

Enhancing Teacher Performance Management in Islamic Schools: A Case Study in Madrasah Aliyah Minat Kesugihan Cilacap

Sri Winarsih

Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indoensia; sriwinarsih@uinsaizu.ac.id

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ABSTRACT

Teacher performance management is essential to improving education quality, especially in Islamic schools like MA Minat Kesugihan Cilacap. This study examines the role of Musyawarah Guru Mata Pelajaran (MGMP), training, and certification in optimizing teacher performance management. Data were collected through interviews, observations, and documentation using a qualitative case study method. Researchers observed classroom activities, MGMP meetings, and training sessions and conducted in-depth interviews with teachers, the madrasah head, and administrative staff. Documents such as performance reports, MGMP notes, training materials, and teacher certificates were also analyzed. The findings reveal that an integrated management approach—comprising planning, organizing, implementing, and monitoring—enhances teaching quality, knowledge, skills, and professional attitudes. Consistent teacher certification programs significantly improved teacher professionalism and motivation. These results emphasize the importance of structured management in fostering teacher development and improving overall educational quality. The study concludes that optimizing teacher performance management through structured planning, training, MGMP involvement, and certification can serve as a model for other madrasahs aiming to improve teaching outcomes and educational quality.

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Corresponding Author:

Sri Winarsih

Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, Indoensia; sriwinarsih@uinsaizu.ac.id

1. INTRODUCTION

The transition from general education to Islamic education in Indonesia is a crucial process that requires special attention. General education in Indonesia provides a broad foundation of knowledge and skills, but to prepare young people with a deep understanding of Islamic values, it is essential to guide them into more specialized education. Islamic education not only enriches students with religious knowledge but also shapes their character and morals in accordance with Islamic teachings. By introducing Islamic values and concepts earlier in the curriculum, the transition from general to Islamic education can be smoother and more effective. This approach will also help students understand and integrate Islamic principles into their daily lives, creating a generation that is not only well-educated but also morally upright.

Education is an essential investment in the development of an individual's potential, aimed at preparing individuals to lead a dignified life as members of society, citizens, and the global community. This potential development process takes place within the family environment, educational institutions, the workplace, and the broader community. Furthermore, education is the process of strengthening knowledge and habits through planned teaching. According to UNESCO, education is the preparation for a society that does not yet exist, meaning that education must prepare individuals for a continually changing future (Mundir, 2022).

In Indonesia, education plays a crucial role as a service sector that significantly determines national development. This sector is not only consumptive but also a productive investment contributing to national development. In the context of Islamic education, the optimization of management and the performance of madrasah teachers is essential because the quality of educational institutions heavily relies on the effectiveness of their management. Management is an ongoing process involving specific abilities and skills to coordinate and utilize all resources to achieve organizational goals productively, effectively, and efficiently. Many leading educational institutions have adopted open management, allowing them to accommodate various activities increasingly demanded by education customers. The progress of a nation is closely linked to the quality of education it possesses; therefore, enhancing the quality of Islamic education through standardization and professionalization becomes a primary focus (Susanti, 2021).

The shift in educational policy from centralization to decentralization emphasizes that policymaking moves from the central government to local governments, impacting management implementation at the madrasah level. One of the challenges faced is the varying quality of education at each level and educational unit. Hence, optimal management and infrastructure improvements are needed to ensure that educational outputs meet societal needs (Saat, 2015).

Research on teacher performance management in Islamic schools underscores several strategies for enhancing the quality of education. An article by Husna (2016) emphasizes the critical role of teacher performance development through crucial management functions, such as planning, organizing, and evaluating. These functions are aimed not only at improving the work ethic but also at fostering the moral and spiritual character of teachers within Islamic educational settings, which is central to the holistic goals of Islamic pedagogy. This approach is consistent with the findings of Purnasari and Sadewo (2020), who present a pedagogical framework designed to help teachers adopt more effective teaching methods that are aligned with Islamic values. Their framework encourages a student-centered approach that integrates Islamic principles into modern educational practices, ultimately contributing to the overall development of both teachers and students in Islamic schools. Furthermore, this dual focus on management and pedagogy illustrates the broader need for continuous professional development and a supportive institutional environment to sustain educational excellence in Islamic schools.

Defnaldi, Yunani, Warisno, Andari, and Anshori (2023) explore a model of Islamic educational leadership in Indonesia, emphasizing the role of collaborative leadership in fostering positive dynamics within the school environment. Their findings suggest that by promoting teamwork and shared decision-making, leaders can create a more supportive and effective educational setting. This aligns with research by Irawati (2021), which highlights the importance of intrinsic self-motivation in driving teachers' professional growth. According to Irawati, self-motivation plays a pivotal role in encouraging teachers to pursue career advancement and enhance their performance, further reinforcing the connection between leadership approaches and individual teacher development.

Furthermore, Frandani (2023) designs a strategy for optimizing the quality of Islamic schools through the 7P concept, which includes aspects of educational marketing to enhance competitiveness and service quality. This approach aligns with quality improvement efforts driven by effective performance development and leadership, demonstrating that integrating various strategies can significantly enhance the quality of education in Islamic schools.

This research aims to fill a gap in the literature on teacher performance management in Islamic schools, particularly at the Madrasah Aliyah level. Although many studies have discussed educational management in general, there is still limited research focusing on effective performance management

approaches in madrasahs. By examining Madrasah Aliyah Minat Kesugihan Cilacap as a case study, this research will provide deeper insights into teacher performance management practices in Islamic educational settings, as well as how factors such as school culture, Islamic education policies, and community support contribute to improving teacher performance.

In addition to contributing theoretically, this research also aims to offer practical insights for education managers, particularly in madrasahs. The findings of this study are expected to serve as a guide for school principals and madrasah administrators in designing and implementing more effective performance management strategies that are tailored to the local context. Thus, this research will not only expand knowledge in the field of Islamic educational management but also provide practical solutions that can be applied to enhance the overall quality of education in madrasahs.

2. METHODS

This study employs a descriptive qualitative approach to explore teacher performance management at MA Minat Kesugihan Cilacap. According to Bogdan and Taylor, qualitative methods involve research techniques that produce descriptive data about individuals through the analysis of written or spoken language and observed actions. Qualitative research employs various data collection techniques and content analysis to study and present the responses and behaviors of subjects. Data collection techniques include observation, interviews, and documentation (Rasyid, 2022; Sulistiyo, 2023). Observations are conducted to directly observe the process of teacher performance management in the classroom and the interactions between teachers, students, and staff. Interviews are carried out with the head of the madrasah, teachers, and students to explore their perspectives on teacher performance management. Documentation involves analyzing related documents such as teacher professional development plans, performance evaluation reports, and school administrative records to understand the policies, procedures, and practices applied in teacher performance management. Informants are selected based on their roles and involvement in the teacher performance management process at the madrasah, including the head of the madrasah for managerial and policy perspectives, teachers for insights into their experiences and policy implementation, and students to understand the impact of performance management on their learning experiences. Triangulation is performed by comparing and contrasting data obtained from observations, interviews, and documentation. This process aims to ensure the reliability and validity of the findings by identifying similarities and differences in data collected from various sources. Data is collected using recording devices and field notes, with participants' consent. Non-verbal data is also recorded to understand the context and dynamics that may not be visible in verbal communication. All data is processed carefully to maintain confidentiality and research ethics. This study is expected to provide deep insights into teacher performance management practices at the madrasah and offer practical recommendations for improving the effectiveness and quality of performance management in Islamic educational institutions (Rukminingsih, Adnan, & Latief, 2020; Semiawan, 2021).

Table 1. Educators and Staff at MA Minat Kesugihan Cilacap

Type	Number	
	Male	Female
Teacher	20	Teacher
Staff	3	Staff
Total	23	Total

Table 1 provides an overview of the number of educators and staff at MA Minat Kesugihan Cilacap. The school employs a total of 23 individuals, comprising 20 teachers and 3 administrative staff. The presence of a sufficient number of educators and support staff is essential for maintaining a well-organized and effectively managed educational institution, ensuring that students receive the necessary attention and resources for their academic and personal development. This balance between teaching and administrative personnel reflects the institution's commitment to both instructional quality and operational efficiency.

Table 2. Students and Classes at MA Minat Kesugihan Cilacap

Class	Number of Students			Total
	10	11	12	
Number	218	198	198	614
Classes	7	9	9	25

Table 2 illustrates the distribution of students and classes across three different grade levels at MA Minat Kesugihan Cilacap. With a total student population of 614, the school manages 25 classes across grades 10, 11, and 12. This distribution ensures manageable class sizes, allowing for effective teaching and learning. The relatively even number of students across the grades highlights the consistent enrollment rates and the school's capacity to accommodate its student body. The structured allocation of students into classes further supports an organized academic environment conducive to personalized learning and student success.

3. FINDINGS AND DISCUSSION

3.1 Impact of Teacher Performance Management

This research also explores the performance management of teachers at MA Minat Kesugihan, Cilacap, aiming to enhance the quality of Islamic education. In this effort, various strategies have been implemented, beginning with careful planning and concluding with optimal supervision. Each step is designed to ensure that teachers not only meet the established standards but also exceed them in developing students' potential. One key finding from this study is the application of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in planning. This analysis helps identify the internal strengths and weaknesses of the madrasah, as well as external opportunities and threats. By understanding these factors, the madrasah can formulate more targeted strategies, allowing them to leverage strengths and opportunities while addressing weaknesses and threats (Muspawi, 2021).

The management model proposed in this study, called "The Spiritual Motivation in The Learning Organization," is based on the actual conditions at MA Minat Kesugihan. This model aims to integrate spiritual motivation into the learning and organizational development process. Through this approach, it is hoped that teachers will experience deeper intrinsic satisfaction from their work, which will then be reflected in their dedication to improving the quality of education. The implementation of this model is expected to make the process of improving teacher performance more effective, efficient, and productive. Through structured coaching and training, teachers can acquire new skills and deepen their understanding of effective teaching strategies. Additionally, this approach encourages collaboration among teachers and fosters a sustainable learning culture within the madrasah, which overall enhances the quality of education at MA Minat Kesugihan

Table 3. Teacher Competency Enhancement Activities at MA Minat Kesugihan

Activity	Purpose	Frequency	Implementation Method
Technology Training	Enhance teachers' technology skills	Every Semester	Workshops and hands-on training
Educational Seminars	Broaden pedagogical knowledge and insights	Quarterly	Presentations by experts and discussions
Group Discussions (MGMP)	Improve collaboration and curriculum planning	Monthly	Group meetings among teachers
Observation and Supervision	Evaluate and improve teaching methods	Twice per semester	Classroom observations by the principal
Certification Program	Increase professionalism and formal recognition	Annually	Official certification programs
Certification Program	Encourage innovation and creativity in teaching	Every semester	Implementation of projects in class

3.2 SWOT Analysis and Teacher Involvement

The principal of MA Minat Kesugihan Cilacap explained that the implementation of a SWOT analysis is the initial step in the teacher performance management strategy. By analyzing strengths, weaknesses, opportunities, and threats, the madrasah gains a clear understanding of its internal and external conditions. This process helps identify which aspects need to be strengthened and what challenges must be anticipated, making the planning of training programs more focused and effective. Teachers welcomed this initiative, as the SWOT analysis provided new insights into areas for improvement. Through joint discussions and evaluations, they felt more motivated to develop relevant skills and take advantage of available opportunities. This collaborative approach not only enhanced teachers' awareness of their potential but also fostered a sense of unity in achieving the madrasah's educational goals (Garnika, Rohiyatun, & Najwa, 2021).

Additionally, the principal emphasized the importance of involving all staff in this process. By engaging teachers in the SWOT analysis, the madrasah creates an environment where everyone feels valued and heard. This has a positive impact on the work atmosphere and teachers' commitment to professional development, as well as boosting their motivation to contribute more towards achieving the madrasah's vision and mission (Siregar, 2021). The training programs at MA Minat Kesugihan Cilacap have had a significant impact on increasing the use of technology in teaching. Teachers have become more confident in integrating digital tools into the curriculum, creating a more interactive and engaging learning environment. Technology not only facilitates access to a broader range of learning resources but also enables more varied teaching methods, which are highly appreciated by students (Herianto, Ismail, Dahlan, Basariah, & Tripayana, 2021).

The results of the SWOT analysis serve as the foundation for developing teacher performance improvement programs that include training, seminars, and other competency-building activities. These programs are designed not only to enhance teachers' technical and pedagogical skills but also to strengthen their capacity in classroom management and student interaction. Through these programs, teachers are expected to develop more innovative and effective teaching methods, ultimately improving the overall quality of Islamic education at the madrasah. Improving the quality of teaching and learning activities is a primary focus at MA Minat Kesugihan. Teachers at the madrasah have utilized technology as a teaching medium, which not only increases student engagement but also facilitates supervision by the principal. With technology, the teaching and learning process becomes more structured and transparent, allowing teachers to monitor student progress in real-time and provide quicker, more accurate feedback.

3.3 Technology Integration and Challenges

Madrasahs need to create a supportive and inclusive environment for all teachers, regardless of their comfort level with technology. A gradual and personalized approach to introducing technology, along with relevant and practical training, can help reduce these barriers. This way, all teachers can progress together in adopting technology, allowing the entire institution to fully benefit from educational innovations. In focus group discussions, students at MA Minat Kesugihan Cilacap shared their positive experiences with technology-enhanced learning. They felt more engaged and enthusiastic when lessons were delivered through digital tools, such as interactive presentations and educational videos. These methods not only made learning more interesting but also helped them grasp difficult concepts in a more visual and in-depth manner.

In addition to improving technological skills, the training programs also encouraged innovation in teaching methods. Teachers who may have previously relied on conventional methods are now more open to trying new approaches that can enhance student engagement. The training provides them with insights into various effective teaching strategies that can be adapted to meet the needs and characteristics of their students (Jaelani, 2015). Teacher motivation and commitment to their profession have also improved after participating in the training. By receiving recognition and developing new skills, teachers feel more valued and supported by the institution. This has encouraged them to become more enthusiastic about teaching and continuously strive to improve the quality of education at the madrasah. This boost

in motivation directly contributes to a more positive learning atmosphere and better student learning outcomes (Utari & Widodo, 2019).

One of the main challenges faced by MA Minat Kesugihan Cilacap in its teacher performance improvement program is the limited time available for additional training. Amid busy teaching schedules, it is difficult for teachers to set aside enough time for intensive training. Many teachers feel burdened by their already heavy teaching responsibilities, making it challenging to allocate time for professional development. This requires madrasah management to find creative solutions for scheduling training without disrupting teaching and learning activities. Moreover, varying levels of teacher acceptance of new technologies pose a significant challenge. Some teachers, accustomed to traditional teaching methods, struggle to adapt to the rapidly evolving new technologies. This discomfort can hinder efforts to innovate in teaching. There is an urgent need to provide further support and guidance to these teachers, so they feel more comfortable and confident using technology as a teaching tool.

3.4 Student Participation and the Benefits of Technology

The use of technology also supports more interactive and engaging teaching methods. Teachers can integrate various digital tools into their lessons, such as educational videos, interactive presentations, and online quizzes. This not only makes the learning process more enjoyable but also helps students better understand the material. These dynamic teaching methods stimulate student interest and motivation, significantly improving their learning outcomes. The enhancement of teacher knowledge is a key focus of this study. Through various programs like national and international seminars, workshops, and panel discussions, the teachers at MA Minat Kesugihan continuously broaden their insights and knowledge. Participation in these activities not only enriches their understanding of the subject matter but also strengthens their pedagogical and methodological skills. As a result, teachers can deliver lessons more effectively and in-depth, contributing to the overall improvement of the quality of education at the madrasah.

Students also mentioned that technology enables more personalized learning. With online resources, they can study at their own pace and access additional materials when needed. This provides flexibility and encourages them to be more proactive in exploring topics of interest, enriching their knowledge beyond the limits of traditional classrooms. Students felt that the use of technology in the classroom enhanced collaboration among peers. Digital tools facilitate group discussions and collaborative projects, which not only strengthen their understanding of the material but also help develop their social and teamwork skills. This learning experience creates a dynamic and supportive environment, where students feel more motivated and ready to face academic challenges.

Students at MA Minat Kesugihan Cilacap particularly enjoyed the use of videos and online quizzes in their learning process. They found that videos helped explain concepts in a more visual and understandable way, while online quizzes made learning more interactive and fun. These features not only made it easier to grasp complex concepts but also provided immediate feedback to measure their understanding. Students expressed a desire for more technology-based projects. They felt that such projects not only added variety to teaching methods but also honed practical skills relevant to today's digital world. Technology-based projects allow students to be creative and innovative, encouraging them to think critically and solve problems both independently and in groups (Chairy, Nahdiyah, & Volta, 2023).

The desire for more technology-based projects reflects students' enthusiasm for more applied and contextual learning. They believe that hands-on experience with technology will better prepare them for future challenges, both in the context of further education and in an increasingly digital workforce. Therefore, further integration of technology-based projects into the curriculum could be a crucial step in meeting students' expectations and improving overall learning quality. Students at MA Minat Kesugihan Cilacap also suggested more group discussions to encourage collaboration among them. Group discussions not only enrich their understanding of the material but also improve communication and teamwork skills. Students feel that through collaboration, they can exchange ideas and perspectives,

which in turn deepens their knowledge and enhances critical thinking skills (Anwar, Jagat, Yanti, Anjarsari, & Sholihah, 2023).

Students also proposed increasing the use of relevant educational apps. They see great potential in these apps to facilitate more interactive and engaging learning. Educational apps not only provide access to various learning resources but also enable more structured and personalized learning. By using these apps, students can study independently and adjust the learning pace to their individual needs. Implementing these suggestions could create a more dynamic and adaptive learning environment, where students feel supported in reaching their full potential. Group discussions and the use of educational apps could become effective strategies in enriching the learning experience, encouraging active student engagement, and preparing them for future academic and professional challenges (Rahmi & Samsudi, 2020).

3.5 The Use of MGMP and Teacher Competency Development

The Subject Teacher Consultation Forum (MGMP) at this madrasah plays a crucial role in enhancing teachers' teaching competencies. As a platform for communication and collaboration, MGMP helps teachers design and evaluate lesson plans to be implemented. Through discussions and sharing experiences, teachers gain new insights and effective strategies that can be applied in everyday teaching. It also provides an opportunity for teachers to support one another and strengthen each other's skills.

MGMP not only enhances teacher competencies but also facilitates information technology-based learning. In today's digital era, understanding and the ability to use technology in teaching have become essential. MGMP provides a platform for teachers to learn and integrate information technology into the curriculum, ultimately increasing the effectiveness and appeal of the teaching and learning process in the classroom (Hidayati, Quddus, Saparudin, & Aulia, 2024).

The ability of teachers to perform their duties is a primary focus of this research. Pedagogical, personal, social, and professional competencies are evaluated and enhanced through various training and mentoring programs. These improvements not only cover academic aspects but also focus on self-attitude development and interpersonal skills. Teachers are encouraged to continuously innovate and develop their interpersonal skills, which are crucial in creating a positive and supportive learning environment for students (Maure, Arifin, & Datuk, 2021).

Teacher certification is one of the key efforts in improving professionalism and welfare at MA Minat Kesugihan. Certification provides formal recognition of teachers' competencies, which not only boosts their confidence but also motivates them to continue developing in their educational duties. This recognition also enhances teachers' commitment to their profession, encouraging them to create a conducive learning environment for students.

4. CONCLUSION

This research demonstrates that optimizing teacher performance management in Islamic schools, such as MA Minat Kesugihan Cilacap, can significantly improve education quality. By utilizing SWOT analysis, schools are able to identify strengths, address weaknesses, and confront challenges effectively. Management strategies rooted in spiritual motivation foster a supportive work environment, motivating teachers to enhance their pedagogical, technological, and interpersonal skills. Structured training and formal certification programs not only boost teacher professionalism but also drive ongoing professional development, while integrating technology into teaching methods enhances student engagement. Furthermore, collaborative leadership within the madrasah strengthens synergy among staff, ensuring the fulfillment of the school's vision and mission, and ultimately raising educational standards.

However, the research has certain limitations. It focuses primarily on one Islamic school, limiting the generalizability of the findings to other contexts. Additionally, the study does not explore in depth the long-term impact of these management strategies on student outcomes. Future research should expand to include multiple schools in diverse regions to validate these findings, and examine the long-term effects of performance management initiatives on both teacher development and student achievement.

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