Teachers' Performance Improvement Planning and Learning Optimization

Amiruddin Siahaan[1]✉, Makmur Syukri[2], Hendriyal[3], Azhar[4]

State Islamic University of North Sumatra Medan, Indonesia [1,2,3,4]

e-mail : amiruddinsiahaan@uinsu.ac.id[1], makmursyukri@uinsu.ac.id[2], hendriyals@yahoo.co.id[3], abuhudzaifi02@gmail.com[4]

Abstrak

Peningkatan kinerja guru adalah hulu dari keberhasilan proses pembelajaran, dan siswa berprestasi adalah hilir dari proses tersebut. Penelitian ini bertujuan untuk mendeskripsikan perencanaan peningkatan kinerja guru dan optimalisasi pembelajaran. Adapun jenis penelitian ini termasuk kategori pendekatan kualitatif dengan metode studi kepustakaan. Bahan analisis kajian dan sumber data diperoleh dari pencarian berbasis internet dengan laman kredibel, seperti *Google Cendekia, DOAJ, Moraref,* dan *SINTA*. Bahan data yang dimaksud meliputi buku, artikel ilmiah, prosiding, dan tugas akhir mahasiswa. Selanjutnya, validitas atau keabsahan data dicek menggunakan bahan data (ilmiah). Hasil penelitian ini menunjukkan bahwa perencanaan peningkatan kinerja guru dan optimalisasi pembelajaran melalui tahapan *greedy organization,* intensifikasi kerja, performativitas, dan memahami kekuatan organisasi.

Kata Kunci: Kinerja Guru, Pembelajaran, Perencanaan Organisasi.

Abstract

Improving teacher performance is 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 the 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 of organizational strengths.

Keywords: Teacher Performance, Learning, Organizational Planning.

INTRODUCTION

The existence of humans as social beings cannot be separated from the participation of other people (Hamzah, 2015: 26-33). In the study of psychology, human personal needs, among others, get recognition from others. This shows the close relationship between individuals and other individuals and emphasizes that egocentric attitudes are contrary to human nature (Priatmoko, 2018: 221-239). For that, humans need a place or institution to socialize or interact to achieve common goals.

The similarity of vision and mission, region, ethnicity or culture, and various other forms of similarity, are the reasons for individuals to form an organization (Aryati, 2018: 79-94). It will be interwoven with dynamic and progressive interactions. It is not uncommon for members of an organization to experience light or severe conflict, which requires solving organizational problems wisely and solemnly. Thus, the dynamism created in the organization goes hand in hand with the conflicts that exist.

In general, the organization is not only interpreted as a forum that is legal and recognized by the government. More than that, the organization is broadly interpreted as a forum for interacting with a group or group to carry out a mission and achieve a certain vision. Schools are educational institutions that serve as a forum for organizations to educate the nation's generation (Ningrat, 2015: 55-72). Then, the productivity and efficiency of activities run the learning organization wheel.

The learning cycle requires change or innovation in the world of education. These changes lead to adaptive learning based on technological sophistication (Syakban, 2019). This is increasingly seen when the Covid-19 pandemic situation hits all sectors of life. Where human interaction activities continue to take place over long distances via internet communication. 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 generations. The main activity as a form of interaction in schools 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 have been accepted by students conceptually will lead to contextual and meaningful learning (Srihartini & Lestari, 2021: 135-154).

Furthermore, efforts to realize optimal learning start from 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 the basic competencies of teachers (Lailatussaadah, 2015). In the context of Islam, teachers are also taught how to explore teaching skills wholeheartedly, display role models, and pray for the good of students in the future.

Indeed, relevant research on planning for improving teacher performance has been examined from various aspects, including discussing the theme of principals' leadership (Iskandar, 2013; Yuliandri & Kristiawan, 2017; Gaol & Siburian, 2018), teacher training activities (Slameto, 2017: 38-47), teacher performance improvement management (Susanto, 2021; Zubair, *et.al.,* 2017), professional strategy (Emda, 2016: 111-117), academic supervision and its impact 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 strategy (Muspawi, 2021: 101-106), school culture and teacher motivation (Komar, 2020: 109-117; Oktaviani, 2015), Principal's decision making (Murtiningsih & Lian, 2017: 87-96), *workshop, minimum criteria for student learning completeness* (Sudiati, 2018: 231-237), and empowering the work environment in schools (Prasetyono, *et.al.*, 2020: 255-266).

Observing the literature review above, it is known that relevant research on planning for teacher performance improvement "leaves a space" for the study. Furthermore, the researchers 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 for Teacher Performance Improvement and Learning

Optimization". Through this research, it is hoped that the concept of efforts to improve teacher performance can be found through optimizing learning (inside the classroom or outside the classroom).

METHOD

This study uses a qualitative approach with a literature study method (Assingkily, 2021). The focus of the discussion is planning for improving teacher performance and optimizing learning. Sources of research data were obtained from credible pages, including Google Scholar (Google Scholar), DOAJ, Moraref, and Sinta. Materials for analysis of research studies include books, scientific articles, proceedings, and final assignments (thesis, thesis, or dissertation). To check the validity of the data, the researcher used research analysis materials. To check the validity of the data, researchers used study analysis materials. In the end, the research data will be presented in the form of a description of there is relevance between the research findings and previous relevant research. Thus, the research results can be a new recognition for use by the wider community.

RESULTS AND DISCUSSION

Intensification of Teacher Work in Schools

Work experience is a factor driving creativity and teacher ability in teaching (Sholeh, 2016: 41-54). The professionalism of teachers in education is not only proven by the numbers or letters of their bachelor's degrees, but also by the intensity of work (devotion). The demands and challenges of the globalization era necessitate rapid changes, so a high work intensification of teachers in schools is needed (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 only capable or experts in their scientific fields but require the ability to adapt and be creative through technological sophistication. The strategy of global competition that is evenly distributed in all sectors of life also demands increased productivity and performance of teachers (Rizki, 2018).

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

Teacher intensification is assessed as a combination of teacher professionalism (experts in certain scientific fields) and adaptive attitudes in responding to various changes that occur. Teachers who are intense in teaching (senior), of course, 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 greatly helps the learning process, both as a learning medium and as a learning resource for students. Moreover, the Covid-19 pandemic situation requires the entire learning system to take place virtually (online). It is very easy for students to get the information they want with just one click on their smartphones. 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 can become learning facilitators for students. Because, if the teacher only relies on the transfer of concepts in the book to students, the students will know better than the teacher because the information is easily obtained from Google. However, if the teacher can create teaching materials according to the needs of student learning development, it will be easier for students to understand and impress them. 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 profession workshops; (2) providing broad opportunities for students to learn and gain educational experiences; (3) develop scientific thinking through discussion. *Second*, focus on education and human resource development, including; (1) learning planning, (2) effective institutional management or management; (3) facilitating the needs of students to be productive. *Third*, the alignment between the world of education and the world of work, including; (1) providing internship opportunities before entering the world of work; (2) granting a certificate of expertise as capital for applying for a job (Luhulima, 2018).

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

Teacher Teaching Performance in Schools

Identify the needs of students (society) for education, starting by 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 not necessarily both are directly proportional (synergy) between the quality of graduates and the quality of institutions. Thus, the main benchmark in choosing an educational institution is the competence and creativity of educators.

The performance of educators in presenting teaching materials is very influential on students' interest in learning because the material will feel "normal" when taught by the lecture method without the help of media or learning strategies. Teachers' skills in teaching are seen as a stimulus expected by students to train themselves gradually to learn independently. To support this, serious efforts are needed from educational institutions in the form of implementing policies on discipline or discipline of educational institutions to all "school residents" starting from school principals, teachers, education staff, and students (Sutaji, 2021: 157-173).

The problem that arises in the community is the application of strict discipline for students, but it is inversely proportional when it happens to teachers or education staff. The paradoxical application of this kind of regulation makes students indifferent to existing policies because they are unfair and not equal to the education community (schools). Efforts to solve these problems are seen as a form of realizing effective educational institutions (Siskayanti, 2016).

The service and integration of education providers from the aspect of the rules and their application is a reflection of the quality of the school. The community will be able to assess every school's development through academic services, the quality of graduates, and direct information obtained from each child. For this reason, the effectiveness of learning or the 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 a polarization (system) of education are inseparable forms of two sides of the coin. How come? Educational organizations regulate various aspects of the implementation of education, while the polarization of education as a result of the implementation takes place continuously - on an ongoing basis. Furthermore, every educational organization has a clear path regarding the polarization of education its practices, as well as the pattern of education formed by educational organizations (Suratmin, 2019).

The unit of command regarding the education system, both in terms of management (management) or its organization includes 3 (three) aspects, namely leadership, decision making, and communication. These three

aspects are interrelated to improve teacher performance and optimize learning. In the context of management science, leadership essentially lies in how the attitude and way the leader makes 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 to apply leadership, decision-making, and communication in schools. Regulatory, efforts to harmonize organizational strengths are regulated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas). This policy also regulates the reference for the implementation of educational institutions starting from the level of early childhood education to the level of higher education (Wahyudi & Nasir, 2021: 60-64).

The public's need for quality education is met by observers and education 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 work extra in supervising the teaching processes and practices that are applied, so that they are in line with the national education curriculum (Ardiansyah, 2020).

As for other factors that need to be considered by education providers related to the characteristics of weak organizational culture, namely (1) easy formation of groups between individuals in 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 a Conducive Educational Institution

Effectiveness and efficiency are the main aspects of creating conducive educational institutions. The practice of implementing institutional management is documented through good managerial techniques. The greedy organization is a reasonable concept in solving optimization problems, including optimizing learning. In this context, the role of the teacher is very much 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 the productivity, efficiency, and excellence of human resources in schools; (2) ability to use renewable technology to help work at school; (3) adopting educational values to be transmitted to students in the learning process; (4) utilizing technological sophistication as an effective and efficient learning facility; (5) encourage the work culture of teachers; and (6) create measurable targets and orientation (Arka, 2016).

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

Referring to the findings above, another opinion was expressed by Syaikhudin (2013: 301-318), that learning as the core of education must be initiated by creative and innovative educators. This is intended to realize a quality education system from all existing components, including quality graduates, superior image, and accreditation of institutions, to outstanding educators (Setiono & Rami, 2017: 219-236). On this basis, the leadership of the principal is needed to overcome the problem of the crisis of public trust in teachers.

In line with the above, Abdullah (2017: 35-49) explains the central role of teachers in schools in determining productive steps and the quality of graduates from educational institutions. On the other hand, Research Oktiani (2017: 216-232) concludes that the need for creative teachers is a latent problem in Indonesia.

For this reason, teacher competence should not only be written on a competency certificate record but must be proven in real terms in educational achievement.

Based on the description above, it is understood that planning is needed to achieve success in the world of education. Teacher performance is the main target in learning planning efforts because it can inspire and motivate students to be enthusiastic about learning and achieving. Thus, planning to improve teacher performance can create optimal learning in educational institutions.

CONCLUSION

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

REFERENCES

Abdullah, R. (2017). Pembelajaran dalam Perspektif Kreativitas Guru dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal, 4*(1), 35-49. https://jurnal.ar-raniry.ac.id/index.php/lantanida/article/view/1866.

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.

Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan, 5*(2), 216-232. http://ejournal.uinsaizu.ac.id/index.php/jurnalkependidikan/article/view/1939.

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/.

Setiono, P., & Rami, I. (2017). Kreativitas Guru dalam Menggunakan Media Pembelajaran di Kelas V Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar, 2*(2), 219-236. https://online-journal.unja.ac.id/gentala/article/view/6808.

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.

Syaikhudin, A. (2013). Pengembangan Kreativitas Guru dalam Proses Pembelajaran. *Lisan Al-Hal: Jurnal Pengembangan Pemikiran dan Kebudayaan, 7*(2), 301-318. https://journal.ibrahimy.ac.id/index.php/lisanalhal/article/view/66.

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.