

PRINCIPAL PERSONALITY COMPETENCE IN MANAGING WORK CULTURE AT MTS N JAMBI LUAR KOTA, KAB. MUARO JAMBI

Jamilah
UIN Sulthan Thaha Saifuddin Jambi
jamilah@uinjambi.ac.id

Munawaroh
Institut Agama Islam Muhammad Azim Jambi
munawarohmoon@gmail.com

Abstract: Madrasah principals have so far been too focused on developing their own professionalism at work, by slightly ignoring the personality factor as an important part of the success of the teacher's work. This study aims to examine the personality competencies of madrasah principals and the influencing factors in managing work culture at MTs N Jambi Luar Kota. Research subjects were determined by purposive sampling technique. This study uses a qualitative approach with data collection methods, namely: observation, interviews and documentation. Data analysis includes data reduction, data presentation and verification/drawing conclusions. The results of this study indicate that the personality competence of the head of madrasa in managing work culture at MTs N Jambi Luar Kota of Muaro Jambi Regency has not been maximized because the attention and responsibility of the head of madrasa towards various management of work culture is still dominated by integrity, namely the value of discipline in work, besides the principal upholds an open attitude in its leadership both to teachers, staff, and users. Meanwhile, in self-development, self-control ability, and interests and talents as a leader do not appear to be actually carried out in managing and naming a professional and quality work culture. Other findings related to the influence of madrasah principals in managing work culture at MTs N Jambi Luar Kota are intensive communication with teachers and fostering teacher discipline by compiling work rules and giving warnings to teachers who have made mistakes. The conclusion of this study is that the aspect of personality competence in managing a productive work culture, the madrasa principal is not proactive in cultivating, familiarizing or managing work culture in MTs N Jambi Luar Kota.

Keywords: *Personality Competence, Principal, Work Culture*

Abstrak: Kepala madrasah selama ini terlalu memfokuskan diri pada pengembangan profesionalitas diri dalam bekerja, dengan sedikit mengesampingkan faktor kepribadian sebagai bagian penting dalam kesuksesan kerja guru. Penelitian ini bertujuan meneliti kompetensi kepribadian kepala madrasah dan faktor yang mempengaruhi dalam mengelola budaya kerja di MTs N Jambi Luar Kota. Subjek penelitian ditentukan dengan teknik purposive sampling. Penelitian ini menggunakan pendekatan kualitatif dengan metode pengumpulan data yaitu: observasi, wawancara dan dokumentasi. Analisis data meliputi reduksi data, penyajian data dan verifikasi/penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa kompetensi kepribadian kepala madrasah dalam mengelola budaya kerja di MTs N Jambi Luar Kota Kabupaten Muaro Jambi belum maksimal karena perhatian dan tanggung jawab kepala madrasah terhadap berbagai pengelolaan budaya kerja masih didominasi pada integritas yaitu nilai kedisiplinan dalam bekerja, selain itu kepala madrasah menjunjung tinggi sikap terbuka dalam kepemimpinannya baik kepada para guru, staf, maupun pengguna. Sedangkan pada pengembangan diri, kemampuan dalam mengendalikan diri, dan minat serta bakat sebagai pemimpin tidak tampak secara nyata dilakukan dalam mengelola dan menama budaya kerja yang profesional dan berkualitas. Temuan lainnya terkait faktor pengaruh kepala madrasah dalam mengelola budaya kerja di MTs N Jambi Luar Kota ialah komunikasi intensif dengan guru dan membina kedisiplinan guru dengan menyusun tata tertib kerja serta memberi teguran kepada guru yang telah melakukan kesalahan. Kesimpulan penelitian ini bahwa aspek kompetensi kepribadiannya dalam mengelola budaya kerja yang produktif, kepada kepala

madrasah tidak proaktif dalam menanam, membiasakan atau mengelola budaya kerja di lingkungan MTs N Jambi Luar Kota.

Kata Kunci: Kompetensi Kepribadian, Kepala Sekolah, Budaya Kerja

Introduction

The principal is a teacher who has the task of leading a school that organizes learning or there is interaction between teachers and students¹. The learning process and human resource management (HR) in the school environment are required to have adequate characteristics and competencies in carrying out their duties and functions as leaders of educational institutions. So that school leaders are expected to be able to bring renewal and implementation of quality education².

Principals in the Ministry of National Education Regulation No. 13 of 2007 stipulates that the standards of principals or madrasahs include: personality, managerial, supervisory, entrepreneurial, and social competencies³. Thus the personality competencies of the principal which include: personality integrity, carry out continuous self-development, are open, have the ability to control themselves and solve problems, have interests and talents as leaders of educational institutions⁴.

The performance of the madrasah principal is a significant factor in the process of achieving madrasah educational goals, so that if the madrasah principal is good then madrasah progress will be achieved, and vice versa⁵. As an educational leader, the head of the madrasa is required to try to manage all activities in the madrasa effectively and efficiently so that the education process in the madrasa is as expected. Four principal leadership styles, namely directive leadership style, participatory leadership style, consultative leadership style, and delegative leadership style have a positive and significant effect on teacher performance, either partially or simultaneously⁶. The principal of the madrasa has a big responsibility in creating teaching and learning situations, so he is required to have adequate individual competence of the principal. A good work culture can foster how quality and performance are carried out by a teacher in a work unit⁷.

The work culture differs from one madrasa to another, this is due to the different foundations and attitudes of behavior reflected by each person in the institution. A positively formed work culture will be beneficial because every member in an institution needs to contribute suggestions, opinions and even criticism that builds the scope of his work for progress in the institution⁸. Then the work culture has a positive effect on the work motivation of the head. In other words, the better the work culture of a work unit, the higher the

¹ Muhammad Said Ambiya, Ahmad Syukri, and Kaspul Anwar US, *Manajemen Kepala Madrasah (Upaya Peningkatan Budaya Kerja Kerja)* (Yogyakarta: K-Media, 2018).

² Novianty Djafri, *Manajemen Kepemimpinan Kepala Sekolah (Pengetahuan Manajemen, Efektivitas, Kemandirian Keunggulan Bersaing Dan Kecerdasan Emosi)* (Yogyakarta: Deepublish, 2017).

³ Tim Penyusun, *Buku Kerja Kepala Sekolah* (Jakarta: Pusat Pengembangan Tenaga Kependidikan Badan PSDMP dan PMP Kementerian Pendidikan Nasional, 2011).

⁴ Budi Suhardiman, *Studi Pengembangan Kepala Sekolah* (Jakarta: Rineka Cipta, 2012).

⁵ Amiruddin, Benyamin Situmorang, and Zainuddin, "The Influence Of Organizational Culture, Work Competence And Compensation Towards The Performance Of The Head Of Madrasah Tsanawiyah In Deli Serdang District, Dharmawangsa," *International Journals of The Social Science, Education and Humanities* 1, no. 3 (2020).

⁶ Elpisah and Hartini, "Principal Leadership Style And Its Effect On Teachers Performance," *JAM: Journal of Applied Management* 17, no. 3 (2019).

⁷ Noor Miyono and Ngurah Ayu Nyoman M, "Working Culture In Developing The Performances Of Mts Teachers In Demak Regency," *Al-Qalam* 24, no. 2 (2018).

⁸ Ahmad Syukri, Kasful Anwar US, and M. Said Ambiya, "Principal Management in Improving the Work Culture of State Madrasah Aliyah Teachers in Jambi Province," *American Journal of Multidisciplinary Research & Development (AJMRD)* 3, no. 6 (2021).



motivation of institutional leaders. However, this must be supported by the individual knowledge and competence of the principal in managing the culture that has lived or taken place in the school work unit environment ⁹.

The principal of the madrasa will inevitably have an influence on the teacher in carrying out his duties and responsibilities. If the leader is able to manage and guide his subordinates, he will be an example and a driver for improving teacher performance ¹⁰. As shown by Agus, there is a significant relationship between the principal's leadership and the teacher's work culture ¹¹. Even more specifically, the principal's communication with the teacher will contribute significantly to the teacher's work culture ¹². As stated by Tiswarni, the principal is responsible for managing and empowering teachers in order to improve their performance. He also emphasized that schools can be judged to have succeeded in achieving their goals, which can be seen from the leadership of the principal ¹³.

As happened in Madrasah Tsanawiyah Negeri (MTs N) Jambi Luar Kota, Muaro Jambi Regency, there are gaps and problems in the management of these educational institutions. Madrasah principals are less consistent in carrying out their duties and functions. This affects the work culture in the Islamic educational institution which includes various elements, teachers, staff, and other work units. A negative work culture is often carried out by the madrasa principal himself, such as lack of discipline, not being committed to improving the quality of students, and not giving warnings or sanctions for teachers who do not make learning tools.

The problem above has become a serious concern for researchers with the question of how the reality of the principal's personality competence in managing work culture and the factors that affect the principal's competence in managing work culture in that MTs N. The case example above emphasizes the urgency and significance of the individual ability of an educational institution leader in managing the work culture of a school. Without this capability, it can be known and predicted that madrasah schools will likely experience backwardness and pass on a negative culture for the institution.

Research Results and Discussion

Principal's Personality Competence In Managing Work Culture

The personality competencies possessed by the principal have great potential to support the implementation of educational institutions with individual abilities in managing work culture. The principal of MTs N Jambi Luar Kota as a leader has certainly made various performances in achieving the goals of an educational institution. Therefore, in this section, we will present and discuss the personality competencies of madrasah principals in managing work culture at MTs N Jambi Luar Kota, Muaro Jambi Regency, Jambi Province.

First, personal integrity. The professionalism of the madrasa head as in the planning can be seen in the Madrasah Work Plan or Rencana Kerja Sekolah (RKS). In practice the plans that have been prepared have not run optimally, one of the factors is that the human resources they have are not yet professional in implementing the program. In addition, supervision and

⁹ Mariani Simorangkir, Paningkat Siburian, and Arif Rahman, "The Effect of Organizational Culture, Knowledge of Educational Management, Work Motivation and Job Satisfaction to Performance of the State Primary School Principals in North Tapanuli District," *International Journal of Development and Sustainability* 7, no. 3 (2018).

¹⁰ Imam Taulabi, "Kepemimpinan Kepala Madrasah Dan Budaya Kerja Guru," *Tribakti* 27, no. 2 (2016).

¹¹ Agus Yudiawan, "Korelasi Gaya Kepemimpinan Dan Lingkungan Kerja Dengan Budaya Kerja Pegawai Madrasah Di Sorong Papua Barat," *Al-Qisthu* 18, no. 1 (2020).

¹² Sri Rahayu, "Komunikasi Interpersonal Kepemimpinan Kepala Sekolah Dan Budaya Kerja Organisasi Terhadap Motivasi Kerja Dan Dampaknya Pada Kepuasan Kerja Guru Sekolah Menengah Pertama," *Jurnal Manajemen Pendidikan* 12, no. 1 (2017).

¹³ Tiswarni, "Usaha Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru (Studi Deskriptif Kualitatif Di SMP N 1 Argamakmur Kabupaten Bengkulu Utara)," *At-Ta'lim: Media Informasi Pendidikan Islam* 18, no. 1 (2019): 261-276.



mobilization of school components is less effective. This condition is also caused by the principal not carrying out ongoing evaluations¹⁴.

Work plans in an educational institution can predict future actions related to the performance carried out by school components, including; principals, curriculum representatives, student representatives, teachers and other work units. The independence of the madrasa principal requires planned supervision, for example in the field of work discipline starting from punctuality to class and punctuality to come home from work. Because this has an impact on the achievement of goals that can increase the output of students to compete in other madrasas.

A leader is expected to be able to color for an institution he leads. Sometimes he appears as a teacher, leader, and work colleague. So that every behavior and action or decision of the principal becomes an example or role model for employees at the institution. Therefore, the head of the madrasa upholds the nature of honesty in leading an institution. Fundamentally, honesty is the foundation in carrying out work in any institution. The principle of the madrasa tries to instill the values of honesty and openness among the personnel of an institution¹⁵.

As one source mentions about the value of honesty practiced by school principals. During his leadership at MTs N Jambi Luar Kota, he was open about the budget, disseminated the aid funds obtained and coordinated to each work unit to conduct discussions, budget allocations for the interests of madrasas¹⁶. The personality integrity of the head of the madrasa is reflected in the management of work culture with an honest attitude in carrying out his duties and obligations as teachers, leaders, and work colleagues.

In addition to the honesty of the madrasa head showing his personality competence in the placement of teachers in each work unit, one of the teachers, Ika Susanti, stated that the madrasa head was able to manage human resources, so that assigned teachers could carry out their duties as educators and their additional duties well. The principal of the madrasa seems to understand that an urgent step to develop madrasah is to have the right job placement¹⁷. Other information obtained from Fajarwati, this teacher revealed that work in schools is given directly to teachers who have expertise in certain fields in fostering or managing related to the work of each teacher. All work at school is completed by authorizing someone with the approval of the leadership¹⁸.

The work discipline applied by the head of the madrasa is an effort to display personality competencies as a leader that every teacher and subordinate must pay attention to. Thus, in order to manage work culture in an institution, it must be done consistently and consistently which will have a positive impact on teacher professionalism. Enforcement of discipline both individually for principals and teachers in general will lead to self-balance in dealing with other people. Indirectly, discipline becomes a positive culture for structuring a person's behavior in their environment. As emphasized by Ardiansyah, this teacher explained that the consequence was that teachers who were not disciplined would receive a verbal or written call from the head of the madrasa¹⁹.

The principle of the madrasah at MTs N Jambi Luar Kota, Moeh Djuddah, explained that the enforcement of discipline does not have to involve other people, but can also be done with self-awareness. It means applying discipline starting from yourself. Such efforts continue to be pursued by principals at MTs N Jambi Luar Kota by involving teachers to develop a set of rules

¹⁴ (Observasi, 2020)

¹⁵ (Wawancara, 2020, Djuddah)

¹⁶ Penulis, *Observasi*.

¹⁷ (Wawancara, 2020, Ika Susanti)

¹⁸ (Wawancara, 2020, Fajarwati)

¹⁹ (Wawancara, 2020, Ardiansyah)



or regulations to enforce discipline for both teachers and students ²⁰.

Indirectly the head of the madrasa has planted, managed and implemented a work culture both mentally, morally, physically, characteristics and exemplary of the madrasa principal which is manifested in attitudes and actions in carrying out the assigned work. The writer's observation in the school environment is that the madrasa principal becomes a role model for both teachers and students. Although the madrasa head tries to set the best example regarding work culture in madrasas, there are still many weaknesses in leadership discipline such as working on time and always being on-site or at MTsN Jambi Jambi Luar Kota ²¹.

In addition, the recognition of one of the teachers, namely Rapida, one of the work cultures that is managed is discipline. Discipline applied to students is the influence of a teacher's disciplined attitude as the main role model. For example, a student who is interested in learning but on the other hand the teacher is lazy to teach, is not on time, does not master the teaching material, indirectly the student will decrease his enthusiasm for learning. Therefore, it is not uncommon for students who are undisciplined to be caused by indiscipline that is emulated from the leader or the teacher himself.

Second, self-development. According to Moeh Djuddah, the head of the Jambi Luar Kota MTsN, the leadership designed a program to improve education and training specifically in the cultural field. However, the head of the madrasah reads, examines, and reviews the previous leadership work plan to make adjustments to this year's work plan and explain it to teachers and staff so that it is carried out for 1 year of work ²².

In addition to establishing communication and cohesiveness within the madrasa, the madrasa principal also builds good communication with the community and stakeholders. The head of the madrasa said that the form of interaction with the community was in receiving report cards which had to be taken by parents or represented by the student's guardian. Of course this is according to Djuddah by involving the madrasa committee. Because the committee itself becomes a colleague of the school leadership in building the school, both physically and non-physically ²³.

Djuddah carried out collaboration and communication between teachers and other school components so that the activities between the personnel were well structured. Each teacher and staff carry out their work based on the specified responsibilities. If a conflict is found or occurs in a work unit, the head of the madrasa will be a mediator in resolving disputes between teachers. All elements of madrasas such as teachers, committees and some parents of students said that school principals often carry out deliberation in making decisions or decisions. Interestingly, school principals involve parties who are competent on certain issues ²⁴.

Productive collaboration between madrasa principals and teachers is able to offer ideas in the implementation of moral education at MTsN Jambi Luar Kota, with mutual support between the two parties. In solving problems with a teacher, a special meeting or meeting is held once a month, thus opening a discussion room with every teacher and other education personnel. These efforts can express ideas for mental work for a teacher.

Third, open attitude. The author's observation is that the head of the madrasa manages the work culture through continuous deliberation at the beginning of each month, for example by discussing the skills of a teacher at work ²⁵. Sulbani admitted that the madrasah principal had carried out work culture management at MTs N Jambi Luar Kota in the form of regular

²⁰ Penulis, *Observasi*.

²¹ Ibid.

²² (Observasi, 2020, Djuddah)

²³ Penulis, *Observasi*.

²⁴ (Wawancara, 2020, Djuddah)

²⁵ Penulis, *Observasi*.



deliberation. Actually the teacher tries to comply, but various difficulties such as access and dependence with someone can hinder the continuity of the work assigned to someone ²⁶.

The principle of the madrasah provides instructions and supervision, increases the ability of educational staff, establishes interactions between colleagues and delegates tasks. Leaders are certainly required to be role models in carrying out their duties or completing their work. Thus the principal at least upholds morals, has high morale, sharpness of intelligence, sensitivity to the environment, tenacity, and most importantly, the personality competence of the leader can be an example for his subordinates ²⁷.

The honest actions of the madrasah principal can in fact provide a sense of balance for all madrasah communities. He prioritizes the truth regardless of the individual. If it appears that the madrasa residents, both students, teachers and employees, have made omissions, they do not hesitate to reprimand them with great steadfastness. All problems in madrasas are always resolved by negotiation. With this action, further Norma Sinaga, said that as a madrasah citizen, we are very proud to have a madrasa head who is a protector and can act fairly to his subordinates ²⁸.

In building the value of togetherness, the leadership has managed the school environment with the following actions:

- 1) Holding meetings and deliberation involving committee management, madrasa heads, teachers and administration.
- 2) Discuss student problems, teachers and their duties, facilities and infrastructure needed, and funds needed for madrasas.
- 3) Involve every teacher in the implementation of the PHBI/PHBN exams and committees that are carried out.
- 4) Visiting madrasa elements that were hit by a disaster.
- 5) Organizing the reading of Surah Yaasiin together, praying together which is attended by the head of the madrasa, teachers, staff, committee administrators and guardians of students.
- 6) Hold meetings with parents to convey student learning outcomes and receive input and suggestions from users ²⁹.

With regard to the awareness and responsibility of teachers, this is due to the delegation of duties and responsibilities to madrasah personnel, which are obtained from the results of deliberation. This can be seen from the principles and work patterns developed by the madrasa principal in overcoming the existing ones. The principal of the madrasa holds the principle of working sincerely and responsibly, wisely and disciplinedly. As stated by one teacher, the principal is wise and fair to his subordinates. He also does his job well ³⁰.

The openness of the principal can be seen from the acceptance of suggestions, opinions and criticisms by users and teachers. Parents are given the opportunity and freedom to criticize, give suggestions, and be discussed in order to obtain solutions at the meeting. The principal tries to impress and build awareness for parents of the same duties as teachers and a sense of belonging to the madrasa ³¹. The personality competence of the madrasa head in managing work culture in an educational institution cannot take place without the support of teachers who are responsible for carrying out their duties. Of course other than that, it needs the presence and attention of a number of parties, such as; committee, government, and parents towards madrasas.

²⁶ (Wawancara, 2020, Sulbani)

²⁷ (Wawancara, 2020, Djuddah)

²⁸ (Wawancara, 2020, Norma Sinaga)

²⁹ Penulis, *Dokumentasi MTs N Jambi Luar Kota* (Muaro Jambi, 2020).

³⁰ (Wawancara, 2020, Djuddah)

³¹ (Wawancara, 2020, Djuddah)



The principal as an administrator is motivated and has the ability to plan school administration in an orderly, safe, fast and controlled manner. One of the facilities provided by the school is skills education. This was done by the principal because the students studying at MTs N Jambi Luar Kota came from different ethnicities and ideologies. Meanwhile, their social strata are from middle to lower families.

Fourth, the ability in self-control. Moeh Djuddah said that he had carried out his duties in madrasas for the need for effectiveness in achieving educational goals. He has a work program as a leader which aims to manage MTs N Jambi Luar Kota according to the existing work culture development program. The principle of the madrasa has a major role in carrying out his duties professionally, such as the Madrasah Work Plan (RKS). The principal of the madrasa has understood it as an urgent step to carry out madrasa development ³².

Likewise, the leader's personality will appear in managing emotions. The ability to manage emotions brings an atmosphere of a harmonious work environment between leaders and subordinates. The personality of a leader will be seen by his ability to increase all potential. According to Ika Susmanti, the principal in school activities is familiar, does not set boundaries with his subordinates, and is never emotional. In fact, he is often a motivator for teachers and staff in completing their work. Thus the attitude of such a leader makes his colleagues shy and respectful ³³.

Djuddah has carried out teacher placements, for the need for the effectiveness of achieving educational and learning goals, although there is still a lack of experience in work. The head of the madrasa as the manager has a madrasa work program that aims to make the right placement for each teacher and develop a conducive work culture. One of the work cultures that is managed is to have a sense of equality of rights and obligations. So that leaders can realize the value of responsibility for teachers to carry out their duties.

The principal is able to manage his personality by giving freedom to work and develop. MTs N Jambi Luar Kota seeks to develop and improve the achievements of madrasas in the fields of science and technology and IMTAQ. The head of the madrasa conveyed 3 visions during his leadership period: a) to become a developed and developing MTs N Jambi Luar Kota, b) to make educators who are disciplined and full of responsibility, c) to make students who excel in obtaining test scores, have faith in piety, mastering science and technology and noble character ³⁴.

Fifth, have interests and talents as leaders of educational institutions. In highlighting and describing the principal's interests and talents in leading the institution, the researcher presents that the leader of MTs N Jambi Luar Kota knows about decisions, he makes decisions with the following steps of determining the main problem, gathering relevant information, determining appropriate problem solving, and carrying out decisions. Djuddah with his position as a leader tries to read progress and changes for the madrasa and realizes that this cannot be separated from the structure and pattern of his professionalism ³⁵.

According to the principle of the madrasa, leadership plays a strategic role in the management framework, the leader carries out a series of leadership functions that can influence colleagues, teachers, staff, and students so that all school components can devote themselves willingly in order to realize the goals of education. One of the achievements of outstanding educational institutions, it cannot be denied that an organizer must be able to display a good work culture. Because educational activities involve structuring and managing a group of people to achieve institutional goals. Djuddah explained that the role of teachers in madrasas is very central, because for him the main problem that occurs in the world of education today is one of the problems of teacher performance. At MTs N Jambi Luar Kota

³² (Wawancara, 2020, Dewi Marisa)

³³ (Wawancara, 2020, Ika Susmanti)

³⁴ Penulis, *Dokumentasi MTs N Jambi Luar Kota*.

³⁵ (Wawancara, 2020, Djuddah)



many teachers have not been able to operationalize, utilize and master the abilities of certain fields of science, technology and work. However, the head of the madrasa still provides the necessary work equipment ³⁶.

The principal of the madrasa has personality competence in social interaction, for example he is able to inspire to advance and achieve the goals of educational institutions. In terms of development, Dewi Marisa describes that MTs N Jambi Luar Kota is a complex and unique institution, because as an institution there are interrelated and decisive dimensions. For example, what happens in learning and becomes a place for empowering students' lives with a culture of science ³⁷.

Djuddah as a leader, is able to carry out strict supervision, so that discipline is expected to be conducive to teachers, students, education staff, and other elements. In the author's observation, the head of the madrasa has scheduled supervision for each class once a month which is contained in the initial plan for the school year, this requires teachers to carry out their duties as well as possible, of course they are also asked to make improvements to their obligations and duties as teachers.

Supervision of teacher discipline is a very important factor to support the principal's plan and provide information in the learning process. Moeh Djuddah, said that he had carried out supervision related to the work discipline of teachers, of course all of this was done for the needs of achieving educational goals. The head of the madrasah monitors the readiness of teachers to be obedient or obedient to the disciplinary provisions that have been agreed upon and determined at the beginning of the school year ³⁸.

Supervision is carried out to improve teacher performance. The existence of teachers as professionals in an educational institution can be taken into account and has more value than just teaching staff. Checking the small weaknesses that are still being carried out by teachers obtained from various parties related to teacher performance, for that the head of the madrasa conducts coaching through regular meetings every month. So that this can be an assessment for the development of knowledge for all teachers. The principal of the madrasa is aware that this is an urgent step in the development of the madrasa ³⁹.

The head of the madrasa has a strategic role and function in carrying out his duties as a leader to provide protection to every teacher is a talent that must be possessed by every leader. Interest in development can be seen clearly from a school principal who seeks to realize the goals of providing education at MTs N Jambi Luar Kota. Samsudin acknowledged that teachers benefit from the plans, regulations and facilities provided by the school, particularly in improving educational innovations and following developments. Teacher facilities in obtaining information in the field of education bring teachers to improve and improve their work. So that the work culture at MTs N Jambi Luar Kota can slowly be planted, managed, and adapted to the times ⁴⁰.

The impact of a bad school work culture on the performance of educators and education personnel causes education to be not optimal and the achievement of satisfactory results. A less developed school culture, such as a culture of discipline, a sense of responsibility, honesty, sincerity, the habit of solving problems rationally, and cooperating with other parties, is the cause of a negative school work culture ⁴¹.

³⁶ (Wawancara, 2020, Djuddah)

³⁷ (Wawancara, 2020, Dewi Marisa)

³⁸ (Wawancara, 2020, Djuddah)

³⁹ Penulis, *Observasi*.

⁴⁰ (Wawancara, 2020, M. Samsudin)

⁴¹ Restu Anggada Cipta and Nunuk Hariyati, "Implementasi Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Masa Pandemi Covid-19 Di Sma Negeri 1 Sidoarjo," *Jurnal Inspirasi Manajemen Pendidikan* 9, no. 4 (2021).



The principal's personality competence is needed in managing work culture in an educational environment. It appears that the principal has planted and emphasized the value of honesty and discipline at work. As is generally understood, that discipline for each individual is a work culture that must be owned by every educator and education staff. The principal with the authority he has seeks to manage the work culture at MTs N Jambi Luar Kota with his personality abilities.

In addition to discipline, honesty, openness and self-development, the principal seeks to encourage every teacher's interest in the use of technology and digital learning media that have developed in modern times. This cannot be used as well as possible without the knowledge and skills in operating the learning tools. Therefore, it can be understood that the principal with the leadership he occupies, he becomes an encouragement in developing competence and managing work culture in a quality, effective and efficient school environment.

This will strengthen the work culture within an institution, as stated by that one measure of a strong institution is that there is openness and exchange of information, providing input, and solving problems together or through deliberation⁴². The principal of MTs N Jambi Luar Kota as seen in the findings of this study has implemented these indicators in the management of work culture in the school environment. Without denying the shortcomings or weaknesses of the personality competencies of other principals, it is possible with these benchmarks that the work culture at MTs N will continue to be maintained and can be passed on to future school leaders.

The management of work culture in an organization or educational institution has a very important meaning, because these activities will be useful in forming attitudes, inculcating work values, and realizing a school environment that can support work productivity. Work culture as a routine activity in a work unit is an effort to improve performance and shape the professionalism of teaching staff so that they can provide quality education⁴³.

The embodiment of work culture in the school environment of MTs N Jambi Luar Kota can be observed from the behavior of the principal and teaching staff as well as other elements. So the management of work culture in an institution must last a long time and be used in work activities to encourage improving the quality of work for teachers and leaders. As can refer to the function of culture within institutions, as an effort to achieve institutional goals, and maintain or create group identities that are useful in advancing and bringing about important changes in the performance of each individual.⁴⁴

The principal with his personality competence has carried out effective leadership in realizing the vision and objectives of the organization of an educational institution. Asmaun stated that an effective principal will carry out his leadership with serious efforts, including: establishing harmonious relationships with colleagues, subordinates, and the community; and able to work with a team⁴⁵. Thus the findings of this study describe that the personality competence of the principal has managed an effective work culture, it is marked by the leadership practice that is applied, namely the model of effective leadership.

Factors Affecting Principal Personality Competence In Managing Work Culture

This section will present and analyze the factors that influence the personality competence of madrasah principals in managing work culture at MTs N Jambi Luar Kota.

⁴² Eliana Sari, *Budaya Organisasi: Membangun Etos Kerja Profesional* (Jakarta: Jayabaya University Press, 2009).

⁴³ Noor Miyono and Ngurah Ayu Nyoman M, "Working Culture In Developing The Performances Of Mts Teachers In Demak Regency," *Al-Qalam* 24, no. 2 (2018).

⁴⁴ Mukhtar, Hapzi Ali, and Rusmini, *Kepuasan Kerja Guru* (Jambi: PUSAKA, 2017).

⁴⁵ Asmaun Sahlan, "Kepemimpinan Madrasah Yang Efektif," in *Islamic Management & Quality Culture*, ed. Rahmawati Baharuddin et al. (Malang: UIN-Maliki Press, 2012), 380–392.



Teacher Discipline

Educational institutions can run well as long as there is cooperation between personnel and leaders in realizing educational goals. Thus the planning carried out by the principal is a design produced by the principal and teachers. In the observations of researchers, coaching in the implementation of learning programs is an effort to improve the teaching and learning process from the previous period⁴⁶.

Teacher discipline is a work culture that must be the image and investment of individuals in carrying out their duties and responsibilities as teachers in an educational institution. The principal as the highest leader in the school environment realizes that in enforcing discipline there must be an effort to protect carried out by the leader. Management of work culture in an institution is an absolute thing, there is no offer in the application of discipline by every teacher or leader in an educational institution environment.

The principal, with all his limitations and busyness, tries to manage the work culture at MTs N Jambi Luar Kota with various attitudes, behaviors, and work actions. H. Moeh Djuddah as the principal stated that he realized that he was a role model and was in the spotlight by every element in the madrasa, teachers, staff, and students. Therefore, he tries to set the best example in terms of behavior or discipline in leading the school. Although sometimes they have to complete assignments outside of school that are not known by some teachers or staff, so there is a negative assessment from some teachers⁴⁷.

Teacher discipline becomes the influence of the principal's personality competence to manage a quality work culture, or meet the standards that have been set. For example, teachers are late in work, do not provide a Lesson Plan (RPP), and there is no evaluation of the teaching carried out. So this problem becomes the most important thing for work culture. Moeh Djuddah as the principal continues to monitor these items, even though it hinders the principal's performance, he continues to give encouragement in the form of praise and reprimand⁴⁸.

Teachers as role models for students must receive attention and direction in carrying out their duties and performance. Discipline cannot be avoided from the activities of educational institutions, including the educators themselves. For the principal, discipline is very important in a madrasa to make the work culture effective in the school environment. So to solve this problem, the head of the madrasa seeks to participate in training and professional self-development, facilitate learning activities and instill a culture of discipline in working at the madrasa⁴⁹.

Researchers observed the madrasa principal as a role model for teachers and students at MTs N Jambi Luar Kota. When there are no assignments outside of school, he will be present on time, quickly resolve problems and do not complicate matters that can be completed at that time⁵⁰. The author witnessed and was present in the school principal's environment to get and take pictures of the school leadership naturally, without any settings or prior notification. This is done to obtain actual and natural data, so that it can provide information as it occurs in the field. The principal tries to create a work culture by being an example for educators and other employees. At the same time, of course, Mr. Djuddah is actually managing a disciplined work culture for his subordinates, so that he can imitate himself in attending school on time when there are no assignments outside of school.

⁴⁶ (Observasi, 2021, 30 Maret)

⁴⁷ (Wawancara, 2020, Moeh Djuddah)

⁴⁸ (Wawancara, 2020, Moeh Djuddah)

⁴⁹ (Wawancara, 2020, Moeh Djuddah)

⁵⁰ (Observasi, 2020, Moeh Djuddah)



The principal asks all teaching staff to be disciplined, obey the orders and directions of the principal in carrying out their duties both as educators and receive additional administrative tasks ⁵¹. Leaders of educational institutions must realize that the management of work culture cannot be applied only by being an example or example for their subordinates, but as a leader he is also required to be able to direct all elements of the school. Thus, maximum efforts have been made to manage a good work culture amidst other workloads and tasks. Indirectly, the principal has tried to instill personality competence in all teachers by managing the work culture in an educational institution ⁵².

Dewi Marisa as a teacher and OSIS supervisor at MTs N Jambi Luar Kota stated that teachers can consult with the head of the madrasa on performance issues, such as professionalism. The principal emphasizes that all teachers are aware of the importance of discipline in an educator, because with this discipline all teacher work can be done professionally ⁵³.

Work discipline is the awareness and willingness of employees to obey all school regulations and applicable social norms. Work discipline for a teacher so that the work culture can be managed regularly by paying attention to the specified rules. Discipline is one of the factors that play an important role in improving teacher performance. Discipline for teaching staff in carrying out their responsibilities cannot be separated from various factors, including leadership and work culture. Then an institution will progress and achieve the desired goals if there is a high level of discipline from all the elements in it ⁵⁴.

However, discipline is not only considered for human resources in an educational institution. MTs N Jambi Luar Kota, can also manage work culture and employee discipline with the support of school facilities. In the documentation notes of MTs N Jambi Luar Kota, the authors found that the madrasa needed facilities in the implementation of education, as well as its duties and responsibilities as teachers ⁵⁵. However, it can be seen that the facilities of an institution will contribute to the management and formation of a quality work culture. Of course this is an important input for schools as education providers. Lusia et al's research concluded that work culture in an educational institution is closely related and can have a positive and significant impact on the continuity of the management of quality educational institutions ⁵⁶.

The discipline applied at MTs N Jambi Luar Kota is a preservation of work culture and an effort to form teacher loyalty in carrying out their responsibilities and duties. Because how all the variables about discipline, work culture, and teacher loyalty to the institution will have a significant and positive impact on work ⁵⁷. Therefore, managing a work culture by emphasizing the application of teacher discipline in order to realize the professionalism and quality of these educational institutions.

Communication Effectiveness

The next factor that influences the personality competence of the principal in managing work culture at MTs N Jambi Luar Kota is to use communication effectively. Madrasa

⁵¹ (Wawancara, 2020, Rodhiyah, S.Pd.I)

⁵² Rini, Sowiyah, and Supomo Kandar, "Pengaruh Kepemimpinan Kepala Sekolah, Budaya Sekolah Dan Iklim Sekolah Terhadap Kompetensi Kepribadian Guru," *Jurnal Manajemen Mutu Pendidikan* 5, no. 2 (2017).

⁵³ (Wawancara, 2020, Dewi Marisa)

⁵⁴ Novi Nursilawati, Happy Fitria, and Rohana, "The Effect of Work Culture and Principal Leadership on Teachers' Work Discipline," in *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (Palembang: Atlantis Press, 2021), 274–277.

⁵⁵ (Penulis, 2020, Dokumentasi)

⁵⁶ Lusia Tresnani, Sumadi, and Dedy H Karwan, "Pengaruh Budaya Kerja, Sarana Dan Prasarana, Pengalaman Kerja Terhadap Kompetensi Profesional Guru," *Jurnal Manajemen Mutu Pendidikan* 5, no. 2 (2017).

⁵⁷ Sugianto, "Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Kerja Terhadap Profesionalisme Guru Smp Negeri Di Kecamatan Kedurang Ilir Kabupaten Bengkulu Selatan," *Jurnal Manajemen pendidikan* 15, no. 1 (2020): 106–113.



communication, if developed and implemented optimally, will make a positive contribution to the management of work culture in an educational institution. The effectiveness of communication used by leaders of educational institutions will provide different patterns of interaction with colleagues, co-workers, and subordinates. This can be seen from the findings of this study which will be presented and discussed in the following section.

Non-formal communication between teachers and leaders can increase intimacy but still obey every command, direction, and guidance given by the head of the madrasa. Communication between teachers gets special attention by the head of the madrasa in carrying out the duties and responsibilities of teachers in MTs N Jambi Luar Kota. The results of the interview with Moeh Djuddah, show that the communicative aspect for a teacher can encourage a positive work culture and the role of teachers as educators in an educational institution ⁵⁸.

However, Sulbani, a teacher at MTs N Jambi Luar Kota, stated that school principals are often not firm with teachers who have low communication skills, generally madrasa principals only make calls with the aim of dialogue. Another difficulty is seen that the principal is reluctant to call teachers who are older in age, this is the cause of the principal not being so active in taking action against teachers who are not active in the learning process ⁵⁹.

Active communication between various parties and elements in the school including the principal and educators will contribute culturally to the work culture in an educational institution. Teachers as educators, sometimes cannot take for granted the various actions or attitudes of other people who are judged to be incorrect. So to negotiate this requires non-formal communication between various people, to dilute the interactions that occurred previously. If this can be done, then communication can be useful for the head of the madrasa in managing the work culture at MTs N Jambi Luar Kota. Because the principal plays a role in influencing, encouraging, controlling, changing, fostering and forming behavior that contains ethical values in interacting and working. Thus, it can be trusted that it will provide an important offer on how school principals are able to manage a quality, virtuous work culture, and uphold integrity.

The results of Agung's research stated that in a communication institution the leadership, employees and others have a significant influence on one's job satisfaction. This is of course supported by the principal's leadership style which is participatory, communicative and interactive with his subordinates ⁶⁰. The application of a participatory leadership style in schools can be used to support the creation of a positive work culture. The principal also makes several efforts through fostering harmonious relationships, school safety and a conducive school environment for the learning process. A teacher's work culture that develops positively will have an impact on student achievement and indirectly bring the good name of the institution ⁶¹.

The communication carried out by the principal includes; organizational structure and function, human relations, communication and organizing processes and organizational culture, which aims to unite the individuals who are members of it. As a social (unity) system, Islamic educational institutions have a number of interacting elements in an effort to achieve educational goals. For effective achievement of goals, interaction with elements in the environment must be accompanied by effective communication of the leader. Effective

⁵⁸ (Wawancara, 2020, Djuddah)

⁵⁹ (Wawancara, 2020, Sulbani)

⁶⁰ Anak Agung Ngurah Gede Sadiartha, "Organizational Culture, Communication and Leadership Style on Job Satisfaction," *International Journal of Research in Business and Social Science* 7, no. 1 (2018): 01–09.

⁶¹ Mohammad Ali Ridho, Murtadlo, and I Ketut Budayasa, "Principal Leadership in Developing School Culture," in *Social Sciences, Humanities and Economics Conference (SoSHEC 2017)* (Atlantis Press, 2017).



communication has become an indicator of the professionalism of an excellent school leader in increasing the work productivity of educators and education personnel in schools ⁶².

School leaders must be good communicators, responsive and skilled in collaborative management and planning to achieve the vision and mission of the institution. Personal competencies that must be possessed by school principals include; interpersonal and communication skills, and competence in the field of management to manage school development as an institution that manages human resources. Because the principal controls the overall school organization and has responsibility for the school organizational structure, teachers and other personnel ⁶³.

The principal's behavior in improving the performance of teachers is classified as effective, if the principal's communication can function as an order to improve the performance of teachers, as a center for disseminating teacher performance information, as advice, and as an evaluation of teacher performance ⁶⁴. The interaction between the principal and the teacher will not be able to benefit or be useful in carrying out the work as long as there is no effective meeting or communication. This interaction will lead to the completion of the program, work, or task that has been assigned to the teacher.

Therefore, it is not negotiable that the teacher is one of the determining factors for the high or low quality of education. In other words, to improve the quality of education, professional teachers are needed. As professional educators, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education ⁶⁵. The teacher's task is so complex, it is difficult to carry out without effective communication from the leadership in carrying out an order, program, direction, or input that will determine the course of an institutional vision.

Conclusion

Personal competence is absolutely owned by principals and teachers, these competencies are very meaningful in managing human resources (HR) in an educational institution, including work culture in the school environment. The findings and discussion above can be concluded that the personality competence of school principals in managing work culture at MTs N Jambi Luar Kota can only be seen in the aspects of personal integrity and openness. These two competencies are actually applied, repeated, and preserved to manage the work culture that occurs at MTs N Jambi Luar Kota by applying discipline, upholding honesty and truth, and conducting interactions within the school environment. This is done to regulate teachers in their work, both carrying out additional duties and obligations as educators so that they can be carried out properly. Therefore, the factor that influences the personality competence of the principal in managing work culture is the emphasis on teacher discipline and establishing effective communication to all elements in the school, especially teachers and staff so that the work culture that is managed can support the performance of all employees in the school.

Thus the consequence of this research is that the principal at MTs N Jambi Luar Kota must try to carry out his duties by considering other personality competencies, such as: self-development, ability in self-control, and having interests and talents in leading an educational institution. Because without adequate personality competencies it will have an impact on

⁶² Binti Nasukah, Sulistyorini, and Endah Winarti, "Peran Komunikasi Efektif Pemimpin Dalam Meningkatkan Kinerja Institusi," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2020): 81–93.

⁶³ Rayendra and Mutiara Felicita Amsal, "Kompetensi Kepala Sekolah Dalam Membangun Sekolah Efektif," *E-Tech: Jurnal Ilmiah Teknologi Pendidikan* 6, no. 2 (2018).

⁶⁴ Herman, "Perilaku Komunikasi Kepala Sekolah Dalam Peningkatan Kinerja Guru," *IDARAH: Jurnal Pendidikan dan Kependidikan* 4, no. 1 (2020): 59–72.

⁶⁵ Rika Ariyani, "Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Guru," *Jurnal Al-Afkar* 5, no. 1 (2017): 107–128.



school management, education implementation and learning quality. Therefore, this study recommends to the relevant government to determine the principal must consider all one's competencies, personality competencies, management, supervision, entrepreneurship and social. In addition, for school principals who have received the mandate to lead an educational institution, it is recommended to re-develop problem solving and HR management skills to be able to carry out self-development and change for the school.

References

- Agus Yudiawan. "Korelasi Gaya Kepemimpinan Dan Lingkungan Kerja Dengan Budaya Kerja Pegawai Madrasah Di Sorong Papua Barat." *Al-Qisthu* 18, no. 1 (2020).
- Ambiya, Muhammad Said, Ahmad Syukri, and Kaspul Anwar US. *Manajemen Kepala Madrasah (Upaya Peningkatan Budaya Kerja Kerja)*. Yogyakarta: K-Media, 2018.
- Amiruddin, Benyamin Situmorang, and Zainuddin. "The Influence Of Organizational Culture, Work Competence And Compensation Towards The Performance Of The Head Of Madrasah Tsanawiyah In Deli Serdang District, Dharmawangsa." *International Journals of The Social Science, Education and Humanities* 1, no. 3 (2020).
- Anak Agung Ngurah Gede Sadiartha. "Organizational Culture, Communication and Leadership Style on Job Satisfaction." *International Journal of Research in Business and Social Science* 7, no. 1 (2018): 01–09.
- Asmaun Sahlan. "Kepemimpinan Madrasah Yang Efektif." In *Islamic Management & Quality Culture*, edited by Rahmawati Baharuddin, Ali Ridho, Segaf, Abdul Hakim, and Rosihan Aslihuudin, 380–392. Malang: UIN-Maliki Press, 2012.
- Budi Suhardiman. *Studi Pengembangan Kepala Sekolah*. Jakarta: Rineka Cipta, 2012.
- Cipta, Restu Anggada, and Nunuk Hariyati. "Implemetasi Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Masa Pandemi Covid-19 Di Sma Negeri 1 Sidoarjo." *Jurnal Inspirasi Manajemen Pendidikan* 9, no. 4 (2021).
- Eliana Sari. *Budaya Organisasi: Membangun Etos Kerja Profesional*. Jakarta: Jayabaya University Press, 2009.
- Elpisah, and Hartini. "Principal Leadership Style And Its Effect On Teachers Performance." *JAM: Journal of Applied Management* 17, no. 3 (2019).
- Herman. "Perilaku Komunikasi Kepala Sekolah Dalam Peningkatan Kinerja Guru." *IDARAH: Jurnal Pendidikan dan Kependidikan* 4, no. 1 (2020): 59–72.
- Imam Taulabi. "Kepemimpinan Kepala Madrasah Dan Budaya Kerja Guru." *Tribakti* 27, no. 2 (2016).
- Miyono, Noor, and Ngurah Ayu Nyoman M. "Working Culture In Developing The Performances Of Mts Teachers In Demak Regency." *Al-Qalam* 24, no. 2 (2018).
- Miyono, Noor, and Ngurah Ayu Nyoman M. "Working Culture In Developing The Performances Of Mts Teachers In Demak Regency." *Al-Qalam* 24, no. 2 (2018).
- Mukhtar, Hapzi Ali, and Rusmini. *Kepuasan Kerja Guru*. Jambi: PUSAKA, 2017.
- Nasukah, Binti, Sulistyorini, and Endah Winarti. "Peran Komunikasi Efektif Pemimpin Dalam Meningkatkan Kinerja Institusi." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2020): 81–93.
- Novianty Djafri. *Manajemen Kepemimpinan Kepala Sekolah (Pengetahuan Manajemen, Efektivitas,*



- Kemandirian Keunggulan Bersaing Dan Kecerdasan Emosi*). Yogyakarta: Deepublish, 2017.
- Nursilawati, Novi, Happy Fitria, and Rohana. "The Effect of Work Culture and Principal Leadership on Teachers' Work Discipline." In *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 274–277. Palembang: Atlantis Press, 2021.
- Penulis. *Dokumentasi MTs N Jambi Luar Kota*. Muaro Jambi, 2020.
- . *Observasi* (2020).
- . *Observasi* (2021).
- . *Wawancara*, 31 Maret 2 (2020).
- . *Wawancara* (2020).
- Rahayu, Sri. "Komunikasi Interpersonal Kepemimpinan Kepala Sekolah Dan Budaya Kerja Organisasi Terhadap Motivasi Kerja Dan Dampaknya Pada Kepuasan Kerja Guru Sekolah Menengah Pertama." *Jurnal Manajemen Pendidikan* 12, no. 1 (2017).
- Rayendra, and Mutiara Felicita Amsal. "Kompetensi Kepala Sekolah Dalam Membangun Sekolah Efektif." *E-Tech: Jurnal Ilmiah Teknologi Pendidikan* 6, no. 2 (2018).
- Ridho, Mohammad Ali, Murtadlo, and I Ketut Budayasa. "Principal Leadership in Developing School Culture." In *Social Sciences, Humanities and Economics Conference (SoSHEC 2017)*. Atlantis Press, 2017.
- Rika Ariyani. "Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Guru." *Jurnal Al-Afkar* 5, no. 1 (2017): 107–128.
- Rini, Sowiyah, and Supomo Kandar. "Pengaruh Kepemimpinan Kepala Sekolah, Budaya Sekolah Dan Iklim Sekolah Terhadap Kompetensi Kepribadian Guru." *Jurnal Manajemen Mutu Pendidikan* 5, no. 2 (2017).
- Simorangkir, Mariani, Paningkat Siburian, and Arif Rahman. "The Effect of Organizational Culture, Knowledge of Educational Management, Work Motivation and Job Satisfaction to Performance of the State Primary School Principals in North Tapanuli District." *International Journal of Development and Sustainability* 7, no. 3 (2018).
- Sugianto. "Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Kerja Terhadap Profesionalisme Guru Smp Negeri Di Kecamatan Kedurang Ilir Kabupaten Bengkulu Selatan." *Jurnal Manajemen pendidikan* 15, no. 1 (2020): 106–113.
- Syukri, Ahmad, Kasful Anwar US, and M. Said Ambiya. "Principal Management in Improving the Work Culture of State Madrasah Aliyah Teachers in Jambi Province." *American Journal of Multidisciplinary Research & Development (AJMRD)* 3, no. 6 (2021).
- Tim Penyusun. *Buku Kerja Kepala Sekolah*. Jakarta: Pusat Pengembangan Tenaga Kependidikan Badan PSDMP dan PMP Kementerian Pendidikan Nasional, 2011.
- Tiswarni. "Usaha Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru (Studi Deskriptif Kualitatif Di SMP N 1 Argamakmur Kabupaten Bengkulu Utara)." *At-Ta'lim: Media Informasi Pendidikan Islam* 18, no. 1 (2019): 261–276.
- Tresnani, Lusya, Sumadi, and Dedy H Karwan. "Pengaruh Budaya Kerja, Sarana Dan Prasarana, Pengalaman Kerja Terhadap Kompetensi Profesional Guru." *Jurnal Manajemen Mutu Pendidikan* 5, no. 2 (2017).

