

## THE ROLE OF SCHOOL PRINCIPAL LEADERSHIP IN IMPROVING TEAMWORK AND TEACHER PERFORMANCE MOTIVATION AT SMK N 5 MERANGIN

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**Abstrak:** Penelitian kualitatif ini bertujuan untuk mendeskripsikan peran kepala sekolah dalam meningkatkan kerjasama tim dan motivasi kinerja guru di SMK Negeri 5 Merangin. Metode penelitian yaitu studi lapangan, berdasarkan observasi dan wawancara mendalam terhadap key informant. Hasil penelitian ini menyatakan bahwa peran kepala sekolah memotivasi kinerja guru dengan melakukan hal-hal seperti memberikan penghargaan dan pengakuan terhadap hasil kerja guru memberikan ruang untuk berinovasi kepada para gurunya, memberikan pengarahan dan pembinaan, memberikan wewenang, memberikan perhatian, memberi acara piknik dan insentif bagi guru yang berprestasi. Gaya kepemimpinan kepala sekolah yang diterapkan kepada bawahannya adalah gaya kepemimpinan konsultatif, partisipatif, dan edukatif. Dapat disimpulkan bahwa kepala sekolah dapat meningkatkan motivasi kinerja guru. Peningkatan mutu pendidikan mempengaruhi banyak faktor, salah satunya adalah kemampuan guru yang sangat penting. Untuk itu, peran Kepala Sekolah SMKN 5 Merangin dalam meningkatkan kerjasama tim berjalan lancar yaitu berperan sebagai pemecah masalah, melalui rapat koordinasi setiap dua minggu sekali untuk memantau kinerja guru atau pelaksana program dan mengetahui kendala yang dihadapi, bahkan personal dengan guru atau bahkan orang tua siswa melalui aplikasi chatting. Dalam peran meningkatkan motivasi kinerja guru yaitu pemberian reward atau hadiah kepada para bawahan bertujuan untuk memotivasi individu akan kinerjanya yang memuaskan, diberikan atas dasar pengorbanan waktu, tenaga dan pikiran. Model kepemimpinan menggunakan model kepemimpinan transaksional, juga menerapkan model kepemimpinan partisipatif.

**Kata kunci:** kepemimpinan, kepala sekolah, kerjasama tim, motivasi kinerja guru

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**Abstract:** This qualitative research aims to describe the role of the principal in improving teamwork and teacher performance motivation at SMK Negeri 5 Merangin. The research method is a field study, based on observation and in-depth interviews with key informants. The results of this study state that the role of the principal motivates teacher performance by doing things such as giving awards and recognition of the results of the teacher's work providing space to innovate to the teachers, providing direction and coaching, providing authority, giving attention, giving picnics and incentives for teachers who excel. The principal's leadership style that applies to subordinates is a consultative, participatory, and educative leadership style. It can be concluded that principals can increase teacher performance motivation. Improving the quality of education affects many factors, one of which is the ability of teachers which is very important. For this reason, the role of the Principal of SMKN 5 Merangin in improving teamwork is running smoothly, namely acting as a problem solver, through coordination meetings every two weeks to monitor the performance of teachers or program implementers and find out the obstacles faced, even personally with teachers or even parents of students through chat applications. In the role of increasing teacher performance motivation, namely giving rewards or gifts to subordinates aims to motivate individuals for satisfactory performance, given on the basis of sacrifices of time, energy and thought. The leadership model uses a transactional leadership model, and also applies a participatory leadership model.

**Keywords:** leadership, principal, teamwork, teacher performance motivation

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## **Introduction**

Leadership is the activity of influencing the behavior of others, or the art of influencing human behavior both individuals and groups. Leadership is also not bound in a particular organization, but leadership can occur anywhere, as long as a person shows his ability to influence the behavior of others towards achieving a certain goal (Toha, 2019). The purpose of leadership is to make an organization or an institution move in a directed manner as determined.

Leadership plays an important role in leading an institution, such as an educational institution, where the role of a leader is as a visionary, and also controls relationships in educational institutions, as well as provides comprehensive information and also motivates employees, so that they are always enthusiastic at work. Leaders must be active in organizing the implementation of activities within an educational institution, the success of activities carried out is largely determined by the quality of leadership or the commitment of the leader of an educational institution (Suharsaputra, 2016).

In an educational institution, the role of a leader who has a higher level of awareness than each employee is needed, because it will make it easier for a leader to make every decision. With awareness, every leader will be more focused on every need that is needed. So that a leader can be wiser in directing his employees to work together in achieving educational goals effectively and efficiently. The cooperation referred to here is building a learning teamwork between educators and education personnel in an educational institution.

Learning teamwork has an important role in an educational institution, the role that is owned is that with the existence of learning team work, learning success will be achieved more quickly because of cooperation between individuals rather than one individual. In the process of forming a learning team work, there must be obstacles that will be faced, so that to overcome these problems team members must have group awareness, so that conflicts do not arise that will damage teamwork. In achieving good learning teamwork, it is necessary to foster positive attitudes among members in a team, including the habit of providing mutual support between team members, listening to each other so that good communication relationships are created, and giving appreciation for contributions and achievements that have been made.

In order to improve the quality of education, one thing that clearly appears on the surface is performance. Improving the quality of education is certainly reflected in the results of teamwork and teacher performance. However, it is also clear that there is a leadership role of the Principal, which directly affects teamwork and teacher performance. Although in this case, which is called teamwork, of course there is a minimum and maximum, both output and outcome. In this case, teamwork and teacher performance motivation are part of the technical implementation unit for organizing administrative systems and educational information in schools (Kristiawan and Asvio, 2018).

In general, teacher performance is defined as actions and behaviors that contribute to organizational goals (Erlangga & Imran, 2013). Performance is defined as a process (De Hoogh, 2005) the result of work (Harms, 2010) and the display of one's behavior at work (Patterson, M. G., West, M. A., Shackleton, V. J., Dawson, J. F., Lawthom, R., Maitlis, S., Wallace, A. M., 2005). performance is related to the way individuals perform their work in their workplace (Viswesvaran and Ones 2000).

Teacher performance is described as the work done by teachers in a certain period at school (Amin, Rahmat, Ayaz, & Malik, 2013). Teacher performance has a very important role, given that performance is the foundation of organizational performance (Hakim, 2015). So if individual performance is good, it will have an impact on organizational performance.

Teacher performance is influenced by many factors. In this study, only two factors are studied, namely leadership and motivation. This is based on the argument that there are several factors that affect teacher performance including principal leadership/ability and motivation (Jones, J., Jenkin, M., & Lord, S. (2006). Teacher performance is inseparable from the influence of the principal's leadership which has the main priority to improve and improve the quality of learning by improving the performance of the teachers who handle it. (Rosalina, 2013). Another factor that affects performance is work motivation (Tin, Hean, & Leng, 1996). Teacher work motivation is an important factor in improving teacher performance because it is the main driver for each teacher to carry out their professional duties in accordance with applicable regulations (Winardi, 2001).

Teacher performance indicators can be measured based on the four main competencies that a teacher must have, which include; (1) Pedagogic Competence; (2) Personality Competence; (3) Social Competence; (4) Professional Competence (Mulyasa, 2007).

Teacher performance is a very important factor in improving the quality of education. Aina & Tuti (2020) and Susanto (2012) state that teacher performance is the ability and success of teachers in carrying out their duties and this performance is influenced by several factors that come from outside and inside the teacher. Supardi (2013) states that teachers determine the quality of education, especially in the success of the learning process, the

achievement of learning objectives, the organization of facilities, infrastructure, students, media, tools and learning resources. so that teachers are required to have various competencies for the achievement of educational goals. Teachers play an important role in guiding students (Mustikeni, 2019). Teachers are required to improve their professional abilities, knowledge, attitudes and skills on an ongoing basis in accordance with the development of science and technology (Utami & Hasanah, 2019; Wardani, 2012).

Teachers are professionals who have an important role in the world of education (Zakiah, 2022). As a teacher, his job is to carry out adequate learning and provide quality learning experiences for students. To be able to carry out their duties properly, a teacher must meet several criteria as a professional in schools (UUD, 2005). Teachers must have competence in accordance with Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers.

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 should 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 to improve and provide them with the necessary resources and training to address those areas (Leithwood, 2008).

Quoting Mulyasa (Mulyasa, 2013), an institution is called quality if it has the following characteristics: The learning achievements of its students must be able to meet their needs in achieving their goals in life; that is, so not only know something, but also be able to do something to work. That is what makes relevance the main indicator for quality (Hadi, 2020).

Principals play a key role in supporting the development of teacher competencies to improve the quality of education. This has a clear impact on teacher performance, curriculum adjustments, and the use of appropriate textbooks and PBM to suit current educational needs (although it may take some time) (Kurnianingsih, 2017). Despite the government's efforts to provide educational techniques and encourage a competitive attitude in the classroom, the fact remains that overall teacher competence remains low and student learning outcomes have not improved significantly (Fitria, 2019). This is a detrimental blow to the education system, especially in supporting the preparation of learners to match the prevailing standards (Haerullah, 2020).

Research on low teacher competence ranges from poor qualifications and educational background to employment, lack of understanding of rules, materials and learning strategies, modest Information Technology skills, and inability to motivate students from several reasons (Ilyas, 2022). Although reading less will strengthen your confidence, but don't forget you feel smarter if you read a lot (Tambuleng, 2023).

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

Based on some of the previous studies described above, researchers believe that there is still very limited research examining the role of principal leadership in improving teamwork and performance motivation, where the principal takes a very important role as a leader in guiding his subordinates to work together. It is expected that principals can motivate teacher performance so that teachers have high performance.

## Methods

The author conducted this research with a qualitative approach that uses descriptive methods to detail data based on what happened in the field. We chose this qualitative approach to describe the mundane reality. The author becomes an important tool in data collection in this area. By making direct observations to the research location, the author can get the data needed in accordance with the predetermined research focus. The researcher wants to see the role of the principal in improving teamwork and teacher performance motivation at SMK Negeri 5 Merangin. Thus, the descriptive analytical method was chosen to observe ongoing social phenomena.

## Findings and Discussion

### The Principal's Leadership Role in Improving Teamwork at SMKN 5 Merangin

One of the things that we often hear about increasing the quality of education, namely the existence of teamwork, which includes educators and education personnel. Based on the results of observations and interviews conducted by researchers, the leadership model possessed by the Principal of SMKN 5 Merangin where the Principal often pays attention to performance, motivates, and is open to his subordinates, the Principal also gives full trust to his subordinates as evidenced by every activity that his subordinates want to do, the Principal of SMKN 5 Merangin also gives rewards (gifts) to every subordinate who has good performance, and every time he wants to

do something the Principal always asks the opinion of his subordinates first even though the thing he wants to do is not a big thing.

Giving rewards or prizes to subordinates aims to motivate individuals for satisfactory performance. Suryadilaga, Musadieq and Nurtjahjono (2016) stated that rewards are given based on sacrifice of time, energy and thoughts which will then aim to attract people who have skills, increase employee consistency in work and at the same time motivate them. This leadership model is included in the transactional leadership model. Furthermore, the Principal of SMKN 5 Merangin also implemented a participative leadership model. The participative leadership model involves involving people in the decision-making process, be they subordinates, colleagues, superiors or so on.

Based on the results of observations and interviews conducted by researchers, several things were found, both internal and external, that had the potential to hinder the formation of team collaboration or disrupt the course of collaboration between the Principal, head of curriculum and teachers. According to Asmani (2012), internal obstacles can include being busy with other activities, authoritarian and centralist, difficult to collaborate with and low creativity values. Meanwhile, external obstacles can include the absence of intensive guidance from superiors, materialist-oriented subordinates and teacher apathy towards existing programs. Furthermore, the results of interviews with the Deputy Principal of SMKN 5 Merangin in the field of curriculum and teachers, it was found that one of the factors that may not implement teamwork is the teacher's inconsistency in carrying out a planned program and also the lack of supervision and evaluation carried out by the Principal. SMKN 5 Merangin. And finally, the school is aware that sometimes there are teachers and those in charge of the program who have other interests and other activities outside of school which sometimes causes the team collaboration process to not run optimally.

Roberts and Greene (2011) stated that there are at least several factors that become obstacles in forming team collaboration, including unclear roles and responsibilities; unequal member status; role competition issues; lack of support from resources and organizations; unskilled leadership; and timing issues. Therefore, the Principal of SMKN 5 Merangin continues to receive input from teachers at every evaluation meeting and also carries out program revisions and also makes teamwork efforts through emotional relationships and good communication with teachers.

Apart from that, the steps taken by the Principal of SMKN 5 Merangin to ensure team collaboration runs smoothly is to act as a problem solver. It cannot be denied that when teamwork, there are disputes and unexpected problems, for this reason the Principal of SMKN 5 Merangin often holds coordination meetings every two weeks to monitor the performance of teachers or program implementers and find out the obstacles they face. In fact, in order to establish a harmonious relationship, the Principal of SMKN 5 Merangin often carries out personal communication with teachers or even parents of students via chat applications, because according to the Principal of SMKN 5 Merangin, by always communicating there will be closeness between people and will make it easier to do everything.

### **The Role of Principal Leadership in Increasing Teacher Performance Motivation at SMKN 5 Merangin**

Improving the quality of education in a school is supported by various factors, including teacher performance motivation. With this, the role of the principal is very necessary to increase teacher performance motivation. So, the role played by the principal must at least be able to understand the factors that can influence teacher performance motivation. In this case, it is to improve the quality of education, especially in the schools he leads.

The description of the results obtained is based on recorded facts and observations in the field, the principal of SMKN 5 Merangin initially did not understand the role of the principal in increasing teacher performance motivation, namely not understanding planning, organizing, actuating and controlling. All of this is implemented in learning which includes: annual programs, semesters, evaluations, guidance and counseling, managing human resources, facilities and infrastructure, creating a pleasant and conducive school climate, as well as providing advice to school residents and implementing interesting learning models.

The planning stage consists of 1) Reporting research activities to supervisory supervisors and school committees as well as the education board of elementary education, 2) Coordinating with deputy principals and the school development team, by asking for input on existing problems as well as discussing technical problems, implementation time research and matters related to research when supervision is carried out, 3) The principal provides input about the importance of motivation for teacher performance, both teacher administration management, learning techniques and teaching and learning activities, 3) Planning aspects of activities or existing conditions supervised to assess the role of the school principal in the management of improving the quality of learning.

At the action implementation stage, several steps are carried out, namely, 1) Summarizing data on aspects

and conditions that have been supervised, 2) Preparing all areas that will be supervised for the supervisor, 3) Summarizing all the results of supervision, both before the guidance and after the supervision. coaching, 4) Determine the coaching time.

At the observation stage, observation of actions focuses on the competence of the principal in his role in motivating teacher performance in teaching and learning activities which is evaluated through supervision by supervisors. The purpose of the observations is to find out which aspects of activities need and should be maintained, improved or eliminated in accordance with existing objectives and are able to improve the performance of the principal in implementing management functions in his role as principal in motivating teacher performance, with the aim of improving quality. learning. Teachers are also observed, through class supervision by the principal, to see how far they know about the process of implementing the curriculum in each lesson, strategies for mastering learning materials and media as well as counseling guidance.

From the results of observations, it can be seen that there have been changes in progress, both regarding school principal management, institutions, personnel and financing, as well as counseling guidance. Because this is managed by the school principal whose progress and setbacks are assessed by the supervisor. To find out the assessment of SMKN 5 Merangin teachers towards the principals who are their superiors in leading and motivating their subordinates (teachers), the results show the leadership value of the Principal of SMKN 5 Merangin in carrying out his role as a motivator for his subordinates.

Based on the explanation above, it can be concluded that the role of the principal in increasing teacher performance motivation at SMKN 5 Merangin is successful, namely being able to raise teacher performance motivation in carrying out their teaching and learning duties. School principals can raise teacher performance motivation due to several factors, namely as follows. First, the principal can raise motivation for teacher performance in carrying out his teaching and learning duties because the principal provides direction and guidance to teachers. In the leadership process, the principal always communicates and provides direction in simple language to teachers with the aim of fostering a sense of mutual need and interest, as well as being creative in mobilizing teachers.

The leadership of a school principal who is able to empower teachers can be used as a role model, willing to listen to teacher complaints and accept corrections from teachers can increase teacher work motivation. In carrying out their duties, teachers are required to have high work motivation so that they can optimize students' abilities. The principal's duties in terms of motivating teacher performance are 1) as a manager, 2) teaching leader, 3) maintaining discipline, 4) facilitator in humanitarian relations, 5) agent of reform, and 6) conflict medium so that the principal is obliged to create a good working relationship. well so that it can improve teacher performance (Supriyo, 2015).

Second, the principal can raise motivation for teacher performance in carrying out his teaching and learning duties because the principal sets a good example for teachers. The school principal must be able to create an innovative and conducive atmosphere in carrying out activities at school (Mukhtar, 2015). School principals are required to have the right strategy in providing motivation to teachers in carrying out their duties and functions. This motivation can grow through good environmental management, conducive and communicative atmosphere, synergistic discipline among the components of the school community. The principal's leadership shows a high level of discipline, demonstrated in daily behavior so that it can be transmitted to the entire school community.

The principal always greets and is friendly to every teacher and student as well as the student's parents. A school principal who always positions himself as a friend and protector for teachers and other educational staff as well as students is a good leader. The principal's leadership is a way to encourage school members such as teachers to be motivated to improve their performance. Principal leadership is related to work motivation and interpersonal communication behavior. In motivating teacher performance through school principals, such as providing awards and recognition for teachers' work results, providing space for innovation for teachers, providing direction and coaching, giving authority, providing attention, providing picnic events and incentives for teachers who excel.

## Conclusion

Improving the quality of education influences many factors, one of which is teacher ability which is very important. For this reason, the role of the Principal of SMKN 5 Merangin in improving team collaboration runs smoothly, namely acting as a problem solver, through coordination meetings every two weeks to monitor the performance of teachers or program implementers and find out the obstacles faced, even personally with teachers or even parents of students. via chat application. In the role of increasing teacher performance motivation, namely giving rewards or prizes to subordinates aimed at motivating individuals for satisfactory performance, given on the basis of sacrifice of time, energy and thoughts. The leadership model uses a transactional leadership model, also applies a participative leadership model. Based on the results of data analysis, it was found that the role of the

principal in improving teamwork and teacher performance motivation could be said to be good. Based on the explanation above, it can be concluded that the role of the principal in increasing teamwork and teacher performance motivation at SMKN 5 Merangin is successful, namely being able to raise teacher performance motivation in carrying out their teaching and learning duties.

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