

## Teacher Performance Improvement Management in State Madrasah Aliyah Cilacap, Central Java Indonesia

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**ABSTRACT :** Management is the whole process of carrying out a job through other people which is carried out by two or more people to achieve a common goal that has been determined or decided before hand, it can also be said that management is a means of implementing the organization. Performance is an expression of a person's competence based on understanding, attitudes and skills, motivation in achieving work. The performance of a teacher can basically increase and decrease depending on the management process for improving teacher performance in the institution. Therefore, in view of the need for a more in-depth study of teacher performance management, one of which was carried out by MAN Cilacap. This research is a qualitative research that is descriptive and observation, interviews and documentation as data collection techniques. The research subjects were the Head of MAN Cilacap and teachers and students. The results of this study indicate: (1) Improved teaching and learning activities in class and implementation of supervision carried out optimally (2) Increased knowledge (3) MGMP (4). Increased abilities (5) Improved skills (6) Improved self-attitude (7) Certification Teacher. The management model for improving teacher performance through The Spiritual Motivation in The Learning Organization, based on the assumption of factual conditions at MAN Cilacap, the model that the author put forward contains hypothetical thoughts regarding the management of improving teacher performance through learning organizations that are expected to be more effective, efficient and productive. The steps taken so that the management of improving teacher performance is effective, efficient and productive are as follows: First, setting teacher performance standards, second, conducting screening, third, determining strategic issues and making plans. Fourth, implementing coaching through a learning organization with six disciplines (The Sixth Discipline). Fifth, evaluating the results of coaching in the management of improving teacher performance. The learning process through single loops or double loops and has an impact on accelerating changes in the organization is called the cybernetic quantum learning cycle. A cycle of correction and identification of learning systems both individually and in groups as feedback to make continuous improvements. The role of visionary leadership and a conducive organizational culture greatly determines the management results of improving teacher performance through The Spiritual Motivation in The Learning Organization. In addition, teachers must be able to optimally implement four competencies to realize professional performance, namely pedagogic competence, personal competence, professional competence and social competence.

**KEYWORDS:** Management, Improvement, Teacher Performance, Madrasah

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### I. INTRODUCTION

Education is a process of developing individual potential into real potential needed to live a dignified life, both as individuals, members of society, citizens, and even citizens of the world community. The process of developing this potential occurs in the family environment, educational institutions, the world of work and society. In addition, education is *a treath of process of inforting or actuating knowledge and habit through instruction as study*. According to UNESCO, *education is knowledge engaged is prepared for a life society which does not yet exist*. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. UUSPN No. 20 of 2003). Education is also an investment. Education is a very important and decisive service sector in the development of a country. Education is also an investment-productive service sector and becomes a determinant of the development of a nation. In developed countries, apart from being a consumptive aspect, education is also considered as an investment in *human capital* and is a priority *leading sector*. Therefore, to improve the quality of education must optimize the implementation of management and improve teacher performance, because the progress of an educational institution, the quality or not of an educational institution, depends on management within the institution.

Management is a continuous process that contains special abilities and skills possessed by a person to carry out an activity either individually or with other people in coordinating and using all sources to achieve organizational goals in a productive, effective and efficient manner (Tumanggor, et al., 2021). Many large and bona fide educational institutions have implemented *Open Management*. This trend is carried out because educational institutions must be able to accommodate various activities that are increasingly being demanded by education customers to increase output that satisfies consumers. It is a general opinion that the prosperity of a nation is closely related to the quality or quality of education of the nation concerned. Improving the quality of education through standardization and professionalization requires understanding from various parties regarding the changes that occur in various components of the education system. Changes in education policy from centralization to decentralization have emphasized that policy making moves from the central government (top *government*) to regional government (district *government*) which is centered on city and district governments. Therefore, the management of improving teacher performance must be optimized so that educational goals are achieved.

The problem of education in Indonesia is increasingly complex. One of the educational problems faced by the Indonesian people is the quality of education at every level and educational unit, although many efforts have been made to improve the quality of national education. Therefore, to improve the quality of education, it is necessary to implement optimal management, improve infrastructure and so on. So that *the output* satisfies education customers and is in accordance with the needs of society. Looking at the background that has been described earlier, this paper seeks to answer problems related to what strategy was carried out by MAN Cilacap in making the management of teacher performance improvement successful and how to design a management model for improving teacher performance at MAN Cilacap. The benefits of this research are theoretically expected to enrich study material in the field of management, especially the management of improving teacher performance at MAN Cilacap. Practically, the results of this study are expected to be able to motivate education managers so that the programs implemented, and management functions run well starting from planning, implementation, monitoring and evaluation as well as solving problems found, as well as providing a reference for education managers in educational institutions so that they can further improve performance teachers in the madrasa environment.

## II. LITERATURE REVIEW

**Definition of Management :** If seen according to the origin of the word (etymologically) , The concept of management comes from Latin, *manu s* and *agere* . *Manu s* meaning hand and word *agere* which means to do. If we combine the two words into a verb, namely *managere*, which means to handle. Then we translate the word *managere* into English into forms of words *to manage* and nouns *management* , and the term *manager* is for people who carry out management activities *or* management actors .Management is defined as an effort to regulate or organize to achieve a goal that involves various parties. Management is also interpreted as a science, an art that regulates the process of utilization and implementation of resources effectively and efficiently in achieving a certain goal (Hakim, 2018). The science of management can be given a fairly simple understanding, namely a science that studies how to achieve a goal effectively, efficiently by using the help/through other people (Aedi, 2012) . As for what is meant by other people is being able to empower other people both in the form of thoughts, energy and intuition. Therefore , the management of substantive matters in an educational institution that is expected to be able to help process the way educational activities in an educational institution .From some of the definitions above, it can be concluded that management is a group consisting of two or more people who work together productively, effectively and efficiently to achieve organizational goals that have been set in accordance with the vision and mission.

**Teacher Performance :** Performance can be interpreted as activities that have been carried out by someone in the form of tasks they receive. Webster's third new international dictionary mentions all activities or the process of completing an activity, the ability to achieve, the ability to achieve the specified results (Gave and Websters, 1996). Performance is the result of an organizational process, in which the organization is profit oriented *and non -profit* oriented in one period (Fahmi, 2010) . Indra Bastian stated performance as an illustration of the level of achievement of the implementation of a program that is oriented towards objective, mission and vision of the organization in formulating organizational strategic concepts (*strategic planning*) (Bastian, 2001). Meanwhile Nanang Fattah (2000) states that performance *is* an expression of a person's competence based on understanding, attitudes and skills, as well as motivation in achieving work. So, the teacher's performance is the teacher's ability to carry out the work or tasks he has in completing a job. Thus the position of teacher as a profession demands special expertise and skills in the field of education.

As for the teacher's performance, it can be seen from the teacher's performance, both in the form of services that are quantitative as well as qualitative in the specified time period, in the opinion of Mitchel T. R and Larson (1987: 343) the dimensions of employee performance are measured by: (a) ability (*capability*), ( b) initiative initiative , (c) promptness , (d) quality of work, and (e) *communication*. The five dimensions of employee performance can be used as a guide in assessing the level of employee performance in an organization.

**Benefits of Teacher Performance Measurement :** A teacher can be said to be professional, if a teacher has high ability (*high level of abstract*) and high work motivation (*high level of commitment*). Teachers who pay little attention to students usually tend to have low commitment, as well as the time and energy that is mobilized to improve the quality of learning is also small. On the other hand, if the teacher pays a lot of attention to students, and spends a lot of time, then the teacher tends to have high commitment. Factors that can affect the professional performance of teachers include knowledge, skills, skills, attitudes and behavior of employees. According to Darma (1998) states that there are four factors that influence employee performance, namely: 1) Employees, with regard to ability and willingness to carry out work; 2) Occupation, which concerns work, resources, and job descriptions; 3) Working mechanism, which includes control and delegation system/procedure as well as organizational structure; 4) Work environment, which includes location factors as well as working conditions, communication, and organizational climate. Performance is part of self-esteem, if one's self-esteem is low, one's performance is also low. Performance can be known on the basis of the assessment process. The tasks carried out by someone serious can be interpreted as the overall functions and duties of the organization. Thus, that performance does not only explain one part of an organization but as a whole.

### III. METHOD

This research is descriptive qualitative research. Data collection techniques used observation, interviews, and documentation as well as triangulation as a data validity test technique in which researchers tried to gain data credibility by combining observation, documentation, and interview techniques for the same data collection. According to Sugiyono (2013), qualitative research methods will be suitable for researching research problems that are unclear, still dim, or maybe still dark. This kind of condition is suitable for research using qualitative methods, because qualitative researchers will directly enter the object, explore with the *Grand Tour Question*, so that problems can be found clearly. To strengthen and complement research data collection, researchers also use a *tape recorder* as an aid in data collection along with recording *non verbal information*

### IV. RESULT AND DISCUSSION

**Teacher Performance Improvement Strategy at MAN Cilacap :** From the results of interviews and observations as well as documentation, the researchers found that there was planning in management activities to improve teacher performance. Planning to improve the quality of teacher performance can be carried out by conducting a SWOT analysis (*Strength, Weakness, Opportunity and Threat* ). The planning carried out in order to improve teacher performance at the Cilacap State Madrasah Aliyah was carried out through a teacher council meeting. In this meeting several agendas were discussed, including goals for improving teacher performance, timetable for improving teacher performance, targets to be achieved, supporting facilities and infrastructure, activity agenda, and financing. The strategies for improving teacher performance at the Cilacap State Madrasah Aliyah include:

**Increasing Teaching and Learning Activities in class and Implementation of Supervision is carried out optimally :** Classroom teaching and learning activities carried out by the teacher are also supervised by the head of MAN Cilacap to improve the quality of education. In addition, each day is controlled by a curriculum representative which includes the distribution of teacher teaching hours (workload), whether or not the teacher arrives late, and whether or not the teacher is in the class.

**Knowledge Enhancement :** Knowledge is like a teacher's "stock of essentials in business". A teacher must strive seriously in the intellectual development of his students. In increasing this knowledge, MAN Cilacap in one year there is a program of seminars, training, upgrading, workshops (workshops), panel discussions, conferences, symposiums and in this program all teachers carry it out so that they can improve performance. The more knowledge the teacher has, the more the teacher has insight into the understanding of the knowledge needed by students, because the teacher's role is as a conduit of knowledge transfer, educator, director and also mentor.

a. MGMP : Subject Teacher Deliberation Activities (MGMP) can assist teachers in guiding student learning experiences, using information technology-based learning media, assessing student learning abilities, and in making lesson plans to be implemented. MGMP is a meeting that accommodates teacher working groups. The activities carried out by the teacher in the MGMP forum are: (1) deepening the material; (2) making tools for teaching and learning activities; (3) increasing the practice of teaching and learning activities; (4) learning evaluation. These activities greatly support the performance of teachers at the Cilacap State Madrasah Aliyah, especially in the field of classroom management.

d. **Ability Enhancement** : A professional teacher must have a level of capability *or* competence which is a set of skills so that he is able to realize his professional performance. Teacher performance competencies that have been determined must refer to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning standard academic qualifications and teacher competencies, namely pedagogic competence, personal competence, social competence, and professional competence. Each ability should also be based on cognitive, affective and *performance* as well as productive and exploratory criteria. The expected abilities must be in line with and relevant to the work demands that have been determined. In addition, an educator is expected to have the values and spirit of *entrepreneurship*, which means that in the soul of an educator has a creative, innovative spirit, able to find solutions to problems that occur, create new things, and have high motivation and enthusiasm.

e.

f. **Skill Upgrade** : The teacher is an educator, so the teacher's presence is not only obliged to transfer material or transfer of *knowledge* to students, but is obliged to teach aspects of skills and values (*transfer of skills and transfer of value*) . Skills are elements of ability that can be learned. Teaching skills are a combination of knowledge and abilities *needed* by educators in the teaching process. Thus, the existence of skills is expected to increase teacher professionalism. The development of teacher professionalism at MAN Cilacap is related to work effectiveness which has the principle that the work done today is better than yesterday and tomorrow's work must be better than today. These principles always encourage teachers at MAN Cilacap to be more creative, innovative, dynamic and critical and open in improving the quality of high work productivity.

g. **Self Attitude Improvement**: Each person is born as a unit of individuals and grows and develops so that he becomes a person with character, which becomes a whole starting from before birth, then becomes a baby and then interacts with the environment. As a person, he has the right to autonomy to be able to determine his life path, but apart from being a person, everyone also needs the help of others, which is called social nature as a social and cultured being who lives in the midst of the environment, both the family environment and the community environment. So a person's attitude, behavior, habits can be formed from the environment around him. Likewise a child is able to start learning to know himself through his closest environment, namely parents at home.

h. **Teacher Certification** : Teachers have strategic roles, functions and tasks in national development, especially in the field of education, so teachers need to develop themselves to become professionals. With certification, it can improve teacher performance and teacher welfare at MAN Cilacap. Therefore, teachers need to be armed with academic qualifications and abilities that are in accordance with the specified standards. The Law on Teachers and Lecturers reveals that certification is part of improving the quality, quality and level of welfare for teachers. Therefore, with the certification program it is hoped that teachers will become professional individuals, competent as agents of renewal which can be proven by having a teacher certificate, if they are professional teachers are entitled to receive rewards in the form of professional allowances *from* the government.

**Improvement Model Design at MAN Cilacap** : The model is a construction of a concept that is used as an approach to understanding reality. In this study, what is meant by a model is a study conducted by gathering excellence. The advantages obtained avoid the weaknesses of the model that has been applied. The management model for improving teacher performance through *The Spiritual Motivation in The Learning Organization*, based on the assumption of factual conditions at MAN Cilacap, the model that the author put forward contains hypothetical thoughts regarding the management of improving teacher performance through *learning organizations* that are expected to be more effective, efficient and productive. It is said to be effective if it shows a measure of the degree of conformity between the results achieved and those expected as previously applied. Efficient, indicating a measure of the level of system capability and optimal utilization of all resources in the management process of improving teacher performance, to achieve optimal results in accordance with the goals that have been set. Productivity shows the effectiveness of each management coaching program to improve



teacher performance. The steps taken so that the management of improving teacher performance is effective, efficient and productive are as follows: *First*, setting teacher performance standards, *second*, conducting *screening*, *third*, setting *strategic issues* and making plans. *Fourth*, implementing coaching through a *learning organization* with six disciplines (*The Sixth Discipline*). *Fifth*, evaluating the results of coaching in the management of improving teacher performance. The learning process through single loops or *double loops* and has an impact on accelerating changes in the organization is called the *cybernetic quantum learning cycle*. A cycle of correction and identification of learning systems both individually and in groups as feedback to make continuous improvements. The role of visionary leadership and a conducive organizational culture greatly determine the management results of improving teacher performance through *The Spiritual Motivation in The Learning Organization*. Theories and models are a series of concepts, variables and propositions that have a quality relationship so that they are a unified whole that can explain a phenomenon. Model is a term that is often used to refer to theory.

a. **Total Quality Management** : This theory explains that the management of improving teacher performance can improve quality in MAN Cilacap, which includes and emphasizes three abilities, namely academic ability, social ability, and moral ability. According to this theory, the management of improving teacher performance can improve quality in MAN Cilacap, because it is determined by three variables, namely the culture of the institution, the teaching and learning process and the reality of the institution. Institutional culture is the values, habits, ceremonies, slogans, and various behaviors that have long been formed in institutions and are passed on from one generation to the next, either consciously or not. This culture is believed to influence the behavior of institutional components, namely Cilacap MAN teachers, administrative staff, students and also students' parents. A culture that is conducive to quality improvement will encourage the behavior of the citizens of educational institutions towards improving the quality of the institution, whereas an institutional culture that is not conducive will hinder efforts towards improving the quality of the institution. The culture of educational institutions is influenced by two variables, namely the external influence variable and the reality of the institution itself. External influences can be in the form of educational policies issued by the government, the development of mass media and so on. Reality is the factual conditions and conditions that exist in institutions, both physical conditions such as buildings and their facilities, and non-physical conditions such as; the relationship between educators is not harmonious and institutional regulations are too rigid. Educational institutions that have regulations that are accepted and implemented by all elements will have a different quality impact than educational institutions that have regulations but are not accepted by all elements in the institution. Curriculum and teaching and learning process is the third variable that affects the quality of educational institutions. This variable is the closest variable and most determines the quality of education. The quality of curriculum and PBM has a reciprocal relationship with the reality of these educational institutions. In addition, it is also influenced by internal institutional factors. Internal factors are institutional aspects of institutions such as organizational structure, how to select educators and others. These internal factors will influence the views and experience of the institution. In addition, the views and experience of the institution will also be influenced by external factors.

**Organizing Business for Excellence** : This theory was developed by Andrew Tani (2004) which emphasizes the existence of the system an organization that is able to formulate a clear vision, mission and strategy to achieve optimal goals. This theory explains that improving the quality of educational institutions begins and begins with the formulation of the vision of the institution. The formulation of this vision contains the expected quality of educational institutions in the future. Vision as a picture of the future can be described in a more concrete form in the form of a mission. Namely a statement stating what will be done to be able to realize the picture of the future into reality. The mission concept contains two aspects, namely abstract and concrete aspects. The mission contains an abstract aspect in the form of the need for leadership. Leadership is something that is invisible. Leadership that lives in educational institutions will give birth to institutional culture. How the form and nature of institutional culture is greatly influenced by leadership in the institution. So the leadership and culture of educational institutions is an abstract side of the mission concept. Therefore, the strategy is the determination of a long-term goal of an institution and activities that must be carried out to realize these goals, along with the allocation of existing resources so that goals can be realized effectively and efficiently. The determination of goals and activities to be carried out starts from the current conditions that exist and conditions that will be achieved in the future as goals. There are three strategic plans related to the management of improving teacher performance at MAN Cilacap so that they have good quality, namely a strategy that emphasizes results (*the output oriented strategy*), a strategy that emphasizes process (*the process oriented strategy*), and a comprehensive strategy (*the comprehensive strategy*). A strategy that emphasizes results is *top*

down, in which the results to be achieved both in quantity and quality have been determined from above, from the central government, provincial regional governments, or district/city regional governments. In Indonesia at present, the results to be achieved have been formulated in Graduate Competency Standards and Basic Competency Standards. To achieve the standards that have been set, the government will also set various other standards, such as process standards, management standards, facility standards, and teacher staff standards. Strategies that emphasize these results will be very effective because the goals are clear and general, so that when followed by good guidelines, controls and organization as well as policies that provide both encouragement and threats to those who deviate, this strategy will be very efficient. However, in Behind this goodness, this strategy also contains a weakness, namely that there will be an increasingly large gap between advanced educational institutions and underdeveloped educational institutions. Educational institutions that are ready to achieve the specified results will easily achieve them; on the other hand, educational institutions that are not ready will find it difficult to achieve the specified results and unhealthy efforts will emerge. A strategy that emphasizes the process of emerging, growing and being driven from the bottom, namely the educational institutions themselves. of the above strategy is largely determined by the initiative and capability of the institution. Because educational institutions have a very decisive role and at the same time take the initiative, the enthusiasm and strength of educational institutions will emerge according to the conditions of each institution. A movement to strengthen itself by cooperating between institutions will emerge which will be followed by the emergence of various innovations and creations from below. However, this strategy has weaknesses, namely the direction and quality of institutions is not uniform, making it difficult to see and improve quality nationally. Like, if there are two opposing opinions, a third opinion will appear which is a combination of the two in between.

Likewise in terms of strategy, a management strategy for improving teacher performance emerged, so that the quality of educational institutions increases, the third which is a combination of the two existing strategies. This strategy is called a comprehensive strategy (*the comprehensive strategy*). This strategy outlines that the results to be achieved by educational institutions are determined nationally, which are embodied in national standards. To achieve this, various standards related to results are also determined as guarantees that results will be achieved. Thus, process standards, management standards, curriculum content standards, and infrastructure and other standards were born. Behind the standards that have been determined from above, educational institutions have great power and authority to manage in order to achieve the above standard results. Based on this strategy, it is predicted that various innovative activities will emerge from educational institutions. In fact, it is not impossible that there will be diversity in the management of educational institutions. Thus local conditions and needs are accommodated with a comprehensive strategy. The goal is national but the way to achieve it is according to local conditions. The strategy for improving the quality of educational institutions in Indonesia tends towards this third strategy, as can be shown by the existence of various national standards that are used as references for educational institutions. Each strategy contains activities that must be implemented to realize the goals that have been determined. This activity in essence is to mobilize all components of educational institutions which lead to improving the quality of education. According to Robert A. Roe (2001) argues that competence is *competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning to do.* From the definition above competence can be described as the ability to carry out a task, the ability to integrate knowledge, skills, attitudes and personal values based on experience and learning undertaken. Therefore, MAN Cilacap must optimize the management of improving teacher performance and excellent service as much as possible so that the output can satisfy education customers and teachers must innovate a lot.

## V. CONCLUSION

Management is the whole process of carrying out a job through other people which is carried out by two or more people to achieve a common goal that has been determined or decided beforehand. From the various findings previously described, it can be concluded as follows: *First*, the strategy for improving teacher performance at MAN Cilacap is implemented through: 1) Improving teaching and learning activities in class and carrying out supervision optimally. 2). Increased knowledge, 3). MGMP, 4) Capacity building, 5) Skill improvement, 6) Self attitude improvement and 7) Teacher certification. *Second*, the management model for improving teacher performance through *The Spiritual Motivation in The Learning Organization*, based on the assumption of factual conditions at MAN Cilacap, the model that the author put forward contains hypothetical thoughts regarding the management of improving teacher performance through *learning organizations* that are expected to be more effective, efficient and productive. It is said to be effective if it shows a measure of the degree of conformity

between the results achieved and those expected as previously applied. Efficient, indicating a measure of the level of system capability and optimal utilization of all resources in the management process of improving teacher performance, to achieve optimal results in accordance with the goals that have been set. Productivity shows the effectiveness of each management coaching program to improve teacher performance. The steps taken so that the management of improving teacher performance is effective, efficient and productive are as follows: *First*, setting teacher performance standards, *second*, conducting screening, *third*, setting strategic issues and making plans. *Fourth*, implementing coaching through a learning organization with six disciplines (The *Sixth Discipline*). *Fifth*, evaluating the results of coaching in the management of improving teacher performance. In addition, teachers must optimally implement the four teacher competencies to realize their professional performance, namely pedagogic competence, personal competence, professional competence and social competence .

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