TEACHER PERFORMANCE IMPROVEMENT PLANNING AND LEARNING OPTIMIZATION

Muhammad Al Syarif

SMP Swasta Siti Hajar Medan

Email: alsyarif555@gmail.com

Abstract

Improving teacher performance is the upstream of the success of the learning process, and outstanding students are downstream of the process. This study aims to describe planning for improving teacher performance and optimizing learning. This type of research belongs to the category of qualitative approach with literature study method. Study analysis materials and data sources were obtained from internet-based searches with credible pages, such as Google Scholar, DOAJ, Moraref, and SINTA. The data materials in question include books, scientific articles, proceedings, and student final assignments. Furthermore, the validity or validity of the data is checked using data materials (scientific). The results of this study indicate that planning for improving teacher performance and optimizing learning through the stages of greedy organization, work intensification, performativity, and understanding organizational strengths.

Keywords: Teacher Performance, Learning, Organizational Planning.

INTRODUCTION

The existence of humans as social beings is inseparable from the participation of other people (Hamzah, 2015: 26-33). In the study of psychology, human personal needs include obtaining recognition from others. This shows a close relationship between individuals and other individuals, and confirms that an egocentric attitude is contrary to human nature (Priatmoko, 2018: 221-239). For this reason, humans need a place or institution where they can socialize or interact to achieve common goals.

The similarity in vision and mission, region, ethnicity or culture, and various other forms of similarity, is the reason between individuals to form an organization (Aryati, 2018: 79-94). In it will be intertwined dynamic and progressive interaction. In fact, it is

not uncommon for members of an organization to experience light or heavy conflicts, which require wise and solemn resolution of organizational problems. Thus, the dynamics that are created in the organization go hand in hand with the conflicts that are present.

In general, organizations are not only interpreted as legal containers and are recognized by the government. More than that, the organization is interpreted broadly as a forum for interacting with a group or group to carry out its mission and achieve a certain vision. School is an educational institution that is used as an organizational vessel with the aim of educating the nation's generation (Ningrat, 2015: 55-72). Then, productivity and efficiency of activities run the wheels of learning organizations.

The learning cycle necessitates change or innovation in the world of education. These changes lead to adaptive learning based on technological sophistication (Syakban, 2019). This was increasingly seen when the Covid-19 pandemic situation hit all sectors of life. Where interaction activities between humans continue over long distances via internet communication. In fact, education is also carried out by all education "citizens" through an online system, in the form of distance learning (Wulandari, et.al., 2020: 164-168). The learning platforms used include WhatsApp Group, Zoom, Google Meet, and E-learning.

The school environment is the main scope in character building and preparation for future superior generations. The main activity as a form of interaction at school occurs in the learning process. For this reason, efforts are needed to optimize learning inside or outside the classroom, so that students gain educative and participatory experiences related to teaching materials. More than that, the materials that students have received conceptually will lead to contextual and meaningful learning (Srihartini & Lestari, 2021: 135-154).

Furthermore, efforts to achieve optimal learning start with planning to improve teacher performance. Because the teacher is the main partner of students in the learning process. Improving teacher performance can be achieved through socialization, training, and education related to basic teacher competencies (Lailatussaadah, 2015). In the Islamic context, teachers are also taught about how to explore teaching abilities wholeheartedly, displaying role models, and wishing well-being for students in the future.

In fact, relevant research on planning to improve teacher performance has been examined from various aspects, including discussing the theme of school principal leadership (Iskandar, 2013; Yuliandri & Kristiawan, 2017; Gaol & Siburian, 2018), teacher

training activities (Slameto, 2017: 38- 47), management of improving teacher performance (Susanto, 2021; Zubair, et.al., 2017), professional strategy (Emda, 2016: 111-117), academic supervision and its influence on teachers (Sarifudin, 2019: 417-434; Apdila , 2021: 73-84; Karsiyem & Wangid, 2015: 201-212), teacher certification (Fuad, 2017: 23-32; Hurmaini, 2011: 499-535), school-based management (Amini, et.al., 2021), teacher performance improvement strategies (Muspawi, 2021: 101-106), school culture and teacher motivation (Komar, 2020: 109-117; Oktaviani, 2015), principal decision-making (Murtiningsih & Lian, 2017: 87-96) , workshops on the minimum criteria for student learning completeness (Sudiati, 2018: 231-237), and empowering the work environment in schools (Prasetyono, et.al., 2020: 255-266).

Looking at the literature review above, it is known that relevant research on planning to improve teacher performance "leave empty space" in the study. Furthermore, the researcher used this space as a research gap analysis, namely from the aspect of teacher empowerment and learning optimization. The research in question is summarized in the research title, "Planning to Improve Teacher Performance and Optimize Learning". Through this research, it is hoped that concepts about efforts to improve teacher performance can be found through optimizing learning (inside the classroom or outside the classroom).

RESEARCH METHODS

This study uses a qualitative approach with a literature study method (Assingkily, 2021). The focus of the discussion is planning to improve teacher performance and optimize learning. Sources of research data were obtained from credible websites including Google Scholar (Google Scholar), DOAJ, Moraref, and Sinta. Research study analysis materials include books, scientific articles, proceedings, and final assignments (thesis, thesis, or dissertation). To check the validity of the data, researchers used research analysis materials.

DICUSSIONS AND RESULT

Intensification of Teacher Work in Schools

Work experience is a driving factor for teacher creativity and ability to teach (Sholeh, 2016: 41-54). The professionalism of teachers in educating is not only proven by the numbers or letters from their undergraduate certificates, but also by the intensity of work

(devotion). The demands and challenges of the globalization era necessitate rapid change, so that high work intensification is needed for teachers in schools (Junaidi, 2019: 227-246).

Global competition is believed to be a triggering factor for the need for creativity and innovation in technology-based learning (Haryono, 2021: 282-299). For this reason, teachers are not just capable or experts in their scientific fields, but need the ability to adapt and be creative through technological sophistication. Global competition strategies that are evenly distributed in all sectors of life also demand increased productivity and performance for teachers (Rizki, 2018).

Survival of the fittest is a moral message that generations that can survive with various changes have high adaptability (Lantu & Irfana, 2019). In fact, educational institutions often hold benchmarking activities (comparative studies) to various places that have advantages as a driving force for teachers' enthusiasm to be creative according to local wisdom. This is done as an effort to meet the community's need for superior human resources (HR).

Teacher intensification is considered as a combination of teacher professionalism (expert in a particular scientific field) and adaptive attitude in responding to various changes that occur. Teachers who are intense in teaching (senior), certainly understand that learning problems can change according to the developmental period of the child's age (Sauri, 2019). In addition, the readiness of senior teachers also helps to solve problems wisely.

The presence of the internet with its various sophistications really helps the learning process, both as a learning medium and as a learning resource for students. Moreover, the Covid-19 pandemic situation requires that all learning systems take place virtually (via online). In fact, it is very easy for students to obtain the desired information with just one click on a smartphone. Indirectly, this reduces the teacher's role as a provider of learning information in the classroom (Munawar, 2014).

In response to this, creative teachers are needed who are able to become learning facilitators for students. Because, if the teacher is only based on transferring concepts in the book to students, then students will know more than the teacher because this information is easily obtained from Google. However, if the teacher is able to create teaching materials in accordance with the needs of student learning development, it will be easier for students to understand and impress in the minds of students. In fact, students get inspiration and motivation from every teaching given by the teacher (Suarti, 2010).

Furthermore, the intensification of teacher work in schools refers to the following aspects, namely first, empowering human resources, including (1) increasing teacher knowledge through education and training (training), as well as teaching professional workshops; (2) provide broad opportunities for students to learn and gain educational experiences; (3) develop scientific thinking through discussion. Second, focus on education and HR development, including; (1) learning planning, (2) management or effective institutional management; (3) facilitate students' needs to be productive. Third, alignment between the world of education and the world of work, including; (1) providing apprenticeship opportunities before entering the world of work; (2) the provision of expertise certificates as capital for applying for jobs (Luhulima, 2018).

Thus, students who study consistently, with full commitment and seriousness no longer need to worry about the future and the world of work. More importantly than that, the intensification of teacher work needs to get serious attention from the ministry of education, educational institution unit administrators, and education stakeholders in order to provide opportunities to increase the insight and creativity of senior teachers to be transmitted to other teachers. Therefore, teachers are at the forefront who must pay attention to improving their competence and welfare at school.

Teacher Teaching Performance in Schools

Identification of students' (community) needs for education, starting from looking at the image of an educational institution (Rulitawati, et.al., 2020). This is because quality institutions are believed to produce quality graduates, and vice versa, quality graduates must be produced by quality institutions. However, the reality in society shows the difference that the two are not necessarily directly proportional (synergy) between the quality of graduates and the quality of institutions. Thus, the main criterion in choosing an educational institution is the competence and creativity of educators.

The performance of educators in presenting teaching materials is very influential for students' learning interest. This is because material will feel "ordinary" if it is taught using the lecture method without the help of media or learning strategies. the teacher's skills in teaching are seen as a stimulus expected by students to gradually train themselves for independent learning. To support this, serious efforts are needed from educational institutions in the form of implementing discipline or discipline policies for educational

institutions to all "school residents" starting from school principals, teachers, education staff, and students (Sutaji, 2021: 157-173).

The problem that arises in society is the application of strict discipline to students, but it is the opposite when it happens to teachers or education staff. The paradox of the application of regulations of this kind makes students even indifferent to existing policies, because they are unfair and unequal to the education community (schools). Efforts to solve this problem are seen as a form of creating an effective educational institution (Siskayanti, 2016).

Service and integration of education providers from the aspect of rules and their application, is a reflection of the quality of schools. The community will be able to assess each school's progress through academic services, the quality of graduates, and direct information obtained from each child. For this reason, learning effectiveness or performance displayed by educators is a must in creating a positive learning environment and optimizing learning.

Strengths of Educational Organizations: Leadership, Decision Making, Communication

Educational organizations with education (system) polarization are forms of two sides of a coin that cannot be separated. How come? Educational organizations regulate various aspects of the implementation of education, while the polarization of education as a result of this application takes place continuously - continuously. Furthermore, each educational organization has a clear path regarding the educational polarization it practices, as well as the pattern of education formed by educational organizations (Suratmin, 2019).

Unity of command regarding the education system, both from the aspect of management (management) or the organization includes 3 (three) aspects, namely leadership, decision making, and communication. These three aspects are interrelated in efforts to improve teacher performance and optimize learning. In the context of management science, leadership essentially lies in how the leader's attitude and way of making a decision. Furthermore, the essence of decision making lies in the communication that exists throughout the school community (Nisa, 2018).

The strength of educational organizations lies in how leadership, decision-making and communication are implemented in schools. Regulatively, efforts to harmonize the

strengths of the organization are regulated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas). This policy also regulates references for the implementation of educational institutions starting from the early childhood education level to the higher education level (Wahyudi & Nasir, 2021: 60-64).

The community's need for quality education has been answered by educational observers and practitioners through the establishment of private educational institutions. In the context of human resource development, private educational institutions are considered capable of meeting the needs of the community, but on the other hand the government must go the extra mile in supervising the applied teaching processes and practices, so that they are aligned with the national education curriculum (Ardiansyah, 2020).

As for other factors that need to be considered by education providers related to the characteristics of a weak organizational culture, namely (1) it is easy to form groups between individuals within the organization; (2) the loyalty of individuals or members of the organization to the group is greater than the organization itself; (3) organizational members are more concerned with the group than the goals or vision of the institution (organization). For this reason, the central role of leaders must be further enhanced in establishing communication with members, making wise decisions, and implementing a democratic leadership system in schools.

Greedy Organization: Characteristics of Conducive Educational Institutions

Effectiveness and efficiency are the main aspects in creating conducive educational institutions. The practice of implementing institutional management is documented through good managerial techniques. Greedy organization is a reasonable concept in solving optimization problems, including learning optimization. In this context, the role of the teacher is needed, so efforts to improve teacher performance are vital in schools (Sudirman, 2017).

In general, the characteristics of conducive educational institutions are described in the form; (1) efforts to support productivity, efficiency and excellence of human resources in schools; (2) able to use renewable technology to help with school work; (3) adopting educative values to be transmitted to students in the learning process; (4) utilizing technological sophistication as an effective and efficient learning facility; (5) encourage teacher work culture; and (6) create measurable targets and orientations (Arka, 2016).

Thus, greedy organization is seen as an effort to assist education managers in managing learning, empowering school human resources, and managing finances in a systematic and measurable manner. This is intended to create a conducive learning environment in schools. Therefore, the creation of conducive educational institutions must be driven by leadership skills, teacher creativity, and student enthusiasm as an integral form of optimizing learning in schools.

CONCLUSION

Based on the description above, it can be concluded that planning to improve teacher performance and optimize learning can be done through the stages of greedy organization, work intensification, performativity, and understanding organizational strengths. Furthermore, the efforts that must be made include (1) supporting the productivity, efficiency and excellence of human resources in schools; (2) able to use renewable technology to help with school work; (3) adopting educative values to be transmitted to students in the learning process; (4) utilizing technological sophistication as an effective and efficient learning facility; (5) encourage teacher work culture; and (6) create measurable targets and orientations.

REFERENCES

Amini, A., Pane, D., & Akrim, A. (2021). "Analisis Manajemen Berbasis Sekolah dan Kepemimpinan Kepala Sekolah dalam Peningkatan Kinerja Guru di SMP Swasta Pemda Rantau Prapat" *Jurnal Pendidikan Tambusai, 5*(3). https://jptam.org/index.php/jptam/article/view/2782.

Apdila, M.N. (2021). "Peran Kepala Madrasah Sebagai Supervisor dalam Peningkatan Kinerja Guru" *Chalim Journal of Teaching and Learning, 1*(1), 73-84. https://pasca.jurnalikhac.ac.id/index.php/cjotl/article/view/90.

Ardiansyah, A. (2020). "Peran dan Kinerja Kepemimpinan Kepala Sekolah dalam Mengembangkan Profesionalisme Guru pada Lembaga Pendidikan Islam (Studi Kasus di MA Al-Hidayah Pondok Kahuru dan MA Bismillah Cidanghiyang Ciomas Kabupaten Serang)" *Skripsi,* UIN Sultan Maulana Hasanuddin Banten. http://repository.uinbanten.ac.id/5706/.

Arka, J. (2016). "Gaya Kepemimpinan Kepala Madrasah dalam Peningkatan Kedisiplinan Guru di MAN 2 Kota Bandung" *Skripsi,* UIN Sunan Gunung Djati Bandung. http://digilib.uinsgd.ac.id/21439/.

Aryati, A. (2018). "Memahami Manusia Melalui Dimensi Filsafat: Upaya Memahami Eksistensi Manusia" *El-Afkar: Jurnal Pemikiran Keislaman dan Tafsir Hadis, 7*(2), 79-94. https://ejournal.iainbengkulu.ac.id/index.php/elafkar/article/view/1602

Emda, A. (2016). "Strategi Peningkatan Kinerja Guru yang Profesional" *Lantanida Journal, 4*(2), 111-117. https://core.ac.uk/download/pdf/228447620.pdf.

Fuad, N. (2017). "Pengaruh Sertifikasi Guru Terhadap Peningkatan Kinerja Guru PAI di SMP dan MTs" *Jurnal Manajemen Pendidikan, 8*(1), 23-32. http://journal.unj.ac.id/unj/index.php/jmp/article/view/4213.

Gaol, N.T.L., & Siburian, P. (2018). "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru" *Kelola: Jurnal Manajemen Pendidikan, 5*(1), 66-73. https://ejournal.uksw.edu/kelola/article/view/1662.

Hamzah, A.A. (2015). "Eksistensi Manusia dan Tugas Pokoknya dalam Tinjauan Pendidikan Islam" *Ash-Shahabah, 1*(2), 26-33. http://journal-uim-makassar.ac.id/index.php/ASH/article/view/136.

Haryono, E. D. P. (2021). "Intensifikasi Program Pemampatan Kompetensi Dasar untuk Meningkatkan Efektivitas Mengajar Secara Daring" *Journal on Education, 4*(1), 282-299. https://www.jonedu.org/index.php/joe/article/view/451.

Hurmaini, M. (2011). "Dampak Pelaksanaan Sertifikasi Guru Terhadap Peningkatan Kinerja Guru dalam Proses Pembelajaran: Studi pada Madrasah Tsanawiyah Negeri Kota Jambi" *Media Akademika, 26*(4), 499-535. https://garuda.kemdikbud.go.id/documents/detail/252401.

Iskandar, U. (2013). "Kepemimpinan Kepala Sekolah dalam Peningkatan Kinerja Guru" *Jurnal Visi Ilmu Pendidikan, 10*(1). https://jurnal.untan.ac.id/index.php/jvip/article/view/2061.

Junaidi, A. (2019). "Intensifikasi Program Pembinaan Sebagai Upaya Peningkatan Mutu Guru di Lembaga Kursus Al-Qur'an Masjid Al-Falah Surabaya" *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 4*(2), 227-246. https://www.e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/460.

Karsiyem, K., & Wangid, M.N. (2015). "Pelaksanaan Supervisi Akademik dalam Peningkatan Kinerja Guru Sekolah Dasar Gugus III Sentolo Kulon Progo" *Jurnal Akuntabilitas Manajemen Pendidikan, 3*(2), 201-212. https://journal.uny.ac.id/index.php/jamp/article/view/6337.

Komar, A. (2020). "Peningkatan Kinerja Guru Berbasis Budaya Sekolah dan Motivasi Kerja Guru" *At-Ta'lim: Jurnal Pendidikan, 6*(2), 109-117. https://www.ejournal.inzah.ac.id/index.php/attalim/article/view/362.

Lailatussaadah, L. (2015). "Upaya Peningkatan Kinerja Guru" *Intelektualita, 3*(1). https://www.jurnal.ar-raniry.ac.id/index.php/intel/article/view/196.

Lantu, R. Z., & Irfana, T. B. (2019). "Kepemimpinan dan Kepuasan Kerja Dampaknya Terhadap Kinerja Guru" *Jurnal Ilmiah Manajemen Ubhara, 1*(1). http://jurnal.ubharajaya.ac.id/index.php/manajemen-ubhara/article/view/494.

Luhulima, N. E. (2018). "Hubungan Lingkungan Kerja, Kompensasi, dan Kompetensi Terhadap Kinerja Guru MTs Negeri di Kota Malang" *Skripsi,* UIN Maulana Malik Ibrahim. http://etheses.uin-malang.ac.id/id/eprint/13182.

Munawar, M. (2014). "Perencanaan Kepala Sekolah Terhadap Peningkatan Kinerja Guru di SMA Negeri 1 Tombolo Pao Kabupaten Gowa" *Skripsi,* UIN Alauddin Makassar. http://repositori.uin-alauddin.ac.id/id/eprint/5304.

Murtiningsih, M., & Lian, B. (2017). "Proses Pengambilan Keputusan Kepala Sekolah Terhadap Peningkatan Kinerja Guru SMP" *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan, 2*(1), 87-96. https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1156.

Muspawi, M. (2021). "Strategi Peningkatan Kinerja Guru" *Jurnal Ilmiah Universitas Batanghari Jambi, 21*(1), 101-106. http://ji.unbari.ac.id/index.php/ilmiah/article/view/1265.

Ningrat, H.K. (2015). "Eksistensi Manusia dalam Manajemen Pendidikan Islam: Tinjauan Kritis dari Segi Fungsi Penggerakan/Motivating" *Biota: Biologi dan Pendidikan Biologi, 8*(1), 55-72. https://www.biota.ac.id/index.php/jb/article/view/59.

Nisa, K. (2018). "Hubungan Kepemimpinan Kepala Sekolah dan Iklim Organisasi dengan Kinerja Guru di MTs Manbaul Ulum Bungah Gresik" *Skripsi,* UIN Sunan Ampel Surabaya. http://digilib.uinsby.ac.id/id/eprint/28479.

Oktaviani, C. (2015). "Peran Budaya Sekolah dalam Peningkatan Kinerja Guru" *Manajer Pendidikan,* *9*(4). https://ejournal.unib.ac.id/index.php/manajerpendidikan/article/download/1163/971.

Prasetyono, H., Ramdayana, I.P., & Estiningsih, W. (2020). "Peningkatan Kinerja Guru Melalui Lingkungan Kerja dengan Mengoptimalkan Efektivitas Kepemimpinan dan Komitmen Tugas" *Jurnal Manajemen dan Supervisi Pendidikan, 4*(3), 255-266. http://journal2.um.ac.id/index.php/jmsp/article/view/12240.

Priatmoko, S. (2018). "Memperkuat Eksistensi Pendidikan Islam di Era 4.0" *Ta'lim: Jurnal Studi Pendidikan Islam, 1*(2), 221-239. http://journal-uim-makassar.ac.id/index.php/ASH/article/view/136.

Rizki, F.L. (2018). "Pengaruh Kurikulum 2013 Terhadap Kinerja Guru di SMA Negeri se Kota Bandung Tahun Ajaran 2017/2018: Studi Kasus pada Mata Pelajaran Ekonomi" *Skripsi,* FKIP UNPAS. http://repository.unpas.ac.id/id/eprint/37783.

Rulitawati, D., Ritonga, A. H., & Hasibuan, L. (2020). "Model Pengelolaan Kinerja Guru Sekolah Menengah Atas Muhammadiyah di Provinsi Sumatera Selatan" *Tesis,* UIN Sulthan Thaha Saifuddin Jambi. http://repository.uinjambi.ac.id/4346/.

Sarifudin, A. (2019). "Peningkatan Kinerja Guru dalam Implementasi Penilaian Sistem SKS Melalui Supervisi Akademik Pengawas Sekolah" *Edukasi Islami: Jurnal Pendidikan Islam, 8*(02), 417-434. http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/539.

Sauri, L. G. (2019). "Optimalisasi Kinerja Guru Bimbingan Konseling dalam Memberikan Bimbingan Karir pada Kelas VII SMP Islam Nurul Yaqin Kareng Lebah Praya" *Skripsi,* UIN Mataram. http://etheses.uinmataram.ac.id/1084/.

Sholeh, M. (2016). "Keefektifan Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru" *Jurnal Dinamika Manajemen Pendidikan, 1*(1), 41-54. https://journal.unesa.ac.id/index.php/jdmp/article/view/560.

Siskayanti, S. (2016). "Analisis Kompetensi Sosial Guru Fisika Berdasarkan Penilaian Kinerja Guru 2010 Madrasah Aliyah di Kota Makassar" *Tesis,* UIN Alauddin Makassar. http://repositori.uin-alauddin.ac.id/6296/1/siskayanti.pdf.

Slameto, S. (2017). "Peningkatan Kinerja Guru Melalui Pelatihan Beserta Faktor Penentunya" *Jurnal Pendidikan Ilmu Sosial, 27*(2), 38-47. https://journals.ums.ac.id/index.php/jpis/article/view/5718.

Srihartini, Y., & Lestari, M.P. (2021). "Pembelajaran Pendidikan Anak Usia Dini Online di Era Pandemi Covid-19" *Tarbiatuna: Journal of Islamic Education Studies, 1*(1), 135-154. https://journal.laaroiba.ac.id/index.php/tarbiatuna/article/view/219.

Suarti, S. (2010). "Hubungan Persepsi Guru tentang Kemampuan Manajemen Kepala Madrasah dalam Pengembangan Sumberdaya Guru dan Komitmen Tugas dengan Kinerja Guru Madrasah Tsanawiyah Negeri Tanjung Pura" *Disertasi,* Pascasarjana IAIN Sumatera Utara. http://repository.uinsu.ac.id/id/eprint/142.

Sudiati, T. (2018). "Peningkatan Kinerja Guru dalam Menetapkan Kriteria Ketuntasan Minimal Melalui *Workshop*" *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik*

Kependidikan, 3(2), 231-237. http://journal2.um.ac.id/index.php/jktpk/article/view/6768.

Sudirman, S. (2017). "Pelaksanaan Supervisi Akademik Kepala Sekolah dalam Perbaikan Kinerja Guru di SMA Negeri 3 Sinjai Selatan Kabupaten Sinjai" *Skripsi,* UIN Alauddin Makassar. http://repositori.uin-alauddin.ac.id/id/eprint/4278.

Suratmin, S. (2019). "Keterampilan Manajerial Kepala Madrasah dalam Meningkatkan Kinerja Guru di MTs Mazro'atul Huda Karanganyar Demak" *Skripsi,* IAIN Kudus. http://repository.iainkudus.ac.id/2971/.

Susanto, A. (2021). "Manajemen Peningkatan Kinerja Guru: Konsep, Strategi dan Implementasinya" *Repository IAIN Batusangkar*. https://repo.iainbatusangkar.ac.id/xmlui/handle/123456789/22498.

Sutaji, S. (2021). "Intensifikasi Program Satu Sekolah Satu Buku untuk Meningkatkan Kemampuan Menulis Cerita pada Guru SD" *Journal on Education, 4*(1), 157-173. https://jonedu.org/index.php/joe/article/view/411.

Syakban, I. I. (2019). "Eksistensi Manusia Perspektif Pendidikan Islam" *Jurnal Kajian dan Pengembangan Umat, 2*(2). http://www.jurnal.umsb.ac.id/index.php/ummatanwasathan/article/view/1543.

Wahyudi, M. D., & Nasir, M. (2021). "Efektivitas Supervisi Akademik oleh Kepala Sekolah untuk Pengembangan Guru" *Jurnal Serunai Administrasi Pendidikan, 10*(2), 60-64. https://www.ejournal.stkipbudidaya.ac.id/index.php/jc/article/view/521.

Wulandari, M.A., Arga, H.S.P., Kelana, J.B., Altafzani, D.H., & Ruqoyyah, S. (2020). "Analisis Pembelajaran daring pada Guru Sekolah Dasar di Era Covid-19" *Jurnal Ilmiah P2M STKIP Siliwangi, 7*(2), 164-168. http://e-journal.stkipsiliwangi.ac.id/index.php/p2m/article/view/2002.

Yuliandri, J., & Kristiawan, M. (2017). "Peran Kepemimpinan Kepala Sekolah Terhadap Peningkatan Kinerja Guru" *Jurnal Dosen Universitas PGRI Palembang*. https://jurnal.univpgri-palembang.ac.id/index.php/prosiding/article/view/1057.

Zubair, A., Sasongko, R.N., & Aliman, A. (2017). "Manajemen Peningkatan Kinerja Guru" *Manajer Pendidikan, 11*(4). https://ejournal.unib.ac.id/index.php/manajerpendidikan/article/download/3291/1712..