



SCHOOL SUPERVISOR PERFORMANCE EVALUATION STATE MADRASAH ALIYAH IN THE CITY OF BENGKULU

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Abstract: School Supervisor Performance Evaluation State Madrasah Aliyah in The City of Bengkulu

This study aims to determine the performance of supervisors in Bengkulu City State state madrasah aliyah in: (1) conducting programming, (2) implementing supervision programs, (3) evaluating the results of the implementation of supervision, and (4) implementing professional guidance and training for teachers and headmaster. The research was conducted in the city of Bengkulu. This study uses the CIPP evaluation model by Stufflebeam and consists of Context, Input, Process, and Product components. This study uses a qualitative methodology with the support of a quantitative methodology. Data collection was carried out by interview, observation, document study and questionnaire. The results of the evaluation show that: (1) the activity of preparing the supervision program obtained a score of 93.75%, which is included in the very good category. (2) implementing the supervision program achieved a score of 92.05% in the very good category. (3) Evaluating the results of the implementation of the supervision program a score of 89% is in the good category. and (4) carry out professional coaching and training for teachers and school principals who get a score of 85%, including in the good category..

Keywords: evaluation; supervisor performance

Abstrak: Evaluasi Kinerja Pengawas Sekolah Madrasah Aliyah Negeri di Kota Bengkulu

Penelitian ini bertujuan untuk mengetahui kinerja pengawas madrasah aliyah negeri Kota Bengkulu dalam: (1) melaksanakan program, (2) melaksanakan program supervisi, (3) mengevaluasi hasil pelaksanaan supervisi, dan (4) melaksanakan bimbingan profesional. dan pelatihan untuk guru dan kepala sekolah. Penelitian dilakukan di Kota Bengkulu. Penelitian ini menggunakan model evaluasi CIPP oleh Stufflebeam dan terdiri dari komponen Konteks, Input, Proses, dan Produk. Penelitian ini menggunakan metodologi kualitatif dengan dukungan metodologi kuantitatif. Pengumpulan data dilakukan dengan wawancara, observasi, studi dokumen dan angket. Hasil evaluasi menunjukkan bahwa: (1) kegiatan penyusunan program supervisi memperoleh skor 93,75% yang termasuk dalam kategori sangat baik. (2) Pelaksana program supervisi memperoleh skor 92,05% dalam kategori sangat baik. (3) Hasil evaluasi pelaksanaan program supervisi skor 89% termasuk dalam kategori baik. serta (4) melaksanakan pembinaan dan pelatihan profesional bagi guru dan kepala sekolah yang memperoleh nilai 85% termasuk dalam kategori baik.

Kata Kunci: evaluasi; kinerja supervisor

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A. INTRODUCTION

On 7 May 2013, the President of the Republic of Indonesia, Susilo Bambang Yudhoyono, has signed a new regulation, namely Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards has stipulated eight National Education Standards, namely: content standards, process standards, competency standards for graduates, standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing standards and educational assessment standards

In order to realize a quality education, it is necessary to carry out supervision activities on the implementation of education. Regulation of the Minister of National Education Number 12 of 2007 concerning School / Madrasah Supervisory Standards. The ministerial regulation contains the qualification standards and competencies of school supervisors. Qualification standards, namely describing academic and non-academic requirements to be appointed as school supervisors.

In the competency standard contains a set of abilities that must be possessed and mastered by school supervisors to be able to carry out their main tasks, functions and responsibilities. There are six competency dimensions that must be mastered by school supervisors, namely: 1). personality competence, 2). managerial supervision competence, 3). academic supervision competence, 4) educational evaluation competence, 5) research and development competence, and 6). social competence

In order to improve the quality of education, school supervisors are needed. Supervisors should partner with principals and teachers to improve their

performance. Therefore, to meet the demands of both the principal, teachers and schools, a supervisor is needed so that they have the expected performance.

In Bengkulu City, school supervisors at State madrasah aliyah supervisors still do not meet expectations, because the quality of competency skills for school supervisors in carrying out their duties as a supervisor is still not optimal. This can be seen, firstly in the supervision program there is still a lot of not being on time, secondly the supervision activities are still not in accordance with the predetermined program, third in conducting evaluations there is usually a lack of reflection on the planning for the next year, number four : supervisors are not doing enough professional coaching activities for teachers and headmaster. Thus, an activity is needed to find out the description of supervisor performance in order to find steps in improving the performance of school supervisors.

So that it affects the quality of education. Based on the above problems, it is necessary to carry out activities to provide an overview of the performance of supervisors in making steps to improve supervisor performance. For this reason, a research activity was carried out on the performance evaluation of state madrasah aliyah in Bengkulu.

B. METHOD

The purpose of this research is to evaluate the performance of state senior secondary school supervisors in Bengkulu, namely first: compiling a supervisory program, second in implementing a supervisory program, third evaluating the implementation of supervisors, fourth providing guidance and providing professional training to teachers and school principals in Bengkulu City.

This research was conducted at the Bengkulu City Department of Religion as long as the research subjects were madrasah aliyah supervisors in Bengkulu City for the 2019/2020 school year. The method used is qualitative with the Context, Input, Process, Product (CIPP) model and uses observation instruments, interviews, and documents.

The performance evaluation instrument grid includes: one (compiling a supervisory program using six components), two (implementing the supervision program using four components), three (evaluating the implementation of supervision using five components), and four (guiding and training professional teachers and principals. using seven components).

C.RESULTS AND DISCUSSION

C.1. CONTEXT COMPONENT

The preparation of the 2019/2020 school supervision program at State madrasah aliyah in Bengkulu City is based on: (1) RI Law No. 20 of 2003 concerning the National Education System. (2) Government Regulation No. 32 of 2013 concerning National Education Standards. (3) Government Regulation No. 19 of 2017 concerning Teachers. (4) Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 21 of 2010 concerning Functional Positions of School Supervisors and Credit Score. (5) Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2007 concerning School Supervisory Standards. (6) Regulation of the Minister of National Education of the Republic of Indonesia Number 30 of 2011 concerning the Workload of Teachers and Supervisors.

The objectives of this program are: First to find out the achievement of the results of the implementation of work that has been carried out by school supervisors for a certain period, as part of self-reflection in order to improve the quality of work in the future, second to manage the information system of the results of supervision in the form of a school supervisor performance profile as well as the impact on the target schools, school principals, teachers and peers as input in making quality assurance and improvement decisions to conduct mapping, coaching, promotion and career development of school supervisors, three to develop an analysis of the strengths and weaknesses of the process and the results of the implementation of the school supervisor's duties as the basis for the development and improvement of professional quality, four to determine the

performance value of school supervisors as an illustration in proposing promotion and class promotion, five for schools that are school superintendents, the results of the performance appraisal of school supervisors can be used as a reference in conducting a partnership to improve the quality of education, six for stakeholders, the process and results of this supervisory performance assessment can be used as a basis for fostering school supervisors, particularly as an analysis of the need to increase supervisor competence through education and training programs as well as other professional development of school supervisors.

From the results of the research on the components of compiling the monitoring program, all informants answered by giving a score of four, with the total score achieved was 4 with a percentage of 100% achievement with a very good conclusion. Furthermore, for the matrix indicator items for the teacher development program, all informants answered by giving a score of three, with the total score achieved 3 with a percentage of achievement of 75% with good conclusions.

Then for the matrix indicator items for the principal development program, the matrix for the SNP monitoring program, the matrix for the teacher performance appraisal program, the matrix for the assessment of the principal, compiling the semester supervision program, preparing the Academic Supervision Plan (RPA) and the Managerial Supervision Plan (RPM), all informants answered by giving score four with the total score achieved for each indicator 4 with a percentage of 100% for each indicator. From this discussion, it is known that the first component of the preparation of the supervision program has been running very well. This is supported by the acquisition of these components obtaining an achievement score of 23 out of 24 maximum achievement scores, with a percentage of 93.75% and a very good category..

C.2. COMPONENT INPUT

The recruitment system for school supervisors at State madrasah aliyah in Bengkulu City, which is the authority of the Bengkulu City Government, has

generally been running well, this is due to several points of requirements for the appointment of supervisors as stated in the Regulation of the Minister of National Education No. 12 of 2007 has been fulfilled, this can be seen in the following:

Recruitment of state madrasah aliyah school supervisors

- a) Criteria : Minimum education S2, Reality : At the time of his appointment, there were still 2 people who had not yet received master's degrees
- b) Criteria : Maximum age of 45 years, Reality : When appointed, all have been fulfilled
- c) Criteria : Minimum work period as a teacher is 10 years / principal is 5 years, Reality : Fulfilled
- d) Criteria : Minimum group III / c, Reality : Fulfilled
- e) Criteria : Certified educator, Reality : Fulfilled
- f) Criteria : pass all stages of the test selection, Fulfilled

From the criterium, most of the requirements for the appointment of school supervisors at state madrasah aliyah in Bengkulu City have been fulfilled, but if you analyze several conditions that have been fulfilled all of them, namely points 2, 3, 4 and 5 are reasonable fulfillments, meaning that these requirements automatically will be fulfilled if the supervisor candidate has long been a Civil Servant.

Points 1 and 6 have not been fully fulfilled, indicating that the appointment of school supervisors is less meaningful, the failure to fulfill these two points can strengthen the assumption that has so far developed that the supervisor position is only a parking position for school principals or senior teachers, a safe position for length of service or retirement and less strategic positions.

Facilities and infrastructure, the task of school supervisors is very heavy and vital in order to encourage the improvement of the quality of learning and school management requires the support of adequate facilities and infrastructure, because school supervisors must have extensive knowledge regarding learning activities, classroom management, school management, understand the applicable laws and regulations, have innovation, understand the curriculum,

are able to build good cooperation and communication and always update their knowledge and most importantly are able to motivate and explore the potential of teachers and schools.

In terms of facilities, the condition of school supervisors at state madrasah aliyah in Bengkulu City is quite adequate, although there are still some things that are still lacking. Basic facilities such as books, guidelines and regulations are well provided, the school supervisor's office is already small, although it is small, there is also a file cabinet for storage, computer facilities and internet networks are also available, making it easier for school supervisors to get information -the latest information about the development of science and technology.

The implementation of the supervision program includes coaching activities, the guidance referred to is the training of teachers and school principals. In addition, the implementation is an activity to monitor the implementation of SNP and carry out assessments, both assessments of teachers and also assessments of school principals. For the indicator items carrying out teacher coaching, all informants answered by giving a score of four with a total achievement score of 16 and a percentage of 100% which means very good. For the next indicator, namely implementing school principal coaching, all informants answered with a score of four and the achievement score of all informants was 16 with a percentage of 100% or very good. The next indicator is to monitor the implementation of SNP, on this indicator all informants also answer with a score of four and the total achievement score of all informants is 16 with a percentage of 100% or very good. The following indicator is implementing teacher performance assessments, for this indicator all informants answered with a score of four with a total achievement score of 16 and a percentage of 100% or very good.

Furthermore, the indicators carry out an assessment of the performance of the principal and all informants answer by giving a score of four or equal to 16 and a percentage of 100% which means very good. Meanwhile, the last indicator

in the implementation component of supervision is conducting research and development, on this indicator all informants answer by giving a score of three or equal to 12 and a percentage of 75% which means good. From the discussion, it is known that the second component, namely the implementation of the supervision program has been going very well. This is supported by the acquisition of these components obtaining an achievement score of 15 out of 16 maximum achievement scores, with a percentage of 92.05% and a very good category.

C.3 PROCESS COMPONENTS

Evaluation is carried out to guide, assess teachers and school principals in determining the aspects that are important to be assessed in learning and carry out main tasks and responsibilities as teachers and school principals to improve the quality of education and learning. In addition, the evaluation of the supervision program is carried out to monitor the implementation of learning and foster teachers and school principals in carrying out their duties and functions.

For the indicator items evaluating the results of the implementation of the teacher coaching program, all informants answered by giving a score of 4 and a percentage of 100% which means very good. for the next indicator, namely evaluating the results of the implementation of the school principal coaching program, all informants answered with a score of 4 and a percentage of 100% or very good.

The next indicator is evaluating the results of the implementation of the eight SNP monitoring programs, on this indicator all informants also answer with a score of 4 and a percentage of 100% or very good. The following indicators evaluate the results of the implementation of the teacher performance appraisal program, for this indicator all informants answered with a score of 4 with a total achievement score of 16 and a percentage of 100% or very good. Furthermore, the

indicator evaluates the results of the implementation of the performance appraisal of the principal as well as all informants answer by giving a score of 4 and a percentage of 100% which means very good.

As for the next indicator, namely evaluating the results of the implementation of the city-level monitoring program, all informants answered with a score of 3 and a percentage of 75% or very good. Meanwhile, the last indicator in the monitoring implementation component is making an annual monitoring report, on this indicator all informants answered by giving a score of 3 and a percentage of 75% which means very good. From the discussion, it is known that the third component, is the evaluation of the implementation of the supervision program carried out properly, this is supported by the acquisition of this component obtaining an achievement score of 18 out of 20 maximum performance scores, with a percentage of 89% and a good category.

C.4 PRODUCT COMPONENTS

Implementation of professional guidance and training of teachers and principals, the material provided includes self-development of scientific publications of innovative works. Implementing professional teacher guidance and training in the form of Subject teacher Deliberation activities. For the indicator items of the professional teacher guidance and training program at the Subject teacher Deliberation, all informants answered by giving a score of 4 and a percentage of 100% which means very good. For the next indicator, namely the implementation of teacher professional guidance and training at Subject teacher Deliberation, all informants answered with a score of 4 and a percentage of 100% or very good.

The next indicator is the implementation of school principal guidance and training in preparing school programs, work plans, supervision and evaluation of school principal leadership and . on this indicator all informants answered with a score of 3 and a percentage of 75% or good. The indicator has an evaluation report on the results of the implementation of the mentoring and training

program for teachers at Subject teacher Deliberation and for principals in Principal's Work Deliberation with a score of 3 and a percentage of 75% with a good predicate. Having a report on the implementation of the supervisory program for young school supervisors in carrying out their main tasks gets a score of 3 with a percentage of 75% and a good predicate.

A report on the implementation of the professional guidance and training program for teachers and principals in action research obtaining a score of 4 and a percentage of 100% with a very good predicate. Meanwhile, the report on the results of the guidance and professional reporting of teachers and school principals received a score of 4 and a percentage of 100% with a very good predicate.

From this discussion, it can be concluded that the fourth component, namely teacher professional guidance and training is also running well, this is supported by the acquisition of this component obtaining an achievement score of 25 out of 28 maximum achievement scores, with a percentage of 85% and a good category.

D. CONCLUSION

1) Context component

Developing an annual supervision program is a guideline for school supervisors in the implementation of their main duties and functions in the medium term. The supervision program is developed on the basis of the results of the previous year's supervision. This shows that school supervision must be carried out on an ongoing basis. Annual Program which consists of assessment, coaching, and monitoring activities, especially concerning the competency dimensions of managerial supervision, academic supervision, and educational evaluation. The coaching aspect consists of four competencies (pedagogic, professional, personality and social). Teacher coaching is carried out because teachers are required to be more critical and active in carrying out their duties.

The first component of the preparation of the supervisory program has gone very well. This is supported by the acquisition of these components obtaining an achievement score of 23 out of 24 maximum achievement scores, with a percentage of 93,75% and a very good category.

2) Component Input

The implementation of the supervision program includes coaching activities, the guidance referred to is the training of teachers and school principals. In addition, the implementation is an activity to monitor the implementation of the National Education Standards (SNP) and carry out assessments, both assessments of teachers and also assessments of school principals. The second component, namely the implementation of the supervision program has been going very well. This is supported by the acquisition of these components obtaining an achievement score of 15 out of 16 maximum achievement scores, with a percentage of 92,05% and a very good category.

3) Process components

Evaluation is carried out to guide, assess teachers and school principals in determining the aspects that are important to be assessed in learning and carry out main tasks and responsibilities as teachers and school principals to improve the quality of education and learning. In addition, the evaluation of the supervision program is carried out to monitor the implementation of learning and foster teachers and school principals in carrying out their duties and functions. The third component, is the evaluation of the implementation of the supervision program that is carried out well, this is supported by the acquisition of this component obtaining an achievement score of 18 out of 20 maximum achievement scores, with a percentage of 89% and a good category.

4) Product Components

Innovative works. Carry out guidance and training for teacher professionalism in the form of Principal's Work Deliberation activities. The fourth component, namely teacher professional guidance and training is also running well, this is supported by the acquisition of this component obtaining an achievement score of 25 out of 28 maximum achievement scores, with a percentage of 85% and a good category.

In general, the description of the performance of school supervisors at State Madrasah Aliyah In The City Bengkulu, that of the 22 components regarding the performance of school supervisors, the first component getting the highest score was compiling the supervision program with a percentage of 93,75%, the second was implementing the supervision program with a percentage of 92.05 %, the third evaluation of the implementation of the supervision program with a percentage of 89% and the fourth to guide and train teacher professionals with a percentage of 85%. This can be calculated by paying attention to the number of components and the score of each component. The performance of school supervisors at state madrasah aliyah in Bengkulu City got a score of 89,95%.

School supervisors need to get priority in the guidance and professionalism training components of teachers and school principals, therefore it is recommended that school supervisors at Bengkulu City State madrasah aliyah be able to: 1) In recruiting school supervisors referring to PP. 12 of 2007, especially in point one, namely the educational background must be S2 and in point six related to the competency test for school supervisors, it should go through a selection test. School supervisor room facilities and infrastructure need to be expanded and there is a separate meeting room and funding for supervisor operations needs to be paid attention to. 2) In compiling a program of mentoring and professional training of teachers and principals twice a semester. 3)

Implementing guidance and training of school principals in preparing school programs, school work plans, monitoring and evaluation, school leadership and school Management information system. 4) Evaluating the

results of the implementation of mentoring and training of teachers and school principals, school supervisors make reports on the results of professional guidance and training of teachers and school principals.

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