

The Performance of The Head of a Private Madrasah Aliyah In Improving The Quality Of Teachers

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ABSTRACT

This qualitative study explores the role of principals as leaders in improving teacher quality in the Panai Hulu sub-district, Labuhan Batu district. Data was collected through observations, interviews, and documentation methods. Analysis of the data followed Huberman and Miles' approach, including data reduction, data presentation, and drawing conclusions. Additionally, the data's validity was assessed using credibility, transferability, dependability, and confirmability criteria proposed by Lincoln and Guba. The findings of this study revealed several strategies implemented by Aliyah Madrasah heads to improve teacher quality, such as collaborating with external parties, providing motivation through training and workshops, maximizing subject teacher deliberations, facilitating continuing education, maintaining teacher resource materials, and conducting teacher supervision activities. The performance of the madrasa heads in enhancing teacher quality was assessed based on competencies such as personality, managerial skills, entrepreneurship, supervision, and social skills. However, various obstacles and constraints were identified, including financial difficulties faced by private madrasahs, resulting in limited resources and heavy reliance on the BOS funds. Additionally, teachers' punctuality and the age-related challenges in utilizing appropriate teaching media were identified as hindrances to improving teacher quality.

Keywords: *Performance, Principal, Quality, Teacher*

INTRODUCTION

The principal is a position that is expected to perform optimally in order to achieve the vision and mission of the school institution he occupies. One of the problems that exist in education in Indonesia is the low quality of education at the level of education units, especially in primary, secondary and tertiary education. Improving the quality of education is done through standardization and professionalization that is running today, this requires an understanding from various parties of the changes that occur in various components in the education system, one of the factors in improving the quality of education through educators

who are professionals who are tasked with planning and implementing the learning process through learning outcomes, conducting guidance and training and conducting research and community service.

This shows that educators are an integral part of the existence of human resources that have a strategic role in the life of a school. Academic qualification standards and teacher competencies will be the benchmark for school principals in helping to improve the quality of educators. The principal is the key person in achieving the success of the autonomy given to schools in managing and empowering human resources for the benefit of achieving school goals (Rahmad and Agus, 2019). The quality of educational institutions is determined by several factors, one of which is the performance of the principal, according to Budi Suhardiman (Budi, 2012) the performance of the principal is the ability to carry out the work or tasks possessed in completing a job at the school he leads.

Various important and strategic efforts that are scheduled to optimize the performance of the principal are highly dependent on the willingness and determination of the principal to make himself a successful leader with optimal performance (Ade, 2012). Principals as leaders must have several abilities which include good abilities in terms of personality, knowledge of educational staff, school vision and mission, decision-making skills and communication skills (Candra, 2021) Teachers as educators are required to develop their professional abilities with the aim of further improving performance in carrying out their duties because the times that continue to develop will demand quality skills and professionalism. As a professional teacher is a determinant of the quality of education who must have knowledge insights and about management information systems. improving the professionalism of teaching staff is very necessary. This improvement is done through increasing work motivation, providing training, and professional education (PPG) for teachers and it is also very necessary for a government policy in human resource development. Improving the performance of teaching staff cannot be separated from the influence of motivation from the principal as a leader (Hadith, 2014).

According to Danim, to see whether a teacher is said to be professional or not, it can be seen from two perspectives, first, from the minimum level of education from the educational background for the school level where he becomes a teacher, second, the teacher's mastery of teaching materials, managing the learning process, managing students, performing guidance tasks and others (Jamilah Maisura, 2018). Indicators of improving the quality of teachers, one of which is teacher competence, can contribute greatly and are very influential in improving teacher performance in addition to other indicator competencies that are expected to make a large and significant contribution to improving teacher performance are motivation and principal leadership. Motivation is a condition that influences arousing directing and maintaining behavior related to the work

environment (Pianda, 2018). Management of education personnel (teachers and staffing) absolutely must be implemented by the principal in order to utilize education personnel effectively and efficiently to achieve optimal results. In accordance with this, a principal must be able to search, position, evaluate, direct, motivate and develop the talents of teachers and employees and be able to align individual and organizational goals (Candra, 2021). Meanwhile, Amiruddin Sihaan, Rahmat Hidayat and Rustam (Candra, Hidayat and Tien, 2019) explain that to produce professional and appropriate educators and education personnel, several stages are needed, namely: 1) planning of teaching and education personnel, 2) Recruitment of teaching and education personnel, 3) coaching and employee development, 4) promotions and transfers, 5) dismissal of employees; 6) compensation and 7) Assessment of work performance

The results of Gunawan's research state that school principals make efforts that can improve the quality of teaching staff through empowerment activities and school programs such as supervision, deliberation of learning subject teachers (MGMP) self-evaluation (EDS) and entrepreneurial activities intended for teaching staff (Gunawan and Happy, 2021). meaning that the principal has done his job optimally in improving the quality of teachers through supporting activities to improve the quality of educators and based on national education standards. The efforts made by teachers to improve teacher professionalism are by delegating responsibilities to teachers, fulfilling competencies, namely onagodic personality competence social competence, professional competence while the principal's efforts in improving teacher professionalism by implementing direct and indirect supervision of teachers at school (Candra, Achyar and Lahmudin, 2020). Departing from the previous research above shows that the principal as a driving force in improving the quality and performance of teachers is required to have a vision, mission and broad insight as well as adequate professional abilities in planning, organizing, implementing and supervising education.

Management of education personnel in schools must be shown to empower education personnel effectively and efficiently to achieve optimal results but still in a pleasant condition in connection with that the function of management of education personnel in schools that must be carried out by teachers and principals is to attract, develop review, and motivate education personnel to achieve educational goals optimally help education personnel to achieve positions and behavior standards maximize career development and align individual group and institutional goals (Wasilah and Tutut. 2022) Efforts to improve the quality of education are being carried out through curriculum improvement, equipping facilities and infrastructure as well as improving the quality of teaching staff (teachers) (Dodi Setiawan, 2018), Efforts to improve the quality of education are being made through improving the curriculum, completing facilities and infrastructure and improving the quality of educators (teachers) (Dodi Setiawan,

2018) Quality educators (teachers) are a dream for education consumers because educators (teachers) are one of the most important components in teaching and learning activities which will support the success of learning and the success of education.

Educators can achieve maximum results in carrying out their role in learning, there are several things that influence it, first in terms of teacher qualifications, teachers need to have eligibility which is not only proven by degrees and diplomas but must be supported by superior and professional qualities, second in terms of personality, teachers need to have a high personality based on noble character, Third, in terms of learning, teachers need to understand the theory and practice of education and curriculum so that they are able to design learning well, be able to implement learning with effective learning arts, and be able to evaluate learning, fourth, in terms of social, teachers as educators need to have social pressure in dealing with social phenomena around them because teachers are one of the elements of society (Etisnawati, 2020) Empowering educators is an important aspect of the performance of school principals to provide broad authority to improve the learning of students at school. Empowering educators is a way to improve the quality of educators carried out by schools through principals with performance, skills and actions that will be taken to achieve quality educators, it requires quality-oriented leadership leadership that has principles in achieving school quality according to national standards of education.

METHOD

This research was designed with a qualitative descriptive approach. Descriptive approach is one type of research that aims to describe systematically, factually, and accurately the facts, and the nature of certain populations, or try to describe phenomena in detail. Arikunto stated that descriptive research is research intended to collect information about the status of an existing symptom, namely the state of the symptom according to what it is at the time of the research (Arikunto, 1998). In this study, researchers tried to describe the facts in accordance with the circumstances related to the Performance of the Head of the Private Aliyah Madrasah in Improving Teacher Quality in Panai Hulu District, Labuhan Batu Regency. Researchers will collect quantitative and qualitative data and will be analyzed according to the characteristics of the data that researchers find in the field. Research data collection regarding the effectiveness of meeting national education standards is carried out using observation, structured and unstructured interviews and documentation studies. Data were taken from primary sources, namely the head of Mas Kebun Ajamu and Mas Al-Azhar, also known as key informants. Data was also taken from secondary sources, namely teachers, staff, students, parents and students. The use of primary and

secondary sources is intended to obtain a clear and comprehensive picture of field data related to the problem under study, so that the data obtained will truly answer the problems studied in this study.

In qualitative research, data analysis is generally divided into three levels; analysis at the initial level, analysis during field data collection, and analysis after completion of data collection. The essence of data analysis in qualitative research is to reduce data, because in qualitative research the data collected must be in-depth and sufficient according to the focus and objectives of the research. To strengthen the validity of the data findings and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability (Lincol and Guba, 1985).

RESULT AND DISCUSSION

Strategy of Madrasah Principal in Improving Teacher Quality at Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlas Kebun Ajamu

The success of education in a madrasah is influenced by several factors, one of which is the leadership of the madrasah principal as an educational leader. Efforts to realize a quality madrassa require a creative and innovative madrassa head who must be able to mobilize all human resources to achieve the vision, mission and goals of the madrassa.

From the results of the study that the strategies of the heads of Mas Al-AZhar Teluk Sentosa and Mas Al-Ikhlas Kebun Ajamu in improving the quality of teachers have similarities, namely that they must have intelligence and skills in mastering the situation and conditions in the madrasah, besides that the madrasah head must be able to implement a development program in mobilizing the organizational data sources he leads in this case, namely the madrasah head teacher must be able to create a conducive atmosphere in order to achieve the quality improvement goals that have been set. The strategy of the head of Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlas Kebun Ajamu is considered good enough to be seen from the madrasah head's strategy in improving the quality of teachers, namely:

1. Provide motivation. Motivation is needed by teachers to be more enthusiastic in carrying out their duties. In motivating the madrasah head to apply open leadership in various ways to increase self-confidence in all teachers and other educators, motivation can be said to be an effort that creates encouragement for individuals to act with motivation and encouragement in doing a job will greatly affect the effectiveness and results of work. Good motivation reflects the magnitude of a person's sense of responsibility for the tasks delegated to him. The madrasah principal must have the right strategy to motivate teachers to be more enthusiastic in carrying out their various

duties and functions as educators and teachers. The madrasah principal also always tries to motivate and empower teachers by giving attention, praise, and appreciation for all forms of quality, namely in the form of a charter or intensive and congratulating teachers who have good performance.

2. Including subject teachers and education personnel in training organized by the Ministry of Religion of the Republic of Indonesia or the Training Center as an effort to increase insight and knowledge for teachers and education personnel for sending training teachers is carried out alternately so as not to affect the learning process. If a teacher is attending training, students are usually given certain tasks that are replaced by picket teachers so that the class is not empty. Training activities are carried out according to the existing situation and conditions if the training is important, it must be followed in addition to adding insight, especially in their respective fields of study and increasing knowledge.
3. Providing opportunities for teachers to participate in various education and training at the district/city/district level, including in subject teacher deliberation activities (MGMP) or teacher working groups (KKG) as well as seminar discussions, local works and providing learning resources in the madrasah working group area (KKM) every month MGMP and KKG are held with alternating madrasah locations, this makes it easier for teachers because they do not leave their duties at the madrasah for a long period of time.
4. The implementation of supervision is used to improve performance as a form of self-correction or self-introspection of shortcomings in teaching and as motivation for further good. The implementation of supervision is needed by teachers in educational institutions not only to improve quality but with the implementation of supervision a teacher is expected to be more responsible for each task, able to create new innovations in delivering material following the development of science and technology.

According to Djam'an Satori, teacher professional development is an effort that is carried out in providing motivation and guidance to teachers to improve their professionalism and improve teacher performance in controlling the learning process so that a higher quality education process can be realized. Pauline states that teacher coaching in the education process means 1) the development of teacher insight in accordance with the field being pursued 2) increasing self-confidence 3) increasing skills 4) strengthening knowledge about various matters related to teaching and learning personnel and 5) increasing teacher commitment to their work (Khaeruddin, 2019).

This is in line with what is revealed in the book (La, 2021) with the madrasah head in carrying out his duties and functions is required to have sufficient capacity as a leader. The leadership role of the madrasah head in improving the

performance and professionalism of a teacher is very large. Given that with good leadership, the madrasah head is expected to be able to influence and mobilize teachers to improve teachers' professional competence.

This is supported by a statement obtained by Noni Wahyu Lestari with the title Madrasah Principal's Strategy in Improving Teacher Quality at SMKN 41 Jakarta which explains that "the implementation of the principal's strategy in improving the quality of teaching staff is carried out by giving study permits, in house training, MGMP, spiritual guidance training to include teachers in the competition, this strategy has a good impact on improving the quality of teachers" (Noni, 2019).

In connection with the above statement, the researcher added a statement from Etisnawati with the title Strategy of madrasah principals in improving the quality of teaching staff which explained that "some of the principal's strategies in improving the quality or competence of teaching staff based on personal and instructional approaches are 1) coaching padagogik competence through cooperation with supervisors with education quality assurance institutions (LPMP), 2) professional competence, personality competence through conversations with tenafa educators carry out supervision (do ruqyah kultum ngaji together) 3) social competence through conducting coaching kaakraban teachers ". (Ari, Dian and Effry, 2023)

Based on the above statement, it can be concluded that the strategy of the madrasah head in improving the quality of teachers is by sending teachers to attend training, MGMP, seminars, workshops, IT-based learning and so on.

The difference in the strategy of the madrasah head in improving the quality of teachers is that MAs Al-Azhar Teluk Sentosa by providing opportunities for teachers to participate in activity programs held from the parent or sub rayon and all MANs in the district, conducting teacher supervision activities per semester Providing opportunities for teachers to continue their education to the master level, The head of the madrassa provides opportunities for teachers to teach more variedly to make students easier to understand lessons and be able to achieve various prestigious achievements in both academic and non-academic fields, that's where the head of the madrassa sees the competence of teachers while MAs Al-Ikhlas Kebun Ajamu Holding supervision in the room for 3 months once, Holding teacher handbooks Holding meetings and briefings with teachers once a month.

Performance of Madrasah Principals in Improving Teacher Quality at Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlas Kebun Ajamu

The madrasah head is fully responsible for the institution he leads by carrying out various activities, ensuring the implementation of madrasah administration properly by developing facilities and infrastructure, stimulating and guiding teachers continuously in order to produce quality schools and

students, therefore it is necessary to have a compressive performance in realizing a quality madrasah (Jamrizal, 2022).

To be able to carry out these main tasks, a madrasah head is required to have a number of competencies. In the regulation of the minister of national education number 13 of 2007 concerning the standards for madrasah heads, it has been determined that there are five (5) dimensions of competence, namely: a). personality, b) managerial, c) entrepreneurship d) supervision e) social (Candra and Rahmad, 2022).

The following is a discussion of research data on the performance of madrasah principals in improving the quality of teachers at Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlis Kebun Ajamu, researchers describe the similarities of the results of field research based on the formulation of the problem, namely "the performance of the Aliyah madrasah principal in improving the quality of teachers and based on research instruments, namely interviews, observation, and documentation.

1. Personality Competence

The heads of Madrasah in Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlis exhibit exemplary moral character that is admired by the school community, reflecting personality competencies such as honesty, competence, and leadership credibility. The head of Mas Al-Azhar is often seen smiling, while the head of Mas Al-Ikhlis appears more stern. However, these differences do not affect their fairness and decisiveness in decision-making. The school heads exhibit commendable behavior in line with personality competencies, motivating subordinates to achieve their goals (Syukri, 2021).

2. Managerial Competence of School Heads

School principals are required to possess competencies as stipulated in the Ministry of National Education Regulation No. 13 of 2007, which includes five dimensions of competence: personality, managerial, entrepreneurial, supervisory, and social. The heads of Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlis Kebun Ajamu have crafted flexible school planning in line with the school's vision and mission, involving teachers in planning and implementing a clear division of tasks within the organization. However, there are some shortcomings in the planning and evaluation stages. The principals should enhance teacher involvement in planning and be more assertive in sanctioning school personnel for any mistakes.

3. Entrepreneurial Competence of School Heads

The research results can be related to the literature as follows:

- a) **Innovation at Mas Al-Azhar Teluk Sentosa and Mas Al-Ikhlas Kebun Ajamu:** The study shows that the head of Mas Al-Azhar Teluk Sentosa has successfully implemented innovations beneficial for students, especially in nurturing their spiritual and mental aspects. This reflects the entrepreneurial competence of the school head. Innovation is a crucial aspect of school leadership, and not all school principals can effectively implement it.
- b) **Hardworking Attitude of the Head of Mas Al-Ikhlas Kebun Ajamu:** The research indicates that the head of Mas Al-Ikhlas Kebun Ajamu is a hard worker. A hardworking attitude is a vital characteristic of a competent school head, as school principals play a central role in the success of the school. This attitude also motivates teachers and staff to work diligently.
- c) **Motivation of the Head of Mas Al-Ikhlas Kebun Ajamu:** The research reveals that the head of Mas Al-Ikhlas Kebun Ajamu possesses strong motivation for success in carrying out his duties. This motivation is evident in his daily actions and how he motivates students, teachers, and staff. Strong motivation is a crucial attribute of leadership and has contributed to the school's excellent achievements.
- d) **Resilience and Problem-Solving Attitude:** The research shows that the school principal has faced multiple failures when seeking assistance through proposal submissions, yet they persist in their efforts and motivate staff to continuously enhance and advance the school. Resilience is a primary characteristic of an entrepreneur. Failures are viewed as opportunities for learning and a foundation for greater success.

4. Supervisory Competence of School Heads

According to Pupuh Fathurrohman, educational supervision plays a significant role in optimizing the potential of school heads and teachers. Supervision aids in improving work productivity, particularly in schools, by ensuring that employees adhere to established rules and standards. This contributes to the enhancement of educational quality (Ahmad, 2019).

In the context of academic supervision, the analysis of supervisory results is employed to develop a supervisory program plan that aligns with the school's circumstances and available resources. The planning of academic supervisory programs involves the participation of deputy principals and is based on thorough considerations.

Concerning social competence of school heads, it is crucial to establish a strong collaboration between school heads, teachers, the school committee, and students in the decision-making process. School principals who facilitate discussions and encourage participation from various stakeholders create a more inclusive decision-making process.

Leadership competence also encompasses the ability to maintain ongoing two-way communication between school principals and teaching staff to achieve school objectives and enhance the quality of education. This fosters an open, friendly, and committed environment for teaching (Malingkas, 2022).

Effective school management relies on collaboration between school principals and teaching staff. School principals play a critical role in managing teaching staff performance and helping achieve school goals. Systematic and ongoing communication among all school stakeholders is crucial (Anggal and Yohanes, 2020).

CONCLUSION

Based on the research findings and analysis presented in the previous chapters regarding the performance of school principals in enhancing the quality of teachers in the Panai Hulu District, Labuhan Batu Regency, several conclusions can be drawn.

First, the strategies employed by private Islamic senior high school principals, such as Madrasah Aliyah Swasta Al-Azhar Teluk Sentosa and Madrasah Aliyah Al-Ikhlas Kebun Ajamu, in improving teacher quality involve collaboration with external parties, motivation through training and workshops, and the maximization of Teacher Working Groups (Kelompok Kerja Guru or KKG) and Subject Teacher Meeting Groups (Musyawarah Guru Mata Pelajaran or MGMP). Additionally, school principals encourage teachers to pursue higher education, provide teacher handbooks, and conduct supervision activities for teachers.

Second, the performance of school principals in Madrasah Aliyah Al-Azhar Teluk Sentosa and Madrasah Aliyah Al-Ikhlas Kebun Ajamu in enhancing teacher quality can be observed through various competencies. School principals exhibit good personal competencies by being open and accountable in carrying out their duties. They also demonstrate managerial competencies by effectively overseeing and executing planned activities. Entrepreneurial competencies are evident in their efforts to sustain the school's existence by attracting student enrollment. Furthermore, school principals exhibit supervisory competencies by conducting regular supervision and assessing teachers based on their competencies. Finally, they also demonstrate social competencies by fostering positive relationships between the school foundation and educational staff.

However, there are several obstacles and challenges faced by school principals in both institutions when it comes to improving teacher quality. One of these challenges is financial issues, as private Islamic schools often have limited finances and heavily rely on School Operational Assistance (Bantuan Operasional Sekolah or BOS) funds. Furthermore, issues such as teachers arriving late to class during instructional hours and difficulties in effectively implementing teaching media, possibly influenced by age-related factors, are also observed.

To enhance teacher quality, school principals need to continue efforts to address these challenges and strengthen proven effective strategies. It is hoped that by doing so, teacher quality in Madrasah Aliyah Swasta Al-Azhar Teluk Sentosa and Madrasah Aliyah Al-Ikhlas Kebun Ajamu will continue to improve, resulting in a positive impact on education in the district.

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