

# *Education Personnel Management Model for Improving the Performance of Public Madrasah Aliyah Teachers in Jambi Province*

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**Abstract** – The purpose of this study was to analyze the management model of teaching personnel by the head of MAN in Jambi Province which is related to improving teacher performance. This research uses a qualitative approach that is descriptive analytical. The data was collected by means of observation, interview and documentation techniques. Determination of research subjects using purposive sampling technique. Data analysis techniques with data reduction, data presentation and drawing conclusions and verification. Trustworthiness with participation extension techniques, observation accuracy, data triangulation and promoter consultation. The conclusion of the study is that the management model of education personnel by the Head of MAN in Jambi Province which is related to improving teacher performance is not ideal because human resources and learning opportunities are still lacking, causing teachers to perform not well.

**Keywords** – Management Model, Education Personnel, Teacher Performance.

## **I. INTRODUCTION**

The madrasah system is a system for achieving organizational goals through the collective role of its members in a long-term strategy, namely helping madrasah to attract, use and develop the types of human resources needed to achieve their overall goals. Madrasahs make the human resources of all their members the most important capital in bringing glory and increasing the competitiveness of the institutions they manage (Danim, 2008). This is as conveyed by Novita (2017), that the success of managing education components is related to the successful implementation of management functions, namely: formulation of goals, planning, organizing, determining staff, directing, coordination, motivation, monitoring and communication. However, of all the components that have been mentioned above, the fundamental component and

which becomes very dominant in all management activities both on a large and small scale including in the scale of national education and cultural development is the component of its human resources.

Islamic education institutions cannot compete with educational institutions that prioritize general education. The intended competition is competition for the quality of education that is built up from planning, process and evaluation in accordance with National Education Standards. The quality of Islamic education institutions actually exceeds general education, because Islamic education institutions have advantages in religious subjects. This is the advantage of Islamic education institutions to become more marketable for stakeholders (Umar and Ismail, 2017) and even for the development of this nation, as stated by Asvio et al (2019) that education is the most important indicator of a country's

progress. Education is a conscious effort to build quality human resources to compete (Tobari et al, 2018).

Looking at the current facts, the problems faced by Islamic education institutions vary widely. Starting from management problems, human resources, financial, and institutional problems. The achievements and prestige of the institution are highly dependent on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, and learning outcomes. The more quality the graduates produce, the higher the selling value and interest in entering these educational institutions. Conversely, if the quality is low, the quality of graduates is low, it will also have an impact on the low interest and absorption of entry into educational institutions. This is what makes the quality of education very important for an educational institution (Umar and Ismail, 2017).

Therefore, there are several efforts that can be made to improve the quality of Islamic education. In terms of management, there are still many Islamic educational institutions that have not adopted modern management in education management. Even so, it has begun to appear that Islamic boarding schools and madrasas are starting to use modern words and the use of foreign words in the names of institutions and their activity programs. In fact, the point lies in the managerial process, not in the name and program (Umar and Ismail, 2017). Especially if we look at the historical reality of the establishment of madrasas, that madrasas grew and developed from, by and for the Islamic community itself. Communities, both individually and in organizations, build madrasas to meet their educational needs. It is not surprising that the madrasas built by them can be improvised or use the place as is (Muhaimin, 2011).

The objectives of madrasah management in essence cannot be separated from the objectives of madrasas as an organization. The goal of madrasah is to help facilitate the achievement of madrasah goals so that they are achieved effectively and efficiently. The presence of management in the madrasah process is one of the tools to help expedite the achievement of goals (Daryanto, 2013). In order to formulate the objectives of madrasah, a manager must consider several factors as follows: a) characteristics, b) abilities and beliefs of teachers, c) community expectations, d) government activities, e) rules and laws apply in society and 6) problems and problems as well as community influences.

Madrasas have been administering education autonomously so far. To carry out education comprehensively, human resources such as education personnel are educational assets and assets if they can be

optimally empowered. On the other hand, it becomes a "burden" for education if empowerment is not accompanied by adequate quality of educational personnel. Experience shows that educational institutions that have quality services are supported by quality educational personnel who work with experts in their fields.

Carrying out such complex work requires competent people who have a broad understanding of the implementation and objectives of the madrasah (Purwanto, 2017). Meanwhile, to achieve high achievement requires maximum competence both physically and mentally (Yamin and Maisah, 2010). This means that leaders must have skills in this field. According to McShane and Glinow (Wibowo, 2013), competence is a skill, knowledge, talent, and other personal characteristics that lead to superior performance. Education personnel as human resources in madrasas are the power of human thinking and work that are still stored within themselves, which need to be explored and developed to be used as best as possible for the welfare of human life (Sedarmayanti, 2017). Human resources such as education personnel need to be managed professionally in order to produce work performance.

The implementation of the management of education personnel by the head of madrasah is intended as a leadership effort to train and foster educators, provide assistance in overcoming problems, provide an assessment of teacher performance and address the needs of teachers and provide work motivation to teachers. Teaching management or educational supervision are management activities aimed at fostering and improving the conditions of individuals, groups of organizations in a culture, enlightenment, productivity, effectiveness, efficiency, professionalism and accountability, both personal and material that enable the creation of learning situations. - better teaching for the achievement of educational goals.

Management of educational personnel is carried out with the aim of realizing the tasks that are carried out requiring the ability to mobilize teacher councils to improve their performance. Mobilizing is one of the management function activities that must be carried out by a madrasah principal to make teachers want to work on their respective functions and duties. To mobilize teacher councils in improving learning is not an easy job. The principal must use certain methods, continue to strive to direct, carry out his duties optimally.

The management of education personnel is a positive and democratic action that aims to improve ideas for continuous growth centered on students, teachers, supervisors and parents or other people who have a concern for education.

One of the focuses of management is the development of a conducive work situation. In general, management has also experienced developments and changes from time to time. Management of educational personnel is needed to improve teacher performance. So that the existence of teachers as professionals in an educational institution can be taken into account and have more value than just ordinary teaching staff.

Education personnel who work professionally can help teachers achieve quality madrasah output. Madrasahs must have the expected output. Madrasah output is the achievement of the madrasah produced by the learning and management process in madrasah (Amri, 2013). Human resources such as teachers in an educational institution are the main source of management in regulating the teaching and learning process in an orderly manner so that the achievement of an important goal in the educational institution is achieved. Schools or madrasahs as one of the formal educational institutions are a source of educational data which is indispensable for educational actors to carry out their duties and professions responsibly. To older people, this is very important: that they are obliged to think about what behavior is more respected and responsible and promised themselves to always practice these behaviors (Lickona, 2013).

Teacher performance is defined as the teacher's performance within a certain time. There are several indicators that can be used to measure performance, namely: (1) Productivity, which is a mental attitude that always tries and has the view that the quality of life today is better than yesterday, and tomorrow is better than today, (2) Service quality, namely community satisfaction with services so as not to cause complaints, (3) Responsiveness, namely the ability of the bureaucracy to recognize community needs, develop service agendas and priorities, and develop public service programs according to community needs and aspirations, (4) Responsibility, namely explaining whether the implementation of public bureaucratic activities is carried out in accordance with the principles of correct administration with bureaucratic policies, both explicit and implicit and (5) Accountability, which refers to how much the policies and activities of the public bureaucracy are subject to political officials elected by the people. And in accordance with the values and norms that develop in society (Pasolong, 2011).

The question is whether each madrasah principal is able to create outstanding students in learning. The principal of madrasah, especially in this case, needs to have a strong commitment to the clarity and evaluation of teacher assignments, formulate continuous and evaluative learning

activities, and direct students to motivational, constructive, and can be a model.

Based on the double tour at Madrasah Aliyah Negeri Jambi Province, several preliminary findings were obtained. First, the head of the madrasah has not been optimal in determining the work plan for the education personnel, an indication that the head's plan in fostering education personnel in this madrasah has not been programmed and implemented for a long time. Second, the principal in organizing the educational staff does not match their skills, such as the ability of human resources that is not in accordance with educational qualifications and a lack of human resource training. The implication is that the head of madrasah does not have an accurate picture of teacher performance. Third, leadership and empowerment have not run optimally for education personnel due to limited funds and educational facilities. Fourth, the head of the madrasah rarely performs regular or permanent supervision.

Based on the background of this problem, this study aims to explore the theme of the model of educational personnel management by the head of the AN in Jambi Province and the improvement of teacher performance. This research is important to do because the existence of MAN in Jambi Province cannot be underestimated when compared to public schools in Jambi Province. It is hoped that this research will produce a raw model for the management of educational personnel who have scientific qualifications and have the life skills needed by the community as users of madrasah services.

## **II. METHODS**

This research is a descriptive qualitative study that reveals, finds and digs up information about the management model of education personnel towards improving the performance of Madrasah Aliyah Negeri teachers in Jambi Province. The purpose of this research is to describe the object under study through the process of exploring facts and object data in the field as it is. To achieve this goal, data extracted from an in-depth observation process is needed.

The qualitative research method used in this research adopts the postpositivism philosophy as explained by Sugiyono (2014), it is used to examine the condition of a natural object where the researcher is the key instrument, the sampling of data sources is carried out by purposive sampling according to the special characters according to the needs of this research. The collection technique uses triangulation between participant observation, open interviews and documentation. Then the data analysis is inductive / qualitative, and the results of the research emphasize the

meaning of the existing reality which comes from predetermined research subjects.

### **III. RESULTS AND DISCUSSION**

The management of the new trend madrasah in education or school management outlines the concept of participation at the lowest level, namely the madrasah with all its communities. The madrasah community is the head of the madrasah, teachers, administrative staff, madrasah committee administrators, parents of students, caring people, and students. Participatory management means that madrasah principals need an orderly work system to synergize the diversity of people with various main tasks and functions so that it leads to a corridor of education and learning at the madrasah complex level (Danim, 2012).

At MAN 3 Jambi City, MAN 3 Batang Hari and MAN 1 Sarolangun, the educational staff management model starts from planning, which consists of planning a short line of educational personnel, namely improving school administration as a whole covering the fields of administration, correspondence administration, and filing which is called school-based data. Medium-term planning, namely all areas of administration, has been well organized, as well as computerized data and archiving systems. Long Term Program 8 Years in administration, namely all areas of administration, has been computerized, and data and archiving systems have been computerized. The second, the Organizing of Educational Personnel, in the three MANs is carried out by compiling educational staff activity programs which are carried out each academic year through the following steps: (1) offer of assignments and (2) deliberation. Meanwhile, thirdly, the leadership functions of the education personnel of the three MANs are carried out by: a) providing examples / modeling, b) continuously conducting general supervision of education personnel and employees, c) recording and reporting, d) distributing tasks evenly and e) making disciplinary rules and regulations for all education personnel and employees including students, f) delegation of duties of the principal to the representative if the principal is absent. Fourth, in terms of supervision, from the results of the observation of the three MANs, it is carried out by making a well-programmed and scheduled activity plan, so that the implementation of activities refers to activities that refer to the plans that have been made.

Factors in the management of MAN teaching staff in Jambi Province are: (1) discipline factors. Based on the observations of researchers, it can be seen that in the three MANs in Jambi Province, it appears that the discipline of education personnel is still quite low. Many factors determine

or at least influence the development of madrasah principals that hinder efforts to improve the discipline of teaching personnel in the Jambi Province MAN, such as the distance between the residence of education personnel and the madrasah, road conditions to the madrasah, and commitment and self-awareness of education personnel of their duties and roles in Public; (2) work experience factor. The experience of studying or working tenure greatly supports the implementation of work preparation for educational personnel. However, the problem of education so far has been the lack of experience of teaching staff at work, due to the lack of training that education personnel have attended. That's what happened to the three MANs in Jambi Province; (3) facility and Infrastructure Factor. The results of field observations indicate that the head of MAN in Jambi Province has tried to provide facilities and infrastructure, although the number is still limited; (4) budget factor, the aspect of financing is experiencing constraints on the amount of budget allocation for curriculum development policies, such as in MAN 1 Sarolangun in accordance with the 2013 curriculum demands both from the central government and regional governments are still relatively limited and the relevance of budget allocations both central and local governments relatively low if it is related to the demands for the implementation of content standards, process standards and graduation standards and the awareness and ability of the community in its participation related to education funding is still relatively low; (5) leadership factor, the attitude of the head of the madrasah in carrying out his leadership is less firm in making decisions that are unclear. Principals of madrasah from the three MANs in Jambi Province have not utilized the reward and punishment mechanism in enforcing the performance of teaching staff in madrasahs. So it can be said that the implementation of the management of educational personnel in MAN 3 Jambi City, MAN 3 Batanghari and MAN 1 Sarolangun has not shown significant results. In this coaching, there are still many weaknesses and shortcomings. Whether it's from coaching administrative completeness and other work completeness.

The implications of the education personnel management model for improving the performance of MAN teachers in Jambi Province are: 1) Facilitating teacher career development. Based on Law No. 14 of 2005 concerning Teachers and Lecturers requires that teachers must at least qualify as a bachelor's degree and qualifications. 2) The establishment of a culture of discipline in work, the implementation of teacher discipline aims to instill the attitude and readiness of teachers to meet professional requirements as education in carrying out their duties at

school. 3) Orderly teacher administration, based on efforts to educate students, the implementation of the design of the learning plan is directed at improving teacher education insights. Improving the quality of education is carried out by the principal through the competence of teachers who master the educational foundation. 4) Teachers can work professionally, the implementation of improving teacher professional competence so far that has been carried out by the principal is greatly helped by encouragement and support so that they develop their professionalism and carry out their work by providing facilities and infrastructure, computers according to their needs even though there is still a lack of existing infrastructure. Even though the conditions are not all good, the principal and teachers can function in achieving the professional competence of teachers, 5) Transparency and job loyalty of educators, the principal is obliged to prioritize a loyalty attitude towards work. This was done as a form of commitment to work according to my oath when I joined as an employee. The work is a demand to fulfill needs and at the same time worship if it is done sincerely. Thus, the hope of all that is done boils down to the blessings of the tasks carried out by mardhatillah.

The model of management of education personnel by the Head of MAN in Jambi Province which is related to improving teacher performance can be described as explained below: One of the most important factors in the world of education is the educational staff. Becoming an educational staff is not an easy job, where one must have various skills, special abilities, love their work, maintain the employee code of ethics, and many other things that education personnel need to master. To achieve outstanding educational institutions, these educational institutions need to have good educational administration management. In MAN 1 Sarolangun, it was found that the teaching staff was not well managed, while still able to perform high because there was

high motivation from the teacher to excel at work, the result was high quality graduates. The management model of MAN 3 Batanghari Education Personnel is very democratic, meaning that all decisions taken involve a lot of subordinates. Staff voices are always being attended to, without exception. So that the head of the madrasa in this state is always “looking for it” and does not want to be blamed unilaterally if a decision does not go according to the original plan.

Furthermore, the teaching force management model in MAN 3 Batanghari education personnel is not well managed and it results in teachers having difficulty performing high, so the results are low quality graduates. There is already a management of education personnel with the existing model in every government-run madrasah, but there is a context that influences the large kamad authority in influencing the management of education personnel. The authoritative style of the head of the madrasah anticipates perceptions from the subordinates. The principal of the madrasah works by dictating or in a bureaucratic style that is not flexible or flexible, this makes it difficult for subordinates to work innovatively. Furthermore, the management model for education personnel in MAN 3 Jambi City is that education personnel are well managed and the performance of teachers is still not performing well, so the result is low quality graduates. The management of the teaching staff at MAN 1 Sarolangun is accommodative, meaning that the head of the madrasah chooses the opinions of subordinates who are deemed appropriate to be accepted, and inappropriate opinions can be rejected immediately. The existing management style is paternalistic or kebapa'an because the current leadership has a lot of experience in working regardless of circumstances.

Below is the model offered regarding the management of teaching personnel at MAN 1 Sarolangun in improving teacher performance.

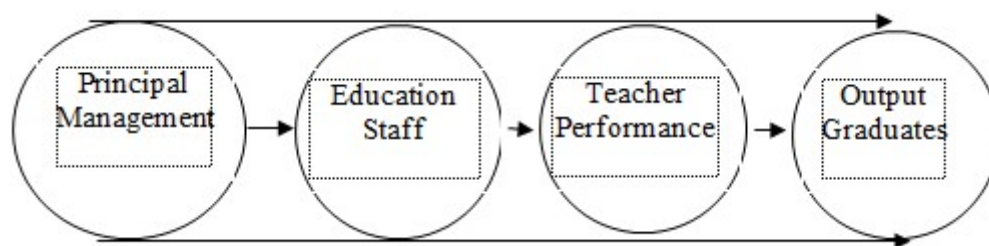


Figure. Management of Education Personnel for MAN Teacher Performance (Adapted from Goodlad, 1978; & Hasibuan, 2004)

The picture above explains that effective management of education personnel has positive implications for the performance of quality teachers and graduates. Therefore, the

management of education personnel must be planned and endeavored deliberately and seriously as well as continuous guidance for school employees, so that they can help support

school activities, especially the learning process, effectively and efficiently in order to achieve the educational goals that have been achieved set.

Effective management of education personnel in MAN is related to all structuring activities or arrangements to collaborate with a group of people to achieve goals such as MAN. These activities are based on work such as organizing, including, leading, controlling school activities. As a school principal, it means that he is a leader in his environment, namely the school he leads. He is fully responsible for what he leads. The progress of the school, the order and discipline of the teaching staff and education as well as their students is a responsibility that must be assumed by a school principal. The back and forth of a school lies in how a leader is.

The principal as a leader is a component that is directly related to the implementation of educational programs in schools. Whether or not educational programs are implemented in schools depends on the skills and wisdom of the principal as a leader (Purwanto, 2017). Principal leadership is the ability and competence of the principal, both hard skills and soft skills, to influence school resources to be able to achieve the goals and objectives set by the school. Principal leadership indicators are 1) empowering all the potential of the school to achieve goals, 2) being able to provide satisfaction for school stakeholders, and providing inspiration and role models for teachers, staff and other employees (Karwati and Priansa, 2013). The leadership of the principal has a central role in an education where there is an interaction between several components of different character, experience, background and scientific discipline, all of which are directed to achieve common goals with the leadership style possessed by each school leader.

The principal is a person who has power and influence in determining educational activities in the school, life in school is regulated in such a way through the leadership of a school principal. The type of principal leadership is successful if they understand the existence of the school as a complex and unique organization and are able to carry out the role of the principal as someone who is given the responsibility to lead the school.

A principal as a leader must have the ability to plan the principal's work program; realizing and running the performance of an organization in the organizational structure of the school they lead; moves to give an example to subordinates before moving, working on, carrying out the school work program that he leads together and after everything goes well and is done according to the program, so as a leader he must control the performance of his

subordinates whether it goes for a moment, or walks mediocre, or not running and it is the duty of a leader to control / supervise if there are problems in the field, the leader is also obliged to find solutions / solutions, thus the leadership of the principal goes well in accordance with what is expected together.

The leadership of the principal requires the support of all parties, both the principal who is always consistent in realizing an outstanding school and the quality / achievement of the students themselves as well as adequate facilities and facilities, in addition to teachers who have high intellectual, emotional, and ethical moral readiness. Even so, in every school where teacher education is still not evenly distributed, their degrees and educational facilities do not appear to be adequate.

The principal also carries out a managerial function in the implementation of the work of teachers and other employees at the school. Through this function the principal can strive to increase the teaching force. The activities of the principal in the whole educational process are integral to the whole process of other educational activities. Allah SWT said in Q.S. (90: 07): which means: Does He think that no one saw him? (Anonymous, 2013).

The verse above explains that the work done by a person is good and bad, is always being watched by other parties, in this case Allah SWT and other humans. Thus, the work that is done must contain the truth, because it will be judged good and bad. Increasing school discipline teachers, students and administrative staff in work cannot be separated from the role of the principal as the leader of an educational institution. As the leader of the principal, he has a very big responsibility for the smooth running of educational activities in the school he leads.

Not a few violations were committed by school principals, teachers, and students; ranging from misuse of operational assistance funds by school principals, leakage of questions or answer keys by teachers which lead to student brawls and fights. All of this is due, among other things, to a lack of discipline which requires guidance. The number of brawls, fights, and moral violations committed by students interfere with the effectiveness of learning. This is very closely related to school discipline. Therefore, in an effort to improve the quality of learning, among others, it can be done by fostering school discipline. School discipline is something that is easy to say, but difficult to implement not only by students, but by teachers and even by the principal. Therefore, so that violations do not occur again, whether committed by

students, teachers, and school principals, it is necessary to increase school discipline (Mulyasa, 2008).

Discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of obedience to regulations, established ethics, norms and rules that apply in society for certain purposes (Sulistiyani, 2011). Cypert (Yamin and Maisah, 2010), emphasizes that discipline is one of the prerequisites for becoming a leader. In order to successfully lead others, he must first lead himself in his thoughts, habits and emotions. The indicators are: 1) the principal establishes school discipline guidelines containing the rules / regulations for educators, educational staff, and students, including in terms of using and maintaining educational facilities and infrastructure; 2) the principal makes instructions, warnings, and prohibitions on behavior at school, as well as imposes sanctions for residents who violate the rules (Suparlan, 2013).

This research is supported by research conducted by Astuti et al (2020) which revealed that there was a significant simultaneous influence of leadership style and work motivation on the performance of high school teachers in Air Kumbang sub-district of Banyuasin. Furthermore, this research is also supported by research conducted by Kristiawan and Asvio (2018) who found that this research implicates to supervisors and Madrasahs in West Sumatra to learn the management of administration in MTs Negeri Padang Panjang in upgrading the Madrasah quality. This research is also supported by research by Murkatik et al (2020), the results of the study prove both partially and simultaneously there is an influence of professional competence and pedagogical competence on teacher performance.

Teacher's performance can be defined as the extent to which a teacher works to the fullest in accordance with his abilities in an effort to achieve institutional goals (Rohma et al, 2020). Teacher performance is very important to be studied because many factors affect teacher performance apart from the variables that the researcher examined, including: 1) school-based management; 2) teacher professionalism; 3) pedagogical competence; 4) and others (Rohma et al, 2020; Murkatik et al, 2020).

#### **IV. CONCLUSION**

Based on the findings and discussion that have been described in the previous chapter, the researcher came to a conclusion that: The management model of education personnel by the Head of MAN in Jambi Province which is related to improving teacher performance is not ideal because

human resources and learning opportunities are still lacking, causing teachers to perform poorly.

#### **V. IMPLICATION**

From the discussion and conclusions of this study, the implications related to the management model of educational personnel by the Head of MAN in Jambi Province relating to improving teacher performance are as follows.

First, the management of education personnel is still weak and needs improvement in the future to revise a more realistic teacher performance improvement program. To achieve outstanding educational institutions, these educational institutions need to have good educational administration management. The management of education personnel towards improving teacher performance needs to be structured in general all aspects of the school that are related to teachers, so that teachers can work professionally and have maximum competence such as supervision of teacher performance. Absolute supervision must be carried out by the principal considering the principal's function as a supervisor, the principal must conduct classroom supervision at least twice a semester. School activities can run and achieve the desired goals, so the planning program must be prepared properly by considering various aspects including the right time conditions.

Second, the management of education personnel towards improving teacher performance has a close relationship and needs to be synchronized in aligning the achievement of more realistic MAN education and learning objectives in Jambi Province. In planning the teacher performance evaluation program, the principal also sets short-term goals, medium-term assessments and long-term assessments. In the short-term assessment, the priority factors are teacher presence, consistency, friendliness, and discipline. The mid-term assessment focuses on teacher quality and classroom supervision and the long-term assessment focuses on the totality of improving teacher quality, professional evaluation and teacher mapping.

The head of the madrasah as a leader in carrying out coaching in MAN in Jambi Province should realize that efforts to improve teacher performance are important in order to increase competence and in the end for the benefit of the learning process to be useful for increasing student learning achievement as a learning goal in madrasah. Planning and making work programs should be adjusted to existing facilities and infrastructure as well as available financial capabilities. So that the program can run smoothly. The frequency of classroom visit guidance should be

increased so that all teachers in the field of study are evenly monitored by class visits to be able to find out if there are problems in the learning process so that solutions are found.

Third, for teachers in the field of study as the spearhead in the learning process that is face to face with students, they are expected to be professional and full of dedication in carrying out their duties. Every teacher should prepare teaching tools and adhere to discipline whether it is supervised or not. Teachers should always try to develop the ability of the teaching profession by increasing their knowledge through training, upgrading and existing references in order to improve performance skills. The principal needs to optimize its role and function in the internalization of the school's values, vision, mission and history to school personnel, even to the community, so that an increase in the school's carrying capacity can be realized which in turn will make it easier to realize what is the vision, mission and goals of the school. The principal should be able to be more assertive in enforcing mutually agreed upon discipline, especially since the internal and external support capacity of the school is sufficient in the context of school interests. Principals strive to improve quality and achievement by referring to more advanced schools.

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