

Research Article

# School Management in Enhancing Human Resource Performance

(A Multi-Case Study at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek)

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**Abstract:** The objective of this study is to formulate new propositions on school management based on the findings obtained from the two schools under investigation, namely: (1) school planning in improving teacher performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek; (2) the implementation of school management in improving teacher performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek; and (3) school supervision in improving teacher performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek. This research employed a case study approach with a qualitative research design. The researcher's presence in the schools served as the primary instrument, supported by non-human instruments as complementary tools. Data sources consisted of primary data in the form of words and actions observed from principals, vice principals, teachers, and administrative staff, as well as secondary data in the form of school documents. Data collection techniques included in-depth interviews, participant observation, and documentation. Data analysis was conducted using the Miles, Huberman, and Saldaña model, which comprises data condensation, data display, and conclusion drawing. The data analysis techniques applied were (1) single-case analysis conducted separately in each school and (2) cross-case analysis conducted by comparing and synthesizing data across cases. The research findings indicate that: (1) school planning to improve teacher performance carried out by principals included (a) adherence to the school's vision, mission, and objectives; (b) consideration of the results of the School Self-Evaluation (EDS) through SWOT analysis to enhance teacher performance; and (c) the formulation of school activity plans collaboratively with the school committee; (2) the implementation of school management to improve teacher performance by principals involved (a) mobilizing and motivating all members of the school community and utilizing all available school resources; (b) controlling and supervising the implementation of school activities; (c) securing support for school activities from parents/guardians, the school committee, and the community; (d) fulfilling teachers' needs; (e) proportional distribution of tasks and clear job descriptions aligned with teachers' competencies; (f) enhancement of teacher competencies; and (g) fostering a culture of mutual cooperation, care, and respect among school members to improve teacher performance.

**Keywords:** School Management, Performance, Human Resources, Planning, Implementation, Supervision

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## 1. INTRODUCTION

Schools as educational institutions serve as places where students acquire knowledge, including science and technology, develop positive attitudes and noble character, strengthen faith and devotion to Almighty God, cultivate discipline, shape their personality, and internalize good character in accordance with the Pancasila Student Profile, as well as learn and develop the skills required as provisions for life when students live and interact within society (*life skill*).

According to Suprayitno (2019), based on data from the PISA (Programme for International Student Assessment) survey, the quality of secondary education remains low. The results of the 2018 PISA survey, published in March 2019, indicate that Indonesia

ranked 74th out of 79 participating countries, placing it among the six lowest-performing countries globally in terms of educational outcomes, particularly in literacy, science, and mathematics competencies. Consequently, policy recommendations have emerged to improve the quality and standards of education in Indonesia through enhancing teacher quality, strengthening school leadership, and improving the learning climate within schools.

The selection of State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek was based on the researcher's observations that both schools are accredited A, designated as *Adiwiyata* schools, and have produced numerous academic and non-academic achievements, as evidenced by the certificates and trophies displayed in the schools' achievement cabinets. These schools were chosen by parents as preferred institutions for their children's education despite their close proximity to other public senior high schools and vocational high schools, such as State Vocational High School 1 Trenggalek, State Vocational High School 2 Trenggalek, State Senior High School 2 Trenggalek, and State Senior High School 1 Karanganyar. Based on interviews with parents of students, including Habibu's parents, State Islamic Senior High School 1 Trenggalek is considered a favorite school because of its strong record of achievements and the greater emphasis on additional Islamic religious instruction compared to general schools, which is believed to enhance students' faith and piety. Therefore, parents expect that students will develop not only in terms of academic knowledge but also in faith and piety (*Imtaq*).

The numerous achievements attained by these schools cannot be separated from effective school management in improving teacher performance. According to A. Sobandi, good teacher performance has a positive impact on student achievement (Robbi Pujoandika, 2019). A similar view was expressed by Mirawati Safitri (2014), who stated that the better the teacher's performance during the learning process, the more positive its effect on the improvement of students' learning achievement. In line with this, Yulianingsih and Sobandi (2017) argued that teachers' instructional performance has a positive and significant effect on students' learning achievement, indicating that improvements in teachers' teaching performance lead to increased student achievement, and vice versa.

The achievements attained by both schools are inseparable from school management efforts to enhance the performance of human resources, particularly teachers, at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek. This phenomenon is of significant interest for further investigation; therefore, the researcher selected the title "School Management in Enhancing Human Resource Performance (A Multi-Case Study at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek)".

According to Abidin (2024), teacher performance plays a crucial role in improving the effectiveness of teaching and learning processes, which in turn has a direct impact on students. Similarly, Alfian Helmi (2015) asserted that teacher performance affects the quality of education, particularly student achievement. Schools require effective school management to improve teacher performance so that institutional goals can be achieved. School success is closely linked to the principal's success in managing the school. Principals must be capable of managing teachers and educational staff, optimizing all existing school potential, and collaborating and synergizing with stakeholders, other institutions, the surrounding environment and community, the business sector, industry, and the world of work/*Dunia Usaha dan Dunia Industri* (DUDI), as well as with the school committee.

As the manager of the school, the principal has the authority and responsibility to carry out managerial functions to regulate and develop teacher performance, as well as to build partnership relationships with the School Committee, the business and industrial sectors (DUDI), and the community. School success is a direct outcome of the principal's effectiveness in leading the school. The principal is one of the most influential educational components in improving the quality of education, including enhancing human resource performance in schools, particularly teacher performance. As the highest leader in the school, the principal plays a decisive role in determining policy direction and guiding the school's development and progress through the improvement of human resources, especially teachers. Therefore, the principal must possess strong managerial competencies, including the effective implementation of human resource performance improvement programs through the development and supervision of teachers' professional abilities (Iskandar, 2013). According to Djunaidi (2017), to improve educational quality, principals

must be able to enhance the performance of teachers or their subordinates. Since many factors influence individual performance, principals are required to exert a positive influence that motivates teachers to carry out their duties in accordance with their main tasks and functions effectively, thereby leading to improved teacher performance.

The principal plays a crucial role in creating a comfortable and conducive environment for all members of the school community to engage in learning. A learning atmosphere that is supportive and conducive has a positive impact on students, teachers, and educational staff, and facilitates the performance of teachers and staff in achieving school objectives and, more broadly, the goals of national education. Teachers with strong performance are therefore essential for improving the quality of learning and enhancing students' academic achievement.

As the manager of the school, the principal must be capable of managing the school effectively, be creative and inspirational, keep pace with contemporary developments, be willing to work hard, and demonstrate high performance. Such qualities have a substantial impact on subordinates, namely teachers and educational staff, in collectively advancing and developing the school in a sustainable manner. This progress is closely linked to the principal's role in managing the school to enhance human resource performance, particularly that of teachers. Improved teacher performance in educating and providing services to students is expected to accelerate school advancement and contribute to the more rapid achievement of national education goals.

The principal should strive to improve teacher performance in order to enhance students' learning outcomes. Efforts to improve teacher performance are focused on encouraging teachers to carry out their duties in accordance with their main tasks and functions, particularly in improving the teaching and learning process, which is highly dependent on teacher professionalism as a form of human resources. Teachers are required to possess various skills to guide students in achieving predetermined educational goals. Therefore, principals must make continuous efforts to enhance teacher performance by managing the school effectively through planning, implementation, and supervision activities, as well as by fostering strong relationships between the school and parents, the school committee, and the wider community.

The demands for improving the performance of human resources, particularly teachers in schools, have continued to increase in line with the rapid development of science and technology and growing societal expectations. Efforts to enhance the performance of teachers as human resources in schools are directed toward achieving the Eight National Education Standards. Effective school management strongly supports the improvement of teacher human resource performance, including in State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek.

State Islamic Senior High School 1 Trenggalek is located in Trenggalek District and is regarded as a leading school that continuously improves the performance of its teacher human resources and produces numerous achievements. This can be observed from the effective school management implemented by the principal in his or her role as a manager. State Senior High School 1 Trenggalek is also located in Trenggalek District, and its students have achieved many academic and non-academic accomplishments. These achievements are the result of effective management practices carried out by the principal and the guidance of teachers who demonstrate high levels of performance. Based on the background described above, this study aims to examine the topic entitled "School Management in Enhancing Human Resource Performance (A Multi-Case Study at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek)".

## **2. RESEARCH METHOD**

This study on School Management in Enhancing Human Resource Performance (A Multi-Case Study at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek) employed a case study approach, the primary objective of which is to gain a comprehensive understanding of a particular case. Based on its characteristics, this research is classified as qualitative in nature. Qualitative research aims to explore, understand, and deeply interpret phenomena in their natural settings, focusing on how leadership is exercised by the principals of State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek in managing their respective schools to improve the performance of teacher human resources. According to Moleong (2017), qualitative research produces descriptive data in the form of written or spoken words from

individuals or observable behaviors. This approach was selected because it enables the researcher to examine managerial phenomena comprehensively within the natural contexts of each school and to compare findings across cases.

The research subjects included the principals, vice principals, teachers, and educational staff who were directly involved in the management and implementation of human resource management. Data were collected through in-depth interviews, participant observation, and documentation studies, including planning documents, program implementation records, and human resource performance evaluation reports in each school.

Data analysis was conducted using the interactive analysis model proposed by Miles, Huberman, and Saldaña, which involves the processes of data reduction, data display, and conclusion drawing carried out simultaneously and continuously. The analysis was performed through within-case analysis to understand the characteristics of each individual case, followed by cross-case analysis to identify similarities and differences in school management practices in enhancing human resource performance.

Data validity was ensured through source and technique triangulation, member checking, and referential adequacy. Through these methods, the study is expected to produce credible findings and to provide a scientific contribution to the development of educational management, particularly in enhancing human resource performance at the secondary education level.

### **3. RESEARCH RESULT AND DISCUSSION**

#### **School Management to Enhance Teacher Performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek**

The school management practices implemented by the principals at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek refer to the framework articulated by Nadiem Makarim in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 47 of 2023 concerning Management Standards at the Secondary Education Level. This regulation outlines the management of educational activities, or school management, which consists of: (1) planning, (2) implementation, and (3) supervision.

School planning aimed at improving teacher performance in Case 1 and Case 2 was guided by the following principles: (1) the school's vision, mission, and objectives, which provide clear direction for the formulation of school programs; (2) the formulation of activity programs by taking into account the results of the School Self-Evaluation (EDS) and SWOT analysis, thereby enabling the development of effective school planning to enhance teacher performance in both cases; and (3) the planning of school activities through deliberation between school stakeholders, namely the School Development Team and the School Committee, with final decisions made in official school meetings. Based on cross-case findings, school planning requires a foundation rooted in the school's vision and mission. This is consistent with the view of Baharuddin, who stated that school planning should be based on the school's vision and mission (Baharuddin Muh. Yusril & Ahmad Fauzi Yusri, 2023). Achmat Mubarak (2017) asserted that planning is the initial stage of any activity, involving careful consideration of matters related to the task at hand in order to achieve optimal results, with reference to predetermined objectives as the targets to be achieved. These objectives can be understood more broadly as a vision, representing the ideals or aspirations to be attained by an individual or an institution. Similarly, Rifaldi (2023) emphasized that determining which activities to undertake in the planning process should be based on the vision, mission, and objectives, as well as on how these objectives will be achieved and who will be responsible for implementing the activities.

The implementation of school management to enhance teacher performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek was carried out through the following measures: (1) mobilizing and motivating all members (teachers) by utilizing all available school resources; (2) the principal controlling and providing guidance during the implementation of school activities; (3) school activities being supported by parents/guardians, the School Committee, and the community; (4) the implementation of school activities in the area of educational personnel being directed

toward meeting teachers' needs; (5) the proportional distribution of tasks and job descriptions into work units, clear placement of teachers according to their competencies, and coordination and collaboration among work units; (6) programs aimed at enhancing teacher competencies; and (7) fostering a culture of mutual cooperation, care, and respect among school members, which contributes to improved teacher performance at both schools. In line with the view of Muh. Ibnu Sholeh et al. (2024), teachers need to participate in training programs to enhance their competencies, such as in the use of technology in teaching, in order to make learning more effective.

School supervision aimed at improving teacher performance in Case 1 and Case 2 comprised: (1) monitoring to ensure that the designed programs were implemented in accordance with their intended objectives; (2) supervision to provide suggestions, recommendations, guidance, mentoring, coaching, and feedback; and (3) evaluation as a basis for planning subsequent activities, all of which contributed to enhancing teacher performance. According to Akbar et al. (2021), supervision involves monitoring activities that are necessary to ensure organizational members work collaboratively in alignment with organizational goals. Supervision is intended to measure work outcomes in order to prevent deviations from established objectives. In this context, the organization refers to the school institutions in Case 1 and Case 2. Dakhi (2016) explained that supervision is used to ensure that performance aligns with planned objectives and to compare actual performance with predetermined standards. When significant discrepancies arise between actual and expected performance, managers are required to take corrective actions to implement improvements. The supervisory function serves to determine whether initial plans should be revised or continued based on existing performance outcomes. When changes are deemed necessary, managers return to the planning stage to formulate new plans based on the results of supervision. This perspective aligns with the school management function of supervision examined in this study.

The concept of management is reflected in the Holy Qur'an, Surah Ash-Shaff [61]:4, which states: "Indeed, Allah loves those who fight in His cause in a row as though they are a single structure, firmly built".

Management is a crucial element in Case 1 and Case 2, which, from the perspective of the Qur'an Surah Ash-Shaff [61]:4 is described as a "well-ordered and solid formation." This depiction reflects the concept of management. In the Islamic perspective, management is associated with the term *yudabbiru*, meaning to organize or regulate all affairs, including the role of the principal in managing the school to improve teacher performance in order to achieve predetermined objectives. School management aimed at enhancing teacher performance in Case 1 and Case 2, based on field findings, follows the implementation of management principles articulated by Nadiem Makarim in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 47 of 2023 concerning Management Standards at the Secondary Education Level.

### **The Implementation of School Management in Enhancing Teacher Performance at State Islamic Senior High School 1 Trenggalek and State Senior High School 1 Trenggalek**

Teacher performance in Case 1 and Case 2, based on the analysis of performance indicator achievements, demonstrates high work quality in both cases, with an average of 98.8% in Case 1 and 98.4% in Case 2. Performance indicators related to quantity in Case 1 show that the number of activities per year per teacher was implemented in accordance with the planned activity programs, while in Case 2 the number of activities carried out also aligned with the planned programs. The timeliness performance indicator in Case 1 was achieved in accordance with the predetermined months, and in Case 2 activities were likewise implemented according to the months specified in the planning. Regarding effectiveness, Case 1 achieved an average of 96.9%, indicating a very effective level, while Case 2 achieved an average of 97.3%, also categorized as very effective in improving teacher performance. The independence performance indicator showed an average of 97.4% in Case 1, reflecting very strong independence, and an average of 98% in Case 2, indicating excellent independence. High levels of work commitment were also evident in both Case 1 and Case 2. Overall, the data from Case 1 and Case 2 align with Robbins' performance indicators, which include quality, quantity, timeliness, effectiveness, independence, and work commitment.

According to Masnun, the efforts that principals can undertake to improve teacher performance include: (1) teacher performance development, such as facilitating teachers' participation in seminars and training programs, and fostering discipline through the enforcement of teacher attendance and continuous education and training; (2) supervision of teacher performance, whereby principals conduct classroom visits to observe teachers' performance during the teaching and learning process, identify teachers' strengths and weaknesses, and provide guidance and feedback for improvement. In addition to classroom supervision, teacher performance supervision is also carried out outside the classroom to assess teachers' attitudes and personalities; (3) providing motivation to enhance teacher performance, which can have a positive impact by fostering teachers' enthusiasm. This includes offering positive appreciation through rewards for high-achieving teachers as well as appropriate sanctions, motivating teachers to work sincerely, and maintaining close professional relationships with teachers; and (4) evaluating teacher performance as a basis for improving instructional practices, thereby supporting teachers in becoming professionals who can enhance the quality of teaching in schools.

Supporting this view, Muspawi (2021) stated that teacher performance is influenced by various factors, including internal factors within the teachers themselves, such as work motivation, knowledge, and insight, as well as external factors, such as the influence of colleagues, the work environment, and the principal. This is because the principal is the highest leader in the school who regulates, influences, and motivates teacher performance. According to Mukaddamah (2023), Law Number 14 of 2005, Article 20(a) concerning Teachers and Lecturers, stipulates that the standards of teacher work performance in carrying out professional duties require teachers to plan learning activities, implement high-quality teaching and learning processes, and assess and evaluate learning outcomes. The core duties of teachers, as realized through the teaching and learning process, represent a manifestation of teacher performance.

In accordance with the teacher qualification standards stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, teachers are required to meet the following criteria: (1) academic qualifications obtained through formal education at a minimum level of Diploma IV (D-IV) or Bachelor's degree (S1) in a field of study relevant to the subject taught, from an accredited study program. Teacher performance can also be demonstrated by the extent to which the required core competencies are fulfilled, namely: (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence. Pedagogical competence includes mastering the characteristics of learners; understanding learning theories and educational learning principles; developing curricula related to the subjects taught; implementing educational and effective learning processes; utilizing information and communication technology for instructional purposes; facilitating the development of students' potential; communicating effectively, empathetically, and courteously with students; conducting assessment and evaluation of learning processes and outcomes; utilizing assessment and evaluation results to improve learning; and engaging in reflective practices to enhance the quality of instruction.

Personal competence consists of acting in accordance with religious, legal, social, and national cultural norms of Indonesia; presenting oneself as an honest individual with noble character who serves as a role model for students and the community; demonstrating a stable, mature, wise, and authoritative personality; showing a strong work ethic, high responsibility, pride in the teaching profession, and self-confidence; and upholding the professional code of ethics of teachers. Social competence includes being inclusive, acting objectively and non-discriminatorily; communicating effectively, empathetically, and courteously with fellow educators, educational staff, parents, and the community; adapting to the workplace environment; and communicating with one's own professional community and other professions through oral, written, or other forms of communication. Professional competence encompasses mastery of subject matter, structure, concepts, and scientific ways of thinking that support the subjects taught; mastery of the Core Competencies and Basic Competencies of the subjects taught; creative development of instructional materials; continuous professional development through reflective practices; and the utilization of information and communication technology for self-development. School supervision in Case 1 and Case 2 was conducted through various mechanisms, namely: (1) monitoring, (2) supervision, and (3) evaluation. This is consistent with the Regulation of the Minister of Education, Culture, Research, and Technology of

the Republic of Indonesia Number 47 of 2023, Chapter IV Article 20 paragraph (1), which stipulates that the supervision of educational activities is carried out periodically and continuously through monitoring, supervision, and evaluation.

Monitoring is required to ensure that programs are implemented in accordance with their objectives or the established plans. Supervision functions to provide suggestions, recommendations, guidance, mentoring, and coaching as feedback to improve instructional activities, so that subsequent learning processes can be more effective and instructional objectives can be achieved. Evaluation constitutes a collaborative assessment of the implementation of educational activities, which is used as a basis for planning subsequent programs and activities.

According to Theresia Ping (2021), academic supervision is conducted to assess teachers in carrying out learning activities, including lesson planning, implementation, and assessment. Hermawati (2017) stated that supervision of teachers can be used to measure teacher performance in managing classroom instruction and is carried out by the principal. Through supervisory activities, teachers' abilities to manage learning can be enhanced, including improving instructional effectiveness, increasing teacher motivation, and reinforcing teacher discipline in conducting learning activities. Supervision by the principal functions to observe and monitor teachers so that their planning, implementation, and assessment of learning, as well as their progress and weaknesses, can be evaluated. Through supervision activities conducted by the principal, teacher performance in managing the learning process can be assessed. The results of such supervision are highly beneficial for improving teacher performance.

According to Rahmi Alendra (2016), the evaluation process assesses the extent to which the efforts undertaken have achieved the intended objectives by comparing planned activities with actual conditions. Evaluation involves comparing the planning that has been formulated with the reality of its implementation. Evaluation is conducted at least once at the end of an activity; however, principals may also conduct evaluations during the implementation phase without disrupting the ongoing activities. Program evaluation aims to obtain accurate information that can be used as a basis for decision making, such as planning subsequent programs, determining program continuation or termination, modifying programs, and identifying supporting and inhibiting factors affecting program implementation.

Teacher performance assessment under the *Kurikulum Merdeka* is conducted through the *Platform Merdeka Mengajar* (PMM) and is carried out every six months (twice a year). The first assessment period runs from January to June, with performance evaluation conducted in June, while the second period runs from July to December, with evaluation conducted in December. This process is in accordance with the Decree of the Director General of Teachers and Education Personnel (Perdirjen GTK) Number 7607/B.B1/HK.03/2023, which stipulates that performance management on the PMM consists of three stages: performance planning, performance implementation, and performance assessment.

#### 4. CONCLUSION

Based on the research findings and discussion, it can be concluded that school planning in improving teacher performance carried out by the principal is guided by the school's vision, mission, and objectives, the results of the School Self-Evaluation (EDS) covering quality, the learning process, and learning outcomes, as well as the planning of educational activities collaboratively developed by the school and the School Committee, all of which contribute to improving teacher performance. Furthermore, the implementation of school management in enhancing teacher performance involves mobilizing and utilizing all available school resources, controlling and assisting the implementation of school activities, ensuring support from parents or guardians, the School Committee, and the community, fulfilling the needs of teaching staff, distributing teachers' duties and job descriptions proportionally, implementing teacher competency development programs, and fostering a culture of mutual cooperation, care, and respect among members of the school community, which collectively lead to improved teacher performance. The implications of this study indicate that the improvement of teacher performance is strongly determined by well-planned, participatory, and sustainable school management. The principal plays a strategic role in aligning planning based on the school's vision, mission, and the results of the School Self-Evaluation (EDS) with effective management implementation through the optimization of resources, proportional

distribution of duties, fulfillment of teachers' needs, and systematic competency development. In addition, the involvement of the school committee, parents, and the community serves as an important supporting factor in creating a conducive working climate. These findings imply that collaborative school management practices, accompanied by continuous control and mentoring as well as the strengthening of a culture of mutual cooperation and respect, can serve as a reference for other schools in efforts to improve teacher performance effectively and sustainably.

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