

THE RELATIONSHIP OF MANAGERIAL COMPETENCE AND INTERPERSONAL COMMUNICATION WITH THE PERFORMANCE OF HEAD OF PAUD SE-JATIASIH DISTRICT, BEKASI CITY

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Abstracts

This study aims to determine the relationship between the managerial competence of the performance of PAUD heads in Jatiasih District, Bekasi City, then to determine the relationship of interpersonal communication to the performance of PAUD heads in Jatiasih District, Bekasi City and to determine the relationship between managerial competence and interpersonal communication on the performance of PAUD heads in Jatiasih District, Bekasi City. This study uses a quantitative approach, namely research that emphasizes its analysis on numerical data (numbers) processed by statistical methods. With the quantitative method, the significance of the relationship between the variables studied will be obtained. The relationship between Managerial Competence and Interpersonal Communication together influences Principal Performance by 79%, and 21% is influenced by other variables not examined. The significant value of the Managerial Competency variable is 0.005 or sig <0.05, which means that Ho is rejected and Hi is accepted. This shows that Managerial Competence has a partial effect on the Performance of PAUD Principals in the Jatiasih District, Bekasi City. Whereas the Interpersonal Communication variable shows a significant value of 0.000 or sig <0.05, which means that Ho is rejected and Hi is accepted. This shows that Interpersonal Communication has a partial effect on the performance of PAUD Principals in the Jatiasih District, Bekasi City. Because good Managerial Competence and Interpersonal Communication will improve quality and affect Principal Performance. Without good school principal performance it is impossible for the school to develop in accordance with the existing vision and mission. By conducting research as a scientific way to obtain data with a specific purpose and specific uses.

Keyword:

Principal Performance, Managerial Competence, Interpersonal Communication

Introduction

Success in an education at school is influenced by many factors, one of which is the principal. The school principal is one of the factors that determine the success of the education and learning implementation system in schools. Principals who have high performance and seriousness will feel confident, strong and courageous to try to achieve the goals they have set, armed with real knowledge and competence. So that he can face various challenges and be able to view these challenges proportionally.

The ability of school principals to carry out their roles must of course be based on their knowledge and understanding of management and leadership, as well as the duties and obligations assigned to them. Because it is not uncommon for a failure in the education and learning system in schools to be caused by the low performance of the principal. If he prepares himself with the ability to carry out the tasks for which he is responsible according to what is required by the school, then the quality of their performance is an important contribution that will determine the success of the educational process at school. Therefore, the high performance of school principals is indicated by the achievement of school programs that are in accordance with predetermined targets and goals.

The effectiveness of school principals depends on various factors, with managerial skills being a significant influence. To manage the structural organization of a school successfully, a principal must excel in tasks like planning, organization, supervision, and evaluation, primarily in the realm of human resource management. Managerial competence entails the ability to:

1. Develop school plans for different planning levels.
2. Adapt school organizations to meet specific needs.
3. Lead schools with optimal utilization of resources.
4. Facilitate school change and development towards becoming an effective learning institution.
5. Foster a school culture and environment conducive to innovative student learning.
6. Manage a spectrum of school resources, including personnel, facilities, community relations, students, curriculum, finances, and administration.
7. Oversee special service units in support of learning and student activities.
8. Administer school information systems to enhance program development and decision-making.
9. Harness technological advances to enhance learning and school management.
10. Implement, evaluate, and report on school activity programs with appropriate procedures and develop follow-up plans.

Communication is a major ability that must be possessed by a school principal, where communication is a means or tool for the principal to convey information, coordinate and direct the activities of the principal, unify directions and views and thoughts, combine activities in an organized manner to realize cooperation in the context of achieve school goals. If the communication that is established does not work as it should, then the school's goals cannot be achieved as expected. Therefore, with good communication between the principal and the school community, in this case educators.

Based on the results of the discussion on February 14, 2023 with the Jatiasih sub-district inspector they explained that the performance of PAUD school principals cannot be said to be all good, this can be seen from the performance of school principals who are not yet good so that they require increased abilities, skills and competencies that school principals must have in order to realize effective and quality education, this is also evidenced by the data available from 135 PAUD heads there are only 45 PAUD heads who already have NUKS (unique principal number).

Methods

This research adopts a quantitative methodology, which specifically focuses on the analysis of numerical data through statistical techniques. In essence, a quantitative approach is employed in inferential research, particularly when testing hypotheses, and it depends on the outcome's probability of rejecting the null hypothesis. Using the quantitative method enables the determination of the significance of the relationships among the variables under investigation. According to Sugiyono, this method is characterized as a systematic approach to gathering data for specific purposes and applications. In light of this, there are four key concepts to consider: the scientific method, data, objectives, and utility.

Results and Discussion

Results

1. Normality test

The normality test is to see whether the residual values are normally distributed or not. The normality test was carried out by the Kolmogorov-Smirnov test using IBM SPSS 20, with the following results:

- If the sig. > 0.05 then normally distributed
- If the sig. < 0.05 then the distribution is not normal

a. Principal Performance Normality Test (Y)

Table 1
Principal Performance Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Principal Performance
N		122
Normal Parameters, b	Means	148.11
	std. Deviation	12,262
Most Extreme Differences	absolute	.064
	Positive	.064
	Negative	-.061
Test Statistics		.064
asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The table displayed above presents the normality test results for Principal Performance, yielding a value of 0.200. Data is considered to follow a normal distribution when the significance value is < 0.05. In this case, the table indicates that the significance value for the Principal Performance variable exceeds 0.05 (Sig > 0.05). This indicates that the data employed for the variables in this study conforms to a normal distribution.

b. Managerial Competency Normality Test

Table. 2
Managerial Competency Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Managerial Competence
N		122
Normal Parameters, b	Means	200.84
	std. Deviation	13,075
Most Extreme Differences	absolute	.070
	Positive	.070
	Negative	-.075

Test Statistics	.070
Asymp Sig. (2-tailed)	.179
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	

The table presented above displays the outcomes of the normality test for Managerial Competence, yielding a value of 0.179. Data is typically distributed when the significance value is < 0.05 . In this instance, the table illustrates that the significance value for the Managerial Competence variable surpasses 0.05 ($\text{Sig} > 0.05$). This indicates that the data utilized for the variables in this study follows a normal distribution.

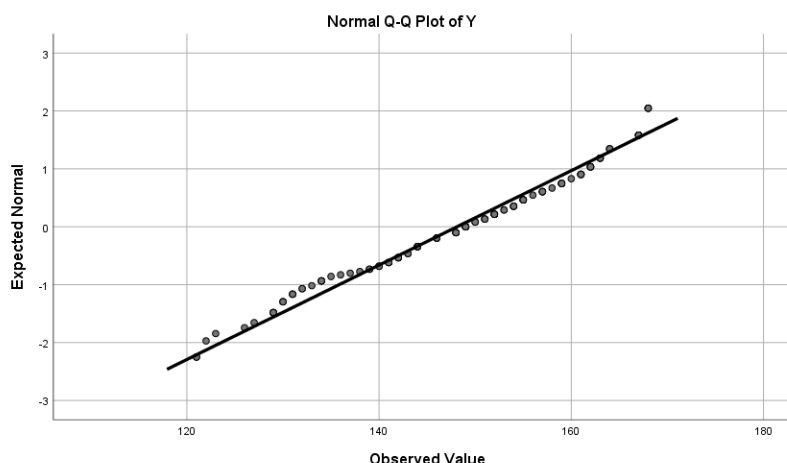
c. Interpersonal Communication Normality Test

Table 3
Interpersonal Communication Normality Test

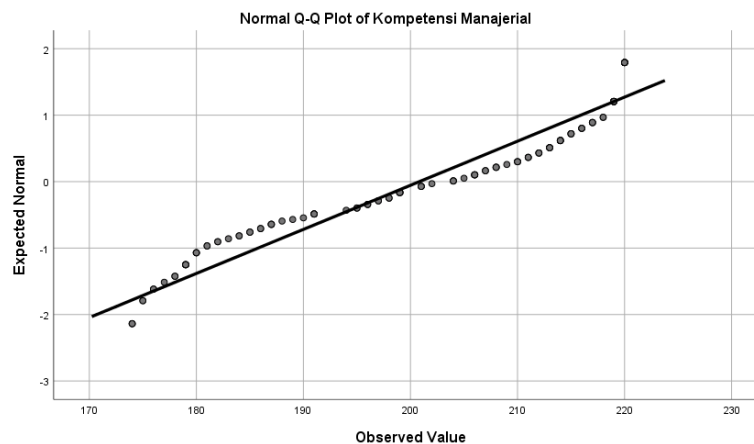
One-Sample Kolmogorov-Smirnov Test		
		Interpersonal Communication
N		164
Normal Parameters, b	Means	141.66
	std. Deviation	14.106
Most Extreme Differences	absolute	.089
	Positive	.089
	Negative	-.064
Test Statistics		.089
Asymp Sig. (2-tailed)		.136
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The table provided above displays the outcomes of the normality test for Interpersonal Communication, resulting in a value of 0.136. Data is considered to adhere to a normal distribution when the significance value is < 0.05 . In this instance, the table reveals that the significance value for the Interpersonal Communication variable surpasses 0.05 ($\text{Sig} > 0.05$).

This suggests that the data used for the variables in this study conforms to a normal distribution. Furthermore, in addition to the One-Sample Kolmogorov-Smirnov test statistic, a graphical test is also employed to assess whether the data adheres to a normal distribution. In this test, a normal distribution is expected to produce a diagonal line, and the residual data's plot is compared to this diagonal line. If the distribution of the residual data is found to be normal, then the line representing the actual data will closely follow the diagonal line. The results of the chart analysis are presented below

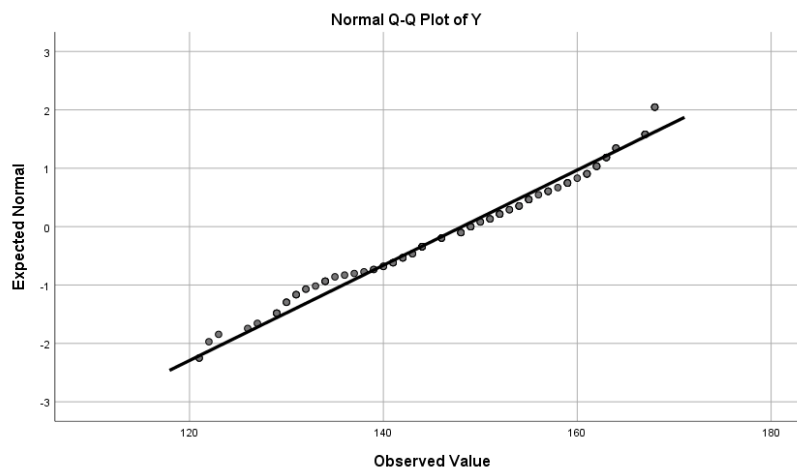


Upon examining the results of the normality test through the use of a normative plot graph, it can be determined that the plot graph exhibits a relatively even distribution around the diagonal line, signifying that the data distribution aligns with the normal distribution. This graphical representation confirms that the regression model aligns with the normality assumption. Regarding the Managerial Competency variable, the graph is presented as follows



The findings from the normality test using the normative plot graph indicate that the plot is evenly distributed around the diagonal line, and the data distribution adheres to the normal pattern. This graph provides evidence that the regression model satisfies the normality assumption. As for the Interpersonal Communication variable, the corresponding graph is presented below.

Based on the results of the normality test using the normal plot graph, it can be



concluded that the normal plot graph shows that the dots spread around the diagonal line, and the distribution follows from the normal line of this graph, indicating that the regression model requires normality assumptions. The three results obtained from variables X1, X2 or variable Y show normal. So for the next prerequisite test to the Linearity Test.

2. Linearity Test

The linearity test is used to determine whether the variables have a linear relationship or not significantly. Linearity up in this study is to see whether there is a relationship between the Managerial Competency variable (X1) and the Interpersonal Communication variable (X2) with the Principal Performance variable (Y). This test is usually used as a prerequisite in correlation or linear regression analysis. The criteria for this test are if the significance deviation from linearity value is <0.05 , then it has a linear relationship. Linearity test uses the SPSS 26 application. Linearity test can be seen with the ANOVA table. Here are the results of the linearity test.

a. Managerial Competency Linearity Test (X1) with Principal Performance (Y)

Table 4
Managerial Competence with Principal Performance

ANOVA Table							
			Sum of Squares	df	MeanSquare	F	Sig.
Y* X1	Between Groups	(Combined)	9565.207	42	227,743	2085	.002
		Linearity	2959,763	1	2959,763	27,097	.000
		Deviation from Linearity	6605445	41	161,108	1,475	.070
	Within Groups		8629.186	79	109,230		
	Total		18194.393	121			

The table above shows the results of the linearity test between Managerial Competence and Principal Performance with a value of 0.070, which means 0.05 is greater so that the relationship between Managerial Competence and Principal Performance is significantly linear.

b. Interpersonal Communication Linearity Test (X2) with Principal Performance (Y)

Table 5
Interpersonal Communication Linearity Test with Principal Performance

ANOVA Table							
			Sum of Squares	df	MeanSquare	F	Sig.
Y* X1	Between Groups	(Combined)	6707,897	39	171,997	1,228	.216
		Linearity	3097,192	1	3097,192	22110	.000
		Deviation from Linearity	3610705	38	95019	.678	.907
	Within Groups		11486.496	82	140,079		
	Total		18194.393	121			

The table above shows the results of the Interpersonal Communication linearity test with Principal Performance having a value of 0.907, which means 0.05 is greater so that the relationship between Interpersonal Communication and Principal Performance is significantly linear.

3. Multicollinearity Test

The multicollinearity test is used to determine whether there is a correlation between the two variables in the regression model. The multicollinearity test is analyzed using the SPSS 16.0 application.

Table 6
Multicollinearity Test

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	38,782	15,761		2,461	.015		
	managerial	.285	.064	.350	4,483	.000	.978	1,022
	interpersonal	.358	.077	.361	4,622	.000	.978	1,022
a. Dependent Variable: Principal Performance								

Based on the table above, the results of the tolerance value on the managerial competence and interpersonal communication variables are 0.978 or more than 0.10, while the VIF value on the managerial competence and interpersonal communication variables is 1.022 or less than 10.00. This shows that in the multicollinearity test there is no multicollinearity problem. Multicollinearity is a situation that indicates a strong correlation between two independent variables, resulting in unstable predictive power in the regression model.

Discussion

1. Definition of Principal Performance

The concept of performance is derived from the idea of performance itself. Some individuals interpret performance as an outcome of work or job performance. However, the scope of performance is more extensive; it encompasses not only the end product of work but also the manner in which the work process unfolds. According to Anwar Prabu Mangkunegara, as cited in I Wayan Bagia, performance refers to the quality and quantity of results achieved by an individual in fulfilling their assigned responsibilities, extending beyond just the end results of their work.

Performance can be understood as both the outcome of work or job performance, which also takes into account the process of work execution. Conversely, performance is characterized as the quality and quantity of outcomes in the fulfillment of one's responsibilities. A strong performance by school principals is evidenced by the attainment of school program objectives and goals that align with predefined targets.

Several of the aforementioned interpretations of performance can be seen as accomplishments, manifesting an action or task completion in accordance with assigned duties. The concept of performance is frequently associated with work performance, as there are resemblances between performance and job-related achievements.

2. Definition of Principal Managerial Competence

a. Managerial Competence

Kompri defines competence as the ability to carry out something obtained through education and training. Competence is acquired through education and training that adheres to specific standards and quality, aligning with the requirements of the assigned tasks. For a PAUD principal, meeting the criteria and qualifications for a position signifies their authorization for the role, indicating that they possess the necessary competencies. In the Republic of Indonesia's Law Number 14 of 2005 regarding Teachers and Lecturers, competence is defined as a combination of knowledge, skills, and behaviors that teachers or lecturers must internalize and master in the execution of their professional duties. From the above description, it can be inferred that a principal's managerial competence involves knowledge, skills, and fundamental values that are evident in their thought processes and

decision-making abilities regarding the allocation, utilization, and enhancement of available resources to enhance the educational quality within their schools. The competencies expected of school principals, as outlined in the Minister of National Education of the Republic of Indonesia's Regulation Number 13 of 2007 concerning the standards of competence that school/madrasah principals must possess, encompass the following: (1) Personal competence, (2) Managerial Competence, (3) Entrepreneurial Competence, (4) Supervision Competence, and (5) Social Competence.

b. Management

Malayu Hasibuan defines management as the scientific and artistic practice of effectively and efficiently orchestrating the utilization of human resources and other assets to attain specific objectives. HA Rusdiana, as cited by Stoner, characterizes management as the process of planning, organizing, leading, and supervising the activities of organization members while harnessing all available organizational resources to meet organizational objectives. According to Jajat Munajat, management is the art of optimizing the functions of an organization to achieve predetermined goals. Ahmad Asrin echoes this sentiment, asserting that management is an art or a set of principles related to organizational structuring, including planning, establishing an organization and its structure, directing, and overseeing or supervising.

Considering the viewpoints presented earlier, it can be inferred that management involves both the science and art of overseeing human resources and various resources, spanning from processes to oversight, with the aim of optimizing managerial functions to achieve objectives within an organization or educational institution. Drawing from the aforementioned perspectives, it can be deduced that managerial competence entails the adeptness in work-related skills, aligning with the specific field. In the context of PAUD school principals managing an educational institution, there is a requirement for them to possess a set of skills and competencies that can facilitate the execution of their responsibilities. These competencies encompass dimensions such as planning, leadership, organization, mobilization, and supervision. Interpersonal Communication

c. Definition of Communication

Communication is the process of conveying messages from one person to another with the aim of influencing one's knowledge or behavior. Desmon Ginting stated that communication is sending and receiving messages or news between two or more people so that the intended message can be understood. Gie in Joni Juni states that communication is the delivery of information containing various kinds of information from one person to another.

d. Interpersonal Communication

According to Agus Mulyono in Suranto Aw, Interpersonal communication is communication in the form of face-to-face, person-to-person interaction, two-way, verbal and non-verbal, as well as sharing information and feelings between individuals and individuals or between individuals in small groups. The same thing was conveyed by Deddy Mulyana stating that interpersonal communication is face-to-face interaction between two or several people, where the sender can send messages directly and the recipient of the message can receive and respond directly too.

Interpersonal communication or better known as interpersonal communication is verbal and non-verbal communication in which the delivery of the message is carried out face to face by one person and the message is received by another person, either more or a small group of people, with the aim that the recipient of the message can receive the message directly. submitted and provide immediate feedback.

Interpersonal communication fosters our personal knowledge and insight into human interactions. In order to understand individual uniqueness, we must understand the thoughts

and feelings of others. To understand (empathize) what happens when people communicate with each other, one needs to know themselves and others.

From this comprehension of communication, one can deduce that interpersonal communication refers to a form of interaction where individuals, numbering two or more, engage in face-to-face encounters, exchanging both verbal and non-verbal messages to foster mutual understanding. Interpersonal communication necessitates characteristics such as openness, empathy, a supportive attitude, and a commitment to equality.

Analysis

This study aims to examine the relationship between Managerial Competence and Interpersonal Communication together with the Performance of PAUD Principals in the Jatiasih District, Bekasi City. Based on the research data analyzed, a discussion of the research results is carried out as follows:

1. Relationship between Managerial Competence (X1) and Principal Performance (Y)

Teacher performance is influenced by various factors, including their educational attainment, the quality of teaching supervision, professional development initiatives, the overall school environment, the state of facilities and infrastructure, the physical and mental well-being of teachers, the leadership approach adopted by school principals, assurances of teacher welfare, the managerial skills of school principals, training opportunities, and the availability of incentives.

The competence of a principal in terms of management consists of the knowledge, skills, and fundamental values that manifest through the principal's thought processes and their ability to make decisions concerning the allocation, utilization, and enhancement of available resources with the goal of enhancing the educational quality within schools.

Effectively fulfill their managerial roles and responsibilities, school principals need to employ the appropriate strategy, one that involves empowering the educational staff through collaboration, offering opportunities for professional development among teaching staff, and promoting the active participation of all education personnel in diverse activities that bolster various school programs. Upon analyzing the results, it becomes evident that the significant value, which is less than 0.05 (0.00), indicates a noteworthy relationship between Managerial Competence and Principal Performance. Furthermore, the R-Square value for the Managerial Competency variable demonstrates that it has a substantial influence on Principal Performance, accounting for 60.3% of the variance, with an R value of 0.703. This value is used to gauge the strength of the association between Managerial Competence and Principal Performance, revealing a robust correlation. Mulyono (2020) conducted a similar study, revealing that the managerial skills of school principals have a positive and substantial impact on the performance of elementary school principals in Gayamsari District, Semarang. This discussion's findings confirm that the managerial skills of school principals play a pivotal role in determining the performance of school principals.

From the results of testing the first hypothesis it can be concluded that the number between Variable X1 and Variable Y has a moderate or sufficient correlation. If based on the t test that the calculated t value is $4,828 > t_{table}$ is 1.979 then the correlation coefficient is very significant. So that H_0 is rejected and H_1 is accepted, meaning that there is a partial relationship between the Managerial Competency variable (X1) on the Interpersonal Communication variable (Y) while seen from a significant 0.000 smaller than 0.005 so H_0 is rejected, thus it can be concluded that Managerial Competence (X1) has a significant effect on Principal Performance (Y).

2. Relationship between Interpersonal Communication and Principal Performance

These managers are involved in four managerial activities:

1. Traditional management: making decisions, planning, and controlling
2. Communication: Exchanging routine information and processing written work.

3. Human resource management, motivation, disciplining, handling complications, staffing, and training.
4. Networking, socializing, being involved in public activities, and interacting with outside individuals.

The school principal, in carrying out his duties, of course, requires good communication skills with the school community or the organization he leads so that the school's goals can be realized in accordance with the school's vision, mission and goals.

Based on the calculation results, it can be seen from the significant value of 0.00 which is less than 0.05 so that it can be concluded that Interpersonal Communication is significantly related to Principal Performance. And found the value of R square (R) is 0.670. This shows that the Managerial Competency variable has an influence on Principal Performance of 67.0%, and the R value in the table above is 0.813. This figure is used to determine the strength of the relationship between Managerial Competence variables and Principal Performance and shows that the strength of the relationship between variables is a Strong Correlation.

The same research was conducted by RochmaEfriyanti, Yasir Arafat, Achmad Wahidy (2021) Principal communication is an important factor for improving school principal performance. The results of this discussion can be concluded that the principal's communication affects the principal's performance without communication the principal's performance will not increase, because the principal is the manager of an organization whose main duties are to establish good relations with teachers and staff from the school.

3. Relationship between Managerial Competence (X1) and Interpersonal Communication (X2) on Principal Performance (Y)

One of the competencies that must be possessed by school principals is managerial competence, including preparing school plans for the planning level, both short, medium and long term planning. The plan must be prepared in a comprehensive manner to optimize all available resources so that the desired goals are achieved in the future.

The school principal, in carrying out his duties, of course, requires good communication skills with the school community or the organization he leads so that the school's goals can be realized in accordance with the school's vision, mission and goals. Communication is not only seen in the social life approach, but in Islam communication has been regulated by all how to communicate actually. Communication is certainly expected to influence people's way of thinking and living, changes in behavior, and existing values, especially changes in learning culture so as to improve and create good quality learning and these changes can be directly proportional to the development of communication technology at this time.

Interpersonal communication is a message sending carried out by two or more people to send and receive messages which contain various kinds of information so that the message conveyed can be understood and understood. Having good interpersonal communication skills can improve the performance of school principals.

Based on the calculation results, it can be seen that the significance value of the Managerial Competency variable is 0.005 or sig <0.05, which means that Ho is rejected and Hi is accepted. This shows that Managerial Competence has a partial effect on the Performance of PAUD Principals in the Jatiasih District, Bekasi City.

Whereas the Interpersonal Communication variable shows a significance value of 0.000 or sig <0.05, which means that He is rejected and Hi is accepted. This shows that Interpersonal Communication has a partial effect on the performance of PAUD Principals in the Jatiasih District, Bekasi City. The significant value of Managerial Competence and Interpersonal Communication are simultaneously related to the Principal's Performance results of 0.000 or a sig value <0.05, which means H0 is rejected and HI is accepted. This shows that Managerial Competence and Interpersonal Communication are simultaneously related to the results of Principal Performance in PAUD throughout Jatiasih District, Bekasi City. And it was found that the R square value of Managerial Competence and Interpersonal Communication jointly

had an effect on Principal Performance by 79%, and 21% was influenced by other variables not examined. This value is to see the magnitude of the influence of the managerial competence and interpersonal communication variables on the performance of the school principal, and the R value in the table above is 0.839. This figure is used to determine the strength of the relationship between Managerial Competence and Interpersonal Communication variables together with Principal Performance and shows that the strength of the relationship between variables is a high correlation. This value is to see the magnitude of the influence of the managerial competence and interpersonal communication variables on the performance of the school principal, and the R value in the table above is 0.839. This figure is used to determine the strength of the relationship between Managerial Competence and Interpersonal Communication variables together with Principal Performance and shows that the strength of the relationship between variables is a high correlation. This value is to see the magnitude of the influence of the managerial competence and interpersonal communication variables on the performance of the school principal, and the R value in the table above is 0.839. This figure is used to determine the strength of the relationship between Managerial Competence and Interpersonal Communication variables together with Principal Performance and shows that the strength of the relationship between variables is a high correlation.

To answer the problems in this study, the researchers used multiple linear regression analysis. It can be seen that the regression equation is formed with reference to the Unstandardized different coefficients values, namely:

$$\hat{Y} = 38.782 + 0.285X_1 + 0.358 X_2$$

If the dependent variable is considered constant, it means that Managerial Competence, Interpersonal Communication with Principal Performance is at 38.782.

The results of these data can be concluded as follows:

1. The results of the data above prove that Managerial Competence with Principal Performance has a significant relationship.
2. The results of the data above prove that Interpersonal Communication with Principal Performance has a significant relationship.

This study supports the research conducted by Uus Sukmara that the interpersonal communication factor and managerial ability of school principals have a significant correlation or relationship and influence on teacher performance, with a regression coefficient or multiple correlation (R) of 0.309 with a significance level of 0.001, a coefficient of determination of 0.095 which shows the influence contribution of 9.5%.

Conclusion

Based on the results of the above research it can be concluded as follows:

1. These results can be concluded that Managerial Competence has a positive and significant relationship with the Principal's Performance. This is shown by school principals who have Managerial Competence which can be seen from the good performance produced.
2. It can be concluded that Interpersonal Communication has a positive and significant relationship with the principal's performance. This shows that Interpersonal Communication causes the resulting performance to increase.
3. It can be concluded that managerial competency and interpersonal communication have a positive and significant relationship with the performance of school principals in PAUD throughout the Jatiasih sub-district, Bekasi City. Principals who have Managerial Competence and are able to communicate well interpersonally will further improve better performance.

The findings above conclude that the Principal Performance variable is directly influenced by Managerial Competence and Interpersonal Communication.

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