

Strategy plan and operational plan in improving teacher performance

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ABSTRACT

This study aims to analyze strategic and operational plans for improving teacher performance. This research was conducted at the SD Muhammadiyah Banyudono Boyolali Special Program. The method used in this study is a descriptive qualitative method with data sources obtained from school principals, deputy principals, and teachers. Data collection techniques used are observation, interviews, and documentation. The data analysis technique involves the reduction stage, the data presentation stage, and the conclusion drawing stage. The results of the study show that the strategic plan for improving teacher performance at SD Muhammadiyah Banyudono Special Program is to conduct training and give rewards, while the operational plan is to optimize the work of the vice principal, create a clear jobdesk division, and receive direct monitoring from the school principal. The strategic plans and operational plans for improving teacher performance include supporting factors, namely first, support from the foundation; second, the trust of student parents; third, a large number of students; and fourth, young staff. The inhibiting factors are limited human resources and job functions that are not going well. Theoretically, the research is expected to be able to become a reference for further research and be developed to be more perfect. Practically, this research is also expected to add insight and can be applied by other school principals to improve teacher performance.

KEYWORDS

Strategic plan; Operational plan; Teacher performance

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Introduction

The teacher's performance so far has not been optimal. The teacher carries out his duties as a routine activity. Innovation for teachers is relatively closed, and creativity is not part of achievement. If a teacher does not develop their creativity, they are considered a waste of time and money. The results of teacher upgrading in various fields of study have not shown different work performance compared to the performance of teachers who did not take part in upgrading. There is no control over the results of the upgrade, even though it has cost quite a lot (Sagala, 2010).

Institutions that guide the performance of teachers and education personnel are not clear. Is it entirely up to the government or professional organizations of teachers and education personnel? Even so, there are still many teachers and education staff carrying out their duties with full sincerity and enthusiasm, because it is their responsibility in life.

The United Nations Development Program (UNDP) in 2007 obtained research results on the Human Development Index, which stated that Indonesia was ranked 107th out of 177 countries studied. Indonesia obtained an index of 0.728. And if Indonesia is compared with the ASEAN countries involved in the research, Indonesia is ranked 7th out of nine ASEAN countries (Lailatussaadah, 2015).

The low quality of education in Indonesia is also reflected in its competitiveness at the international level. Indonesia's competitiveness, according to *the World Economic Forum* for 2007-2008, is at level 54 out of 131 countries. Far below the competitiveness ranking of fellow ASEAN countries such as Malaysia, which is in 21st place, and Singapore, which is in 7th place (Lailatussaadah, 2015).

Based on the data above, as a professional teacher, the position of the teacher is that of a learning agent in order to improve the quality of Indonesian education; in this case, the teacher is required to have good competence. Regarding the success of learning, Sanjaya stated that "the success of a learning process lies on the shoulders of the

teacher." Therefore, the success of a learning process is largely determined by the quality or ability of the teacher (Sanjaya, 2005). Improving teacher performance has the most important position in efforts to improve the quality of learning, which will later have an effect on the quality of graduates and will affect the achievement of national education goals.

Teachers with good performance are undoubtedly capable of carrying out effective and efficient education, teaching, and training. They are believed to be able to motivate students to optimize their potential within the framework of achieving established educational standards. The teacher's teaching ability in accordance with the standard demands of the work carried out has a positive effect on the results achieved, such as changes in student academic results, student attitudes, student skills, and changes in teacher work patterns, which are increasing. To realize the above goals, a leader or principal is needed who is able to manage the school well, has high work motivation, and is able to create a conducive school environment that can support teacher performance, which ends in increasing student achievement.

A school principal has the duty to organize and mobilize a number of people who have various attitudes, behaviors, and backgrounds (Ariyanti, 2019). In running the leadership wheel, the principal formulates a strategic plan for the school starting from the vision and mission of the strategy; its development must be used as a guide in developing school operational plans (Citraningsih, 2018). The principal, as the highest leader who is very influential and determines the progress of the school, must have administrative skills, have a high level of commitment, and be flexible in carrying out his duties. Good school principal leadership must be able to seek to improve teacher performance through capacity-building programs for educational staff. Therefore, school principals need strategic and operational management in order to improve teacher performance. The leader is the person in the front row that followers expect to direct them. The principal must have the right strategy to motivate educators to carry out their duties. Motivating teachers can consist of giving awards that foster initiative, creative abilities, and a healthy competitive spirit (Zubair, 2017). This award is very important to improve the quality of the performance of educators and to reduce activities that are less productive.

SD Muhammadiyah Banyudono Special Program has lost several competent teachers due to PPPK (Government Employee with Work Agreement). It was recorded that there were 11 teachers who registered, of whom 6 were accepted and 5 were not (Employee with Work Agreement). It was recorded that there were 11 teachers who registered, of whom 6 were accepted and 5 were not. In this case, the school principal must open teacher vacancies. There are new teachers who have gone through the selection stage. However, it is not yet fully known how the new teacher will perform.

As a result, this study was carried out to determine school principals' strategic and operational plans for improving teacher performance, not only limited to the performance of new teachers but also teachers as a whole, including senior teachers. Seeing the general problems related to teacher performance in Indonesia and especially in the SD Muhammadiyah Banyudono Special Program, research on the strategic plans and operational plans of school principals in improving teacher performance needs to be carried out and further developed by other researchers so that efforts to improve teacher performance continue, so that the quality of education becomes better too.

Literature review

There are two important strategies that can be done to improve teacher performance, namely training and performance motivation. Training is used to deal with the low ability of teachers, while performance motivation is used to deal with low morale and enthusiasm for work. The intensity of the use of the two strategies depends on the condition of the teacher himself. In fact, if necessary, both can be used simultaneously (Masnun, 2014).

Improving teacher performance can be carried out by the educational institution where the teacher is carry out their duties. Principals provide opportunities for teachers to improve their competence, for example through upgrading, training, participating in events or competitions, continuing their studies to the next level, and so on (Emda, 2017).

Efforts that can be implemented to improve teacher performance include: 1) accepting the teacher's presence well; 2) giving new teaching assignments in accordance with the fields and competencies controlled by the teacher; 3) forming and implementing study teacher working groups and similar subject teacher deliberations (MGMP) as a forum for teachers to discuss planning problems and solving problems that occur in class; 4) carry out administrative and academic supervision of teachers as material for improvement and determine policies; 5) conduct coaching both administrative, academic, and teacher career; 6) provide opportunities for teachers to take part in training whether held at schools, districts, provinces or at the national level; 7) giving rewards to teachers who excel and giving punishments to teachers who are lazy and have problems; 8) giving additional assignments to the teacher; 9) form family bonds at each school with meetings held at the homes of family bond members (Zubair, 2017).

From the three research results described above, the author has his own summary regarding strategic plans and operational plans in improving teacher performance including: conducting training, providing rewards, and providing coaching and work motivation

Methods

The methods explain clearly how the author carried out the research. The method must describe the research design clearly, the replicable research procedures, describe how to summarize, and analyze the data. The approach used in this study is a qualitative approach, and the method used is a descriptive method with field studies (Sugiyono, 2009). This research was carried out at Muhammadiyah Elementary School Special Program Banyudono and involved several research subjects, including the principal, deputy principal, and teacher. There are two sources used: the first is primary data, which is obtained from the school principal, while secondary data is obtained from the vice principal and teachers. Data collection techniques use several methods, including observation, interviews, and documentation (Moleong, 2018).

The data analysis technique used uses the steps of analysis carried out in qualitative research according to Miles and Huberman, namely the data collection stage, the data reduction stage, the data presentation stage, and the conclusion drawing stage. To increase the validity of qualitative research data, a process of credibility, transferability, dependability, and confirmability is carried out (Sugiyono, 2018).

Results

Strategic Plan for Improving Teacher Performance at SD Muhammadiyah Banyudono Special Program

According to the results of interviews with school principals, strategic plans to improve teacher performance include the following:

Conducting Training

The principal is very concerned about improving teacher performance. So many delegate teachers attend training, and so on. From the workshop activities that the teacher has attended, the results obtained will be presented at the coordination meeting. This coordination meeting is held every Saturday after learning activities. The term "*gethok tular*" means that the knowledge gained is not consumed alone but is passed on to other teachers so that they can also gain new knowledge and insights. It turns out that the strategy for improving teacher performance is to have teachers who are more knowledgeable, more understanding, more in control, and have more potential to become resource persons to share their knowledge with other teachers, rather than simply participating in external training or workshops. The term "teacher" is used for colleagues or other teachers.

An example of a strategy for improving teacher performance, as revealed by the school principal, Mr. Pujiyono, S.Pd., M.Pd. "In our school, there is IHT (In House Training), which is held once a month. Like IT (information and technology), we bring in speakers from outside to teach the teachers here.

Also added by the deputy head of the school, Mr. Muhammad Zumaro, S.Pd.I., is, "We often have training for teachers, so at least once a month there must be training, starting from training that is in the realm of learning to that of a general nature." Like in the realm of learning, we sometimes review lesson plans and then improve the quality of recitation; we invite experts who can specifically recite, if during the pandemic, how to make video designs in the context of learning in the pandemic era, yes, according to needs.

In online learning activities during the COVID-19 pandemic, two models of training were carried out: the first inviting external speakers and the second maximizing teachers who understood more about the KineMaster application or making ppts into videos and providing training to other teachers. This is very helpful for learning activities where, during a pandemic, the teacher provides subject matter through home visits or gathers students together in one of the student's homes, then switches to learning via video. Thanks to this inter-teacher training, learning can be done online. So teachers no longer need to go to students' homes to provide subject matter. Other teachers are also happy; in this way, they get new insights and knowledge and new learning methods as well.

This was further strengthened by the statement of one of the teachers, namely Mrs. Enggar Estiwi, M.Pd., that "The principal often conducts training for teachers here, one of which is IHT (In House Training), usually inviting resource persons to improve teacher performance and gain new knowledge so that we don't keep teaching monotonously." You are like inviting the teachers to "come on, *sinau o meneh*." Frequently participating in or conducting teacher training is the most prominent strategy for improving teacher performance at the SD Muhammadiyah Banyudono Special Program.

Giving rewards

The next strategic plan for improving teacher performance is to give rewards. The most important basis for rewarding teachers is discipline. Discipline is related to going and going home, discipline in teaching, administrative discipline, and so forth.

This is as stated by the school principal, Mr. Pujiyono, S.Pd., M.Pd. "Usually once a month we give rewards to teachers who are disciplined and whose performance is good." The reward we give is not much. Yes, such as iron, household furniture, and others. Even though it's not much, by giving this reward, we appreciate the teacher's effort

and performance. Yes, hopefully, other teachers will be motivated as well, and their performance will improve as a result.

This was reinforced by the statement by the deputy principal, Mr. Muhammad Zumaro, S.Pd., *"To teachers who are considered to have good performance, we will provide rewards or bonuses."* It turns out that by giving rewards, bonuses, certificates of appreciation, or certificates, teachers feel valued and feel that they are always being watched and cared for during learning activities. As a result, by rewarding teachers, we can improve their performance.

Operational Plan for Improving Teacher Performance at SD Muhammadiyah Banyudono Special Program

According to the results of interviews with school principals, strategic plans to improve teacher performance include the following:

Optimizing the work of the Deputy Principal

The principal cannot carry out his duties alone; he needs help from other people, so the role of the vice principal is very necessary. As stated by the school principal, *"so that this burden is not too heavy to bear alone, it needs to be distributed among the existing deputy heads."* *There are three deputy principals, namely curriculum, infrastructure, and public relations, as well as Islam and Kemuhammadiyah.* The vice principal plays an important role in developing and maintaining what has become the principal's strategic plan.

Jobdesk is clearly divided

Principals, vice principals, and teachers must know very well their duties. If everyone understands their respective duties and functions, the operational plan to improve teacher performance can run smoothly. As explained by the school principal, *"In the field, it is necessary to have a job division."* *"We all have to understand our respective duties and responsibilities. If there is a clear job description, God willing, the operational plan will go well so that the strategic plan that has been set will also go well."* As a result, the principal of Muhammadiyah Elementary School Banyudono Special Program implemented the second operational plan, which included a clear division of the jobdesk to deputy principals and teachers.

Direct monitoring by the principal

After having a strategic plan to improve teacher performance, the principal cannot just walk away. The principal must monitor its progress, whether it is running or not. As stated by the vice principal of the school, *"When it is in implementation or operational, there is still a kind of supervision of teachers through direct monitoring from the school principal."* *After the training is carried out, there are no benefits for the teachers.* To ensure that the implementation of the training goes well or not, the school principal always provides monitoring. So the principal is also the supervisor of the training activities that have been carried out. This was reinforced by a statement by one of the teachers, namely Ibu Putri Endriastuti, S.P.D., that *"we have supervision from the school principal at least once in one semesterities that have been carried out. This was reinforced by a statement by one of the teachers, namely Ibu Putri Endriastuti, S.Pd., that "we have supervision from the school principal at least once in one semester."* Mrs. Enggar Estiwi, M.Pd., also said that: *"When we have received training or workshops outside, usually the teacher who represents us tells us to convey it to other teachers."* *"Every Saturday we have a coordination meeting, and from there the school principal supervises the training activities that the teacher representatives have participated in."* Indeed, to find out whether the strategic plan is going well or not, monitoring by the school principal becomes the operational plan.

Supporting and Inhibiting Factors of Strategic Plans and Operational Plans in Improving Teacher Performance at SD Muhammadiyah Banyudono Special Program

Supporting factors

1. Support from the foundation

For schools that are under private auspices, support from the foundation is one of the ways teachers can improve their performance. Support from this foundation can be in the form of coaching, training, or an injection of funds. If the foundation just leaves and does not give attention, input, and so on, it is possible that the school or institution under its auspices will be chaotic.

2. Trust from parents

Parents' trust in Muhammadiyah Elementary School Special Program Banyudono encourages teachers to truly believe in this program. Once that trust is lost, many people no longer want to send their children to the SD Muhammadiyah Banyudono Special Program. As the headmaster said, *"Trust is expensive; don't let us tarnish it."*

3. A large number of students

Regarding the trust of student guardians, if the student guardians have trusted SD Muhammadiyah Banyudono Special Program as a quality school, the number of students will increase. According to the documents examined by the researchers, the number of students has increased from 160 to 461 since the school principal, Mr. Pujiyono, M.Pd., took over in 2014. This number of students is a responsibility that must be fulfilled by providing the best educational services possible. So like it or not, the teacher must demonstrate good performance.

4. Young energy

Many of the Banyudono Special Program Muhammadiyah Elementary School teachers passed PPPK after being hired as PPPK (Work Agreement Government Employees) teachers. So we need a new teacher. It turned out that the majority of these new teachers were young and *fresh graduate students*. Young workers are usually enthusiastic, disciplined, and agile. These are the supporting factors for improving teacher performance. Young teachers teach older teachers, and even old teachers are not awkward or ashamed to learn from the younger ones.

Inhibiting factor

1. Human resource limitations

Because each person has their own set of strengths and weaknesses, human resource limitations can be both quantitative and qualitative. Even though this is an obstacle to strategic and operational plans for improving teacher performance, it doesn't matter as long as the school principal always provides support and motivation and fellow teachers always work together. One teacher excels in one field but is weak in another. But on the contrary, there are teachers who are superior in other fields but weak in certain fields. The most important thing is that fellow teachers must complement each other.

2. Task functions that do not work properly

Even though the principal had assigned desks according to their respective duties and functions, it had again returned to the teachers themselves. There are those who work fast, and there are those who are slow. Researchers gathered from the results of interviews with various teachers that the task function was not going well because of the advanced age factor, the efforts of the teacher who were still not optimal, personal problems, and body condition. If the task that has been given does not go well, it will become an obstacle to improving teacher performance.

Discussion

Strategic Plans for Improving Teacher Performance

Principals play an important role in making policies related to strategic planning for improving teacher performance (Puspitasari, 2015). According to the findings of the research, there are two strategic plans for the head of Muhammadiyah Elementary School for the Banyudono Special Program in improving teacher performance, namely conducting training and rewarding teachers. According to Yulastika (2022), the importance of training in general in developing HR potential includes the following:

1. Improving performance through education and training is expected to change performance both in quality and quantity.
2. Through optimizing professionalism in work through education and training, it is expected to get results according to the specified standards.
3. Promoting productivity through profession-specific training will increase the level of cognition and interpretation in their performance.
4. Develop communication, because every activity requires communication. The education and training activities will not run smoothly or be enjoyable if communication is not maintained.
5. Increasing knowledge, skills, and expertise in an effort to meet the demands of the times.

This is also in accordance with research conducted by Rahmatullah (2016), who found that there is a relationship between including teachers in training and teacher performance. According to (Puspitasari, 2015), providing rewards, additional allowances, and incentives to the most professional teachers aims to provide motivation for other teachers to become professional teachers as well. These two strategic plans, at the very least, can serve as the foundation for improving teacher performance in a school.

Operational Plans for Improving Teacher Performance

Operational plans focus on what will be done at the level of implementation in the field of a strategic plan (Mappasiara, 2018). Through the results of the research above, it is known that operational plans for improving teacher performance include optimizing the work of deputy principals, creating clear job desk divisions, and receiving direct monitoring from school principals.

The deputy principal of the school also has responsibility for implementing plans set by top management, in this case the principal (Iskandar, 2018). The strategic plan that has been prepared cannot run properly without the help of the vice principal. In an educational institution, if everyone understands and respects each other's duties and job desk, of course the activities within the institution can run smoothly. Therefore, if all stakeholders involved in

educational institutions understand their duties, they must carry them out seriously and as best they can. Leaders also always inspire their followers to carry out their duties and should put aside personal interests for the good of the organization (Firmansyah et al., 2022).

One of the functions of the principal is supervision (Waluyo, 2013). As a supervisor, the principal can always and at any time monitor the learning activities carried out by the teachers. It turns out that direct monitoring by the principal has a psychological effect on the teacher, thus making the teacher more serious about teaching because they feel they are being watched. It's different if the principal doesn't directly monitor learning activities; many teachers who teach seem monotonous and not serious.

Supporting factors

Seeing the results of the research above, there are four supporting factors for the strategic plan and operational plans of SD Muhammadiyah PK in improving teacher performance, namely support from foundations, trust from student parents, a large number of students, and young teachers.

The weakening of the role and function of foundations in fostering madrasas, especially in the control function, results in the existence of madrasas that are unable to compete with educational institutions of the same level in their surroundings (Siregar, 2020). SD Muhammadiyah PK Banyudono can continue to exist and be able to compete with other educational institutions around it thanks to the support from the foundation. Support from foundations is also capable of improving teacher performance, whether it is moral or financial support.

The non-participation of parents in learning at home and at school is a separate obstacle for children to obtain effective learning. Ideally, parents participate in planning, implementing, supervising, and evaluating the implementation of educational services. Parents participate in planning, implementing, supervising, and evaluating the implementation of educational services (Dermawan, 2016). At Muhammadiyah PK Banyudono Elementary School, it turns out that parents' or students' wali are also a supporting factor in improving teacher performance, although motivation is still limited via WhatsApp. However, this actually motivates teachers to be serious about providing the best educational services.

SD Muhammadiyah PK Banyudono has more than 400 students. This is actually an injection of enthusiasm for the school principal to invite teachers to show their best performance so that public trust does not fade because they have sent their children to that school. So, having a large number of students is also a factor in improving teacher performance.

Young teachers add a variety of touches to educational institutions. The enthusiasm for teaching is still burning, the physique and stamina are still good, and he is also nimble when doing assignments. This is very helpful for senior teachers who are starting to weaken in several ways, especially physically. Because of this, the performance of teachers at SD Muhammadiyah PK Banyudono can improve thanks to the help of young teachers.

Inhibiting Factors

Not everything that is called a plan can run smoothly when it is put into operation. As stated in the research results above, the inhibiting factors for strategic planning and operational plans in improving teacher performance at SD Muhammadiyah PK Banyudono include limited human resources and task functions that are not going well.

The progress of an organization depends on whether the quality of its human resources is good or bad (Susanti et al., 2022). Managing the human element is not an easy thing because humans are resources that have reason, feelings, and desires, as well as ratios, feelings, and intentions. Therefore, it is natural that every activity that is carried out sometimes stagnates and does not go well. One of them is limited human resources.

The task of the teacher, besides educating and teaching, also includes completing other tasks outside of these two things. This also includes assignments given by the principal to the teacher personally. This is for the advancement of the quality of education. However, the principal must also know how far the teacher's ability goes in carrying out the tasks assigned to him. The school principal, as the leader of the institution, must be firm in managing its members (Akman, 2021). So that the teacher, in carrying out the task he is carrying, does not take it lightly and does not delay work time. According to research Cornelissen & Smith (2022), the characteristics and personalities of leaders influence teacher performance as well as student academics.

Conclusion

Based on the description above, it can be concluded that the strategic plan for improving teacher performance at SD Muhammadiyah Banyudono Special Program is by conducting training and giving rewards, while the operational plan is by optimizing the work of the deputy principal, clear jobdesk division, and direct monitoring from the school principal.

The strategic plans and operational plans for improving teacher performance at Muhammadiyah PK Elementary School also have supporting factors, namely first, support from the foundation, second, trust from student parents, third, a large number of students, and fourth, young staff. The inhibiting factors are limited human resources and job functions that are not going well.

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