

Strategies of the Ministry of Religious Affairs and the School Principal for Improving Teacher Performance at Madrasah Aliyah Negeri 7 Bireuen

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<p>ABSTRACT</p> <p>Improving teacher performance in the school is one of the main focuses in achieving the goal of quality education. The purpose of this study was to analyze the strategies of the school principal and the Ministry of Religion in improving teacher performance at State Madrasah Aliyah 7 Bireuen. This study uses a qualitative descriptive method to explore the phenomena that occur in the field, focusing on the role of the school principal in motivating and improving the quality of teacher work through coaching, supervision, and rewarding. The researcher also analyzed the advantages and disadvantages of implementing the strategies applied to identify supporting and inhibiting factors that affect teacher performance. The results of the study indicate that the principal of State Madrasah Aliyah 7 Bireuen has implemented various effective strategies, such as teacher performance coaching, supervision, motivation, and ongoing training. However, there are still several challenges, such as lack of motivation from some teachers, high levels of stress due to administrative burdens, and lack of skills in the field of information technology. Nevertheless, training and support programs provided by the Ministry of Religious Affairs and effective communication from the principal have contributed to improving teacher professionalism. Therefore, a more comprehensive and sustainable approach is needed to overcome existing challenges and encourage improved teacher performance in the future.</p>	<p style="text-align: right;">CONTACT tmhaekal.th@gmail.com</p> <p style="text-align: right;">KEYWORDS Strategy, Ministry of Religion, Principal of Madrasah, Teacher Performance</p> <p style="text-align: right;">Received: 08/02/2025 Revised: 13/04/2025 Accepted: 22/04/2025 Online: 30/04/2025 Published: 30/04/2025</p> <p style="text-align: right;">Al-ijtima'i is licenced under a Creative Commons Attribution Share-Alike Public Licence (CC-BY-SA)</p>
<p>ABSTRAK</p> <p>Peningkatan kinerja guru di sekolah merupakan salah satu fokus utama dalam mencapai tujuan pendidikan bermutu. Tujuan penelitian ini adalah menganalisis strategi kepala sekolah dan Kementerian Agama dalam meningkatkan kinerja guru di Madrasah Aliyah Negeri 7 Bireuen. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengeksplorasi fenomena yang terjadi di lapangan, dengan fokus pada peran kepala sekolah dalam memotivasi dan meningkatkan kualitas kerja guru melalui pembinaan, supervisi, dan pemberian penghargaan. Peneliti juga menganalisis kelebihan dan kekurangan penerapan strategi yang diterapkan untuk mengidentifikasi faktor pendukung dan penghambat yang mempengaruhi kinerja guru. Hasil penelitian menunjukkan bahwa kepala sekolah Madrasah Aliyah Negeri 7 Bireuen telah menerapkan berbagai strategi yang efektif, seperti pembinaan kinerja guru, supervisi, motivasi, dan pelatihan berkelanjutan. Namun demikian, masih terdapat beberapa tantangan, seperti kurangnya motivasi dari beberapa guru, tingkat stres yang tinggi karena beban administrasi, dan kurangnya keterampilan di bidang teknologi informasi. Meskipun demikian, program pelatihan dan dukungan yang diberikan oleh Kementerian Agama dan komunikasi yang efektif dari kepala sekolah telah berkontribusi dalam meningkatkan profesionalisme guru. Oleh karena itu, diperlukan pendekatan yang lebih komprehensif dan berkelanjutan untuk mengatasi tantangan yang ada dan mendorong peningkatan kinerja guru di masa mendatang.</p>	

INTRODUCTION

Teacher performance is a key factor in the success of the learning process in madrasah. The Ministry of Religion is the supervisor of educational institutions and the head of the madrasah as a manager, leader in educational institutions where he has a central role in optimizing teacher performance. The head of the madrasah certainly has a very important role in managing educational institutions through planning, implementing, organizing, directing, supervising, evaluating, both in the long term and in the short term. Improving teacher performance in educational institutions is the focus of discussion because the head of the madrasah is a key leader in the entire education system (Kusmiati 2019). The task of the principal is to be able to monitor the productivity of teacher work so that it is consistent and works so as to obtain professional, quality and qualified human resources.

According to (Tinggi et al. 2020), the head of the madrasah is a leader in the field of education who has an important role in the development of an educational institution, namely the person who manages an educational institution. The head of the madrasah also has a very important role in improving the quality of education in educational institutions. The school principal is one of the stakeholders that needs to be identified for its power and legitimacy in running the school program (Marzaniar and Subarsono 2023). The implementation of school programs cannot be separated from the school principal's strategy in improving school quality. Furthermore, according to (Haekal et al. 2024) that the principal is a leader in the world of education who will run education towards predetermined goals. In this context, the head of the madrasah has a great influence on the growth and development of the education system, especially on improving human resources and the quality of education. According to (Nasution 2019), the head of the madrasah can be interpreted as a functional teacher who is tasked with managing the madrasah where the teaching and learning process takes place or where interactions between teachers take place. A lesson and a student taking a lesson.

The Ministry of Religion is a state institution tasked with maintaining the nation's morals and organizing the lives of religious communities in the state life system. Responsible for the organization and development of a peaceful and dynamic community life based on Pancasila. The Ministry of Religion has the task of supervising and evaluating the head of the madrasah in the field of education management (Barqy 2015). So that it becomes a strategic plan for the office of the Ministry of Religion. In order to increase the added value of the duties and functions of the Ministry of Religion and the head of the madrasah in improving teacher performance.

One of the factors that can encourage schools to improve teacher performance is teacher training and development (Afifah et al. 2024). Teacher performance is influenced by various interrelated factors. To improve teacher performance, comprehensive and sustainable efforts are needed from various parties, including the government, schools, and teachers themselves. By creating a conducive work environment, providing adequate support, and facilitating professional development, it is hoped that teacher performance can improve significantly.

The results of the study (Maulidin and Nawawi 2016) stated that the principal of the madrasah implemented several important strategies, including ongoing training programs, individual teacher performance evaluations, providing awards and incentives, teacher involvement in decision-making, and improving educational facilities and infrastructure. This strategy has been proven effective in improving teacher competence and motivation and creating a better learning environment. Then based on the findings (Vienty and Ajepri 2022) the implementation of the principal's strategy on teacher performance includes coaching teacher performance, monitoring teacher performance, coaching education staff discipline, providing motivation, giving gifts and so on, and these are just a few strategies that are not implemented optimally. Teacher performance in providing teaching materials, assessing the results of the learning process and tracking learning achievements can be classified as very good, but only in the implementation of learning, the use of learning methods and media is still less effective.

Furthermore, in line with the research results (Permadi et al. 2024) it is stated that human work does not always run as smoothly and smoothly as we hope. There are factors that support our efforts, but there are also factors that hinder them. This situation is also experienced by the heads of MTS Muhammadiyah Banjarmasin Banjarnegara madrasah. The supporting factors for the madrasah principal's strategy in improving the performance of Islamic Religious Education (IRE) teachers are the talents of an existing IRE teacher supported by training, so that a lot of knowledge is applied to improve their performance. Meanwhile, the inhibiting factors for the madrasah principal's strategy in improving the performance of IRE teachers include: unstable madrasah finances, lack of discipline of IRE teachers, the presence of IRE teachers who are still technologically illiterate, and untidy spatial planning. This is in line with research findings (Suryan, Tamyiz, and Sarpendi 2021) which state that 1) The principal of the madrasah provides a good example of exemplary behavior, 2) Teacher placement (division of tasks) is also carried out by the principal of the madrasah depending on the educational qualifications and abilities

of the teacher, 3) Motivating in terms of guidance and development, the strategies implemented by the principal of the madrasah are good.

Based on several aspects above, then part of teacher performance is carrying out the main tasks and functions according to the teacher's responsibilities, including aspects of planning, implementing, and evaluating learning, and the results can achieve the established standards. Such as efforts to achieve school goals and the main tasks that must be carried out by teachers such as planning the learning process, implementing the learning process, evaluating learning outcomes, compiling teacher performance management, and so on.

Based on observations at the research location, the Strategy of the Ministry of Religion and the Head of Madrasah in Improving the Teachers Performance of State Madrasah Aliyah 7 Bireuen has not yet achieved an increase in teacher performance with professionalism as expected. Based on these problems, the researcher wants to identify and analyze the advantages and disadvantages in improving the teachers performance of State Madrasah Aliyah 7 Bireuen.

METHODS

This research is a descriptive research and qualitative approach, where the researcher conducts research in the field by describing events to provide a deeper picture of the phenomena/case studies that exist in the research environment (Sarah J. Tracy 2013).

RESULTS AND DISCUSSION

Based on the results of in-depth analysis, researchers can identify that the principal of State Madrasah Aliyah 7 Bireuen tends to be positive and supports the development of the madrasah and there is an increase from before in managing teacher performance, because the principal of State Madrasah Aliyah 7 Bireuen uses teacher performance improvement with 1) Teacher performance coaching, 2) Teacher performance supervision, 3) Discipline coaching, 4) Work motivation, 5) Reward, 7) Work ethic, 8) Training and Education, 9) Workshops for teachers so that they become professionals in working. Each madrasah principal has a strategy in managing educational institutions that are different and not the same.

There are several factors that are strategies in managing educational institutions that occur in State Madrasah Aliyah 7 Bireuen, especially in improving the performance of each teacher, namely effective communication is one of the main factors in improving teacher performance, the ability of the madrasah principal to be able to communicate clearly and openly plays an important role in providing motivation and directing disciplined teachers so that teacher work productivity is created.

This is very effective in helping to convey the hopes and goals and expectations of State Madrasah Aliyah 7 Bireuen clearly to the teachers. Whatever happens to State Madrasah Aliyah 7 Bireuen, it is always the one that provides clear direction in improving teacher performance, adding important points and becoming one of the plus points that are created in the educational environment, thus providing comfort to teachers in improving and carrying out the main tasks teachers of State Madrasah Aliyah 7 Bireuen, and the head of the madrasah continues to be a supervisor in improving the teachers performance of State Madrasah Aliyah 7 Bireuen.

Based on observations with the Ministry of Religious Affairs of Bireuen, the strategy to improve teacher performance is by means of 1) Training, 2) Education and Training, 3) Workshops/Seminars. State Madrasah Aliyah 7 Bireuen is an institution that is already good and professional, only there are still a few shortcomings, namely from teachers who are lacking in operating the IT field. The Ministry of Religious Affairs is always under the supervision (Supervisor) of educational institutions under the authority of the Ministry of Religious Affairs so that the Ministry of Religious Affairs continues to monitor all activities of all madrasah principals and make teacher performance professional in madrasah.

Strategy of the Ministry of Religion and the Principal in Improving the Teachers Performance of State Madrasah Aliyah 7 Bireuen

One of the strategies in order to achieve the national education goals is to improve the teachers performance of State Madrasah Aliyah 7 Bireuen. In order to achieve professional teacher performance. Teachers as educators must have competence in learning management, potential development and academic mastery. Teacher competence is an important prerequisite for improving the quality of education. Teachers must continuously develop their knowledge to teach well and make the learning process effective. According to (Windari, Dewi, and Sihotang 2020), professional teacher competence includes mastery of educational principles, teaching materials, preparation of educational programs, program implementation, and evaluation of learning outcomes (Yani and Karsudjono 2023).

A professional teacher needs to master four types of competencies: pedagogical, personal, technical, and social competencies. These four competencies can be a guideline for education in our beloved country (Rahmat et al. 2020). As a professional learning management, teachers must be able to act as planners (designers), implementers and evaluators of learning activities. One way to improve teacher professionalism is through coaching carried out by the head of the madrasah through academic guidance. The quality of teacher teaching can directly affect the quality of student learning. Therefore, follow-up support from the madrasah, including learning supervision, is needed. The strategies used are 1) Teacher performance coaching, 2) Teacher performance supervision, 3) Discipline coaching, 4) Work motivation, 5) Reward, 7) Work ethic, 8) Training and Education, 9) Workshop.

Teacher performance indicators are criteria or parameters used to assess teacher performance in carrying out their duties. These indicators help teachers assess the extent to which they have achieved certain goals set by educational institutions and the government (Madani 2019). Teacher performance indicators usually include the quality of teaching. Assessing a teacher's ability to convey content clearly, interestingly, and easily understood is a skill that every teacher must have. In addition, teacher presence and involvement also affect performance. Because involvement in various work and school activities can improve performance, especially attendance. Analyzing student learning outcomes is one of the tasks that needs to be done well (Baziat et al. 2024; et al. 2024).

Teacher performance has various dimensions including planning, implementation, evaluation (Malik, Trisnamansyah, and Mulyanto 2021). This is further described in the table using dimensions and teacher performance indicators that are usually found in every educational institution. Teacher performance indicators listed in the national education department include:

Aspects of Teacher Performance	Indicators of Teacher Performance
Planning	Designing learning programs
	Designing teaching activities
	Designing and coordinating with teachers of similar subjects
Implementation	Implementing learning with time discipline
	Implementing effective learning tools
	Implementing adaptive learning media
	Implementing knowledge and skill improvement
Evaluation	Evaluate professionally
	Evaluate the preparation of instrument tools and evaluation results
	Evaluate and follow up on evaluation results

Table I. Indicators of Teacher Performance

From the table above, it is clear that teacher performance indicators need to be managed and implemented carefully to achieve effective learning goals. Planning, in addition to being a transfer of knowledge, is also the first step in carrying out responsibilities as a teacher to the evaluation and improvement stage, namely what needs to be improved or developed further so that learning can be successful. This is a skill that all teachers must have, so staff training and skills development are also key

areas in improving individual teacher skills. This concerns the Madrasah Director's policy in providing and supporting opportunities to improve teacher skills and abilities through various activities.

Strengths and Weaknesses of Ministry of Religion and the Principal in Improving the Teachers Performance of State Madrasah Aliyah 7 Bireuen

The first step in improving teacher performance is to assess performance and evaluate to improve teacher performance and ensure that schools continue to perform well. To overcome the challenges of maintaining teacher performance at the highest level, organizations need to fully understand the factors that influence teacher performance (Bumay, Hariri, and Rini 2023). One step to maintain or improve teacher performance is to carry out performance assessments and a series of performance training to improve teacher quality sustainably and ensure the survival of the organization (Destari 2024; Hakim et al. 2020).

Teacher performance is inseparable from advantages and disadvantages so that it becomes one of the key factors in improving the quality of education at State Madrasah Aliyah 7 Bireuen. Efforts to improve teacher performance have various advantages and challenges that need to be considered so that with supervision, the advantages and disadvantages in the implementation of management will be known, from the beginning, during the process, and the end of the implementation of management (Bumay et al. 2023). The advantages of the Ministry of Religion and the head of the madrasah in improving the teachers performance of State Madrasah Aliyah 7 Bireuen can be seen from the quality of learning.

Efforts to improve teacher performance will have an impact on improving the quality of learning. Teachers who receive training and competency development will be better able to deliver material in a more effective and interesting way for students. Other advantages include increased motivation and job satisfaction. Teachers who are given awards, support, and adequate facilities will be more motivated in carrying out their duties. A conducive work environment can increase job satisfaction, so that teachers are more enthusiastic in educating students.

Furthermore, improving teacher professionalism, with performance improvement programs, such as continuous training and academic supervision, teachers can improve their pedagogical, professional, and social competencies. This will help them become more professional in carrying out their duties. Not only that, but teachers who perform well will have a direct impact on student achievement. Innovative and technology-based teaching methods will help students understand the material more easily and improve their learning outcomes. Finally, improving the reputation of the madrasah. Madrasahs that have high-performing teachers will more easily gain the trust of the community and other educational institutions. This can increase the number of students who register and open up opportunities for various educational collaborations.

Challenges in realizing the teachers performance of State Madrasah Aliyah 7 Bireuen can be seen from the lack of awareness and motivation of teachers. Not all teachers have the awareness and motivation to continue to improve their competence. Some teachers may feel comfortable with existing teaching methods and are reluctant to change. With the high administrative burden, many teachers have to handle quite a lot of administrative tasks, such as preparing reports, assessments, and other madrasah administration. This can reduce their time to focus on teaching and self-development.

In addition, high levels of work stress are also a challenge in improving teacher performance. High work demands, administrative burdens, and pressure from various parties can cause excessive stress for teachers. If not managed properly, this stress can have a negative impact on their performance and mental health.

Thus, to improve teacher performance at State Madrasah Aliyah 7 Bireuen, a comprehensive and sustainable approach is needed. One of the main solutions is to optimize teacher professional development programs through training and workshops that are relevant to their needs. This training can cover various aspects, such as innovative learning strategies, the use of technology in education, and

improving classroom management skills. The challenge for organizations or companies in making changes is to encourage creativity and innovation in their employees or members (Suryan et al. 2021). In addition, this development program must be adjusted to the challenges faced by teachers, such as changes in the curriculum or demands for digital-based learning. Academic supervision carried out by the head of the madrasah and education supervisors is also very important in providing ongoing guidance for teachers. With effective supervision, teachers can get constructive feedback that helps teachers improve their professional teacher performance.

Furthermore, teacher motivation is also a key factor in improving teacher performance. Therefore, the reward system and teacher welfare need to be taken seriously. Performance-based incentives, such as awards for outstanding teachers, additional allowances for those who are active in curriculum development, and opportunities to obtain scholarships for further study can be an encouragement for teachers to continue to improve their quality and create a conducive work environment, by building a collaborative and supportive work culture, thereby increasing teacher work ethic and teacher loyalty in madrasah. Teachers who feel appreciated and supported professionally tend to be more motivated in carrying out their duties, which ultimately has an impact on improving teacher performance, and with a combination of strengthening competence and improving welfare, teacher performance at State Madrasah Aliyah 7 Bireuen can increase significantly with these various things and make teachers qualified and professional.

CONCLUSIONS

This study shows that the principal of State Madrasah Aliyah 7 Bireuen effectively manages teacher performance improvement through various strategies, such as coaching, supervision, and motivation, which have a positive impact on teacher professionalism, by using effective communication the principal is able to provide clear direction, so that a productive and comfortable working environment is created for teachers. This strategy helps in achieving educational goals, which are also supported by the Ministry of Religion of Bireuen through training, education and workshops.

However, despite the many advantages noted, challenges still exist, such as lack of motivation of some teachers, high administrative burden, and stress that can affect teacher performance. Therefore, a continuous professional development program is needed that is tailored to the needs of teachers, as well as appropriate rewards to encourage teacher motivation and loyalty. Overall, improving teacher performance at State Madrasah Aliyah 7 Bireuen requires a comprehensive approach that combines competency development, effective supervision, and adequate rewards and welfare, with continuous efforts and support from all stakeholders, so as to make teacher performance more professional in the future.

RECOMMENDATIONS

State Madrasah Aliyah 7 Bireuen should continue to strengthen strategies to improve teacher performance through a more holistic and sustainable approach. The school needs to develop a continuous professional development program based on the real needs of teachers, so that each teacher feels supported in improving their competence. In addition, there needs to be policies that reduce excessive administrative burdens and efforts to create a more psychologically healthy work environment to reduce stress. Appropriate rewards, both material and non-material, are also essential to increase teacher motivation and loyalty. Continued support from the Ministry of Religious Affairs and other stakeholders is the key to success in creating professional, productive and highly dedicated teacher performance in achieving education goals.

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