

Enhancing Teacher Performance in Madrasahs Through Strategic Coaching Interventions

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ABSTRACT

This study investigates the effectiveness of a coaching strategy in enhancing teacher performance at Madrasah Aliyah in Parepare. This type of research is quantitative descriptive research. The participants were all English teachers at Madrasah Aliyah in Parepare. The instrument in this study is a questionnaire, namely guide question coaching for teachers. The statistical procedures used include descriptive statistics for various items in the questionnaire calculated using SPSS (Statistical Product Services and Solutions). The research results found that analysis revealed that the predominant challenges faced by teachers included social competency issues (38%), professional competencies (28%), pedagogical challenges, and personal traits affecting student engagement (8%). The research found that the use of coaching strategy empowers the teacher's performance at Madrasah by several indicators: 1) The question of coaching guide really explores the teachers' competencies in knowing their self-strength (teachers); 2) The coaching guide question explores the teachers thinking competencies to realize and recognizing the teacher's problem and redesigning step by step real action plan to move to the realization act; and 3) The coaching strategy bring the teachers into braveness to confidence to measure their progression into the real number in percentage.

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1. INTRODUCTION

Learning problems are currently believed to be a process that was born and rolled out of the communication process between teachers and students in learning. Often, we find problems in learning that are snaking and irreversible related to the low absorption of knowledge by students. This is sometimes a dead end when the complexity of learning problems becomes something that cannot be explained from where the source of the problem is. One of the classical problems that has not been able to describe since the beginning is the low interest of students in learning English which then leads to the decision to run away from class when the material is taught in the class. This makes the teacher take the initiative to try various creative strategies and methods to attract students' interest, even though in the end they are failed in the implementation process. This problem ultimately makes teachers feel

powerless to solve the learning problems faced by students. This matter is protracted and there is an omission of low student learning outcomes. It rolls around and generates assumptions that this trouble as a "disease that has no cure" at all.

English is a subject that has a frightening specter for students in countries that apply English as a foreign language, including Indonesia. This subject finds many obstacles in its absorption by students from junior high school to university level. This is caused by many factors such as habituation and differences in pronunciation to grammatical rules that are very much different from the students' mother tongue. This is then further exacerbated by a monotonous learning atmosphere and unattractive teacher performance in leading the material in class. This complexity problem cannot be clearly defined by the teachers because of their such duty as the professional teachers also as social one in the same time. The teachers need a charge to fulfil their energy goalways in a good condition in both physical and psychological condition.

The results of preliminary observations of several teachers in several Madrasah showed that various problems that occurred in students indicated by low learning outcomes made teachers pessimistic about their ability to teach English subjects. This then leads to teacher apathy in teaching and makes their performance decline. The teacher feels incompetent and has no power to improve the situation. This creates a bad learning atmosphere in the classroom and this happens all the time.

There is a need for a solution to help teachers identify and find where their English learning problems originate and formulate solutions from their own initiative as people who are more aware of the situations and learning conditions they experience in the classroom. Every educational process is all about communication between students and teachers. Lately, coaching has increased in the fields of economics, education, and various other fields. "Coaching is one of the most promising ways to support and provided both individuals and groups in their personal and professional development" (Rutar Ilc, 2014). Having coaching skills can help teachers encourage their message to students.

This research tries to use a coaching strategy to empower the teacher's performance in teaching. Less teacher performance is very influential on the process of students acquiring knowledge. It affects the mood and determines the success of students' learning. Often, we assume that the teaching method is the most important thing to gain understanding of students after finalizing the material to be presented, without realizing that it is the "teacher" who most determines these 2 important things. "There is no good teaching. There are only good teachers. In other words, teaching is realized only in teachers; it does not exist on its own" (Cvetek, 2011). How the teacher's skills in presenting material in an interesting method and their intuition to protect and teach knowledge with dedication are the main keys to successful learning.

The application of coaching in the world of education is not new, and many articles and scientific research studies support this. The application of coaching to teachers can be applied as a first step to find the point of problems in learning English experienced by teachers in their classes. This is then expected to be able to slowly unravel learning problems and find bright spots for solving steps that can be clearly described if the problems have been found.

Teacher coaching has a deep history in educational practice. Pioneering work by Joyce and Showers in the 1980's helped to build the theory and practice of teacher coaching as well as some of the first empirical evidence of its promise. They conceptualized coaching as an essential feature of PD training that facilitates teachers' ability to translate knowledge and skills into actual classroom practice (Joyce & Showers, 2002). The practice of teacher coaching remained limited in the 1980's and 1990's with most programs developing out of local initiatives.

Based on the problems above, the researcher feels the need to formulate a method or treatment to help teachers get out of their problems, find a way out by focusing on the problems they face in the field by certainly exploring the problem-solving skills that each teacher has without them realizing it. Researchers believe that the use of coaching strategy as a solution to unravel the problems faced by teachers will result in teacher performance returning to excellence in teaching English in the classes

they have. This study investigates the effectiveness of a coaching strategy in enhancing teacher performance at Madrasah Aliyah in Parepare.

2. METHODS

This researcher used descriptive quantitative research with a total sampling technique to select the sample from all the teacher of English subjects from all Madrasahs in Parepare. The researcher will use experimental class to examine is the use of coaching strategy empowering the teacher performance at Madrasah. The study includes all 14 English teachers (both male and female) from Madrasah Aliyah across Parepare, representing the total teacher population for the 2023-2024 academic year. In this present study, the sample population consists of all the English teacher in all Madrasah Aliyah in Parepare. They will choose totally with the total sampling technique. The participants are 14 English teachers both female and male of teacher of Madrasah Aliyah which become the population during the academic year 2023- 2024.

Data will be collected using two primary instruments: a structured questionnaire and semi-structured interviews. The questionnaire will utilize a Likert scale with responses ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) to assess teachers' attitudes towards the coaching strategy. Additionally, coaching-guided questions will be used to further explore teacher experiences and perceptions. The list of questions in the questionnaire and interview includes teacher performance with indicators of pedagogical competence, personality competence, social competence and professional competence with 25 statements and 7 questions. Statistical procedures employed include descriptive statistics for various items on the questionnaire to know the overall frequencies, totals, percentages, means, and standard deviations of the students answers and then the answer will be explained to describe them for analyzing the data will be calculated by used SPSS (*Statistical Product Service and Solution*).

3. FINDINGS AND DISCUSSION

3.1. The Teachers' Performance Conditions at Madrasah

This section presents an analysis of the teacher's performance based on the responses to the coaching rubric completed by the English teacher at the madrasah. Several key issues were identified as contributing to the teacher's low performance in their teaching practices. The findings from the questionnaire are outlined below:

Table 1. The teacher's dominant problem on their competences

No.	Dominant problems that teachers encounter	The number of teachers who feel the problem
1.	Teaching skill	10
2.	Emotional management	5
3.	Social	5
4.	Teaching material	4
5.	Mentally	4
6.	Confidence	3
7.	IT mastery to support teaching	3
8.	Speaking skill	2
9.	Communication	2
10.	Class/group management	2
11.	Ability to build student interest and motivation	4
12.	Problem solver	1
13.	Curriculum	1

Based on the data in Table 1, it is clear that madrasa teachers face a total of 13 challenges, which hinder their ability to fully apply their skills as English teachers. The primary obstacles impacting their performance stem from five key issues: emotional management, social skills, teaching skills, the ability to engage and motivate students, and mental resilience. Additionally, teachers find it difficult to manage and organize teaching materials effectively. A significant concern is the decline in teachers' mental toughness, which affects their ability to adapt to changes and job demands. While curriculum mastery is also noted as an issue, it is seen as less impactful on overall teaching effectiveness.

In summary, Table 1 outlines the main challenges madrasa teachers face, particularly in relation to the four core competencies essential for their teaching and daily activities.

Table 2. Teacher problems based on teacher competencies

No.	The Teacher competency	The teacher problem found	%
1	Pedagogical competence	Three problems were found; teaching skills, IT performance, curriculum	23%
2	Personality competency	One problem found is the ability to build student interest, support, and motivation.	8%
3	Professional competence	Four problem focus: teaching material, speaking skills, class/group management, problem solver	31%
4	Social competence	Five problems focus; emotional management, social problem, mentality, confidence, and communication	38%
Total			100%

Table 2 above reveals that the largest issue facing 38% of madrasah teachers in Parepare is their social competence. This is caused by an inability to control one's emotions, social interaction issues, a sense of mental illness, a lack of confidence, and inadequate communication skills. The issues of professional competency in the second rank, follow by pedagogical capabilities in 23%. The last laces by personality abilities (8%). It includes the incapacity to guide, support, and encourage students.

From the data above, it can be concluded that madrasah teachers experience problems in overall competencies. However, the problem that is most worrying and damages their concentration in building good performance is the aspect of their social and professional competence. This is of course a recommendation that can be used as a reference for "coaching activities" as the major of this research, to help the teachers of madrasah to empower their performance and find a way out of this problem. It is hoped that focusing coaching activities on the biggest problems can reduce or even eliminate the biggest stumbling blocks for teachers in maximizing the application of their 4 competencies. This is absolute considering that there should be no inequality or bias in mastering teacher competencies which include pedagogic, social, professional and personality competencies.

To apply the coaching activity effectively, its need a systematic procedure and systematic question to reach the goals of the coaching activities by the teachers. This systematic procedure and question need to guide the teacher to guide themselves to find sources and solutions from themselves to the problems that become a coaching focus activity. Coaching procedures must be clear so that the final results are not abstract and do not even indicate completion. The following are the procedures carried out in the coaching process to ensure effective and guided results.

Table 3. The Coaching activities procedure

No	Prosedur of the coaching activity	Output
1	Carrying out initial meeting activities to identify problems faced by teachers.	There is initiation from teachers regarding their need to improve and increase the quality of their learning.
2	The process of observing teachers who will be accompanied to agree on targets to be improved	Understand the need for teachers to improve their ability to apply learning strategies to improve children's cognitive abilities.
3	Joint action between coaches and teachers is needed to improve the agreed targets.	Solving problems faced by teachers, especially those related to obstacles in implementing learning strategies to improve teachers' ability to implement their learning strategies.
4	Reflect together to determine process improvements and identify positive things from implementing coaching activities.	Understand internal weaknesses and strengths, apply learning strategies to teacher abilities and make improvements according to needs.

The coaching process for teachers should include guided questions provided by the coach, following a systematic approach to ensure effectiveness and measurable outcomes. This structure helps to create a clear path for teacher development and ensures that the coaching process leads to meaningful improvements.

Teachers play a critical role in the success and overall performance of madrasahs. Teacher performance refers to the ability of educators to fulfill their responsibilities in school, as well as the behaviors they display during learning activities (Baihaqi, 2015). In madrasahs, teacher performance is closely linked to how well they master four key competencies: pedagogical, professional, social, and personal.

Research shows that the leadership style of the madrasah headmaster has a significant impact on teacher performance. Inayah et al. (2020) found that the headmaster's self-leadership style directly influences the professional competence and performance of teachers. Effective leadership fosters a positive work environment and provides necessary support and guidance, enabling teachers to perform better in their roles.

Another study highlights the importance of professional competence for teacher effectiveness in madrasahs. Hidayat et al. (2020) emphasized that some teachers may lack sufficient qualifications or an in-depth understanding of teaching tools and methods. This gap in competence can limit their ability to effectively educate students, pointing to the need for ongoing professional development and training to enhance teacher skills and knowledge.

Additionally, motivation is a crucial factor in determining teacher performance. Achmad Kurniadi et al. (2017) found that many teachers struggle with self-motivation and have difficulty inspiring their students, particularly in mastering subjects like English. Motivation and commitment, along with authentic leadership, are key drivers of improved performance among madrasah teachers. Highly motivated teachers tend to be more engaged, dedicated, and capable of positively influencing their students' learning outcomes. Therefore, addressing issues of motivation through support, training, and leadership can lead to enhanced teacher effectiveness and better educational results.

Furthermore, the study highlights the importance of the culture of learning in madrasahs (Syah, 2014). A positive learning culture, coupled with transformational leadership and effective teaching performance, can contribute to the overall improvement of madrasah achievement. This suggests that creating a supportive and conducive learning environment is essential for enhancing teacher performance in madrasahs.

Incentives and supervision also play a role in teacher performance. One study found that dismissal threats increased the voluntary attrition of low-performing teachers and improved the performance of teachers who remained (Dee & Wyckoff, 2015). This suggests that accountability measures and incentives can have a positive impact on teacher performance.

In conclusion, teacher performance in madrasahs varies across different competencies. Most teachers face challenges in social competencies, followed by professional, pedagogical, and, lastly, personality competencies. Additionally, implementing accountability measures and providing incentives can further enhance teacher performance. By addressing these areas, madrasahs can better equip their teachers with the skills and motivation needed to deliver high-quality education to their students.

3.2. *Enhancing Teacher Performance Through Coaching*

Perceptual of how the coaching strategy empowering the teacher's performance are constituted by 18 questions or statements, and these statements are the systematic coaching instruments questions for coaching activity. All the question are construct to guide the coaches (teachers) to choose the problem focus discussion until the final question which guide the teacher's inquiry to build the ability to provide problem-solving suggestions to oneself and initiate self-change to move forward, turning problems into opportunities for success in life, both as individuals in society and in their profession as teachers. Therefore, it is important to know to what extent the degree of each statement.

The majority of the instructors who responded to this question stated that they desired targeted coaching to help them find solutions to their issues before leaving for the day. They genuinely wish for simple, organized strategies they can apply on their own as a guide if they ever run into issues, especially at school, where they practice their vocation as instructors, coworkers, and administrative assistants to the principal.

There are many responses to this topic, but they all center on a single wish: to be able to solve the challenges they face in their education and processes as people and guardians in the classroom and in society. All of the instructors who participated in this coaching course had great expectations for improvements in their issues so they may reappear and feel confident in performing their professional tasks effectively. Most of the teachers said they are success if they can implement the material and can practice the recommendation that they have in their teaching activity as usual in daily interaction. The statemen are vary, such as like Arifah said:

"after this meeting, I can accompany and guide my students, especially those who are hyperactive in class".

Most teachers expressed a strong desire to actively implement the recommendations from the coaching practice, recognizing that action is key to success. They believe that simply having goals without clear steps is not enough. The teachers feel fortunate to still have the motivation and commitment to improve their competencies and turn them into effective practices. They are grateful for their continued enthusiasm to support student growth despite their limitations and are eager to adapt to changing times. Many teachers feel encouraged by the coaching tips and are committed to applying them. On a scale of achievement, most rate themselves at 6 or 7, showing confidence in their ability to handle challenges, even if they haven't found complete solutions. They acknowledge the effort required but remain focused on maintaining progress in helping students improve their understanding of the material.

The teachers mostly said they have a big Why of spirit as their strength. They believe that

everything could be nice if the spirit is there with them even though the problem comes and out on their process. They also said the integrity to do the best to their performance as the key to always keep in touch with better changing process. Herlina as one of the teachers said:

“the family support is her big power in reaching the goals to always improve her teaching competence and performance.”

All the possible answers by the teachers bring us to the one narrow point that intrinsic factor still become a big power that make the teachers want to move to better understanding in their competency's improvement.

Most teachers optimist that they can reach their goals to become teachers with good performance if they are active to share knowledge, sharing problem and solution each other as English teachers. They said the organization rules become crucial in gathering teachers in one organizational forum which guide to feel that they have a team that can support each other to develop with all the limitless of knowledge that they have.

Many teachers expressed that their limited capacity to effectively teach English skills to students is a major challenge. They feel unable to make significant progress in this area and often feel their efforts are insufficient. They also recognize the need for greater support from the school community, including the principal, colleagues, and staff, to work together toward both student and teacher improvement.

In response to these challenges, many teachers have developed personal recommendations to address their issues. Those struggling with social competence have suggested that they practice more and engage in more frequent and meaningful communication with students, peers, and the principal to improve interactions. Teachers facing difficulties in supporting student development have recommended implementing extracurricular activities to better guide students. Those encountering challenges with teaching materials or ICT in their lessons proposed attending workshops or seminars, either online or offline, and self-learning through resources like YouTube to enhance their skills.

Some teacher suggests a very clear step process to achieving their goals. They write step-by-step actions as a guide to reach the goal in a real situation. They write 2 or more steps as an action plan. Sri Ayu said:

“to achieve her goal to better performance in her class, she will do some action like trying some new method or model to be implemented in her class with her students both to improve her capacity in handling the class dan also in other side she will guide the students with a better understanding with the new method that implemented.”

Some teachers emphasized that their top priority is to deeply understand their teaching process and make continuous efforts to improve their performance. They believe that focusing on delivering the best performance as educators will enhance their confidence and lead to better outcomes in the classroom. Quality teaching is seen as essential to achieving this goal, and they are committed to making it a central aspect of their professional development.

To achieve this, many teachers have outlined specific strategies. Some plan to attend training sessions to improve both their academic knowledge and public speaking skills, while others aim to create opportunities for students to engage in activities, such as camps, that boost their English language competencies. Most teachers agree that noticeable improvements in their teaching competencies can be achieved within six months to a year. They believe that by focusing on consistent implementation of these strategies over one semester or longer, they can make significant progress.

Teachers also noted various ways to overcome challenges and disruptions. Some manage their time more effectively, while others seek out solutions by consulting peers or supervisors. They stress the importance of guiding students to focus on problem-solving rather than feeling overwhelmed by obstacles. Most teachers are determined to stay committed to their action plans, believing that consistent effort and a willingness to experiment with new methods will ultimately lead to success. They recognize that systematic improvement requires trial and error, but they are motivated to give

their best and remain focused on continuous progress.

The teachers said that there were two people closest to them who would really help to support them in always committing to the change plan, namely family and colleagues. Other teachers stated that students and school principals are important elements in maintaining the commitment to improving teacher performance in schools. Most of the teachers agree that after the coaching session, they have a description about the solution and recommended action. Some of them say that they will study hard to know their self-capacity and capability, and their problem is successfully solved by 90%.

Coaching strategies are essential for empowering teachers' performance in madrasahs. Effective coaching typically includes guided questions that help teachers identify their potential early on, followed by questions that address their challenges and guide them toward solutions. This approach fosters active engagement, where teachers implement strategies and gradually build confidence by tracking their own progress and measuring their performance (Nieuwerburgh et al., 2016). Through such coaching, teachers can develop greater self-awareness and begin to take ownership of their growth and development.

Coaching guided questions play a significant role in improving teaching performance by encouraging reflection and structured learning. For example, Bug-in-Ear (BIE) coaching provides immediate feedback and helps teachers focus on effective academic delivery (Regan & Weiss, 2020). Reciprocal teaching, as explained by Palincsar & Brown (1984), involves modeling sophisticated interactions with academic material, which can enhance the quality of instruction. In this research, coaching-guided questions were used to help teachers systematically explore their primary challenges. By answering these questions, teachers identified obstacles and mental blocks hindering their competency development, building their confidence in problem-solving through intuitive and reflective approaches. This process is crucial, as many teachers struggle with feelings of inadequacy, preventing them from addressing long-standing issues in their teaching practices.

Additionally, the importance of moral learning and reflection in coaching was highlighted. Keijzer et al. (2020) noted that coaching questions prompt teachers to consider the broader impact of their actions on students, encouraging a more empathetic and systemic approach to guiding student development inside and outside the classroom. This reflection enhances teachers' moral and instructional decision-making, helping them meet the complex challenges of their profession (Cox et al., 2014). As Templeton and Pianta (2021) suggest, mentoring practices such as observation, feedback, and modeling play a crucial role in fostering continuous growth. Overall, coaching strategies such as BIE, reciprocal teaching, and guided reflection offer valuable opportunities for teachers to enhance their instructional skills, enabling ongoing improvement in teaching and learning (Bowne et al., 2016; Tehseen & Ul Hadi, 2015).

4. CONCLUSION

The research concluded that the main challenges faced by teachers in madrasahs were social competency issues (38%), professional competencies (28%), pedagogical challenges, and personal traits impacting student engagement (8%). The study demonstrated that coaching strategies effectively empowered teacher performance in several ways: the coaching guide helped teachers identify their strengths, encouraged them to recognize and address their problems by developing step-by-step action plans, and built their confidence in measuring their progress. However, this research is limited by its focus on individual coaching strategies without exploring collaborative approaches. Future research should investigate the potential of collaborative coaching, where teachers not only improve their performance but also help students rebuild their confidence and navigate both academic and social challenges as part of a broader community.

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