹

Curriculum development also falls within the principal's teaching duties. Principals are responsible for ensuring that curricula comply with standards set by the government and foundation authorities. They must also guarantee that curricula remain relevant to students' needs and the evolving educational landscape. Principals collaborate with teachers to develop curricula

⁴⁸ Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDHA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022."

⁴⁹ Syahrin and Salehudin, "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karangan Kecamatan Karangan Kabupaten Kutai Timur."

⁵⁰ Putra et al., "Leadership in the Innovation Era: Transactional or Transformational Style?"

⁵¹ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

incorporating technological advances and character education, both essential for cultivating academically proficient students with strong moral character.⁵²

Principal Supervision Duties

Supervision is a critical aspect of the principal's duties directly related to enhancing teaching quality and teacher performance. As an educational leader, the principal supervises and supports teachers in their instructional responsibilities. This supervision encompasses classroom observation, providing constructive feedback, and planning and implementing teacher professional development programs. The study's results indicated that principals at SMPIT Sleman Regency perform supervisory duties to maintain high teaching standards.⁵³

Classroom observation is one of the principal's primary supervisory tasks. Principals directly observe classroom teaching to evaluate the effectiveness of instructional methods. Interview data from SMPIT principals in Sleman Regency revealed that they conduct formal and informal routine observations to ensure that subject matter is delivered effectively and meets established standards. These observations also enable principals to provide feedback that helps teachers improve instructional quality.⁵⁴

In addition to observation, principals provide constructive feedback as part of their supervisory responsibilities. Principals at SMPIT Sleman Regency reported that they focus on positive aspects of teaching while offering suggestions and recommendations for improvement. Feedback is delivered both verbally and in writing. It is often followed by face-to-face meetings to discuss actionable steps for enhancing teaching quality. This approach fosters a supportive environment that encourages continuous professional growth.⁵⁵

Teacher professional development constitutes an integral component of the principal's supervisory role. Principals at SMPIT Sleman Regency actively plan and implement various training programs to enhance teacher competencies. These programs include workshops, technology-based training, and collaborative learning sessions where teachers exchange experiences and

⁵² Mardizal and Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*.

⁵³ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

⁵⁴ Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDHA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022."

⁵⁵ Amanatulloh, Nugraheni, and Sudjono, "ANALISIS STANDAR PENGELOLAAN PENDIDIKAN DALAM MENDUKUNG KEMAJUAN SEKOLAH SMP IT AL MADANI."

strategies. Additionally, principals encourage teachers to participate in external training and seminars to develop their skills further. Such professional development initiatives aim to enhance pedagogical expertise and overall teacher professionalism, creating a more effective learning environment for students.⁵⁶

Principals are also responsible for ensuring teacher performance appraisals are conducted objectively and fairly. This involves evaluating performance based on indicators such as classroom management, instructional methods, and student learning outcomes. Evaluations often include classroom observations and reviews of lesson plans. Principals at SMPIT Sleman Regency strive for transparency and objectivity in appraisals, providing constructive feedback to improve teaching quality.⁵⁷

Mentoring is another key aspect of the principal's supervisory duties. Principals assess and supervise teacher performance and provide direct mentoring for those requiring additional support, particularly new teachers or those not yet meeting expected standards. Principals hold regular meetings with teachers to discuss challenges faced in instruction and offer practical solutions. This mentoring seeks to promote sustainable improvements in teaching quality.⁵⁸

The supervisory role also ensures the overall quality of education within the school. Principals must oversee that all educational programs adhere to established quality standards, including curriculum implementation, classroom management, and student character development. This supervision ensures that teachers understand the educational objectives and employ instructional strategies tailored to meet the needs of each student.⁵⁹

Principals collect data on student learning outcomes and assess teaching effectiveness in ongoing evaluation. Such data, derived from exams, assignments, and projects, is a basis for evaluating teacher performance and planning necessary improvements. SMPIT principals use this data to inform

⁵⁶ Mardizal and Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*.

⁵⁷ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

⁵⁸ Amanatulloh, Nugraheni, and Sudjono, "ANALISIS STANDAR PENGELOLAAN PENDIDIKAN DALAM MENDUKUNG KEMAJUAN SEKOLAH SMP IT AL MADANI."

⁵⁹ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

future professional development and to guide curriculum and instructional enhancements.⁶⁰

Principal's Administrative Duties

Administrative tasks constitute one of the principal's primary responsibilities and are essential for ensuring the smooth operation of the school. At SMPIT Sleman Regency, the principal is responsible for organizing the school administration, which includes managing documents, reporting activities, and ensuring compliance with regulations and policies established by the government and relevant foundations. Effective administration is crucial for creating a well-organized school environment and ensuring all educational activities comply with applicable laws and regulations.⁶¹

One key administrative task involves managing school documents. Principals must ensure that all documents related to school activities—such as personnel files, financial reports, student records, and academic evaluation results—are correctly compiled and maintained. Document management also encompasses preparing activity reports submitted to the foundation and education office. Interviews with SMPIT principals revealed that a significant amount of time is devoted to compiling and verifying administrative documents to comply with established standards.⁶²

In addition to document management, principals are responsible for budgeting and financial reporting. They must ensure that school funds are utilized efficiently and through planned allocations. At SMPIT Sleman Regency, principals collaborate with the foundation to develop an annual budget covering operational expenses, including teacher salaries, teaching materials, and extracurricular activities. Managing limited funds presents a significant challenge, requiring principals to plan expenditures carefully to avoid waste.⁶³

Activity reporting is another vital component of administrative duties. Principals prepare regular reports on academic and non-academic activities and student development. These reports are submitted to the foundation and education office as accountability for the school's educational programs.

⁶⁰ Syahrin and Salehudin, "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karangas Kecamatan Karangas Kabupaten Kutai Timur."

⁶¹ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

⁶² Umam, "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDHA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022."

⁶³ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

Principals must ensure that reports are accurate and reliable, necessitating efficient systems for data recording and timely reporting.⁶⁴

Principals also oversee archiving and documentation related to educational regulations and policies. At SMPIT Sleman Regency, principals ensure compliance with rules set by the education office, foundations, and other relevant institutions. This includes managing documentation for school accreditation, operational permits, and curriculum implementation aligned with government policies. Effective documentation management enables principals to access required information readily when needed by stakeholders.⁶⁵

Furthermore, principals manage student data, including attendance records, academic grades, social development, and other relevant information. They are responsible for ensuring that student data is accurate and current, facilitating assessment of educational progress and personal growth. This information is also utilized to report to parents and other institutions. SMPIT principals ensure that student data is well-managed and available for analysis to support educational decision-making.⁶⁶

Communication management is another critical administrative function. Principals must maintain clear communication channels between the school and stakeholders, including parents, foundations, and education offices. At SMPIT Sleman Regency, principals routinely hold meetings with parents and distribute periodic student progress reports. They also disseminate policies and changes through circulars, meetings, or other communication media. Effective communication helps maintain positive relationships between the school and its stakeholders.⁶⁷

The integration of information technology in school administration has become increasingly important. SMPIT principals have adopted technology-based school management systems to facilitate administrative and communication processes. Administrative software enables efficient storage and management of student, teacher, and other school data. It also streamlines

⁶⁴ Mardizal and Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*.

⁶⁵ Syahrin and Salehudin, "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karangan Kecamatan Karangan Kabupaten Kutai Timur."

⁶⁶ Putra et al., "Leadership in the Innovation Era: Transactional or Transformational Style?"

⁶⁷ Sebastian, Camburn, and Spillane, "Portraits of Principal Practice: Time Allocation and School Principal Work."

activity reporting and budget management, allowing administrative tasks to be completed more quickly and accurately.⁶⁸

CONCLUSION

Based on the analysis and discussion results, this study indicates that the primary tasks of school principals in Integrated Islamic Junior High Schools (SMPIT) in Sleman Regency, Yogyakarta, encompass managerial duties, leadership responsibilities, teaching, supervision, administrative tasks, and other supporting functions. These roles demand effective time management and leadership skills to balance diverse responsibilities, including overseeing school operations, guiding teachers, and ensuring the delivery of quality education. The study underscores the importance of principals' active involvement in administrative and educational domains to sustain school performance and academic quality.

This study has certain limitations, particularly its focus exclusively on SMPIT schools in Sleman Regency, which may not fully represent the broader landscape of school leadership in Indonesia. Future research should investigate the leadership practices of principals in other regions and school types and examine how external factors, such as community engagement and socioeconomic challenges, affect school management. Furthermore, exploring the impact of professional development programs on school leaders' performance could yield valuable insights for enhancing leadership effectiveness across diverse educational contexts.

REFERENCES

- Adillo, Amanuel Eromo, and Tshilidzi Netshitangani. "Principals' Leadership Roles in Transforming School Culture for Quality Education in Urban Secondary Schools in Ethiopia." *Journal of Gender, Information and Development in Africa (JGIDA)* 8, no. Special Issue 2 (2019): 161–80.
- Amanatulloh, Sahrul Adi, Ardhina Maya Nugraheni, and Sudjono Sudjono. "ANALISIS STANDAR PENGELOLAAN PENDIDIKAN DALAM MENDUKUNG KEMAJUAN SEKOLAH SMP IT AL MADANI." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 03 (2024): 788–802.
- Aravena, Felipe, and Álvaro González. "Always Ready and Always Well': Exploring Stress on School Principals in Chile." *International Journal of Educational Development* 84 (2021): 102399.

⁶⁸ Syahrin and Salehudin, "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karang Kecamatan Karang Kabupaten Kutai Timur."

- Bauer, Kevin. "The Role of the Elementary School Principal: Navigating the Tension Between Instructional and Social Leadership," 2024.
- Bush, Tony. "School Leadership and Culture: Societal and Organisational Perspectives." *Educational Management Administration & Leadership*. SAGE Publications, Sage UK: London, England, 2021.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2017.
- Dahlan, Muh Nur Fithri, Nurqadriani Nurqadriani, and Muh Nur Ridho Chaerul Firdaus. "Evaluation of the Performance Assessment System for Islamic School Principals: Challenges and Opportunities in Achieving Quality-Based Education." *IJORER: International Journal of Recent Educational Research* 6, no. 1 (2025): 1–18.
- Dambrauskienė, Dalia, Laima Liukinevičienė, and Sigita Balčiūnas. "Implementing Distributed Leadership in Pre-School Education Institutions." *Journal of East European Management Studies* 27, no. 4 (2022): 686–708.
- Hallinger, Philip, and Joseph Murphy. "Assessing the Instructional Management Behavior of Principals." *The Elementary School Journal* 86, no. 2 (1985): 217–47.
- Hallinger, Philip, Wen-Chung Wang, and Philip Hallinger. "The Evolution of Instructional Leadership." *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale*, 2015, 1–23.
- Harahap, Ramisah. "Hubungan Kepemimpinan Situasional Kepala Sekolah Dengan Kinerja Guru Di SMP Negeri 27 Medan." Universitas Islam Negeri Sumatera Utara, 2018.
- Jasman, Jasman. "Kompetensi Sosial Kepala Madrasah Dan Guru Dalam Meningkatkan Mutu Pendidikan Islam." *Belajea: Jurnal Pendidikan Islam* 2, no. 2 (2017): 181–214.
- Kadarsih, Inge, Sufyarma Marsidin, Ahmad Sabandi, and Eka Asih Febriani. "Peran Dan Tugas Kepemimpinan Kepala Sekolah Di Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 2 (2020): 194–201.
- Liskayani, Liskayani, Muhammad Kristiawan, and Tobari Tobari. "Evaluasi Kinerja Kepala Sekolah Dasar Negeri Di Kecamatan Air Kumbang Berdasarkan Beban Kerja Sesuai Dengan Peraturan Pemerintah." *Jurnal Pendidikan Dasar Nusantara* 4, no. 2 (2019): 171–90.
- Mardizal, Jonni, and Nizwardi Jalinus. *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan*. Jonni Mardizal, 2023.
- Miles, Matthew B, A Michael Huberman, and Johnny Saldaña. "Qualitative Data Analysis: A Methods Sourcebook. 3rd." Thousand Oaks, CA: Sage, 2014.
- Mlodzik, Catherine Marie. "K–5 Principal Challenges Supporting Classroom Teachers in Emergency Distance Education." Walden University, 2024.

- Navickienė, Lijana, Eglė Stasiūnaitienė, and Ilona Kupčikienė. "Causes of Stress in Teachers 'Professional Activity: School Leaders 'Approach." *Sveikatos Mokslo/Health Sciences* 29 (2019): 72–77.
- Onwuegbuzie, Anthony J, and Marla H Mallette. "Mixed Research Approaches in Literacy Research." *Literacy Research Methodologies*, 2021, 264–90.
- Pendola, Andrew, and Edward J Fuller. "Principal Stability and the Rural Divide." *Journal of Research in Rural Education* 34, no. 1 (2018).
- Putra, Arman Syah, Hatoli Waruwu, Masduki Asbari, Dewiana Novitasari, and Agus Purwanto. "Leadership in the Innovation Era: Transactional or Transformational Style?" *International Journal of Social and Management Studies* 1, no. 1 (2020): 89–94.
- Rukin. *Metodologi Penelitian Kualitatif*. Yayasan Ahmar Cendekia Indonesia, 2019.
- Sebastian, James, Eric M Camburn, and James P Spillane. "Portraits of Principal Practice: Time Allocation and School Principal Work." *Educational Administration Quarterly* 54, no. 1 (2018): 47–84.
- Sugiono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, n.d.
- Surbakti, Andika Hariyanto. "Values-Based Leadership Approach In Managing Cultural Diversity In Islamic Educational Institutions." *Transformation in Islamic Management and Education Journal* 1, no. 1 (2024): 1–10.
- Swen, Carolyn P. "Talk of Calling: Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work." *Educational Administration Quarterly* 56, no. 2 (2020): 177–219.
- Syahrin, Syahrin, and Mohammad Salehudin. "Manajemen Kinerja Guru Di Sekolah Menengah Pertama Negeri 1 Karangas Kecamatan Karangas Kabupaten Kutai Timur." *El-Idare: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2024): 49–61.
- Tintoré, Mireia, Rosário Serrão Cunha, Ilídia Cabral, and José Joaquim Matias Alves. "A Scoping Review of Problems and Challenges Faced by School Leaders (2003–2019)." *Educational Management Administration & Leadership* 50, no. 4 (2022): 536–73.
- Tisdell, Elizabeth J, Sharan B Merriam, and Heather L Stuckey-Peyrot. *Qualitative Research: A Guide to Design and Implementation*. John Wiley & Sons, 2025.
- Umam, M Khotibul. "IMPLEMENTASI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN KINERJA GURU DI MTS MAMBA'UL HUDA SUMBERURIP BANYUWANGI TAHUN PEMBELAJARAN 2021/2022." ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI, 2022.
- Wahyudin, Diding, Ir Ivan Hanafi, and S H Masduki Ahmad. *Kepemimpinan Visioner: Kepala Sekolah Dalam Menghadapi Era VUCA*. Penerbit Adab, n.d.