

Improving the Quality of Children's Education with A Teacher-Oriented Education Management Approach Al Mukhlisin Foundation

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ABSTRACT

The objective of this study is to provide a detailed account of the strategies employed by the teaching staff at Al Mukhlisin Foundation to enhance the quality of learning, to identify the challenges encountered, and to examine the approaches utilized to overcome these obstacles. A qualitative research method with a descriptive approach used in this study. This research employs the principal and teachers as its data sources. The data collection techniques employed in this study are as follows: The research method employed was a combination of three techniques: observation, interview, and documentation. The findings of this study indicate that: It can be stated that the quality of learning at Al Mukhlisin Foundation is enhanced by effective teaching and teacher management. Teachers utilize the 2013 curriculum as a reference point when developing learning plans. Teachers implement learning activities based on the 2020/2021 academic calendar, comprising effective week activities and those conducted on a semester-by-semester basis (odd semester and even semester). The challenges encountered include the limited infrastructure facilities available at Al Mukhlisin Foundation. These include in-focus, teacher handbooks and student handbooks, teaching aids as learning media, and computers in the laboratory. The strategies that teaching teachers apply to improve the quality of learning at Al Mukhlisin Foundation are explained as follows. These include the use of electronic books in the delivery of learning, whereby digital literacy is employed as a substitute for the limited existing facilities, such as in-focus, teacher handbooks, and teaching aids as learning media. Furthermore, teachers in the delivery of learning materials vary existing learning methods, thus creating an active, creative, and enjoyable learning atmosphere.

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1. INTRODUCTION

Education is the focal point of all societal sectors in Indonesia. Significant amendments have been made to the Constitution and the Education System Law (No. 02 of 1989) to become No. 20 of 2003. Subsequently came Government Regulation Number 32 of 2013 on National Education Standards.

The technical reference for the National Education System (SNP) is the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia. The scope of the standards encompasses eight domains: content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

The key to success and the most effective competitive advantage is quality. Those who possess the requisite quality will have a significant opportunity to succeed. Consequently, education must be managed in a strategic manner in order to produce optimal management practices that will achieve quality education.

The role of Islamic educational institutions in enhancing educational quality is of great strategic importance, particularly in terms of fostering public trust. One such institution is operating under the auspices of the Al Mukhlisin Peduli Umat Foundation. For this reason, the Community Service (PKM) program is implemented with the objective of providing benefits for teachers.

The management process is characterized by the implementation of strategic initiatives in the form of programs, procedures, budgets, and the formulation of action-oriented strategies. A vision statement delineates a series of planning activities and formally establishes school goals. A mission statement, on the other hand, articulates the fundamental reason for an institution's existence. Consequently, educators must be capable of educating in a variety of methods in order to become effective educators.

Teachers occupy a pivotal role in the cultivation of students' potential. It is the responsibility of the teacher to ensure the future prosperity and security of the nation by instilling the fundamental values of national education, which form the basis of a virtuous character. This is achieved through the integration of religious and general education. Consequently, educators must be capable of educating in a variety of methods in order to become a fully proficient educator. In order to enhance the professionalism of educators in the field of learning, it is essential to implement improvements in the following areas:

1. As defined by experts in the field, the term "upgrading" encompasses all educational and experiential efforts aimed at enhancing the expertise of teachers. This is done in order to align their knowledge and skills with the advancements and developments occurring within their respective fields. The objective of the upgrading activity is threefold:
 - a. To enhance the quality of the profession of officers.
 - b. To improve work efficiency in order to achieve optimal results.
 - c. To develop work enthusiasm and improve welfare. Consequently, the implementation of an upgrading program can enhance the efficacy and efficiency of work, expertise, and improvement, particularly in the context of globalisation.
2. Participation in educational courses will facilitate the expansion of one's knowledge and perspective. The curriculum typically encompasses instruction in Arabic and English language proficiency, as well as computer literacy.
3. For further information, please refer to the following sources. The role of a professional teacher is not merely to master or read a limited number of books; rather, it encompasses a broader scope of knowledge acquisition and guidance. Professional educators are expected to engage with a diverse range of literature in order to enhance their understanding of the subject matter and to enrich the curriculum they are responsible for delivering. In order to remain current and knowledgeable, educators must be aware of new developments and resources emerging in their field.
4. A further beneficial practice is to arrange visits to other educational establishments, which can be undertaken as a comparative study. It is of great importance for a teacher to engage in visits between schools, as this will facilitate the acquisition of new insights, the exchange of ideas and the dissemination of information regarding the progress of educational institutions. Such activities will

enhance and supplement his existing knowledge, enabling him to address issues and challenges more effectively, thereby facilitating the achievement of educational improvement in a more expedient manner.

5. The act of communicating with the guardians of the students. It is of great importance to hold meetings with student guardians. Such communication facilitates mutual understanding between teachers and parents, enabling them to provide guidance and support to students in a constructive manner. The discrepancy between the number of hours spent in educational activities at school and at home is a notable aspect of the educational process.
6. The ability to demonstrate proficiency in the field of information technology (IT). It is of great consequence that students gain proficiency in the use of technology during this period of pandemic. The acquisition of knowledge is facilitated by the utilisation of technological resources, including gadgets, laptops and other media, which are conducive to the development of technological proficiency.

In order to enhance the quality of education, it is essential to focus on the material aspects. The comprehensive presentation of the material will undoubtedly contribute to a more expansive understanding. This will facilitate the application and practice of the acquired knowledge in an appropriate and accurate manner.

The material presented by the educator must be able to accurately reflect the content and objectives outlined in the curriculum. It is incumbent upon educators to master the material, and to supplement it with additional resources that are pertinent, current, and relevant. In order to facilitate student engagement and motivation with the subject matter.

A method is a tool employed to achieve a desired outcome. As a key indicator of educational quality, there is a clear need to increase the use of methods. Improving the method does not entail the creation or development of new methods; rather, it concerns the application or utilization of existing methods in accordance with the material presented. This approach facilitates the attainment of favorable outcomes in the teaching-learning process.

The deployment of methods should vary in accordance with the material to be conveyed. This ensures that students do not experience boredom, saturation, or monotony. Consequently, when imparting the method, educators must prioritize the following aspects:

- a. It is not merely contingent upon an alternative.
- b. It is recommended that educators utilize a variety of methods in conjunction with one another. For instance, a lecture may be paired with a question-and-answer session.

These endeavors are an attempt to enhance the quality of education for students in an increasingly modern era. Facilities are defined as tools, methods, and techniques utilized to enhance the efficacy of communication and educational interactions between educators and students throughout the educational process at the academic institution. In regard to these facilities, it is essential to prioritize the following areas of improvement:

- a. Gain a comprehensive understanding of the functions and applications of educational media.
- b. Develop a clear understanding of the appropriate use of educational media in teaching and learning interactions.
- c. Ensure that media creation is straightforward and accessible.
- d. Select the most suitable media according to the objectives and content of the material to be taught.

All school facilities comprise equipment and supplies that are directly utilized in the educational process. Examples include the school building itself, as well as the furniture within it, such as tables, chairs, and teaching aids. Infrastructure, on the other hand, refers to all the components that indirectly support the teaching and learning process or education in schools. Examples include the route to the educational facility, the grounds, the regulations pertaining to the establishment, and any other elements that contribute to the overall environment.

It is not uncommon for the teaching-learning process to encounter unexpected challenges. At times, learners may encounter challenges or impediments in their pursuit of knowledge. These obstacles must

be surmounted through a variety of means, including cultivating an interest in learning, which is closely tied to one's emotional state. It is imperative that educational methodologies be employed in a manner that stimulates interest in learning, encompassing both linguistic and non-verbal aspects. To achieve this, it is essential to utilize a variety of techniques, adapting each method to suit the specific context and learner.

This subsequently gives rise to an affinity for the subject matter. Educators are able to provide students with the necessary stimulation to facilitate learning. The material presented is particularly impactful for students, resonating with their lived experiences. Once students are engaged with the educational process, educators can focus on fostering sustained motivation. This necessitates the provision of adequate facilities and infrastructure by educators and institutions, enabling students to gain experiences that foster enthusiasm for learning. The objective of this PKM activity is to identify strategies for enhancing the quality of teachers to align with the evolving needs of the educational landscape.

2. METHOD

The site selected for this research study was the Al Mukhlisin Foundation. The research was conducted over a three-month period from October 2020 to December 2020. The research method utilized in this study was descriptive qualitative research. The data collection techniques employed in this study were interviews, document analysis, and observation. Data analysis was conducted using the four steps of qualitative analysis: data reduction, data presentation, conclusion making, and data verification. (Sugiyono., 2014)



Figure 1. Qualitative Research

3. FINDINGS AND DISCUSSION

3.1. Data Analysis of Teacher Management in Improving Learning Quality at Al Mukhlisin Foundation

The description of the research data indicates that the management of teaching teachers at Al Mukhlisin Foundation is effective in improving the quality of learning. In planning their lessons, teachers have been directed by the principal to align their lesson plans with the established 2013

curriculum. Teachers are effective in their implementation of learning activities. Lesson plans are prepared in accordance with the 2020/2021 academic calendar, comprising effective weekly activities and those conducted on a semester-by-semester basis (odd semester and even semester). Teachers are effective in evaluating learning outcomes, as they conduct evaluations at the conclusion of the learning process, both midterm and at the end of each semester (odd semester and even semester). Additionally, teachers provide effective follow-up and reinforcement to students during the learning process. This point was underscored by the Head of Al Mukhlisin Foundation during an interview, who stated:

The preparation of lesson plans at Al Mukhlisin Foundation is based on the 2013 curriculum, as instructed by the Ministry of Education and Culture in 2018. This involves a revision of the curriculum designed the previous year. The preparation of teaching materials at Al Mukhlisin Foundation is conducted through the medium of teachers' council meetings and the deliberations of teachers' groups pertaining to the subject matter, which are designed collectively. These materials are based on the 2013 curriculum, as instructed by the Ministry of Education and Culture R.I in 2018 by revising the curriculum designed last year. The utilization of learning media by teachers is deemed sufficient. The principal acknowledges the lack of learning media infrastructure facilities at Al Mukhlisin Foundation. The utilization of Learner Worksheets (LKPD) by teachers at Al Mukhlisin Foundation is commendable. These worksheets encompass fundamental competencies, achievement indicators, learning materials, and cognitive, affective, and psychomotor assessment components. The evaluation of learning outcomes by teachers at Al Mukhlisin Foundation is deemed to be satisfactory. The evaluation process adheres to the established educational calendar, which mandates assessments at midterm and semester (odd semester and even semester). Additionally, the institution provides an array of learning facilities, including chairs, tables, laboratory study rooms, libraries, and other resources, which are conducive to student learning.

The description of the research data indicates that the management of teaching teachers at Al Mukhlisin Foundation is effective in improving the quality of learning. In planning their lessons, teachers have been directed by the principal to align their lesson plans with the established 2013 curriculum. Teachers are effective in their implementation of learning activities. Lesson plans are prepared in accordance with the 2020/2021 academic calendar, comprising effective weekly activities and those conducted on a semester-by-semester basis (odd semester and even semester). Teachers are effective in evaluating learning outcomes, as evaluations are conducted at the conclusion of the learning process, both midterm and at the end of each semester (odd semester and even semester). Additionally, teachers provide effective follow-up and reinforcement to students in the learning process.

3.2. Data Analysis of Obstacles Faced by Teaching Teachers in Improving Learning Quality at Al Mukhlisin Foundation

In light of the aforementioned description of the research data, it can be posited that the impediments encountered by educators at Al Mukhlisin Foundation in enhancing the caliber of learning can be attributed to the following factors. (1) The limited infrastructure facilities available at Al Mukhlisin Foundation include infocus, teacher handbooks, student handbooks, teaching aids as learning media, and computers in the laboratory. (2) Teachers also demonstrate limited ability in using I.T., particularly in using infocus. (3) Additionally, teachers exhibit limited ability in using media, demonstrating less ability to adapt media to the learning delivered.

This was stated by teachers who teach subjects at Al Mukhlisin Foundation. They indicated that the institution lacks sufficient infrastructure facilities, including infocus, teacher handbooks and student handbooks, teaching aids as learning media, and computers in the laboratory. Furthermore, teachers demonstrated limited proficiency in utilizing information technology, particularly in the use of infocus. Additionally, they exhibited similar limitations in their ability to employ information technology for media integration, indicating a lack of adaptability in this domain.

In light of the aforementioned description of the research data, it can be posited that the impediments encountered by educators at Al Mukhlisin Foundation in enhancing the caliber of

learning can be elucidated as follows. (1) The limited infrastructure facilities available at Al Mukhlisin Foundation include infocus, teacher handbooks and student handbooks, teaching aids as learning media, and computers in the school laboratory; (2) The limited ability of teachers in using I.T. (especially teachers in using infocus); (3) The limited ability of teachers in using the media (teachers are less able to adjust the media with the lessons delivered).

3.3. Data Analysis of Strategies Applied by Teaching Teachers to Improve Learning Quality at Al Mukhlisin Foundation

In light of the aforementioned description of the research data, it can be elucidated that the pedagogical approach employed by the instructors at Al Mukhlisin Foundation to enhance the quality of learning is as follows. (1) The use of electronic books for the delivery of learning; (2) The application of digital literacy as a substitute for the limited existing facilities, such as infocus, teacher handbooks, and teaching aids, which are used as learning media; (3) The variation of existing learning methods by teachers in the delivery of learning materials, with the aim of creating an active, creative, and enjoyable learning atmosphere.

The results of the research, conducted through observation, indicate that the management of teaching teachers at Al Mukhlisin Foundation has directed teachers in their planning of lessons, with the lesson plans made to align with the established 2013 curriculum. The teachers' performance in the delivery of learning can be considered satisfactory. The lesson plans are prepared in accordance with the 2020/2021 academic calendar, comprising effective week activities and those scheduled for each semester (odd semester and even semester). The evaluation of learning outcomes is conducted in a satisfactory manner by the teaching staff. This is evidenced by the fact that evaluations are carried out at the end of the learning process, both midterm and per semester (odd semester and even semester). Furthermore, the provision of follow-up and reinforcement to students in the learning process is deemed to be effective.

In addition, the strategies employed by teachers at Al Mukhlisin Foundation to enhance the quality of learning are as follows: (1) The use of electronic books for the delivery of learning; (2) The application of digital literacy as a substitute for limited existing facilities such as projectors, teacher handbooks, and teaching aids as learning media; (3) The variation of existing learning methods by teachers in the delivery of learning materials, with the aim of creating an active, creative, and enjoyable learning atmosphere.

This was stated by the teaching staff at Al Mukhlisin Foundation, who said: In their teaching practice, teachers employ the use of e-books as a medium for the delivery of lessons. They also apply digital literacy as a substitute for the limited facilities that are available, such as the use of an infocus, teacher handbooks, and teaching aids as learning media. Additionally, teachers adapt existing learning methods in order to create an active, creative, and enjoyable learning environment.

Moreover, the findings of this study are corroborated and reinforced by the documentation data, which includes: (1) Photographs of Learning Device Plans; (2) Teacher Management Observation Sheets in Improving Learning Quality; (3) (4) Teacher Assessment Academic Supervision Result Instruments; (5) Teacher Assessment Result Instruments; (6) Interview Results with Principals Additionally, the study included the following supporting documentation: (7) interview results with teachers; (8) photographs of observation results, such as images of teacher teaching activities in the classroom and photographs of infrastructure facilities; (9) other documentation that supports the research data, such as research permit letters.

In light of the aforementioned description of the research data, it can be elucidated that the strategies employed by the teaching staff at Al Mukhlisin Foundation to enhance the quality of learning are as follows:

1. The use of electronic books for the delivery of learning;
2. The application of digital literacy as a substitute for the limited existing facilities, such as infocus, teacher handbooks, and props, which are used as learning media;

3. The variation of existing learning methods by teachers in the delivery of learning materials, with the aim of creating an active, creative, and enjoyable learning atmosphere.

In light of the aforementioned research findings, this study is informed by a number of theoretical perspectives. As posited by Hamid (2010, p. 43), the role of the teacher is to facilitate the transfer of knowledge to students through communicative interactions within the teaching and learning process. The efficacy of the teacher in conveying the material is contingent upon the quality of these communicative interactions, which in turn influence the effectiveness of the messages transmitted by the teacher. (Hamid, 2010)

As Susanto (2016, p. 13) asserts, teachers play a pivotal role in the implementation of learning strategies. In light of this viewpoint, it is evident that one of the external factors with the potential to significantly influence student learning outcomes is the teacher. (Susanto, 2016)

Teachers represent one of the most crucial elements in the field of education. The quality of education is largely contingent upon the quality of its teaching staff. Consequently, it is imperative that teachers enhance their competence, as stipulated in Law No. 14/2005 on Teachers and Lecturers.

Kurniasih (2017:68) posits that proof of quality according to certain standards that guarantee a person can be said to be a professional teacher is a certificate. In order to obtain a certificate as a professional teacher, one must first pass the teacher competency test. In order to pass this test, one must meet two main criteria (1) Possess the minimum formal academic qualifications of a diploma four (D-IV) or a bachelor's degree (S1); (2) Demonstrate the requisite competencies as a learning agent. Educators must possess the requisite academic qualifications and competencies as learning agents, be in good physical and mental health, and possess the ability to realize the objectives of national education. The aforementioned academic qualifications represent the minimum level of education that must be met by an individual, as evidenced by a diploma and/or certificate of relevant expertise in accordance with applicable laws and regulations. (Kurniasih, 2017)

The objective of various teacher quality development programs is to enhance the abilities and skills of teachers in the areas of planning, developing, implementing, and supervising the learning process, with the ultimate goal of improving the quality of education in each school unit (Sumardin, 2016, p. 2). The quality of learning is defined in accordance with the stipulations set forth in Government Regulation No. 19 of 2005 concerning National Education Standards, Chapter I General Provisions. Article 1, paragraph (18) states that "learning evaluation is an activity of controlling, guaranteeing, and determining the quality of learning on various components of education in each path, level, and type of education as a b) Article 3: "National Education Standards serve as the basis for planning, implementing, and supervising education in order to realize quality national education." c) Article 4: "National Education Standards aim to ensure the quality of national learning in order to educate the nation's life and shape the character and civilization of a dignified nation." (Sumardin., 2016)

In order to enhance the quality of education, educational institutions must consider all aspects of their organisational structure. In order to ensure that all components of the school are held accountable for their respective duties and functions. The objective of quality national education is to facilitate the growth of students into individuals who are devout and dedicated to God, possess admirable character, enjoy good health, demonstrate knowledge, capability, creativity, autonomy, and become exemplary citizens who are also democratic and responsible. Quality can be defined as the ability of a product or service to meet the needs or expectations of customers, who in the context of education can be classified into two distinct groups: internal and external. The internal customer is the student or learner, while the external customer is the community and the industrial world. It is erroneous to assume that quality can be achieved and maintained in isolation. Rather, it is a multifaceted concept that is contingent upon a multitude of factors

In reference to the ideas put forth by Edward Sallis, a total of 13 characteristics have been identified as essential for a quality school. These characteristics are as follows:

1. The school places an emphasis on customer satisfaction, both internal and external.

2. The school prioritizes the prevention of potential issues, demonstrating a commitment to excellence from the outset.
3. The school recognizes the value of its human resources and endeavors to avoid any form of psychological distress that might impede optimal performance.
4. The school has a comprehensive strategy to achieve quality at various levels.
5. The school addresses complaints as an opportunity for improvement and learning, rather than as a criticism.
5. The school has a comprehensive, long-term plan for achieving quality.
6. The school engages all stakeholders in continuous improvement processes. The school endeavors to facilitate an improvement process that engages all relevant parties in accordance with their primary duties, functions, and responsibilities.
7. The school cultivates a culture that values creativity, quality, and the capacity to inspire others to contribute to these values.
- 10) The school has a clearly defined strategy and evaluation criteria.
8. The school views quality as a means of further improving the quality of services.
9. The school views quality as an integral part of the work culture.
10. The school views continuous quality improvement as a necessity.

In her 2020 study, entitled "The Effect of Teacher Professionalism and Principal Supervision on Teacher Performance," Hapizoh, et al., (2020) The findings of this study indicate that: 1) Teacher professionalism exerts a significant influence on the performance of public junior high school teachers in Sub Rayon 16, Sukarami District, Palembang City. 2) Principal supervision exerts an influence on the performance of teachers at state junior high schools in Sub Rayon 16, Sukarami District, Palembang City. 3) Teacher professionalism and principal supervision exert a significant influence on the performance of state junior high school teachers in Sub Rayon 16, Sukarami District, Palembang City. In light of the aforementioned pertinent research, it can be posited that there are both similarities and differences between the current study and the existing research. The former examines teacher professionalism in the learning process, whereas the latter contains the aforementioned differences. (Hapizoh et al., 2020)

The current study differs from the previous research in terms of its geographical location and the specific subject matter under investigation. In their 2020 study, Lian examined the strategies employed by principals in developing teachers' professional competencies. The findings of this study indicate that the principal's approach to fostering professional competence entails the assignment of teachers to participate in educational and training programs, both those conducted by the school institution itself and those provided by other educational institutions. Subsequently, teachers are required to engage in self-development activities pertaining to their professional roles and responsibilities, including disciplinary measures, facilitation of discussions, and motivation techniques. Moreover, the principal is responsible for ensuring that the school infrastructure is adequate. From this pertinent research, it can be concluded that there are similarities and differences between this research and the current research. The former examines teacher professionalism in the learning process, whereas the latter differs in that it focuses on the place of research and the study of the subject that is the focus of the research. (Lian, 2020)

Harapan's (2020) research, entitled "The Effect of Teacher Professionalism and Principal Supervision on Teacher Performance," The findings of this study indicate that: The results of the study indicated that there is a significant effect of teacher professionalism on teacher performance, a significant effect of principal supervision on teacher performance, and a significant effect of teacher professionalism and principal supervision together on teacher performance. From this relevant research, it can be concluded that there are similarities and differences between this research and the current research. Both examine teacher professionalism in the learning process. However, there are also differences in the place of research and the subject matter under investigation. (Hapizoh et al., 2020)

4. CONCLUSION

The results of the research on teaching and teacher management at Al Mukhlisin Foundation indicate that teacher management in the teaching process is effective. Teachers are effective in evaluating learning outcomes, conducting assessments at the conclusion of the learning process, both midterm and at the end of the semester (odd semester and even semester). They are also effective in providing follow-up and reinforcement to students. The obstacles faced by teaching staff at Al Mukhlisin Foundation are the limited infrastructure facilities available, namely: in-focus, teacher handbooks and student handbooks, teaching aids as learning media, and the ability of teachers to use IT, especially teachers in using in-focus. Additionally, there is a limited teacher ability to use media, as teachers are less able to adapt the media to the learning delivered. To enhance the quality of learning, educators employ digital resources, such as e-books, to facilitate instruction. They also utilize digital literacy as a substitute for inadequate facilities, including in-focus technology, teacher handbooks, and teaching aids. Furthermore, teachers diversify learning methods to foster an engaging, creative, and enjoyable learning environment.

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