

## STRATEGIES OF SUPERVISORS AND PRINCIPALS IN IMPROVING THE QUALITY OF TEACHERS AT STATE HIGH SCHOOL 7 TANJUNG JABUNG TIMUR JAMBI

Fatmawati<sup>1</sup>, Mohamad Muspawi<sup>2</sup>, Sofwan<sup>3</sup>

<sup>1, 2, 3</sup>Universitas Jambi

*fatmawatidarohim@gmail.com*<sup>1</sup>, *mohamad.muspawi@unja.ac.id*<sup>2</sup>, *sofwanpgsd@gmail.com*<sup>3</sup>

---

**Abstrak:** Semua pemangku kepentingan di lembaga pendidikan, terutama guru selama proses pembelajaran di kelas, bertanggung jawab untuk meningkatkan kualitas guru. Oleh karena itu, peningkatan kualitas guru menjadi sangat penting yang dipengaruhi oleh beberapa variabel, antara lain strategi pengawas dan strategi kepala sekolah itu sendiri. Berdasarkan permasalahan tersebut, penulis melakukan penelitian tentang strategi pengawas dan kepala sekolah dalam meningkatkan kualitas guru di SMA Negeri 7 Tanjung Jabung Timur Jambi. Kepala sekolah dan wakil kepala sekolah dan guru menjadi responden dalam penelitian ini. Metodologi penelitian ini menggabungkan pendekatan kualitatif dan deskriptif. Informasi dikumpulkan dengan cara observasi, diskusi, dan dokumentasi. Temuan penelitian ini menunjukkan bahwa strategi pengawas dalam meningkatkan kualitas guru di SMA Negeri 7 Tanjung Jabung Timur Jambi bisa mencapai hasil yang maksimal dalam menjalankan peranannya dalam pembelajaran. Pertama, segi kualifikasi, guru perlu memiliki kelayakan yang ditopang oleh kualitas diri yang unggul dan profesional. Kedua, segi kepribadian, guru perlu memiliki kepribadian yang tinggi, yang dilandasi dengan akhlak mulia. Ketiga, dari segi pembelajaran, guru perlu memahami ilmu teori dan praktik pendidikan dan kurikulum. Keempat, dari segi sosial, guru sebagai pendidik perlu memiliki kepekaan sosial dalam menghadapi fenomena sosial disekitarnya, karena guru adalah salah satu elemen masyarakat. Strategi Kepala Sekolah dalam meningkatkan kualitas guru di SMA Negeri 7 Tanjung Jabung Timur Jambi dengan adanya strategi-strategi yang telah ditempuh oleh kepala sekolah SMA Negeri 7 Tanjung Jabung Timur Jambi yang juga bekerjasama dengan lembaga-lembaga yang terkait dalam meningkatkan kualitas tenaga pendidik di SMA Negeri 7 Tanjung Jabung Timur Jambi mempunyai kompetensi atau mutu yang sesuai dengan harapan, sehingga mampu mencapai tujuan pembelajaran dengan baik.

Kata kunci: Strategi, pengawas, kepala sekolah, kualitas guru

---

**Abstract:** All stakeholders in educational institutions, especially teachers during the learning process in the classroom, are responsible for improving teacher quality. Therefore, improving the quality of teachers becomes very important which is influenced by several variables, including the supervisor's strategy and the principal's strategy itself. Based on these problems, the author conducted research on the strategies of supervisors and principals in improving teacher quality at SMA Negeri 7 East Tanjung Jabung Jambi. The principal and vice principal and teachers were the respondents in this study. This research methodology combines qualitative and descriptive approaches. Information was collected by means of observation, discussion and documentation. The findings of this study indicate that the supervisor's strategy in improving the quality of teachers at SMA Negeri 7 Tanjung Jabung Timur Jambi can achieve maximum results in carrying out their role in learning. *First*, in terms of qualifications, teachers need to have eligibility that is supported by superior and professional qualities. *Second*, in terms of personality, teachers need to have a high personality, which is based on noble morals. *Third*, in terms of learning, teachers need to understand the theory and practice of education and curriculum. *Fourth*, in terms of social, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are one of the elements of society. The Principal's Strategy in improving the quality of teachers at SMA Negeri 7 Tanjung Jabung Timur Jambi with the strategies that have been taken by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi who also collaborates with related institutions in improving the

quality of teaching staff at SMA Negeri 7 Tanjung Jabung Timur Jambi has competence or quality in accordance with expectations, so as to achieve learning objectives well.

**Keywords:** Strategy, supervisor, principal, teacher quality

---

## **Introduction**

Expanding access and equity, increasing quality and relevance, and developing superior management, educational responsibility, and a public image that can meet the needs of changing demands are all areas in which teachers play an important role in public education (Wati, 2016). Under the protection and direction of the principal, in local Indonesian, rational and international life (Veirissa, 2021). As a result, everyone, especially the principal, must help the instructor in honing their talents. According to Article 8 of Law no. 14 of 2005, teachers must have four competencies (Disas, 2017). First, pedagogical competence, which refers to the teacher's ability to facilitate learning and at least includes student understanding, curriculum/curriculum preparation, learning planning, educational learning, and implementation of dialogue. using learning technology, assessing learning processes and outcomes, and developing students to realize their different potential (UUD, 2005).

The two personality competencies are noble character, wise and prudent, steady, authoritative, steady, mature, honest, able to be a role model for students and society, assessing one's own performance objectively, and developing independently and sustainably (Anggun, 2019) ( Laser, 2016). The third competency is social skills, the ability of teachers as part of society, including at least oral, written and sign communication, functional use of communication and information technology, effective communication with students, school children, lecturers, principals, parents, guardians, polite communication with surrounding communities, following applicable norms and value systems and implementing the principles of brotherhood and solidarity.

The fourth competency that a teacher or teacher must have is mastery of art (Fitri, 2017). Mastery of this art includes the ability to conceptually combine scientific disciplines, techniques or art methods related to programs, subjects and groups of subjects in an educational unit (Muspiroh, 2015). A teacher who has mastery of art will be able to explore creativity in learning and provide a more interesting learning experience for students (Nursiah, 2019).

Teachers are professionals who have an important role in the world of education (Zakiah, 2022). As a teacher, his job is to carry out learning adequately and provide a quality learning experience for students. To be able to carry out their duties well, a teacher must meet several criteria as a professional staff in schools (UUD, 2005). Teachers must have competence in accordance with Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers. The competencies in question include the ability to master the subject matter being taught, master effective learning methods, be able to manage the class well, and be able to evaluate student learning outcomes. A teacher who has good competence will be able to provide a more effective and efficient learning experience for students.

Teachers are responsible not only for imparting knowledge but also for nurturing important life skills such as discipline, responsibility, and independence. The development of these skills is essential for students' holistic growth and their readiness to face real-world challenges (Khaironi, 2017). It is important for teachers to understand that their role goes beyond their subject matter expertise. They must also understand and appreciate their responsibility in providing appropriate guidance to their students (Octavia, 2018). Teachers must provide their students with the tools and resources necessary to develop discipline, responsibility, and independence. They must also model these qualities themselves, so that students can learn by observing their teachers.

Educators (teachers) have a very strategic role in efforts to realize national development goals, especially in the field of education, so they need to be developed as useful and professional staff. He said, teachers have a central starting point for improving the quality of the teaching and learning process. However, why is teacher improvement not being carried out seriously? In fact, professional teachers will produce quality educational processes and results in order to create intelligent and competitive Indonesian people.

In its realization, responsibility needs to be emphasized and prioritized, because currently there are many education graduates who are intelligent and skilled, but do not have responsibility in implementing the knowledge and skills they have so that they often cause problems for the community, become a burden on society and the nation and even lack of prosperity and unity. nation. It is within this framework that the need for competency standards and certification of teaching staff is felt, so that in the future there will be professional teaching staff (teachers) who have standards and licenses that suit their needs.

By looking at the importance of teachers in the world of education, school principals have a central role in managing personnel, especially teaching staff (teachers) in schools, so it is very important for school principals to understand and implement personnel management well. From the several principles above, school principals can

improve quality management for teaching staff (teachers) so that the learning process can run well and smoothly. Therefore, in this research the author needs an example of an institution that can be observed, namely SMA Negeri 7 Tanjung Jabung Timur Jambi.

School principals play an important role in improving the quality of education (Choir, 2019). One important aspect of this is recognizing the limitations and challenges teachers face and providing them with the necessary support and guidance to improve their performance (Firman, 2023). Principals must be aware of the fact that not all teachers have the same level of competence and skills. Some teachers may need additional support and guidance to improve their performance. Therefore, it is important for school leaders to identify areas where teachers need improvement and provide them with the resources and training necessary to address these areas (Leithwood, 2008).

One way principals can support and guide their teachers is through regular feedback and evaluation. School leaders can conduct regular classroom observations and provide constructive feedback to help teachers improve their instructional practices. It can also help school leaders to identify areas where teachers need additional training and support (M, 2008).

Quoting Mulyasa (Mulyasa, 2013), an institution is called quality if it has the following characteristics: Students' learning achievements must be able to meet their needs in achieving their goals in life; that is, not only do you know something, but you are also able to do something to work. This is what makes the main indicator relevant for quality (Hadi, 2020).

Minister of National Education Regulation No. 18 of 2007 discusses teacher qualifications based on competency tests through portfolio assessments. Components evaluated: Academic background, education and training, experience in education, implementation of learning, assessment by managers and supervisors, participation in scientific forums, organizational experience in the educational and social fields, and relevant educational awards. Teachers can develop themselves in various ways such as learning new teaching techniques, participating in MGMP, training courses and IHT, as well as advising teachers to attend educational seminars and workshops (Brotosedjati, 2012).

School principals have a key role in supporting the development of teacher competency, to improve the quality of education. This clearly has an impact on teacher achievement, curriculum adjustments, and the use of appropriate textbooks and PBM to suit current educational needs (although it may take a little time) (Kurnianingsih, 2017). Even though the government has made efforts to provide educational techniques and encourage competitive attitudes in the classroom, the fact is that overall teacher competence is still low and student learning outcomes have not improved significantly (Fitria, 2019). This is a detrimental blow to the education system, especially in supporting student preparation to match applicable standards (Haerullah, 2020).

Based on the problems above, what is interesting to discuss in this article is: what professional and social competencies are needed to improve the quality of education. According to Djamarah, although it is impossible to measure a teacher only based on competence, teacher experience, work ethic, motivation and love for the teaching profession, teacher health, educational background, learning support facilities, education and training (level of teacher welfare and business main) are all important factors in this case (Djamarah, 2010).

Research regarding low teacher competence ranges from poor qualifications and educational background to work, poor understanding of rules, learning materials and strategies, ability in simple Information Technology, as well as the inability to motivate students for several reasons (Ilyas, 2022). Even though reading less will strengthen your self-confidence, don't forget that you feel smarter if you read a lot (Tambuleng, 2023).

According to Wahyudi, there are several actions that school leaders can take to build the capacity of teachers, including building mutually beneficial working relationships, increasing effective communication with teachers, providing guidance and direction in carrying out their duties, raising work enthusiasm and providing rewards for results. success of teachers, solving problems in schools effectively, supporting teachers' active participation and joint decision making (Wahyudi, 2019). Apart from that, solutions are needed to resolve conflicts in a wise manner and comply with school regulations. Apart from that, it is also necessary to form mutually competitive and healthy relationships between teachers in order to create a conducive work environment (Kurnianingsih, 2017).

## Method

The author conducted this research with a qualitative approach that uses descriptive methods to detail data based on what happens in the field. We chose this qualitative approach to describe worldly reality. Writers are an important tool in data collection in this area. By making direct observations at the research location, the author can obtain the data needed according to the determined research focus. Researchers want to see the strategies of supervisors and principals in improving the quality of teachers at SMA Negeri 7 Tanjung Jabung

Timur Jambi. So the analytical descriptive method was chosen to observe ongoing social phenomena.

## **Findings and Discussion**

### **Supervisory Strategy in Improving Teacher Quality at SMA Negeri 7 Tanjung Jabung Timur Jambi**

The supervisor's strategy for improving the quality of qualified or qualified teaching staff is also a hope for education consumers. Because, teaching staff (teachers) are one of the most important components in teaching and learning activities which will later support successful learning and educational success.

Through supervisory strategies in improving the quality of teaching staff, they can achieve maximum results in carrying out their role in learning, there are several things that influence this. First, in terms of qualifications, teachers need to have qualifications that are not just proven by degrees and certificates, but must be supported by superior and professional qualities. Second, in terms of personality, teachers need to have a high personality, which is based on noble morals. Third, from a learning perspective, teachers need to understand the theory and practice of education and the curriculum, so they are able to design learning well, are able to implement learning with the art of effective learning, and are able to evaluate learning. Fourth, from a social perspective, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are an element of society.

In terms of learning, the teaching staff at SMA Negeri 7 Tanjung Jabung Timur Jambi carry out their duties in accordance with their competency conditions. Competence is the suitability to carry out tasks, ability is an important factor for teachers, therefore the quality and productivity of the teacher's work must be able to demonstrate quality professional behavior.

First, pedagogical competence. The teaching staff of SMA Negeri 7 Tanjung Jabung Timur Jambi apply teaching methods effectively according to the conditions and characteristics of students, in addition to organizing the class before learning begins, taking action and treating students according to their psychological state, understanding students thoroughly regarding developments that occur, recognizing interests and students' abilities so that they can be used as further measurements in the field of teaching that are appropriate to the conditions and characteristics of different students because to improve the optimal teaching and learning process an educator (teacher) must pay attention to individual differences in students so that it can facilitate the achievement of the highest learning goals. -high, because teaching that only pays attention to the target level will fail to meet students' needs, because an educational staff (teacher) needs to pay attention to emotions, individual abilities and adjustments to subject matter for the smooth effectiveness of student learning.

Apart from that, teaching staff (teachers) also observe and understand students' learning readiness, direct and provide advice so that students have full readiness in learning, teaching staff are required to prove students' learning readiness with questions related to the subject matter, and finally teaching staff also evaluate learning to find out the extent to which the lesson material can be accepted by students.

Second, judging from professional competence, the teaching staff at SMA Negeri 7 Tanjung Jabung Timur Jambi are able to understand the learning material broadly because their educational background is in accordance with the subjects being taught.

Third, seen from the perspective of personality competence, the individual teaching staff (teachers) have a very large contribution to the success of education, especially in learning activities. The personality of an educator plays a very important role in shaping the personality of students. This personality competency has a very important role and function in shaping a child's personality, in order to prepare and develop human resources (HR). In connection with this, the teaching staff (teachers) of SMA Negeri 7 Tanjung Jabung Timur Jambi have personalities who are wise, dignified, disciplined, mature and have noble character, apart from that teachers also teach to do good to others, speak honestly, be sincere in giving, mutual help and be devoted to both parents. Because teachers have a big influence on students' personal development. Whatever the teacher does will later be imitated by students, because teachers are role models for students.

Fourth, seen from the perspective of social competence, teaching staff (teachers) are social creatures, whose lives cannot be separated from the social life of society and their environment. Therefore, teaching staff (teachers) are required to have adequate social competence, especially in relation to education which is not limited to learning at school but also to education that occurs and takes place in society. Apart from that, educators (teachers) in their lives often become figures, role models and identification for students and their environment. In connection with this, the teaching staff (teachers) of SMA Negeri 7 Tanjung Jabung Timur Jambi always behave in accordance with their responsibilities, namely socializing and communicating effectively with students (students), fellow educators and parents, guardians or the community.

In this way, the supervisor's strategy to improve the quality of teachers can achieve maximum results in carrying out their role in learning. First, in terms of qualifications, teachers need to have qualifications supported by superior and professional qualities. Second, in terms of personality, teachers need to have a high personality,

which is based on noble morals. Third, from a learning perspective, teachers need to understand the theory and practice of education and curriculum. Fourth, from a social perspective, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are an element of society.

### **Principal's Strategy in Improving Teacher Quality at State High School 7 Tanjung Jabung Timur Jambi**

The principal is an important factor in achieving school progress. Therefore, to become leaders of educational institutions, especially at the high school level, people are needed who are qualified, professional and intelligent because their responsibility will be to develop teacher competence to improve the quality of education. The Ministry of National Education also stated that in this national policy, leaders must have a number of skills, namely; educator (teacher), administrator, supervisor, leader (leader), work environment creator and entrepreneur.

And every manager has three functions in his leadership; namely communicating with other people (interpersonal), processing information (informational) and making decisions (decision making). Therefore, leaders' strategies are very important to improve the quality of teachers so that they can improve the quality of education according to standards.

The school principal is the driving force for school resources, especially teaching staff (teachers). School principals have an important role in empowering teaching staff. Because the school principal is the holder of responsibility for everything related to quality in a school, so as to produce graduates or outputs that are expected by educational customers.

Therefore, school principals take steps to improve the quality of a school by improving the quality of teaching staff (teachers) who will later, with their competencies, be able to educate students skillfully and produce graduates who meet the expectations of educational customers.

In the learning process in schools, especially elementary schools, teaching staff (teachers) are educational resources as well as actors in the main learning process. Therefore, efforts to empower teaching staff (teachers) must be made. According to Gaff and Sith, as quoted by Hadikoemoro, teacher empowerment or teacher coaching usually uses three approaches: First, a personal approach. The personal approach places more emphasis on aspects such as teaching effectiveness, professional development, personal growth, and improving technical abilities and teaching skills. Second, the instructional approach, emphasizing improving teaching (instruction), such as curriculum development, learning design and systems, learning materials, theory development towards student learning effectiveness, as well as learning media and technology. This approach has been used by the Principal of SMA Negeri 7 Tanjung Jabung Timur Jambi in improving the quality of teaching staff (teachers).

Some of the strategies of the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi in improving the quality or competence of teaching staff based on personal and instructional approaches are: 1) Building pedagogical competence through: (a) Collaboration with supervisors, including: Quantum Learning, Quantum Teaching, Synergy Building, Class Room Management; (b) Collaboration with the Education Quality Assurance Institute (LPMP); 3) Routine coaching carried out by the school principal on organizational development, carrying out evaluations, building closeness between teachers, reciting the Koran together, and giving seven-minute lectures; 2) Personal competency development; (a) Having personal conversations with teaching staff (teachers); (b) Routine guidance from the school, namely by holding group recitations, giving seven minute lectures.

The third organizational approach focuses on the environment and atmosphere in which the school community (teachers, students, leaders and employees) exist. This approach has been used by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi, namely through fostering social competence. In fostering social competence, the school principal carries out friendship building for teachers. This is done so that fellow educators are open to each other and help each other if they experience difficulties.

In the process of developing the competence of teaching staff (teachers) it is very possible to encounter problems, which will later influence or impact themselves or other people or the surrounding environment. Among the problems faced are: first, time. The teaching staff (teachers) of SMA Negeri 7 Tanjung Jabung Timur Jambi do not have much time to carry out coaching. Because an educator (teacher) also has his own activities in his family. The efforts made by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi in overcoming this problem are to always increase coordination with teaching staff (teachers) so that there are no time conflicts when coaching activities will be carried out, apart from that the principal also provides a routine coaching schedule so that students Educators have prepared themselves beforehand.

Second, diversity of HR vision. Every human being has different perceptions. This also happened at SMA Negeri 7 Tanjung Jabung Timur Jambi. Differences in perception often arise when competency development for teaching staff (teachers) is held. The efforts made by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi to overcome this problem were to coordinate with the foundation and leadership so that different perceptions or problems did not occur.

Even though there are several obstacles faced by the Principal of SMA Negeri 7 Tanjung Jabung Timur Jambi in improving the quality of teaching staff (teachers), there are several supporting factors that motivate the principal to improve the quality of teaching staff (teachers). These supporting factors include: (1) The role of the foundation, both supervisors and department heads, who provide support to the Principal of SMA Negeri 7 Tanjung Jabung Timur Jambi to improve the quality of competency of teaching staff (teachers) in order to obtain qualified or competent teachers. , apart from that the learning process becomes better and the vision, mission and goals can be achieved. This was done because we wanted to motivate teaching staff (teachers) to always learn and continue to improve their abilities to become competent and outstanding teaching staff (teachers). With the strategies that have been adopted by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi who also collaborates with related institutions in improving the quality of teaching staff at SMA Negeri 7 Tanjung Jabung Timur Jambi to have competence or quality that is in line with expectations, so that able to achieve learning goals well.

## Conclusion

The supervisor's strategy in improving the quality of teachers at SMA Negeri 7 Tanjung Jabung Timur Jambi can achieve maximum results in carrying out their role in learning. First, in terms of qualifications, teachers need to have qualifications supported by superior and professional qualities. Second, in terms of personality, teachers need to have a high personality, which is based on noble morals. Third, from a learning perspective, teachers need to understand the theory and practice of education and curriculum. Fourth, from a social perspective, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are an element of society.

The Principal's strategy in improving the quality of teachers at SMA Negeri 7 Tanjung Jabung Timur Jambi with the strategies that have been taken by the principal of SMA Negeri 7 Tanjung Jabung Timur Jambi who also collaborates with related institutions in improving the quality of teaching staff at SMA Negeri 7 Tanjung Jabung Timur Jambi has competence or quality that meets expectations, so that it is able to achieve learning objectives well.

## Referensi

- Anggun, F. (2019). Tantangan Guru Dalam Meningkatkan Mutu Pendidikan Agama Islam Di Era Melenial. *Jurnal Nazhruna*.
- Brotosedjati, S. (2012). kinerja guru yang telah lulus sertifikasi guru dalam jabatan. *Jurnal JMP*.
- Choir, A. (2019). urgensi manajemen pendidikan dalam pengembangan lembaga pendidikan islam, *Jurnal Manajemen Pendidikan Islam. J-PMI*.
- Disas, E. P. (2017). analisis kebijakan pendidikan mengenai pengembangan dan peningkatan profesi guru. *Jurnal Penelitian Pendidikan*.
- Fitri, O. (2017). Urgensi Kecerdasan Interpersonal Bagi Guru. *Jurnal Tadrib*.
- Fitria, H. (2019). upaya meningkatkan kompetensi guru melalui pelatihan penelitian tindakan kelas. *Jurnal Abdimas*.
- Hadi, S. (2020). Model Pengembangan Mutu di Lembaga Pendidikan. *Jurnal Pensa*.
- Haerullah. (2020). dimensi perkembangan pendidikan formal dan non formal. *Jurnal Edukasi* .
- Ilyas, Y. (2022). Guru Profesional, Mutu Pendidikan Dan Tantangan Pembelajaran. *Ainara Journal*.
- Khaironi, M. (2017). Pendidikan Karakter Anak Usia Dini. *Jurnal Golden Age*.
- Kurnianingsih, E. (2017). Peran Kepala Sekolah dalam Meningkatkan Kompetensi Guru. *Jurnal Unigal*.
- Lase, f. (2016). Kompetensi Kepribadian Guru Profesional, *Jurnal Pelita Bangsa Pelestari Pancasila. Jurnal JPB*.
- Mulyasa. (2013). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosda Karya.
- Muspiroh, N. (2015). Peran Kompetensi Sosial Guru Dalam Menciptakan Efektifitas Pembelajaran,. *Jurnal Eduesos*.
- Nursiah, S. (2019). Pengaruh Kompetensi Pedagogik, Kompetensi Profesional, Dan Sikap Profesi Guru Terhadap Kinerja Penilaian Guru Di Sekolah Dasar. *Jurnal JTP*.
- Octavia, E. (2018). peran guru pendidikan kewarganegaraan dalam membentuk karakter disiplin siswa di sekolah. *Jurnal Pendidikan Kewarganegaraan*.
- Tambuleng. (2023). Studi Tentang Latar Belakang Pendidikan Guru Seni Budaya Dan Kemampuan Psikomotorik Siswa Dalam Pembelajaran Seni Budaya Di Kelas X BKP SMK Negeri 1 Palangka Raya. *Jurnal Upr*.
- UUD. (2005). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Profesi guru.
- Veirissa, A. H. (2021). kualitas guru di Indonesia. *Prosidign*.
- Wahyudi. (2019). *Kepemimpinan Kepala Sekolah*. Bandung: Abjad.
- Wati, N. (2016). Penerapan Peran dan fungsi guru dalam kegiatan pembelajaran. *Jurnal PAI*, 124.
- Zakiah, N. E. (2022). program pengembangan e-learning sebagai upaya meningkatkan kompetensi profesional calon guru. *Jurnal Abdimas*.