Teacher Evaluation of Islamic Religious Education Subjects as Improving the Quality of Student Learning at SDIT UMMI Bengkulu City

Ahmad Ridwan[1], Renawati[1], Sukma Ria Novita[1], Wanada Siti Salsabilah[1]
[1]Islamic Education Management Department, Pascasarjana UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

Article Info

ABSTRACT

Purpose of the study: The purpose of this evaluation research is to explore in depth the performance of teachers in learning activities as material for evaluating the learning system at SDIT UMMI Bengkulu City. In the standard learning implementation process which consists of 3 stages or dimensions, namely: planning the learning process, implementing the learning process, and assessing the learning process.

Methodology: This research uses a qualitative approach and descriptive data type. This research was conducted at SDIT UMMI Bengkulu City. Data collection is carried out using interview techniques or questionnaires. In this research, the researcher collaborated with 2 teachers and the Head of SDIT UMMI Bengkulu City.

Main Findings: Based on the results of interviews with Islamic Religious Education subject teachers at SDIT UMMI Bengkulu City, planning, implementation and assessment were good. Likewise, attention from foundations and school principals who give full attention to teachers so that they can continue to develop their potential and improve their teaching performance.

Novelty/Originality of this study: Evaluation is a measuring tool and an effort to determine the level of success achieved. Evaluation activities are able to provide information about deficiencies or possible errors that need to be corrected in the future. Evaluation activities can encourage teachers to improve the quality of education in the future. This research is a novelty from previous research as a reference for improving the quality of student learning in elementary schools.

Corresponding Author:
Wanada Siti Salsabilah,
Islamic Education Management Department, Pascasarjana UIN Sulthan Thaha Saifuddin Jambi,
Jl. Arif Rahman Hakim No.111, Kota Jambi, Jambi, Indonesia 36361
Email: ummasibia@gmail.com

1. INTRODUCTION

The availability of professional teachers is one of the main factors that is very determining in improving the quality of education. Professional teachers are teachers who are able to carry out their duties with full responsibility [1]. The teacher is the main component among other components (students, curriculum, learning materials, learning objectives, teaching methods, learning facilities and media, educational evaluation, and learning environment) [2]. This is quite reasonable, considering that first, it is the teacher who will color all the learning components. Second, it is the teacher who will determine the success of the learning process. Third, because the roles, duties, positions and responsibilities cannot or cannot be replaced by others, even with sophisticated technology [3]. The definition of the teaching profession is contained in Law no. 14 of 2005 Chapter 1 Paragraph 1, teachers are professional educators whose main task is to educate, teach, lead, guide, train, evaluate and also assess students. Namely early childhood education, formal education, and primary and

secondary education. In other words, the teacher is the spearhead of learning activities. To advance education, educational activities require qualified teachers.

Viewed from the perspective of the learning process, pedagogical competence is the teacher's ability to manage student learning. This must be able to be realized by every teacher to make the nation's life more intelligent. In the national education standards, the explanation of article 28 paragraph (3) point (a) states that what is meant by pedagogical competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials it has. At least includes the following aspects, namely: (a) understanding the insights and foundations of education, (b) understanding students, (c) curriculum/syllabus development, (d) learning design, (e) implementing educational learning and dialogic, (f) use of learning technology, (g) evaluation of learning outcomes (EHB), and (h) development of students to actualize the various potentials they have [4].

To determine the level of success of teaching and learning activities, evaluation activities need to be carried out. Evaluation is a measuring tool or process to determine the level of success that students have achieved on the teaching materials or materials that have been delivered [5]. So that with evaluation, the objectives of learning will be seen accurately and convincingly. Evaluation is an activity to systematically collect facts about the learning process to determine whether changes have occurred in students and to what extent these changes affect students' lives [6]. Evaluation can encourage teachers to further improve the quality of the learning process and encourage education managers to further improve the facilities and quality of student learning. In this regard, optimization of the evaluation system has two meanings, first is an evaluation system that provides optimal information [7]. Second is the benefits achieved from evaluation. The main benefit of evaluation is improving the quality of learning [8]. Therefore, teachers must understand appropriate learning evaluation techniques, in order to be able to measure how much students have achieved in the learning process.

Efforts to improve the quality of education can be pursued through improving the quality of learning and the quality of the assessment system [9]. The two are interrelated, where a good learning system will produce good quality learning. Furthermore, a good assessment system will encourage teachers to determine good teaching strategies and motivate students to learn better [10]. Evaluation is an activity related to the teacher's success in providing material to students. With evaluation, teachers can find out what improvements can maximize student learning outcomes in the future. Meanwhile, teacher performance evaluation can provide information to schools about the quality of teacher performance which will be used as material for improvement in the future [11].

In this research we focus on evaluating teacher performance in an effort to improve the quality of student learning. In the context of teacher performance evaluation, the object of evaluation is the teacher or teaching staff. This evaluation analyzes how teachers perform in carrying out their duties [12]. In reality, in the field there are still many teachers whose performance is still low. There are several teachers at SDIT UMMI Bengkulu City who do not meet the criteria for professional teachers, especially in student learning activities. In interviews it was discovered that some of the teachers had difficulty preparing a series of learning administration, and so on The majority of teachers have prepared learning plans such as syllabus, lesson plans and other administration.

The formulation of the problem in this research is (1) What is the quality of teachers in Islamic Religious Education subjects at SDIT UMMI Bengkulu City?, (2) What is the learning process for Islamic Religious Education at SDIT UMMI Bengkulu City?, (3) what are the evaluation results of teachers in Education subjects? Islam at SDIT UMMI Bengkulu City?

The aim of this research is to evaluate the performance of teachers in Islamic Religious Education subjects at SDIT UMMI Bengkulu City. As evaluation material to improve the quality of student learning at SDIT UMMI Bengkulu City in Islamic Religious Education subjects. The benefits of research are providing knowledge in the field of human resources in the form of additional references for other researchers. And providing information and input for institutions in order to improve the quality of learning, especially Islamic Religious Education subjects at SDIT UMMI Bengkulu City. This evaluation will be very significant material to be able to take corrective steps in the future when a program is restarted. It is hoped that this research will be able to explore the performance of teachers, especially teachers in Islamic Religious Education subjects at SDIT UMMI Bengkulu City. So that in the future there will be improvements to improve the quality of student learning at SDIT UMMI Bengkulu City in order to improve the quality of teaching in order to improve the quality of education.

2. RESEARCH METHOD

The method used in this research is a qualitative descriptive method. Qualitative descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell about their lives. This information is then retold by the researcher in

a descriptive chronology [13]. The characteristic of descriptive itself is that the data obtained is in the form of words, images, and not numbers like quantitative research [14].

This research was carried out at SDIT UMMI Bengkulu City, the research setting was long distance using a smart phone (Xiomi type Redmi Note 12). The research sample was selected based on the researcher's specific objectives. The sampling technique used was purposive. Purposive sampling is a sampling technique used by researchers if the researcher has certain considerations in taking the sample. In other words, it is the researcher who determines the sample for his research. The reason for using purposive sampling was that there were only a few teachers who were willing to be interviewed. The sample for this research included: 2 teachers in the Islamic Religious Education subject and the principal of SDIT UMMI Bengkulu City.

In this research, data was collected using document analysis and interview techniques. Document analysis using document assessment sheets. The interview used is a type of structured interview. A structured interview is an interview that uses the same questions for all respondents. These questions have been prepared beforehand and cannot be changed during the interview. Thus, structured interviews allow researchers to collect data that can be easily compared. The researcher created a grid of indicator questions regarding the performance of professional teachers, then compiled interview question items. After the data was collected, the researcher analyzed it qualitatively. The interview indicators refer to previous research with the title "Performance Evaluation of Certified Teachers at SDIT As-Sa'adah Kalisari-East Jakarta". Presented in the following table:

Table 1. Interview indicator grid

Dimensions	Component	Indicator	Data source	Data collection technique
Learning process planning	Teacher's ability to develop syllabus	1. Teachers develop a learning syllabus 2. The school identity includes the name of the educational unit and class 3. Core competencies describe students' competencies in spiritual (KI-1), social (KI-2), knowledge (KI-3), and skills (KI-4) aspects 4. Basic competencies are formulated to achieve core competencies 5. The teacher writes special lesson themes for the elementary school level 6. The main material contains relevant facts, concepts, principles and procedures, and is written in the form of bullet points in accordance with the formulation of competency achievement indicators 7. Learning is a description of the activities carried out by educators and students to achieve the expected competencies 8. Assessment contains the process of collecting and processing information to determine the achievement of student learning outcomes 9. Time allocation contains the number of lesson hours in the curriculum structure for one semester or one year 10. Learning resources include what type of learning resources are used, which can be in the form of print or electronic media	Teacher Syllabus Document	Questionnaire Syllabus document assessment sheet
	Teacher's ability to prepare learning	1. Prepare a learning plan in the RPP 2. Include school identity, subjects or	Teacher RPP	Questionnaire RPP

Dimensions	Component	Indicator	Data source	Data collection technique
	plans (RPP)	themes	document	document assessment sheet
		3. Contains the main material in learning		
		4. Determining the time allocation takes into account the number of lesson hours available in the syllabus and the KD that must be achieved		
		5. Formulate KI in the form of Spiritual, Social, Knowledge and Skills aspects		
		6. Learning objectives are formulated based on KD, using operational verbs (KKO)		
		7. Basic competencies are formulated with indicators of competency achievement		
		8. Learning material, containing relevant facts, concepts, principles and procedures, is then written in the form of bullet points according to indicators of competency achievement		
		9. The teacher determines the learning methods used to create a learning atmosphere and the learning process adapts to the characteristics of students and learning materials		
		10. The teacher determines the learning media used as a tool to help the learning process adapt to the learning material		
		11. The teacher determines the learning resources used in learning, which can be books, print and electronic media, the natural environment, or other relevant learning resources.		
		12. Learning steps are formulated with learning stages starting from the introductory, core and closing stages		
		13. Learning outcomes assessment contains the scope, objectives, benefits, principles, mechanisms, procedures and instruments for assessing student learning outcomes		
Pelaksanaan proses pembelajaran	Kemampuan pengelolaan kelas	1. Teachers appear good during the learning process	Teacher	Questionnaire
		2. Ability to foster cooperation and discipline in students	Teacher	Questionnaire
		3. The teacher's ability to regulate and rotate students' sitting positions		
		4. The teacher's ability to carry out learning systematically:		
		Preliminary activities :		
		- Prepare students psychologically and physically to participate in the learning process		
		- Ask questions related to previous		

Dimensions	Component	Indicator	Data source	Data collection technique
		knowledge of the material to be presented - Explain the learning objectives or basic competencies to be achieved - Deliver material coverage and explanation of activity descriptions according to the learning plan Core activities : - Teachers carry out interactive, inspiring, fun, challenging learning, motivating students to participate actively - Teachers provide space for students to increase initiative, creativity and independence according to their talents and interests - The teacher facilitates students in the process of observing, asking, gathering information, trying, associating and communicating. Closing : - The teacher and students conclude and find benefits from the learning outcomes - Provide feedback on the learning process and results - Carrying out follow-up activities in the form of assigning assignments, both individual and group assignments - Inform learning activity plans for the next meeting 1. Create a conducive classroom atmosphere 2. Communication and use of language in the learning process 3. Carry out learning according to the time allocation that has been set		
	The teacher's ability to carry out learning using learning methods and strategies	1. The teacher chooses and determines learning methods and strategies according to the learning material 2. Teachers use varied learning methods	Teacher	Questionnaire
	The teacher's ability to utilize media and learning resources	1. Ability to use available media such as print media, audio media, audio-visual media, and utilize real objects around you 2. Teachers are able to utilize existing media such as globes, maps, pictures, and so on. And teachers can design their own media such as photos, learning films, and so on. 3. Teachers use media to channel learning messages, stimulate students' thoughts, feelings, attention and	Teacher	Questionnaire

Dimensions	Component	Indicator	Data source	Data collection technique
		abilities, so that they can encourage the learning process		
		4. The teacher's ability to understand and master existing learning resources and other relevant learning resources for use in learning		
Assessment of the learning process	The teacher's ability to determine the approach and method of evaluation	1. The teacher's ability to assess learning	Teacher	Questionnaire
	The teacher's ability to develop evaluation tools	1. Develop an oral test 2. Develop a written test 3. Develop action tests (practice)	Teacher	Questionnaire
	The teacher's ability to process and use learning outcomes	1. Teachers are able to carry out analysis of learning assessment results 2. Using the results of assessment analysis by carrying out remedial measures, additional learning hours, and special guidance time for students whose grades are felt to be lacking.	Teacher	Questionnaire

The data analysis technique in this research is the Miles & Huberman technique. Namely analysis which consists of three activity flows that occur simultaneously, namely: data reduction, data presentation, drawing conclusions/verification. Data reduction refers to the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that occurs in written field notes. Data reduction continues throughout the qualitative project until the report is prepared. Data Presentation is a collection of structured information that provides the possibility of drawing conclusions and taking action. Drawing conclusions or verification What is meant by data verification is an effort to search for, test, double-check or understand the meaning, order, patterns, explanation, flow, cause-effect or preposition [15].

Principal interview guidelines regarding teacher performance in schools; 1. What is your opinion regarding the performance of teachers in the Islamic Religious Education subject at SDIT UMMI Bengkulu City?; 2. What are the school's efforts to increase the potential and performance of Islamic Religious Education subject teachers at SDIT UMMI Bengkulu City?; 3. What are the efforts to improve the situation and conditions of teacher performance which is considered to be still low?

3. RESULTS AND DISCUSSION

The results of the teacher performance evaluation at SDIT UMMI Bengkulu City based on the results of interviews and document studies using 8 components are as follows:

1. The teacher's ability to develop the syllabus is considered quite good. The teacher prepares the syllabus before the learning activity takes place. The syllabus is said to be appropriate because it meets all the indicators on the document assessment sheet.

2. The teacher's ability to prepare learning plans (RPP). The teacher makes a good learning plan. As the focus is on integrated Islamic schools, teachers at SDIT UMMI Bengkulu City prepare lesson plans based on the Koran and Sunnah. by paying attention to operational verbs (KKO) and several other indicators. The RPP that is created will be checked periodically by the school and then given direction. There are several teachers who have not been able to prepare learning plans. The school continues to provide motivation and direction every week and at monthly meetings to motivate teachers to improve their performance.

3. The teacher's ability to manage the class is considered very good. Starting from straightening out intentions to all the components needed in the learning process. The teacher is able to condition the class, and is able to control super active students. The teacher's performance in managing the class

is in accordance with what is written in the RPP. What's interesting is that teachers are able to improve if there are obstacles in the learning process. "If students seem bored with learning, I usually make a simple game (ice breaking) to get the children enthusiastic again. "Understandably, it's natural for children at their age to play," said one of the teachers at SDIT UMMI, Bengkulu City.

4. The teacher's ability to carry out learning using learning methods and strategies is very good. Teachers carry out learning based on CP, TP, ATP in the independent curriculum. Apart from that, the teacher combines classical and modern methods. Then the results are compared, in this way the teacher not only uses methods but also looks for ideas for new methods.

5. The teacher's ability to utilize media and learning resources is considered quite good. Even though there are still many limitations in learning media, teachers have succeeded in maximizing existing media and making it more interesting. Teachers also use the natural surroundings as a medium and source of learning.

6. The teacher's ability to determine the approach and method of evaluation is quite good. Sometimes teachers use feedback in the form of discussions and questions and answers to. Teachers use written and practical techniques. Based on the basic competencies measured. Teachers at SDIT UMMI Bengkulu City are quite objective in determining evaluation techniques. Not only focus on results but also on the child's understanding process. "As we know, children's ability to absorb learning is not the same. They are willing to try and that also needs to be assessed."

7. The teacher's ability to develop problem evaluation tools is very good. The teacher prepares an evaluation instrument based on the RPP created. Using KKO and language that is easy to understand. To assess teacher practice, the teacher focuses on efforts, processes and daily applications.

8. The teacher's ability to process and use learning outcomes is considered quite wise. Teachers at SDIT UMMI Bengkulu City prioritize the process, not the results. So the assessment is quite objective and makes a good contribution to the child's mental health. The evaluation results are used to see the child's achievements. If the results are above average, the teacher will give appreciation. If the evaluation results are not good enough, the teacher will provide remedial and enrichment.

From the results of a short interview with the school principal, it can be seen that SDIT UMMI Bengkulu City uses the Independent Learning Curriculum. The principal pays great attention to teacher performance and problems that become obstacles in teaching and learning activities. According to the head of SDIT UMMI Bengkulu City, the teachers' performance is very good, where they are able to use media and learning strategies that are creative, innovative and can make students happy during learning. One of the school's efforts to improve the quality of teacher performance at SDIT UMMI Bengkulu City is that once a week the school holds special training, namely the "PMM" Free Teaching Training. There teachers are trained to improve their abilities, performance and potential so that teachers can teach in a way that is more creative, innovative and enjoyable for students. To improve teacher performance which is felt to be lacking, the school usually holds meetings for scientific discussions to discuss problems and obstacles in teaching and learning activities. And at that meeting the principal also provided guidance regarding the teaching performance of teachers at SDIT UMMI Bengkulu City.

From the overall results, the teacher's performance in planning is quite good, where at the beginning of the new school year the principal will check the administration made by the teacher before starting learning. This is also supported by interviews with teachers who carry out the learning planning process by creating lesson plans and syllabus documents before starting the learning implementation [16]. However, there are some teachers who do not prepare RPPs and only use existing RPPs [17]. The performance of teachers in Islamic Religious Education subjects at SDIT UMMI Bengkulu City in managing the administration of learning planning is considered to have several obstacles because there are several teachers who have not completed the administration of teaching in the classroom [18, 19].

In learning planning, it is a process indicator that can objectively be used as an indicator for evaluation material to improve teacher teaching competence [20]. In teacher professional competence, learning planning performance is one of the things that supports teachers before starting learning [21]. Learning planning includes goals, objectives, methods, use of media and processes. Learning objectives provide direction about the abilities that will be achieved through learning. Teacher performance is a teacher's ability to carry out obligations responsibly and appropriately. Teachers are professionals who are tasked with planning, implementing and assessing academic activities as well as teaching activities [22, 23].

Evaluation of Teacher Performance in Implementing Learning At the implementation stage, teaching and learning activities are guided by the teaching preparations made. The provision of learning materials is adjusted to the sequence that has been systematically programmed in the preparation stage. The steps for implementing learning include: initial activities, core activities, and final activities. The initial activity is a face-to-face activity between the teacher and students. In this activity the teacher gives instructions, direction and apperception, or can also convey the objectives to be achieved and ask several questions (pretest). In core activities, the teacher explains the material using predetermined approaches, methods and techniques [24-26].

The purpose of learning media is to learn how to work effectively and efficiently. Evaluation of teacher performance must be carried out to measure the extent to which the main tasks and functions in the school have been implemented and to monitor improvements in teacher quality [27].

The results of research on teacher performance at SDIT UMMI Bengkulu City in carrying out learning show that teachers are able to carry out learning very well. This is from the point of view that the teacher can complete the task according to the time distribution of the object of study, the teacher follows the predetermined time distribution, learning begins and ends in accordance with the time distribution of the subject to be taught. includes assessment questions, core assessment questions and assessment guides to start the learning process by observing and mastering the learning material and the ability to demonstrate it in the learning process. Teacher learning also begins to learn through perception and mastery of substance, and this can be demonstrated in learning. The evaluation results show that the teacher's performance in implementing learning at SDIT UMMI Bengkulu City is very good. At the end of the learning activity, the teacher provides feedback and assessment, as material for students' daily evaluation.

Teacher performance in evaluating learning outcomes. Assessment of learning outcomes is an activity or method aimed at finding out whether or not the learning objectives have been achieved and also the learning process that has been carried out. At this stage a teacher is required to have the ability to determine approaches and EV methods evaluation, preparation of evaluation instruments, processing and use of evaluation results. This is in accordance with what is written in the RPP. Teachers have evaluation tools from oral and written tests and have data from assessment analysis results. Teachers need to use various strategies and assessment methods to monitor students' progress and learning outcomes in achieving certain competencies. Learning evaluations are also used as feedback that teachers must report to the principal and parents to determine students' progress in the learning process. In teacher interviews regarding learning evaluation it was very good. The teacher designs evaluation tools for students through daily tests, mid-semester tests and end-of-semester tests which are stated in the Learning Plan.

From the performance evaluation of SDIT UMMI Bengkulu City teachers in learning evaluation activities as shown by the availability of learning assessment documents, various assessment techniques and methods used, as well as corrective and follow-up actions. The evaluation results show that the performance of SDIT UMMI Bengkulu City teachers is very good in learning evaluation. To build a quality school, it must start with quality strategic planning.

Based on the explanation above, it can be interpreted that the activities of SDIT UMMI Bengkulu City teachers are quite good. This activity is reflected in the learning process planning (RPP), implementation and evaluation, teachers are able to face obstacles in any situation. SDIT UMMI Bengkulu City teachers are able to create a conducive, creative, active and enjoyable learning atmosphere for students. This is also inseparable from educational qualifications, where the principal helps teachers by evaluating teacher effectiveness, directing, supporting and directing matters related to educational development in the form of improving programs and teaching and learning activities.

The school fully supports teachers at SDIT UMMI Bengkulu City in improving the 4 basic competencies in many ways. Starting from holding a special seminar for SDIT UMMI Bengkulu City teachers, inviting motivators, religious teachers from within and outside the country. The management of SDIT UMMI Bengkulu City pays attention to every detail of teacher competence. It does not only focus on pedagogic competence, but also social, personality and professional competence. Teachers' academic and non-academic skills also receive attention from the school, by holding several events such as training, extracurriculars and entrepreneurship seminars.

Teacher performance evaluation is not only used to measure teacher performance, but also aims to motivate teachers to develop their own potential [28]. Teacher activities in the learning process, namely how teachers plan learning, carry out learning and assess learning outcomes [29]. As teachers are the spearhead of the world of education, evaluation is not only for students but also for teaching staff.

Education is a change in behavior, conscious and planned improvement of human personality, which leads to changes in behavior, knowledge and skills in family, community and national life [30-32]. Therefore, teachers must be able to motivate students to learn more, as is the case at SDIT UMMI Bengkulu City. Education takes place through interactions between teachers and students in the learning environment in educational settings [33]. The learning process does not occur without support from all pedagogical components, including the learning environment and even sellers in the school canteen [34].

The impact of this research is to provide teacher performance evaluation results on their performance which are useful for teacher satisfaction with their work. If a teacher is satisfied with his work, the teacher will show a responsible attitude and disciplined, positive behavior that can be realized in carrying out his duties. On the other hand, a teacher who is dissatisfied with his duties will show irresponsible attitudes/behavior which can be seen from low work discipline. The implication is that job satisfaction can be reflected through the positive or negative attitude that a teacher has towards his work [35].

4. CONCLUSION

The conclusion from this research is that the Islamic Religious Education subject teachers at SDIT UMMI Bengkulu City as a whole are good. There are some teachers who have difficulty preparing the administration series before the learning process. However, most are already adept at preparing administration before the learning process. In the learning process the teacher has met the teacher performance criteria. In evaluation activities, teachers are very good at preparing evaluation tools to measure students' learning abilities. The learning process for Islamic Religious Education at SDIT UMMI Bengkulu City is good. The school provides facilities and infrastructure as well as media to support teaching and learning activities. In general, the teacher is able to control the class well. Teachers are alert and responsive in the learning process. And able to improve well on certain sub-themes. From the results of an interview with the head of SDIT UMMI Bengkulu City, the results of the evaluation of teachers in the Islamic Religious Education subject were quite good. There are several teachers who have difficulty arranging a series of learning administration. However, the school always provides direction in meetings and outside meetings to continue to improve the quality of student learning, especially Islamic Religious Education subjects. The researcher recommends that the next research should carry the research title "Analysis of factors that influence teacher performance in all subjects". Other indicators should be added besides the indicators used to measure teacher performance as suggested in several literatures. Measuring teacher performance can be done through the quality of planning, implementation and student evaluation results.

ACKNOWLEDGEMENTS

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