

## Teacher Management in Improving Professionalism in Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung Madiun



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**ABSTRACT:** Education is the key to achieving progress and development of the nation. To achieve quality education, support from various factors is needed. However, one of the most important factors affecting the quality of education is the quality of the teaching staff. Departing from this, the management of teaching staff plays an important role in increasing teacher professionalism in an educational institution. This study aims to describe and analyze: (1) Planning for teaching staff to increase professionalism; (2) Procurement (recruitment) for teaching staff to increase professionalism; (3) Guidance and development of teaching staff to increase professionalism at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung. The research method used is a descriptive qualitative case study approach with data collection techniques in the form of interviews, observation, and documentation. The results showed that the management of teaching staff in improving professionalism at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung Madiun is: (1) In planning teaching staff, madrasah evaluate and analyze the needs of teaching staff at the end of each semester. (2) With regard to the recruitment of teaching staff, the steps taken by madrasah are: determining the need for teaching staff, conducting a needs analysis to determine the number and type of teaching staff needed, announcement of vacancies openly and transparently, administrative selection by selecting based on qualifications (3) The steps taken by Madrasah in coaching and developing teaching staff in increasing professionalism in Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung are: training and developing teaching staff through workshops, seminars, or other professional development programs, providing motivation and encouragement by giving recognition and appreciation to staff educators who have achieved achievements, provide adequate facilities and infrastructure, and form evaluations and feedback.

**KEYWORDS:** Management, Educators, Professionalism, Madrasah.

### I. INTRODUCTION

Human resources (HR) have a very important role in the organization to achieve the goals set. If human resources in an educational institution have reliable competence and are in accordance with job demands, then the achievement of organizational goals will be realized effectively and efficiently through optimal performance in carrying out their roles and duties.<sup>1</sup> Education comes from the word students which means guidance, direction, coaching and training<sup>2</sup> Education has an important role in determining the future of a cultured nation. The progress or decline of a nation is closely related to the education system that is run. The national education system is created and implemented with the aim of improving the quality of the nation's life, both in terms of moral-spiritual and intellectual-professional.<sup>3</sup> The achievement of success in the field of education is influenced by various interrelated factors, including success in human resource management, budget management, the availability of adequate facilities and infrastructure, and the application of effective learning methods. Hakiki and Fadli revealed that professionalism is the attitude of members of the profession who truly master, are serious about their profession. Professionalism is the term for the quality of the attitude of members of a profession towards their profession as well as the degree of knowledge and expertise they have to be able to carry out their duties.<sup>4</sup> According to Kusnandar, teacher professionalism also requires an educational profession, as in Law Number 14 of 2005 concerning Teachers and Lecturers which states that teachers are professional teachers with the main task of teaching and directing, training, assessing and evaluating students in early childhood education. formal channels, primary and secondary education. To

<sup>1</sup> Uhar Suharsaputra, *Administrasi Pendidikan* (Bandung: PT. Refika Aditama, 2013), 214–15.

<sup>2</sup> Abuddin Nata, *Sosiologi Pendidikan Islam* (Jakarta: PT. Raja Grafindo Persada, 2014), 59.

<sup>3</sup> Choirul Fuad Yusuf, *Budaya Sekolah dan Mutu Pendidikan* (Jakarta: PT. Pena Citrasatria, 2008), 1.

<sup>4</sup> Nurulita Aulia, "International Journal of Social Science And Human Research The Relationship Between Transformational Leadership of School Principals , Work Climate , Job Satisfaction and Professionalism of Public Elementary School Teachers in Karang Intan District , Banjar Regency" 06, no. 06 (2023): 3491, <https://doi.org/10.47191/ijsshr/v6-i6-34>.

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create the professionalism of a teacher, professional education is needed and recognition of the teacher's position as a professional is evidenced by an educator certificate.<sup>5</sup>

The success of managing these components is important to carry out management functions which include; formulation, goals, planning, organizing, staffing, directing coordination, motivation, supervision, communication, and others. The human resource component is the most basic and dominant component in all management activities, including on the scale of national education and cultural development. Meanwhile, other components are only as assistants or supporters, some even only play a complementary role.<sup>6</sup>

The implementation of national education is a concrete form of implementation of the preamble of the 1945 Constitution, namely to increase the intelligence of the nation's life. Article 32 paragraph (1) of the 1945 Constitution explains that every citizen has the right to education, and in paragraph (2) the government is responsible for seeking and administering a national education system regulated by law. This shows that the government has a strong commitment to implementing national education for all Indonesian people. This commitment is explicitly explained in article 13 paragraph (1) of Law No. 20 of 2003 concerning the National Education System which states that the system includes formal, non-formal and informal education pathways that complement and enrich each other in the learning process.<sup>7</sup>

One form of non-formal religious education that is generally found in Islamic boarding schools is Madrasah Diniyah. This level of education has an important role in shaping and developing the quality of human resources who are religious, have good faith, morals and intellectual abilities from an early age.<sup>8</sup> The government, through several of its programs, tries and tries to form and make professional Madrasah Diniyah teachers. This is evidenced by the efforts of the East Java Provincial Government from 2006 to 2018 to send 11,922 Madrasah Diniyah teachers to a number of tertiary institutions, both public and private, of which 7,595 Madrasah Diniyah teachers graduated.<sup>9</sup> In the same vein, the Ministry of Religion through the Directorate General of Islamic Education in collaboration with the Education Fund Management Institute (LPDP) provided scholarships to 2,000 madrasa teachers, Islamic boarding schools, and PAI teachers to improve their academic quality and qualifications. This scholarship is intended especially for ustadz and ustadzah who teach at madrasah diniyah and Islamic boarding schools who do not yet have a bachelor's degree. Data from the Information System for Educators and Education Personnel of the Ministry of Religion shows that there are still 3,912 Islamic Religious Education teachers who must improve their academic qualifications, while according to data from the Religious Teacher Administration Information System, the number of Islamic Religious Education teachers who do not yet have a bachelor's degree has reached 14,695 people.<sup>10</sup> This confirms that the professionalism of teachers, especially PAI teachers in Indonesia, is still quite apprehensive. To produce human resources who are competent and reliable in their fields, a company/institution needs to carry out a careful planning process in determining employees both as educators and education staff who will fill the jobs in the company/institution. This process starts from recruiting, developing, motivating, and evaluating all existing human resources, in order to achieve the common goals that have been set.<sup>11</sup>

Madrasah Diniyah Ulya Al Amiriyyah is an educational institution that prioritizes religious studies and skills with a teaching and learning process that is carried out at night. In the morning, students attend formal education at MA Wali Songo with the Ministry of Religion curriculum and in the evening study religion with a focus on studying the yellow book. However, to remain relevant to the development of science and technology and the flow of globalization, Madrasah Diniyah Ulya Al-Amiriyyah must continue to improve itself academically and technically managerially. Technically academically, this institution needs to balance the teaching of religious subjects and skills. While technically managerial, Madrasah Diniyah Ulya Al-Amiriyyah needs to manage its institution in a professional and proportional manner and create a network with other related agencies. As a result, Madrasah Diniyah Ulya Al-Amiriyyah, which is under the auspices of the "Darussalam Mekar Agung" Islamic Boarding School Foundation, has become an educational institution that is the dream, dream, and hope of parents or guardians of students and the community.<sup>12</sup>

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<sup>5</sup> Karyono Ibnu Ahmad and A Muhyani Rizalie, "International Journal of Social Science And Human Research The Relationship of Transformational Leadership , Work Climate and Discipline on the Professionalism of Public High School Teachers in the City of Banjarmasin" 06, no. 06 (2023): 3524, <https://doi.org/10.47191/ijsshr/v6-i6-39>.

<sup>6</sup> Matin, *Manajemen Sarana dan Prasarana Pendidikan Konsep dan Aplikasinya* (Jakarta: PT. Rajagrafindo Persada, 2016), 2.

<sup>7</sup> "Undang-Undang Republik Indonesia No.20 Tentang Sistem Pendidikan Nasional, BAB VI, Pasal 13," 2003.

<sup>8</sup> Ulil Abshor dan Aksin, "Implementasi Kebijakan Pendidikan Diniyah Formal di Madrasah Cokrokertopati Takeran Magetan," *Excelesia: Journal of Islamic Education & Management* 1, no. 01 (13 Juli 2021): 67, <https://doi.org/10.21154/excelesia.v1i01.194>.

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<sup>11</sup> Tuti Andriani, "Staffing dalam Alquran dan Hadis Ditinjau dari Manajemen Pendidikan," *Sosial Budaya* 12, no. 2 (4 Agustus 2016): 152, <https://doi.org/10.24014/sb.v12i2.1936>.

<sup>12</sup> Hasil wawancara dengan Kepala Madin Ulya Al Amiriyyah hari senin, pukul 19.00-22.00 WIB di Kantor Madrasah Diniyah Al Amiriyyah, 6 Juni 2022

### II. METHODOLOGY

This research uses a qualitative approach with a case study at Madrasah Diniyyah Ulya Al Amiriyyah Mekar Agung, Pucanganom, Kebonsari, Madiun. The research instrument is the researcher himself. Data collection techniques used are structured interviews, observation and documentation. Respondents as Key Informants were the head of the Madrasah and the asatidz board. Data analysis techniques follow the three steps of data analysis described in the theory of Miles, Huberman, and Saldana, they are data condensation, data display, and conclusion drawing and verification. Data condensation includes data selection (selecting), data purging (focusing), data simplification (simplifying), data summary (abstracting), and data transformation (transforming).

### III. RESEARCH RESULTS AND DISCUSSION

#### A. *Planning for Educators in Increasing Professionalism in Madrasah Diniyah Ulya Al Amiriyyah*

Educator planning is a process of planning and managing human resources that aims to improve the quality of education. Planning for teaching staff involves identifying educational needs, evaluating the qualifications of teaching staff, preparing a teacher development plan, implementing development plans, and evaluating and monitoring development results. A good teaching staff planning process will provide benefits for all components in the education system, both for students, teaching staff, and other parties involved in education. In practice, teaching staff planning can be done by taking into account factors such as educational needs, available human resources, budget, and other factors that affect education.

The results of the study revealed that the planning of teaching staff in increasing professionalism at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung Pucanganom is very important so that human resources owned can be managed effectively and efficiently. The planning includes: a). Short-term planning, such as evaluating the performance of teachers at the end of each semester to identify needs for competency development and improvement. Madrasah also develop short training plans or workshops that focus on areas that need improvement in teacher performance, such as the use of technology in learning. b). Mid-term planning such as identifying professional development programs that can be followed by teachers in a period of 1-3 years, such as attending further education or courses relevant to their field of study. Madrasah also develop plans to improve educational facilities and infrastructure that can support the quality of teacher work, such as the provision of a more complete library or adequate laboratories. c). Long-term planning, such as Madrasah, analyzes the long-term needs of teachers, such as planning the number of teachers needed to maintain an ideal student-teacher ratio, and Madrasah develop career development programs for teachers, such as developing clear career paths and programs awards for outstanding teachers. In addition to these three plans, Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung also plans the need for teaching staff based on: a). The number of students. Madrasah will calculate how many teachers are needed based on the standard student-teacher ratio that is set. b). Qualifications, specialties. Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung has various study programs, such as fiqh, Aqidah, Balaghoh, Mantiq, Qowaidl Al Fiqhiyyah, Ushul Fiqh, Interpretation and so on. Each of these programs requires educators with appropriate qualifications and specializations. And c). The curriculum program that will be implemented. Madrasah need to adjust the planning for the needs of educators with the curriculum program that will be implemented. Each curriculum program has a different focus, approach, or subject. For example, if a Madrasah has a curriculum program that emphasizes character and morals education, then planning for the need for educators will take into account the number of teachers with expertise in character development and understanding of religion. By carrying out careful planning, Madrasah Diniyah can ensure that human resource needs are met and the quality of education produced can be improved. However, this plan still requires program structuring so that the intended plan is in accordance with Madin's needs. The involvement of stakeholders also needs to be maximized so that it is in accordance with the objectives.

According to Sahertian, the development of science and technology as well as the mobility of society has caused teachers to continue to grow and develop in increasing their potential so that they can carry out their functions professionally. A professional teacher means having the ability as an expert in the field of education and teaching, having a sense of responsibility so as to manifest commitment and concern for their duties, and carry out their duties as a life career that upholds the code of ethics for teaching positions.<sup>13</sup>

#### B. *Recruitment of Educators in Improving Professionalism at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung, Pucanganom, Kebonsari, Madiun*

Procurement of competent and professional teaching staff is a crucial factor in improving the quality and achievement of education at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung. This is because qualified educators not only master teaching skills, but also have high enthusiasm and responsibility in carrying out their duties as educators.

In the era of globalization and increasingly rapid technological developments, the demand for quality education is increasing. Therefore, Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung needs to procure professional and qualified teaching staff to

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<sup>13</sup> Anggraeni Agustin and Karyono Ibnu Ahmad, "International Journal of Social Science And Human Research The Influence of Academic Supervision , Principal Leadership , and Teacher Pedagogic Competence on Teaching Performance of Public Elementary School Teachers in Martapura District , Banjar Regency" 06, no. 06 (2023): 3465, <https://doi.org/10.47191/ijsshr/v6-i6-30>.

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improve the quality of education and compete with other educational institutions. In carrying out recruitment Madrasah Diniyah Ulya Al Amiriyyah prioritizes its graduates in providing teaching mandates and occupying vacancies in Madrasah Diniyah.

Procurement of teaching staff at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung is very important to be done carefully and selectively. This is done to ensure that only the best educators join and make a positive contribution in improving the professionalism and quality of education in the Madrasah. Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung prioritizes graduates of these Madrasah (mutakhorrijin) who have served for at least one year to fill vacancies or become teachers. In the process, graduates who have a good track record will be given the opportunity to become *badal* teachers (substitute teachers) for approximately one year. If the graduate is qualified in mastering the material and classes, then he will have many opportunities to become a permanent teacher at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung. In this way, the Madrasah can ensure that only the best educators teach in it and can provide the best experience and quality for their students.

The results of the study revealed that the procurement and recruitment of teaching staff at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung Pucanganom also played an important role in increasing professionalism. In this case, Madrasah Diniyah needs to carry out strict selection to ensure that prospective teaching staff have the qualifications that match their needs, have adequate competence, and have the motivation and enthusiasm to carry out their duties. A good selection process will help Madrasah Diniyah to get qualified teaching staff and be able to improve the quality of education at Madrasah Diniyah. In terms of procurement, there are several obstacles such as the implementation committee which is not yet in accordance with its capacity as a recruiter.

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 39 paragraph (2) it is explained that Educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct assistance and training, and conduct research and service to community, especially for educators in tertiary institutions.<sup>14</sup>

### ***C. Coaching and Development of Educators in Improving Professionalism at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung, Pucanganom, Kebonsari, Madiun***

Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung is an Islamic educational institution that has an important role in the development of education in society. As an Islamic educational institution that teaches religious values and noble character, madrasah diniyah must be able to produce qualified and professional educators. For this reason, training and developing the skills of educators in madrasah diniyah is crucial so that teachers are able to develop skills in designing, implementing and evaluating learning systems and improving the quality of existing learning.

In order to increase the professionalism of teaching staff at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung, it is necessary to have planned and systematic coaching and development efforts. Effective coaching and development of teaching staff will have an impact on the quality of education produced. The qualified and professional teaching staff will be able to have a positive influence on students, including in forming good character and morals. Therefore, efforts to foster and develop educators at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung need to be carried out continuously.

The results of the study revealed that the coaching and development of teaching staff at Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung Pucanganom is also very important to do to increase professionalism. The coaching and development includes: a). Training. Madrasah organize regular training for teaching staff regarding innovative and effective teaching methods and teachers are given training in the use of educational technology, such as using software to deepen understanding of yellow books such as *maktabah syamilah*, b). Competency development. Madrasah encourage teachers to take part in competency development programs, such as taking courses or master of education programs and teachers are given the opportunity to attend educational conferences or seminars to broaden their horizons and knowledge, c). Increased motivation. Madrasah provide recognition and appreciation to teachers who achieve achievements, for example by giving award certificates and teachers are given the opportunity to share experiences and best practices through regular meetings or discussion forums, and d). Improved quality of work. Madrasah carry out periodic performance evaluations to identify areas that need improvement and provide constructive feedback to teachers and they are given the opportunity to collaborate and work together in teams or working groups to support each other and share knowledge. In this case, Madrasah Diniyah needs to have a structured and sustainable coaching and development program, so that educators can continue to improve their quality and competence, as well as being able to make a greater contribution to the quality of education produced by Madrasah Diniyah. However, from a routine standpoint, this training does not yet have a patent time and is only carried out at certain moments. In addition, career continuation and appreciation are very rarely carried out, thereby reducing the motivation of educators to continue to develop.

Hairiyati et al., (2022) stated that the efforts made by educational institution managers, in this case the heads of educational institutions, in improving teacher performance and teacher job satisfaction in educational institutions are largely determined by the managerial activities of educational institution leaders in motivating and encouraging them to be involved in all work. In educational

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<sup>14</sup> Rika Mahdalena, "International Journal of Social Science And Human Research The Relationship Between Socio-Economy , Motivation and Performance through Job Satisfaction of Early Childhood Teachers in Cluster 4 Sedap Malam, Tanah Bumbu Regency" 06, no. 06 (2023): 3288, <https://doi.org/10.47191/ijsshr/v6-i6-10>.

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institutions as well as encouraging the creation of good behavior, good organizational culture and building shared commitments that will further improve the performance and job satisfaction of education staff, both teachers and other education staff.<sup>15</sup>

### CONCLUSION

The results of this study indicate that the management of teaching staff in increasing professionalism at Madrasah Diniyah Ulya Al Amariyah Mekar Agung Kebonsari Madiun is to plan for an evaluation and analysis of the needs of teaching staff at the end of each semester, in planning teaching staff, the Head of Madrasah needs to evaluate the performance of teaching staff periodically. By conducting performance evaluations, Head of Madrasah can find out the strengths and weaknesses of teaching staff in Madrasah and ensure that they can continue to improve their professionalism in providing quality learning. Madrasah conduct recruitment of teaching staff by carrying out strict selection to ensure prospective teaching staff have the qualifications that match their needs, have adequate competence, and have the motivation and enthusiasm in carrying out the task. In coaching and developing teaching staff, it is very important for Madrasah Diniyah Ulya Al Amiriyyah Mekar Agung to improve professionalism, quality of education and learning, competitiveness, motivation of teaching staff, long-term investment, and efficiency and effectiveness.

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