

Principal's Strategy in Improving Teacher Performance

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DOI: 10.38073/aijis.v2i1.2362

Received: August 2024

Accepted: September 2024

Published: September 2024

Abstract

Education plays a vital role in the development of quality human resources (HR), with teacher performance being a key factor in achieving national educational goals. At SDN Gucialit 04 Lumajang, the principal faces challenges in improving teacher performance to create smart and skilled generations. This research aims to analyze the strategies implemented by the principal to enhance teacher performance and their impact on the teaching and learning process. The method used in this research is a qualitative descriptive approach with a focus on case studies, where data is collected through observation, interviews, and documentation techniques. The findings indicate that the principal has implemented various strategies, including direct supervision, motivation, training, and rewards for teachers, although there are still some challenges in their implementation. This research contributes to a deeper understanding of the principal's important role in improving teacher performance at SDN Gucialit 04, which is expected to serve as a reference for policymakers and other educational institutions in similar efforts to enhance the overall quality of education.

Keywords: *Leadership, Teacher Performance, Principal, Improvement Strategy*

Abstrak

Pendidikan memiliki peranan penting dalam pengembangan sumber daya manusia (SDM) yang berkualitas, dan kinerja guru merupakan salah satu faktor kunci dalam mencapai tujuan pendidikan nasional. Di SDN Gucialit 04 Lumajang, kepala sekolah dihadapkan pada tantangan untuk meningkatkan kinerja guru agar dapat menciptakan generasi yang cerdas dan terampil. Penelitian ini bertujuan untuk menganalisis strategi yang diterapkan oleh kepala sekolah dalam meningkatkan kinerja guru serta dampaknya terhadap proses belajar mengajar. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif dengan fokus pada studi kasus, di mana data diperoleh melalui teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepala sekolah telah melaksanakan berbagai strategi, termasuk pengawasan langsung, pemberian motivasi, pelatihan, dan penghargaan untuk guru, meskipun masih terdapat beberapa tantangan dalam implementasinya. Kontribusi penelitian ini memberikan wawasan yang lebih mendalam mengenai pentingnya peran kepala sekolah dalam meningkatkan kinerja guru di SDN Gucialit 04, yang diharapkan dapat menjadi referensi bagi pengambil kebijakan dan lembaga pendidikan lainnya dalam melakukan upaya serupa untuk memperbaiki mutu pendidikan secara keseluruhan.

Kata Kunci: *Kepemimpinan, Kinerja Guru, Kepala Sekolah, Strategi Peningkatan*

INTRODUCTION

Education is a vital tool in developing human resources (HR), which is inseparable from community life, plays a role in creating an intelligent nation, and forms individuals who are skilled in their fields.¹ The main objective of education is to improve the quality of human resources through a quality learning process in schools. In Indonesia, both schools and madrasahs are required to seriously carry out their duties and functions in achieving national education goals, as stipulated in Law No. 20 of 2003 concerning the National Education System. Article 3 of the law emphasizes that national education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the lives of the community. The goal is to develop the potential of students to become individuals who are faithful, have noble morals, are healthy, knowledgeable, and creative, and become democratic and responsible citizens.²

SDN Gucialit 04 Lumajang, located in Dusun Sidomulyo, is an educational institution that has a vision to create a generation that is faithful, has noble character, is intelligent, skilled, creative, innovative, and has insight into science and technology. This vision is expected to be a guide for all school residents in achieving the goals that have been set, which are highly dependent on good teacher performance. Performance is a critical issue in an organization because it greatly affects the effectiveness and success of the institution. A successful organization is one that consists of individuals with high performance. According to Sagala, performance is a real result achieved by an institution, measuring the success of the institution based on the achievement of goals that have been set and implemented.³

Teacher teaching performance includes the results of achievement actions in carrying out teaching tasks. A professional teacher is expected to be able to teach knowledge to his students so as to improve the quality of human resources. The principal has an important role in the organization of the educational institution. Mulyasa, as stated in Handoko's writing, emphasized that a principal must have a strong leadership foundation to achieve success at the educational unit level. In the context of SDN Gucialit 04, the principal functions as a teacher motivator, encouraging them in learning planning. He proposed various innovative ideas to maintain student interest in learning, such as suggesting teaching with aids such as PowerPoint presentations for complex lessons.

Given the importance of the principal's role in improving teacher performance, this study aims to analyze the strategies implemented by the principal at SDN Gucialit 04 Lumajang and its impact on teacher performance. The problems that arise are how the

¹ Bukman Lian and Amiruddin Amiruddin, "Peran Pendidikan Dalam Menciptakan Sdm Berkualitas Di Era Disrupsi Dan Pandemi Covid-19," *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*, 2021, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/8254>.

² A. Mustika Abidin, "Penerapan Pendidikan Karakter Pada Kegiatan Ekstrakurikuler Melalui Metode Pembiasaan," *Didaktika: Jurnal Kependidikan* 12, no. 2 (June 20, 2019): 183–96, <https://doi.org/10.30863/didaktika.v12i2.185>.

³ Chessy Jenifer Gerung, Lucky O. H. Dotulong, and Michael Ch Raintung, "Analisis Perbandingan Kinerja Pns Dan Thl Pada Dinas Pendidikan Kabupaten Minahasa Di Masa Pandemi Covid-19," *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 10, no. 2 (April 21, 2022): 418–28, <https://doi.org/10.35794/emba.v10i2.39416>.

principal can motivate and create a conducive learning environment, as well as the challenges faced in efforts to improve teacher performance.

Previously, research related to the role of the principal in improving teacher performance has been widely conducted, including research by Ajepri et al.,⁴ Walid and Ishak,⁵ Prasetyono et al.,⁶ Yanti et al.,⁷ Ariyanti,⁸ Ahmad et al.,⁹ and research by Wibowo and Santosa.¹⁰ However, this study is different because it does not only look at motivational factors but also highlights various concrete strategies implemented by principals in the local context. For example, the emphasis on the use of innovative learning techniques, such as creating interactive teaching materials for students, and its impact on teacher engagement in the teaching process. By understanding the context and implementation of more specific strategies, this study is expected to provide richer insights into efforts to improve teacher performance in elementary education, which can then help achieve national education goals more effectively. Therefore, this study is important to fill the gap in the existing literature and provide practical recommendations for principals and education policymakers. This study is expected to provide further insight into the importance of the role of principals in encouraging the efficiency and effectiveness of teaching in elementary schools.

RESEARCH METHOD

This study applies a qualitative descriptive approach with a focus on case studies. Case studies are a research method that allows researchers to deeply investigate a particular program, event, activity, process, or group of individuals. These cases are specific to the time and context of a particular activity, where researchers collect information comprehensively with various data collection techniques in accordance with the time provisions set by Creswell.¹¹ Data collection techniques used in this study include observation, interviews, and documentation. Observations are conducted to

⁴ Feska Ajepri, Octa Vienti, and Rusmiyati Rusmiyati, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *MindSet: Jurnal Manajemen Pendidikan Islam*, November 8, 2022, 130–49, <https://doi.org/10.58561/mindset.v1i2.53>.

⁵ Abdul Walid and Ishak Ishak, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *Jurnal Hadratul Madaniyah* 10, no. 2 (December 26, 2023): 26–31, <https://doi.org/10.33084/jhm.v10i2.6539>.

⁶ Andy Prasetyono, Titik Haryati, and I. Made Sudana, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Sekolah Dasar Negeri," *Jurnal Manajemen Pendidikan (JMP)* 12, no. 1 (July 3, 2023), <https://doi.org/10.26877/jmp.v12i1.15312>.

⁷ Efrimul Yanti, Asmendri Asmendri, and Muhammad Yusuf Salam, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMP IT Qurrata A'yun," *Jurnal Pendidikan Dan Kewirausahaan* 11, no. 1 (January 18, 2023): 288–97, <https://doi.org/10.47668/pkwu.v11i1.675>.

⁸ Yulekhah Ariyanti, "Keterampilan Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru," *AKSES: Jurnal Ekonomi dan Bisnis* 14, no. 1 (March 9, 2020), <https://doi.org/10.31942/akses.v14i1.3265>.

⁹ Andi Kamal Ahmad et al., "Strategi Kepala Madrasah Dalam Peningkatan Kinerja Guru Matematika MTs Negeri Pinrang," *JURNAL PENDIDIKAN MIPA* 12, no. 4 (December 24, 2022): 1193–1202, <https://doi.org/10.37630/jpm.v12i4.791>.

¹⁰ Ari Wibowo and Achadi Budi Santosa Santosa, "Strategi Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru," *Perspektif Pendidikan dan Keguruan* 13, no. 1 (April 25, 2022): 14–20, [https://doi.org/10.25299/perspektif.2022.vol13\(1\).9004](https://doi.org/10.25299/perspektif.2022.vol13(1).9004).

¹¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022).

analyze the situation directly, interviews are used to obtain perspectives and views from sources, while documentation serves to strengthen the data that has been obtained through the two previous methods. Furthermore, data analysis is carried out using the Miles and Huberman approach, which includes the stages of data reduction, data presentation, and drawing conclusions. In this way, researchers can produce a deep and comprehensive understanding of the phenomena studied, as well as describe the events, facts, and variables that emerge during the study. This study aims to present the actual reality according to the existing context so as to find a rich and complex picture of the problems studied, in accordance with the qualitative paradigm guidelines according to Creswell.

RESULTS AND DISCUSSION

Principal's Strategic Planning in Improving Teacher Performance

Strategy is an overall approach related to the idea of planning and executing an activity within a certain period of time. In a good strategy there is coordination of the work team. Having a theme identifies supporting factors in accordance with the principles of rational implementation of ideas, efficiency in funding and having tactics to achieve goals effectively. To implement the strategy of the principal of SDN Gucialit 04 Lumajang, the principal formulated a strategic plan as follows:

a. Hold weekly meetings

The strategic plan planned by the principal includes holding weekly meetings with the teachers' council and committee to pay attention to the level of competence possessed by the teachers' council. As stated in the "Regulation of the Minister of National Education Number 13 of 2007" concerning the national policy perspective, it states that the principal as an educator must demonstrate high commitment and focus on curriculum development and teaching and learning activities in his school, of course paying attention to the level of competence possessed by his teachers, while also always trying to facilitate and encourage teachers to continuously improve their competence so that teaching and learning activities can run effectively and efficiently.¹²

b. Planning budget allocation

In allocating the budget carried out by the principal, in addition to the BOS funds, the principal also builds a community with the school committee for fundraising. As "Regulation of the Minister of National Education Number 13 of 2007" concerns the perspective of national policy, namely stating that the principal as an administrator, especially regarding financial management, that to achieve increased teacher competence cannot be separated from the cost factor. How much the school can allocate the budget, increasing competence, will certainly affect the

¹² Muhammad Said et al., "Tipologi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kualitas Pendidikan Pada MTS.N 1 Makassar Sulawesi Selatan," *Journal of Gurutta Education* 1, no. 2 (July 19, 2022): 124–38, <https://doi.org/10.52103/jge.v1i2.978>.

level of teacher competence. Therefore, the principal can always allocate an adequate budget for efforts to improve teacher competence.¹³

c. KKG (Kelompok Kinerja Guru)

Through KKG, the principal guides the teachers who have difficulty in facing problems in teaching and learning activities so that they can overcome the problems they face. As stated in the "Regulation of the Minister of National Education Number 13 of 2007" concerning the national policy perspective, it states that the principal as an educator must demonstrate high commitment and focus on curriculum development and teaching and learning activities in his school, of course paying attention to the level of competence he has.¹⁴

Implementation of Principal's Strategy in Improving Teacher Performance

a. Involve teachers in training

Efforts made by the principal to improve teacher performance at SDN Gucialit 04 Lumajang are by involving them in training or seminars on teacher performance programs or with PMM (Platform Merdeka Mengajar) and directing the teachers in preparing RPP, providing learning tools, and learning approach methods. According to E. Mulyasa Education and training is the process of organizing teaching and learning in order to improve abilities. Education and training consist of a series of activities designed to improve skills, knowledge, experience, or changes in a person's attitude and are related to the acquisition of certain skills or knowledge. This is in line with the strategy implemented by the principal at SDN Gucialit 04 Lumajang; the training is able to help teachers improve good performance. Teachers' insights are increasing by being included in training or seminars.¹⁵

b. Giving Motivation

The principal provides motivation to teachers at SDN Gucialit 04 Lumajang to improve their performance, which usually the principal also provides input to teachers regarding discipline, learning strategies, and others. The principal's strategy in providing motivation to teachers is to create a harmonious situation, provide all the necessary equipment, and provide awards. In addition, the principal conducts training, brings resource persons to the school, and provides opportunities to continue their education. This is done with the hope that teachers are motivated to improve their performance. Each education staff has special characteristics, which are different from each other. In providing motivation, the principal provides input to teachers regarding discipline, learning strategies, and others. The differences in education staff are not only in their physical form but also in their psyche, for example, motivation.

¹³ Rini Dewi Andriani, "Pola Manajemen Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *PIONIR: Jurnal Pendidikan* 10, no. 3 (December 30, 2021), <https://doi.org/10.22373/pjp.v10i3.12186>.

¹⁴ Rusihan, "Keteladanan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Sekolah," *Jurnal Pembelajaran Prospektif* 4, no. 2 (2019), <https://doi.org/10.26418/jpp.v4i2.39646>.

¹⁵ Sri Wahyuningsih, "PENGARUH PELATIHAN DALAM MENINGKATKAN PRODUKTIVITAS KERJA KARYAWAN," *Warta Dharmawangsa* 13, no. 2 (June 27, 2019), <https://doi.org/10.46576/wdw.v0i60.413>.

Therefore, to increase work productivity, it is necessary to pay attention to the motivation of education staff and other factors that influence it.¹⁶

c. Teacher performance coaching

Teacher coaching in terminology can be interpreted as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by the principal, school owner and supervisor as well as service coaching to improve the learning process and results. Ali Imron groups teacher coaching into three types of coaching. First, coaching teacher abilities in terms of maintaining teaching programs in the classroom, Second, teacher abilities in terms of assessing and improving factors that affect student learning Third, improving student learning situations. In terms of coaching teacher abilities in maintaining teaching programs in the classroom, the principal must understand the stages of the teaching process so that he can help the principal to carry out coaching teaching programs for teachers.¹⁷

Furthermore, the principal must understand what factors can influence student learning, such as motivation factors, maturity, student-teacher relationships, verbal abilities, level of freedom, sense of security, and teacher communication skills. Based on the above statement, this is in line with the teacher performance coaching carried out by the principal at SDN Gucialit 04 Lumajang, namely by directing the teacher council in the teaching and learning process, for example, guiding them in making PPT so that students do not get bored in learning and also guiding them in making RPP and others.

d. Time Discipline

Researchers found in the field that the principal in the time discipline program has regulations made for the common good, including (1) those who can be on duty must arrive early, (2) the latest to arrive at school is fifteen minutes to seven, and (3) enter and leave the classroom exactly at the specified time. This is in line with Mulyasa's theory, which explains that to improve teacher performance, the principal must be able to foster discipline in educational staff, especially self-discipline; in this case, the principal must be able to do the following: (1) Help educational staff develop their behavioral patterns, (2) help educational staff improve their behavioral standards, and (3) use the implementation of rules as a tool.¹⁸

e. Award Presentation

Awards are very important to increase work productivity and to reduce less productive activities. Through this award, educational staff are stimulated to improve positive and productive performance. This award will be meaningful if it is associated with the achievements of educational staff who have the opportunity to achieve it.

¹⁶ Nira Tri Nanda, Robingun Suyud El Syam, and Nur Farida, "Strategi Kepala Madrasah Dalam Meningkatkan Kinerja Guru PAI Di Mts Muhammadiyah Banjarmangu Banjarnegara," *Student Research Journal* 2, no. 3 (June 4, 2024): 120–39, <https://doi.org/10.55606/srjyappi.v2i3.1240>.

¹⁷ Hafiz Junriadi, "Hubungan Pembinaan Kemampuan Mengajar Guru Dan Etos Kerja Guru Sekolah Menengah Pertama (SMP) Negeri Kabupaten Tabalong | Tarbiyah: Jurnal Ilmiah Kependidikan," December 7, 2018, <https://jurnal.uin-antasari.ac.id/index.php/jtijk/article/view/2246/>.

¹⁸ Ajepri, Vienti, and Rusmiyati, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru."

The use of this award needs to be done quickly, effectively and efficiently so as not to cause negative impacts.¹⁹

Researchers found in the field that the principal in giving awards or rewards to good performance, discipline, and those who came up with unique ideas in planning the teaching and learning process, the distribution of these rewards is held every month in the first week of the month which coincides with Monday. The purpose of giving these rewards is so that teachers understand the importance of the school's attention to them, so that they can foster a sense of responsibility for teachers, further improve their sense of dedication, and they also improve their performance.²⁰

Evaluation of the Principal's Strategic Plan in Improving Teacher Performance

The principal at SDN Gucialit 04 Lumajang directly supervises the performance of teachers by visiting classes to monitor the implementation of teaching and learning activities. This approach aims to ensure that the activities of teachers can be monitored properly, so that the principal can carry out the functions of supervision and control effectively. In this way, the principal can ensure that the educational process in the school is running according to the goals that have been set. In this context, supervision is not only monitoring, but also a means of providing feedback to teachers. The principal can use the opportunity to visit classes to discuss with teachers about the teaching methods used, the challenges faced, and the potential for improvements that can be made.²¹

In addition, this supervision activity can be a moment to strengthen the relationship between the principal and teachers, creating a positive and collaborative work environment. By responding to the needs and problems faced by teachers, the principal can design more targeted professional development strategies, such as training or workshops. Overall, the principal's supervision strategy through class visits not only functions as a control tool, but also as an effort to build a culture of learning that continues to grow in schools, which will ultimately contribute to improving teacher performance and the quality of education as a whole.²²

CONCLUSION

The principal at SDN Gucialit 04 Lumajang has implemented various effective strategies in improving teacher performance, including careful planning, ongoing coaching, motivation, and appreciation for teacher performance. Through a

¹⁹ Ratu Husnunnadia and Siti Masyithoh, "Pemberian Penghargaan Untuk Meningkatkan Kualitas Guru Di Madrasah Ibtidaiyah: Tinjauan Strategi Kepala Sekolah," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 1, no. 10 (May 12, 2024): 104–12, <https://doi.org/10.5281/zenodo.11180954>.

²⁰ Segaf Baharun and Muhamad Solehudin, "Artificial Learning Environment and Learning Independence in Arabic Learning: Mediating Effect of Learning Creativity," *Eurasian Journal of Educational Research* 104, no. 104 (2023): 283–302.

²¹ Segaf Baharun, Khonsa' Nabila, and Muhammad Sofwan bin Harizan, "A Correlation between Poor Motivation and The Efficiency of Female Students in Speaking Skills at Indonesian Islamic Boarding School | 'Alaaqah bayna Dha'f Al-Daafi'iyah wa Kafaaah Thaalibah fi Mahaarah Al-Kalaam bi Al-Ma'had Al-Islamiy Al-Induuniisiy," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 1 (June 8, 2023): 97–110, <https://doi.org/10.23971/altarib.v11i1.6311>.

²² Zulqaidah et al., "Strategi Supervisi Akademik Dalam Meningkatkan Kinerja Guru," *Islamic Education* 3, no. 1 (May 17, 2023): 8–14, <https://doi.org/10.57251/ie.v3i1.922>.

comprehensive approach, the principal not only functions as a supervisor but also as a leader who plays an active role in creating a conducive learning environment. Direct supervision of the implementation of teaching and learning activities allows the principal to provide constructive feedback and strengthen the working relationship between himself and the teachers. The importance of improving teacher competence is recognized as the key to achieving better quality education. By involving teachers in training, providing awards, and holding weekly meetings, the principal consistently strives to motivate and support the professional development of teachers. However, there are still several challenges that need to be overcome so that the strategies implemented can run more optimally. Overall, this study emphasizes that the role of the principal is very important in improving teacher performance, which ultimately has an impact on the quality of education at SDN Gucialit 04 Lumajang. This study is expected to provide valuable insights for education policymakers and other principals in efforts to improve the quality of education in Indonesia.

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