

The Contribution of the Madrasah Committee to Improving Teacher Performance: A Case Study at MI Tarbiyatussibyan, Temanggung

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ABSTRACT

Teachers play a crucial role in achieving educational goals, as they directly interact with students in the teaching and learning process. Regardless of how advanced the curriculum, facilities, or technology are, their effectiveness depends on teachers' ability to implement them. Therefore, analyzing teacher performance is fundamental to achieving the educational process standards. This study aims to: (1) examine teacher performance at MI Tarbiyatussibyan, Kebumen, Pringsurat Subdistrict, Temanggung Regency in 2023; (2) investigate the roles and functions of the Madrasah Committee at the same school; and (3) assess the influence of the Madrasah Committee's roles and functions on teacher performance. A qualitative descriptive approach was employed. Data were collected through in-depth interviews, participant observation, and document analysis. Data were analyzed using a qualitative descriptive method. The findings indicate that: (1) teacher performance at MI Tarbiyatussibyan is good, with teachers performing professionally in accordance with their duties and responsibilities; (2) the Madrasah Committee has implemented several performance indicators as advisors, supporters, controllers, and mediators, although some indicators remain unfulfilled; and (3) the Committee's role in enhancing teacher performance is effective. This study highlights the importance of the Madrasah Committee in supporting teacher performance and provides a reference for improving educational quality through effective school governance.

Keywords: *committee, education, madrasah, teacher performance*



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INTRODUCTION

Teachers hold a pivotal position in ensuring the achievement of educational goals across the entire learning process. Their role extends beyond simply delivering instructional content; teachers serve as leaders who guide, facilitate, and inspire students throughout the teaching and learning experience. They maintain direct interactions with students, shaping their intellectual development and their attitudes, values, and critical thinking skills. The significance of teachers becomes even more pronounced in the context of modern education, where curricula are increasingly comprehensive, facilities are sophisticated, and technology is rapidly advancing. No matter how well-designed the curriculum or how advanced the supporting resources, these elements will be ineffective without teachers who possess the capacity to implement them properly (Nasution et al., 2023). The ability of

teachers to translate educational objectives into meaningful learning experiences is therefore a decisive factor in the overall quality of education.

Given the centrality of teachers in the educational process, it becomes imperative to assess the teacher component systematically to ensure that educational standards are met and the intended objectives are realized. Evaluating teacher performance is not merely an administrative task; it is a critical step in identifying strengths, addressing weaknesses, and providing professional development opportunities that enhance teaching effectiveness. By systematically analyzing the competencies, skills, and behaviors of teachers, educational institutions can optimize the alignment between instructional resources and learning outcomes. Without this deliberate evaluation and support, even the most advanced educational resources may fail to produce the desired educational impact (Nurjannah et al., 2024; Putri & Abimanyu, 2024). In this sense, teachers are both the implementers and the linchpins of educational quality, and their professional performance directly determines the extent to which students can achieve learning goals.

Teachers are responsible for delivering knowledge and academic content to students in schools or madrasahs, and they also play a crucial role in shaping the moral, social, and emotional development of their students. Beyond transmitting specific information, teachers are tasked with instilling values, cultivating positive attitudes, and fostering critical thinking skills that enable students to grow into well-rounded, competent, and responsible individuals. This broader educational responsibility highlights the multifaceted nature of teaching, where the psychological dimension of a teacher's role is as important as the intellectual one. Effective teachers balance the transfer of knowledge with the nurturing of character and personal growth (Uri & Chanifuddin, 2024), while Syah (2014) emphasizes that this professional role encompasses emotional engagement, volitional determination, and creative problem-solving, all of which are essential for fostering an environment that promotes both academic achievement and holistic student development.

In accordance with Indonesian Law No. 20 of 2003 on the National Education System, Article 40, paragraph 2, teachers are required to fulfill several professional responsibilities that go beyond the simple delivery of knowledge. They must create a learning environment that is meaningful, enjoyable, innovative, energetic, and dialogical, where students are actively engaged in the learning process and encouraged to develop critical thinking and problem-solving skills. Additionally, teachers are expected to demonstrate a strong commitment to improving educational quality by continuously enhancing their pedagogical practices and contributing to the overall development of their institution. They are also tasked with serving as role models, upholding the reputation of their schools and profession, and instilling ethical values through their conduct and interactions with students and the community. To effectively carry out these responsibilities, teachers must equip themselves with the necessary competencies that enable them to foster a student-friendly learning environment and maximize the achievement of educational objectives.

Law No. 14 of 2005 concerning Teachers and Lecturers further defines teacher competence as the integrated combination of knowledge, skills, and behavior required to perform professional duties effectively. Competence includes not only mastery of subject matter and pedagogical techniques but also the cultivation of values, attitudes, and actions that are consistently demonstrated through habitual professional behavior. These competencies are dynamic and developable, allowing teachers to adapt to changing educational demands while maintaining high standards of professional performance. Moreover, effective competence is always grounded in ethical and moral principles, ensuring that teachers act as responsible, reflective, and principled educators who contribute to both the academic and personal development of their students (Osias & Ladica, 2024).

Teachers' performance is strongly influenced by government policies designed to enhance professional motivation and accountability. One of the key mechanisms is the provision of professional allowance incentives, which serve to recognize and reward teachers' certification, dedication, and effectiveness in the classroom (Pristiwindari et al., 2023). These incentives not only provide financial support but also encourage teachers to maintain high standards of professional performance and continuously improve their pedagogical skills. By linking performance with tangible benefits, government policies aim to reinforce the professionalization of teachers and promote a culture of excellence within educational institutions.

In addition to government support, school principals play a critical role as institutional leaders in guiding and mentoring teachers. Principals are responsible for coordinating educational processes, monitoring teaching practices, and ensuring the successful implementation of learning programs (Bush, 2013). Their leadership directly affects the work environment, professional growth opportunities, and overall motivation of teachers. Effective principals provide direction, constructive feedback, and professional development support, thereby creating a cohesive and productive educational ecosystem where teachers can perform optimally.

Similarly, the role of the community, particularly through the Madrasah Committee, is essential in sustaining teacher performance. The committee functions as a consultative, supportive, controlling, and mediating body, representing the shared responsibility of the community in enhancing educational quality (Khomarudin et al., 2024). By participating in school decision-making, offering guidance, and monitoring school operations, the Madrasah Committee contributes to a collaborative framework that strengthens teacher accountability and encourages continuous improvement (Anif, 2023; Tahir et al., 2022). However, despite these existing structures, improving teacher performance cannot rely solely on government policy, school leadership, or community support; it requires a more integrated and evidence-based approach that examines the specific mechanisms through which these factors influence teaching effectiveness.

This study focuses on MI Tarbiyatushshibyan, Kebumen, Pringsurat Subdistrict, Temanggung Regency, and specifically investigates the functions of the Madrasah Committee and its influence on teacher performance. The novelty of this research lies in its focus on the direct, measurable impact of Madrasah Committee activities on teacher performance, an area that has received limited empirical attention in previous studies. By analyzing the committee's roles in advisory, supportive, supervisory, and mediating capacities, this study seeks to identify actionable strategies for improving teacher outcomes. The findings are expected to contribute both theoretically and practically, providing evidence-based recommendations for strengthening the collaborative roles of school committees, enhancing teacher professional performance, and ultimately improving educational quality in Indonesian madrasahs.

METHODS

This study employed a qualitative research approach, which is suitable for exploring cases that require in-depth explanations within their natural context. Qualitative research is conducted in a natural and objective setting without manipulation, focusing primarily on qualitative information. It involves observing participants in their daily lives, engaging with them, and understanding their perspectives and interpretations of their environment (Creswell, 2018). Consequently, the researcher must spend a considerable amount of time in the field to obtain rich, contextual data.

The research was conducted at MI Tarbiyatushshibyan, Kebumen, Pringsurat Subdistrict, Temanggung Regency. This location was selected because part of the community, particularly the Madrasah Committee, actively participates in managing and improving the educational institution. Observing this setting provides an opportunity to examine the role of the Madrasah Committee in enhancing the quality of educational management.

Data sources in this study include primary sources, such as verbal information from informants and observable actions of subjects, which serve as the main sources of information. Secondary sources, such as documents, photographs, and statistics, were used as supporting data to strengthen the findings.

Several techniques were employed to collect data: (a) In-depth Interviews. This technique involves unstructured, direct communication between the researcher and participants, allowing detailed exploration of relevant issues to obtain comprehensive qualitative information. (b) Observation. Observation was conducted systematically to record the phenomena exhibited by the research subjects. Unstructured observation was applied to allow focus to emerge dynamically as the research progressed. (c) Documentation. Documents, such as records, illustrations, or significant works, were used as supplementary data to support interview and observational findings.

Data analysis was conducted before, during, and after fieldwork. Pre-field analysis involved reviewing preliminary information, such as literature or secondary data, to define the research focus.

The data were analyzed using the qualitative analysis model of Miles and Huberman, which emphasizes interactive and continuous analysis until data saturation is reached. The analysis process included (Miles et al., 2014): (a) Data Reduction. Summarizing, categorizing, and focusing on essential information to identify patterns and themes. For example, data on the Madrasah Committee's roles and functions in improving educational management were coded and entered into a structured system. (b) Data Display. Presenting data in concise descriptions, diagrams, or relational tables to facilitate understanding and guide subsequent data collection and interpretation, particularly regarding the Madrasah Committee's impact on teacher performance. (c) Conclusion Drawing. Drawing conclusions and confirming data patterns based on field observations and interactions to generate coherent findings aligned with the research focus.

RESULTS AND DISCUSSION

A. Teacher Performance at MI Tarbiyatushshibyan

Teacher performance at MI Tarbiyatushshibyan in 2023 reflects a combination of competencies, professional behavior, and areas needing improvement. The execution of teaching and learning activities, including lesson planning, classroom management, and administrative responsibilities, indicates that many teachers possess the foundational skills required to fulfill their roles. Teachers are central to the educational process, as they directly influence students' learning experiences and outcomes (Mubarokah et al., 2024; Zhang et al., 2024). Without competent and motivated teachers, even the most well-designed curriculum or advanced learning technologies may fail to achieve intended educational objectives.

Lesson planning, as part of teaching management, is a critical indicator of teacher performance. Law No. 20 of 2003 emphasizes that the curriculum must include clearly defined educational goals, content, materials, and methods, serving as a guideline for achieving national education standards. Teachers at MI Tarbiyatushshibyan are tasked with translating these standards into practical classroom activities. Observations and interviews indicate that while many teachers plan and implement lessons effectively, gaps remain in administrative documentation, learning evaluation, and follow-up activities. Teacher effectiveness depends on teaching competence and on the ability to manage and organize the educational process efficiently (Canuto et al., 2024; Gupta & Verma, 2021; Hossain et al., 2023).

High-performing teachers demonstrate creativity and adaptability in lesson delivery, using innovative strategies to maintain student engagement. This includes designing interactive activities, integrating local and technological resources, and fostering critical thinking. According to Syah (2014), the psychological dimension of teaching, encompassing creativity, emotional engagement, and motivation, is fundamental to promoting meaningful learning experiences. At MI Tarbiyatushshibyan, teachers who exhibit these qualities are better able to meet diverse student needs and maintain high learning outcomes, highlighting the link between teacher competence and educational quality.

Teachers also perform managerial roles within the classroom, including coordinating instructional materials, supervising student behavior, and overseeing group learning processes. This managerial aspect aligns with the notion of teacher professionalism, who emphasizes that effective educators must combine pedagogical skills with administrative and organizational capacities (Sabariah et al., 2023; Sulistiyo, 2019). By managing resources, scheduling activities, and monitoring student progress, teachers contribute to a structured learning environment that supports both academic achievement and holistic student development.

Another dimension of teacher performance is assessment and follow-up on learning outcomes. Teachers at MI Tarbiyatushshibyan are expected to evaluate student performance systematically and provide feedback to support continuous improvement. According to Bloom's taxonomy and assessment theory (Widiana et al., 2023), systematic evaluation is essential for measuring learning objectives and guiding instructional adjustments. The study findings indicate that while teachers are capable of conducting assessments, the integration of results into personalized instructional strategies remains inconsistent, suggesting an area for professional development.

Guidance and counseling also constitute an integral part of teacher performance, particularly in shaping student attitudes, values, and social competencies. The teacher's role extends beyond academic instruction to fostering emotional and moral development (Avifatun & Firdaus, 2024; Syah,

2014). Teachers at MI Tarbiyatushshibyan who actively engage in mentorship and counseling contribute to creating a supportive learning environment that nurtures students' personal growth alongside academic achievement. This dual responsibility reinforces the significance of teacher competence as both an instructional and pastoral function.

In conclusion, teacher performance at MI Tarbiyatushshibyan is influenced by multiple interrelated factors, including planning, classroom management, creativity, assessment, and counseling. The findings demonstrate that competent teachers who integrate pedagogical knowledge, managerial skills, and psychological insight into their practice achieve better educational outcomes. However, gaps remain in administrative management and systematic evaluation, highlighting the need for ongoing professional development. This aligns with existing theoretical frameworks suggesting that teacher competence is multidimensional, encompassing knowledge, skills, values, and behaviors that collectively determine the effectiveness of educational delivery (Syah, 2014).

B. Roles and Functions of the Madrasah Committee

The Madrasah Committee at MI Tarbiyatushshibyan holds a formal and legally recognized position, as stipulated under the Minister of National Education Decree No. 044/U/2002. The decree outlines that the committee functions as an independent body with four primary roles: advisory, supporting, controlling, and mediating. Legally, this structure is intended to ensure that the community participates actively in educational governance, providing input and oversight to enhance the quality of learning in schools and madrasahs (Djoyo et al., 2024). The establishment of the committee reflects a broader theoretical framework of participatory governance in education, which posits that stakeholder involvement improves accountability, resource utilization, and educational outcomes.

In its advisory capacity, the Madrasah Committee is expected to offer recommendations regarding teaching and learning resources, infrastructure, and human resource management. Advisory bodies function to bridge knowledge gaps between practitioners and policymakers, ensuring that educational decisions are informed, contextually relevant, and aligned with community expectations (Khomsni et al., 2024). However, the study findings at MI Tarbiyatushshibyan indicate that this advisory role is often narrowly focused on tangible resources such as textbooks, laboratory equipment, or computers, while broader considerations, such as teacher development, curriculum adaptation, and student support strategies, receive less attention. This partial engagement highlights a common challenge in private educational institutions, where advisory functions may be overshadowed by dominant foundation management.

As a supporting body, the committee provides material and non-material assistance to enhance educational quality. At MI Tarbiyatushshibyan, support manifests in the provision of computers, library books, and scholarships for high-achieving students. Support mechanisms are critical in enhancing institutional capacity, motivating staff, and fostering student achievement (Le et al., 2023). Nevertheless, the study found that the scale of committee support is often limited compared to the foundation's contributions, suggesting that the committee's potential impact on institutional development is underutilized. This aligns with the resource-based theory in education, which emphasizes that adequate financial, human, and material resources are necessary for improving educational outcomes.

The controlling role of the Madrasah Committee encompasses oversight of budgeting, program implementation, and the transparency of resource allocation. In theory, monitoring and evaluation by governance bodies help ensure accountability and the effective use of educational resources. At MI Tarbiyatushshibyan, the committee primarily oversees funds sourced from government programs, such as operational assistance, while parental contributions receive minimal attention. The limited scope of control reduces the committee's ability to influence the overall resource management and may leave gaps in accountability and transparency. Such findings reflect the principle of shared governance, which emphasizes that all financial flows and institutional processes should be monitored collaboratively to maximize educational quality.

The mediating function of the Madrasah Committee is intended to act as a bridge between school management, teachers, students, parents, and the broader community. Mediation in educational governance theory is essential to ensure participatory decision-making, resolve conflicts, and

communicate community needs effectively (Le et al., 2023)). In practice, the committee mediates between school leadership and parents, conveying concerns, suggestions, and aspirations regarding educational programs and policies. This role supports the alignment of community expectations with institutional objectives, enabling more responsive and adaptive management at the madrasah level.

Despite its formal responsibilities, the study indicates that committee engagement in these four roles is often incomplete. The advisory role is limited to physical resources, the supporting role focuses on selective material contributions, the controlling function does not fully monitor community-sourced funds, and mediation is predominantly reactive rather than proactive. The observed gaps suggest that the theoretical potential of the committee as a participatory governance body is not fully realized, especially in private madrasahs where foundation structures dominate decision-making. This aligns with existing literature highlighting challenges of stakeholder engagement in private education, where legal mandates do not always translate into operational effectiveness.

The Madrasah Committee at MI Tarbiyatushshibyan serves as an essential institution for enhancing educational quality through advisory, supporting, controlling, and mediating roles. The committee's effectiveness, however, is contingent upon its active engagement, comprehensive understanding of its responsibilities, and collaborative interaction with school leadership, teachers, and the community. The findings reinforce governance and organizational theories in education, demonstrating that participatory bodies like the Madrasah Committee can positively influence institutional performance, but only when their functions are fully implemented and integrated into the daily management of the school.

C. Influence of the Madrasah Committee on Teacher Performance

The study at MI Tarbiyatushshibyan indicates that the Madrasah Committee has a substantial influence on teacher performance, contingent upon the active and effective execution of its roles. When the committee engages fully in advisory, supporting, controlling, and mediating activities, teachers receive clear guidance, material support, and structured oversight that facilitate the planning and implementation of teaching and learning processes. External support and participatory governance mechanisms are crucial for enhancing teacher motivation and professional efficacy, as they provide feedback, resources, and recognition that reinforce instructional quality (Kholifah et al., 2024). In the context of MI Tarbiyatushshibyan, teachers who experience strong committee engagement demonstrate higher levels of organization, responsiveness to student needs, and innovation in lesson delivery.

The advisory function of the Madrasah Committee directly impacts teacher performance by offering recommendations regarding the allocation of teaching resources, infrastructure, and human capital. Teachers benefit when the committee provides informed input, as it enables them to access the tools and facilities necessary for effective instruction (Crompton & Sykora, 2021). Advisory bodies act as intermediaries that translate community needs and institutional goals into actionable educational strategies, ensuring that teachers can optimize both content delivery and classroom management. At MI Tarbiyatushshibyan, where committee advisory activities extend beyond mere material provisions, teachers report increased confidence and a clearer understanding of institutional expectations.

As a supporting body, the committee reinforces teacher performance by providing tangible and intangible resources, including classroom materials, educational technology, and recognition for achievements. Resource-based theory in education posits that the availability of adequate material and human resources is essential for enhancing teacher effectiveness and achieving learning outcomes. At MI Tarbiyatushshibyan, committee support—such as providing library books, computers, and merit-based scholarships—enables teachers to deliver more engaging and diversified instructional activities. This support not only eases teachers' operational burdens but also encourages professional creativity and proactive problem-solving in lesson design.

The controlling role of the committee contributes to accountability, ensuring that teachers adhere to professional standards and effectively utilize educational resources. Oversight of budget allocation, program implementation, and transparent reporting encourages teachers to maintain high standards in instructional delivery and administrative management. The study findings indicate that when the

committee actively monitors both government-provided funds and internally sourced resources, teachers show increased diligence in lesson planning, student assessment, and classroom management. Conversely, limited oversight, particularly regarding parental contributions, can reduce teacher motivation and compromise the alignment of resources with instructional needs.

Mediation is another critical function through which the committee influences teacher performance. By facilitating communication between teachers, school leadership, parents, and the community, the committee ensures that instructional priorities are informed by local expectations and contextual realities. Teachers at MI Tarbiyatussibyan benefit from mediation when community concerns, student needs, or parental input are translated into actionable feedback that informs lesson planning and pedagogical strategies. Effective mediation also fosters collaboration, reducing conflicts and ensuring that all stakeholders are aligned in promoting educational quality and student development.

The study further demonstrates that the cumulative impact of the Madrasah Committee's four functions, advisory, supporting, controlling, and mediating, creates a positive feedback loop that strengthens teacher performance. Teachers are more likely to plan systematically, implement innovative lessons, assess student outcomes accurately, and provide guidance when supported by an engaged committee. This aligns with theories of participatory governance and distributed leadership, which emphasize that shared responsibility and stakeholder involvement enhance institutional effectiveness and teacher professionalism (Galdames-Calderón, 2023; Haile & Mekonnen, 2024). The committee thus functions as both a resource provider and a governance mechanism that reinforces professional standards.

In conclusion, the influence of the Madrasah Committee on teacher performance at MI Tarbiyatussibyan is significant but depends on the consistency and comprehensiveness of its engagement. Strong committee participation facilitates the alignment of educational programs with community needs, promotes accountability, and enhances teachers' ability to deliver high-quality instruction. Theoretical perspectives on participatory governance, resource-based support, and distributed leadership corroborate the empirical findings, highlighting that empowered committees can bridge the gap between institutional management and community expectations. When fully operational, the Madrasah Committee not only strengthens teacher performance but also contributes to sustainable improvements in the overall quality of education at the madrasah.

CONCLUSION

The performance of teachers at MI Tarbiyatussibyan, Kebumen, Pringsurat Subdistrict, Temanggung Regency, is generally considered good, as evidenced by their professional execution of teaching duties, lesson planning, and educational management. The Madrasah Committee plays a critical role in supporting this performance through its advisory, support, control, and mediation functions. While the committee effectively provides input on policies and programs, contributes to school resources, monitors program implementation, and serves as a liaison between the school and community, some aspects, such as curriculum advisory, evaluation of policy and program quality, and supervision of parental contributions, remain underdeveloped. Active engagement of the committee significantly enhances teacher accountability, teaching quality, and alignment of school activities with community expectations, demonstrating its strategic importance in bridging institutional management and stakeholder participation.

Based on these findings, it is recommended that MI Tarbiyatussibyan and similar private madrasahs strengthen the role of the Madrasah Committee by fully implementing all performance indicators, including broader advisory input on curriculum and teaching methods, comprehensive monitoring of school programs and resources, and transparent oversight of both government and parental funding. Regular coordination between the committee, school leadership, teachers, parents, and the managing foundation is essential to ensure effective support for teacher performance and the continuous improvement of educational quality.

CONFLICT OF INTEREST

The authors confirm that they have no conflicts of interest related to the publication of this study. They have no financial, personal, or professional interests that could be perceived as influencing the research outcomes or interpretations presented in this publication.

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