MANAGEMENT OF ACTIVITIES OF THE ISLAMIC ELEMENTARY SCHOOL TEACHER WORKING GROUP (KKG PAI SD): CASE STUDY IN KKG PAI ACTIVITIES CLUSTER, MUARA BADAK DISTRICT, KUTAI KARTANEGARA REGENCY

Ahmad Habibie, M. Nurul Humaidi, Fathor Rahim, Diana Mardiana

Fakultas Agama Islam, Universitas Muhammadiyah Malang, Indonesia

E-mail: ahabibie828@gmail.com

ABSTRACT

This paper aimed to determine the management of activities for the Islamic Elementary School Teacher Working Group (KKG PAI SD) in terms of planning, implementing and evaluating activities. This study used a qualitative approach. The samples comprised the management of KKG PAI SD which included supervisors, chairmen, coordinators and members of KKG PAI SD in Kec. Muara Badak. Case study approach was utilized and data were collected through interview sessions, observation, and documentation techniques. The results of the study were as follows; the form of activity planning was through short-term and long-term programs, which included planning of the necessary funds during the course of activities, the implementation of activities was in line with the previous planning formed, involving internal and external speakers for various trainings and activities that are directly related to the community, the evaluation of KKG PAI SD activities in Kec. Muara Badak was conducted through two stages, namely evaluation at the completion of each activity and the year end whereby independent board submitted the results to members through forums and relevant institutions such as the Ministry of Religious Affairs and the Ministry of Eduction and Culture.

Keywords: Management, Implementation of Activities, KKG PAI SD

1.0   INTRODUCTION

The development of profession of teachers is basically a demand to love, respect, maintain, and increase their duties and responsibilities toward students (Al-Rasyid, 2015). Teachers as teaching staff have roles as mentors, liaisons, discipline regulators, motivators, and organizers for students and occupy a key role in managing learning. These roles can be carried out if they have a good level of achievement in carrying out their profession as a teacher (Umah, 2015). One of the factors that influence the learning process, both in

formal and informal education, lies in increasing the role and function of the teacher himself who fulfills his role as a professional teacher.

One of the efforts to strengthen the professionalism of teachers as educators requires the existence of relationships and coordination in various fields, especially in the field of education. The goal is to improve the quality of education as early as possible through non-academic skills training (Muhaemin B, 2017). To realize these achievements, several efforts made by the government through the relevant ministries in improving the quality and professionalism of teachers are through training, professional development, discussion , and the formation of school clusters (Kompri, 2015). The activities in question are teacher development and coaching activities through Teacher Working Group (KKG) activities. According to Suhardan (in Rizal, 2018), the problems discussed in the KKG revolve on three things, namely, teaching experience in the classroom, findings of reading materials, and instructions from institutions or related agencies.

In essence, the Teacher Working Group is a forum for teachers in the field of study who gather as a unit to discuss various kinds of problems in learning. One of the KKG activities focused on this research is the Working Group of Islamic Religious Education Teachers (KKG PAI SD). The PAI SD KKG activity is a forum for teachers who are members of the organization for professional development, which is expected for teachers to improve the quality of Islamic Religious Education (Umah, 2015).

This paper aimed to examine one of the KKG activities in Muara Badak District, Kutai Kartanegara Regency. The data were obtained from interview sessions with the activity supervisor (Alimuddin, 2020), who explained that this activity was formed to improve PAI teachers' quality in the Muara Badak District. Activities of KKG PAI SD Kec. Muara Badak were held at the beginning of every month four times in one semester, with eight activities each year.

Activities were carried out in schools that had been determined at the annual meeting. The schools covered by the PAI SD KKG activities in Muara Badak sub-district were 26 public elementary schools and two private schools. The PAI teachers who participated in this activity amounted to 47 PAI teachers. Activities of KKG PAI SD Kec. Muara Badak carried out activities to improve

the ability of the teaching profession, and activities related to the community as well, especially on Islamic holidays. The teachers, through KKG PAI SD activities, also take part in carrying out these activities.

The main problem of the PAI SD KKG activities was the teachers' lack of interest and enthusiasm to participate in this activity. It is coupled with the lack of activities on innovation and their good management, and teachers only consider the PAI SD KKG activities routine every month. The PAI SD KKG activities are the responsibility of the activity manager so that it can run according to the direction of its goals. In connection with the understanding of management itself, in broad outline, Terry (Winardi, 1996) management is a process of action, planning, organizing, movement, and supervision of activities. It can determine the targets that have been set through the empowerment of human resources and other sources.

The PAI SD KKG activities in the Kec. Muara Badak were examined in terms of how administrators prepare activity plans that follow the needs of PAI teachers, create harmony between planning and implementation of activities, and use evaluation forms in achieving the objectives of the PAI SD KKG activities in Kec. Muara Badak.

2.0   LITERATURE REVIEW

2.1   Management

Managing activities of human and non-human nature in an institution, organization, or school is essential so that the goals of institutions, organizations, and schools are achieved effectively and efficiently. More precisely, management is the science and art that regulates resource empowerment of human and other resources effectively and efficiently to achieve the desired goal (Susan, 2019). Based on these understandings, the researcher concludes that management regulates an activity, organization, or institution using existing resources to achieve a common goal.

Terry (1999) explained that management is a matter of directing the ability to achieve the desired results through human efforts and other resources. The theories expressed by Hersey and Blanchard (2003) explained that achieving the organization's goals is a management activity by doing process work

between individuals and groups and other resources. Another understanding also explains that the focus of management is managerial activities that can be found in organizations, government, schools, or industries (in Syafaruddin, 2015). Some theories conclude that management is a way of working together with individuals and groups which utilize existing resources to achieve the desired goals of organizations.

Experts have several different opinions on the management functions. Henry mentions five functions of management, namely planning, organizing, coordinating, and controlling. He explained that the activities being carried out in management have four interrelated functions, namely planning, organizing, mobilizing, and supervising (in Wijaya & Rifa'i, 2016). This study aimed to measure the level of success of activity management with three elements of activities, namely planning, implementation, and evaluation. The following subsections expand these three elements.

2.2   Planning

Planning is the first step in determining the course of an activity. Johnson (in Wijaya & Rifa'i, 2016)) explained that planning is a structured series of actions using deliberation decision making from various predetermined visions, missions, strategies, goals, and organizational goals.

Besides, Fayol (in Setyatono, 2016) explained that planning is to think about the use of available resources so that activities can be implemented. Planning is carried out to determine the overall objectives of the activity and the best way to meet the activity's objectives. Planning influences the dimension, namely long-term planning, medium-term planning, and short-term planning. In short, planning is the first step in carrying out an activity, organization, and group so that it has direction in carrying out activities and achieving the desired goals (Fanani, 2013).

2.3   Implementation

Implementation is a follow-up to the planning process or a series of activities after the program or policy has been determined previously, comprising decision making, strategic steps, and operational activities (Syukur, 1987). An implementation is a process of activity or effort carried out so that all plans and policies fulfil the gaps in terms of needs, materials , implementation, activation process , and implementation venue (Westa, 1995). Another definition of

implementation of activities is an effort to carry out what has been planned through the direction and motivation so the activities may be optimized and appropriate objectives assigned (Agustrian et al., 2017).

Based on some of the explanations above, an implementation is a form of planning. The implementation is an effort to realize the plan set through the policies taken and exploit the existing power sources optimally to be able to effective and efficient.

2.4   Evaluation

The last stage is the evaluation of activities to be used as material for improving an activity. According to Rusyan (2016), understanding terms and evaluation can be interpreted as obtaining information and compiling assessments to make decisions. In other words, evaluation is a process of comparing existing situations with specific criteria.

In terms of theory of evaluation, Edwin Wandt and Gerald. W. Brown (in Sari, 2018) explained that evaluation is an action or effort to determine the values of implementation. In another definition, evaluation is a planned action to collect progress, growth, and development towards goals. An assessment is made that will be used as the basis for making decisions (Sawaluddin, 2018).

In its implementation, evaluation becomes an absolute thing to measure the success of carrying out an activity. The evaluation will make it easier to get information, determine value, and collect various constraints that exist to be a reference or a reference in making policy and decisions.

2.5   Islamic Elementary School Teacher Working Group (KKG PAI SD)

The Teacher Working Group is an activity consisting of all teachers in the group concerned or a teacher structural organization formed by teachers in an area or school cluster, as a vehicle for mutual exchange experiences to improve teacher abilities and improve the quality of learning (Rizal, 2018). In addition, the KKG is an effort to prepare teachers to have various insights, knowledge, skills, and confidence to carry out their duties and obligations as professional officers. The KKG is also an activity for educator development, especially the professional development of teachers through continuous competency training facilitated by the KKG program (Subandriyo, 2017).

More specifically, Islamic Elementary School Teacher Working Group offers a gathering place for professionals to improve knowledge, abilities and build relationships through coordination and functional cooperation among PAI teachers in elementary schools, both public and private (Cayeni et al., 2020). The activities of the Elementary School Islamic Religious Education Teacher Working Group (KKG PAI SD) is defined as activities at the elementary school level, it is necessary to have actualization and empowerment following the times so that the coaching and development of PAI teacher competencies run optimally, integrated, factual, and sustainable (Lubis, 2017).

Another definition in the Law of the Republic of Indonesia, Number 14 of 2005 concerning teachers and lecturers', article 41 stated that "The Teacher Working Group (KKG) is an independent professional organization that can function to advance the profession, improve competence, career, educational insight, professional protection, welfare, and community service" (D. P. Islam, 2006). More specifically, the Islamic Religious Education Teacher Working Group is an official professional organization for PAI teachers to improve professional competency (D. J. P. Islam, 2014). The functions and objectives of the working group of the Islamic Religious Education Teachers (KKG) activities are as follows:

a. **Function**
   1) As a communication forum for PAI teachers in improving competency and professionalism.
   2) As a consultation forum that focuses on coaching activities, learning development, especially on learning materials, models, methodologies, evaluations, and supporting facilities.
   3) As a center for all information related to policies in developing and improving PAI quality.

b. **Goal**
   1) Increasing faith and devotion to Allah SWT for students, establish *ukhuwah Islamiyah* and *wathaniyah* (nationality), as well as responsibilities as PAI teachers.
   2) Improving various teacher competencies to support efforts to improve the quality of Islamic Religious Education.
   3) Fulfilling credit scores for available positions and increasing PAI teachers' professionalism in implementing certification.

4) Fostering the spirit of PAI teachers in improving their abilities and skills in planning, implementing, and evaluating learning programs.

5) Solving various problems PAI teachers face in carrying out daily tasks, exchanging ideas, and finding solutions according to the characteristics of PAI learning, PAI teachers, schools, and the environment.

6) Assisting PAI teachers in meeting the needs related to PAI learning activities.

7) Assisting PAI teachers in obtaining educational and technical information related to PAI activities independently and with other subjects.

8) Helping PAI teachers to cooperate in improving both intra and extracurricular activities of PAI.

9) Assisting PAI teachers in obtaining opportunities to improve academic education to meet the demands of Law Number 14 of 2005 concerning Teachers and Lecturers.

10) Expanding scientific insight, exchanging information and experience to follow the development of science and technology and the development of PAI learning methods.

c. **Success Indicators**

1) The PAI KKG can improve the competency of PAI teachers in pedagogic, personality, social, professional, and leadership aspects.

2) The PAI KKG can contribute to the availability of PAI learning facilities and infrastructure in schools following the National Education Standards.

3) The PAI KKG can improve the quality of PAI learning following Content Standards and Graduate Competency Standards.

4) The PAI KKG can realize the programs that have been prepared/ defined and move the organization of PAI KKG activities (D. J. P. Islam, 2014: 6-8).

KKG is an organization comprising   teachers at the elementary school level which organizes special activities and provides information on educational aspects to improve teachers' personal quality and is a forum for teachers to exchange experiences to improve teacher abilities and quality of learning. More specifically, the Elementary School Islamic Religious Education Teacher Working Group (KKG PAI SD) offers a place for coaching and developing various competencies of PAI SD teachers to improve the quality of PAI SD teachers professionally.

3.0   METHODOLOGY

This study used a qualitative approach. The type of research that researchers used was a case study. Researchers used this kind of research to assess and describe an intensive and in-depth management-related management of PAI KKG SD in the district. Muara Badak includes the implementation of activities or program activities. The data collection techniques used in this study included observation, interview, and documentation techniques. Researchers analyzed the data by using interactive data analysis model, namely data reduction, presentation, and conclusion.

4.0   RESULTS AND DISCUSSIONS

4.1   RESULTS

4.1.1   Planning of PAI SD KKG activities in Muara Badak Subdistrict, Kutai Kartanegara Regency

Based on interviews, as the coordinator of the planning and implementation of SD PAI KKG in Kec. Muara Badak, (Nabhan Fauzi, 2020) explained that the planning of activities was carried out at the beginning of the new school year, namely at the beginning of the KKG PAI SD activity meeting in the Kec. Muara Badak. KKG PAI SD activities in Kec. Muara Badak used planning in the form of work programs. The work program was divided into two, namely long-term work programs and short-term work programs. The planned activity schedule followed the educational calendar, focusing on teaching and learning activities at school. Planning activities for both long-term and short-term programs involve all members of the PAI KKG SD Kec. Muara Badak through joint deliberation. Activities were planned by arranging several learning tools and assessments based on the 2013 curriculum.

Planning preparation also involved activity funds as treasurer of KKG PAI SD activities in Kec. Muara Badak (Ratnasari, 2020) explained that the source of the activity funds came from the PAI SD KKG activity budget, which was given to each school to PAI teachers, and the monthly fees that members collected once a month when they attended the PAI SD KKG activities. The source of additional funding could be applied by submitting a proposal to the Ministry of Religion of the Regency/City and the province and institutions related to the development of PAI teachers. The treasury of activities was reported every month in the implementation of KKG PAI SD activities such

as the entry and exit of funds, inventory purchases, and reports of remaining financial activities so that financial report was transparent to all members.

4.1.2   *Implementation of KKG PAI SD activities in Muara Badak District, Kutai Kartanegara Regency*

After the activity planning was carried out, the suitability of the implementation of activities and planning must be realized. According to members of the planning and implementation of KKG PAI SD activities in Kec. Muara Badak (Laila Mursala, 2020), the PAI SD KKG activities were held in the first week of the month, and the additional activities were scheduled by demand.

Some of the obstacles encountered in implementing activities included frequent delays and the teachers' lack of participation in activities. According to him, the main factor of these obstacles is that the access and distance traveled for teachers make it difficult for them to attend some PAI SD KKG activities. This factor disrupted the activity process and the information needed to be conveyed. In addition, the lack of availability of several supporting facilities also impacted the delivery of activity materials.

Furthermore, members of the field of public relations and cooperation activities of KKG PAI SD in Kec Muara Bada, (Asma Nurdin, 2020), explained that sometimes there were activities which were not included in the schedule being prepared and must be carried out by the KKG PAI SD management. Some activities were in the form of changes in regulations and policy directions or regulations from the Ministry of Religion and the Education and Culture Office, which seemed to be sudden occurence. In addition, the activities of PAI SD KKG in Kec. Muara Badak focuses on routine learning and training activities. However, several activities related to the community to increase Islamic knowledge were also carried out in the KKG PAI SD activities in the Kec. Muara Badak. The resource persons for the activity comprised internal and external instructors from the Regency and Province as well.

4.1.3   *Evaluation of KKG PAI SD activities in Muara Badak District, Kutai Kartanegara Regency*

KKG PAI SD activities in Kec. Muara Badak was carried out by the PAI SD KKG activities, (Alimuddin, 2020) as the supervisor and supervisor of the PAI SD KKG activities in the district. Muara Badak explained the evaluation of the PAI SD KKG activities in Kec. Muara Badak was carried out in two stages,

namely evaluation at the end of each activity and evaluation after one calendar year of education or an annual evaluation.

The activity manager reported the evaluation results and then submitted them to relevant institutions such as the Ministry of Religion and the Education and Culture Office of Kutai Kartanegara Regency. Obstacles in implementing activities included PAI teachers' lack of participation in activities. Some schools and teachers' residences were still located in remote sub-districts, and long-distance travel access made the presence of teachers impossible. Other obstacles included the lack of funds and budgets provided by the relevant institutions or agencies, the guidance and training of PAI teachers, which were deemed less optimal, and the conflicting policies and regulations between the Ministry of Religion and the Education and Culture Office.

4.2   DISCUSSION

4.2.1   *Planning for KKG PAI SD activities in Muara Badak District, Kutai Kartanegara Regency*

The PAI SD KKG activity in Kec. Muara Badak uses planning divided into two work program systems: long-term and short-term work programs. Planning can be influenced by the time dimension, namely long-term planning, medium-term planning, and short-term planning (Fanani, 2013). The planned long-term program is general with the management period of the PAI SD KKG in the Kec. Muara Badak is for two years of management. Meanwhile, for short-term programs, the period used is one academic year. The activities that have been planned are related to the duties of PAI teachers, namely the preparation of learning tools and assessments based on the 2013 curriculum.

Fayol (in Setyatono, 2016) explained that planning preparation is to think about what will be done with the available resources so that the goals of a group can be met. Planning preparation also discusses activity funding, which is one of the primary sources in carrying out an activity. In preparing the activity budget, the activity treasurer is coordinated directly under the activity treasurer, such as preparing activity needs, consumption, and inventory procurement. Financial reports are carried out every month or activity so that the entry and exit of the collected funds can be known by all members of the activity and is transparent.

Some of the planning aspects have been prepared in the PAI SD KKG activities in Kec. Muara Badak which show that the management implementations follow the scheduled plans. (Susan, 2019) explained that management is a science and art in managing the process of empowering human resources and other resources effectively and efficiently to achieve the desired goals. A good plan is seen as a harmony between the implementation and the planning itself so that the organization's goals can be achieved and follow what is desired. Johnson (in Wijaya & Rifa'i, 2016) argues that the core of management is the preparation of plans for various visions, missions, strategies, goals, and objectives of an organization.

4.2.2 *Implementation of KKG PAI SD activities in Muara Badak District, Kutai Kartanegara Regency*

KKG PAI SD activities in Kec. Muara Badak is routinely carried out at the beginning of every month guided by the educational calendar, namely at the beginning of the first week of the month. Activities can increase if the information on regulatory changes, policy directions, and additional training comes from the Ministry of Religion and the Education and Culture Office. The activities of the PAI SD KKG can be held in two to three meetings. (Syukur, 1987) defined *implementation* as implementing policies determined based on strategic and operational steps in an activity.

Furthermore, according to (Westa, 1995), the fulfillment of implementation is to carry out all the plans and policies that have been formulated and determined by completing all the implementation needs such as the necessary tools, presence of members, place of implementation, and method of implementation. In this regard, several obstacles are encountered in the PAI SD KKG activities in Kec. Muara Badak such as lack of member participation in activities, thus disrupting the process and delaying the information to be conveyed, coupled with the lack of supporting facilities in running activities and delivering materials. This shows that in the implementation of activities, there is a need for preparation and fulfillment of needs so that all activity plans can run smoothly and avoid obstacles that occur when the activities are carried out.

KKG PAI SD activities in Kec. Muara Badak also carries out activities related to the community. That is the function of the PAI SD KKG activities in Kec. Muara Badak not only improves the quality and professionalism of teachers

but also empowers the community. According to (Agustrian et al., 2017), the form of direction on the implementation of activities is an effort to carry out activities through direction and motivation. Implementation of KKG PAI SD activities in Kec. In Muara Badak, the briefing was carried out by inviting various resource persons who filled out and provided material, namely activity supervisors, activity leaders, and members who have competence in their fields and have attended pieces of training. It was held at the district, and provincial levels then delivered to the PAI SD KKG activities. It is hoped that teachers can improve PAI teachers' quality and be motivated to participate in PAI SD KKG activities.

4.2.3 *Evaluation of KKG PAI SD activities in Muara Badak District, Kutai Kartanegara Regency*

An activity that has been carried out is measured. According to (Sardiyanah, 2016), evaluation compares the existing situation with specific criteria and uses them to make decisions. It is related to the evaluation of PAI SD KKG activities in Kec. Muara Badak, which is carried out by an activity supervisor who is directly appointed by the UPT of the Education and Culture Office and collaborates with the Ministry of Religion which oversees PAI teachers throughout the Muara Badak District. Evaluation of activities is divided into two stages: evaluation at the end of each activity and annual evaluation.

The evaluations found in activities that still need to be addressed include the lack of PAI teacher participation in participating in activities. The delay of members in participating in activities might result from schools and places of residence which are far, making teacher attendance impossible, with the dominance of teachers with honorary status considering this activity insignificant. Routines and lack of funding in activities are also the obstacles. Sometimes some policies clash between the Ministry of Religion and the Education and Culture Office in making policy for the PAI SD KKG activities in Kec. Muara Badak.

Based on some of the evaluations above, these activities describe a common condition in both activities and organization. Some of the obstacles and evaluations found can be overcome by using various good management strategies. The evaluation will gradually become better because the purpose of the evaluation is to understand the objectives of a policy, how it is implemented, and what kind of impact it will have.

The management of PAI SD KKG activities in Kec Muara Badak runs according to the direction of the activity. These results are in line with the theory expressed by Hersey and Blanchard (in Syafaruddin, 2015), defining that management is a process of working together between individuals and groups and other resources in achieving organizational goals as management activities. The planning is arranged in harmony with the implementation of the activities carried out. Although some obstacles surface, these obstacles can be discussed and suitable solutions are found through evaluation.

5.0   CONCLUSION

The implementation of activities is arranged in line with the initial planning of the activities. It can be seen in the planning of the KKG PAI SD activities in the Kec. Muara Badak which are formed into two work programs, namely a long-term program and a short-term program based on the educational calendar. This plan can be seen from the schedule of activities held every month. The speakers comprise internal instructors and several resource persons or instructors from the Regency and Province. KKG PAI SD activities in Kec. Muara Badak holds activities related to the community as well as Islamic knowledge. Evaluation of KKG PAI SD activities in Kec. Muara Badak is following the success indicators of the PAI SD KKG.

ACKNOWLEDGEMENT

REFERENCES

Agustrian, N. L., Rizkan, & Izzudin, .M. (2017). Journal of Community Development. *Journal of Comunity Development*, *1*(1), 7–13. https://doi.org/https://doi.org/10.33369/lifelong%20learnin.1.1.%25p

Al-Rasyid, H. (2015). Fungsi Kelompok Kerja Guru (KKG) bagi Pengembangan Keprofesionalan Guru Sekolah Dasar. *Sekolah Dasar*, *24*(2), 143–150. https://doi.org/http://journal2.um.ac.id/index.php/sd/article/download/1355/715

Cayeni, W., Harapan, E., & Puspita, Y. (2020). Implementasi Kebijakan Kegiatan Kelompok Kerja Guru Pendidikan Agama Islam di Kecamatan Banyuasin I. *Jurnal Intelektual: Keislaman, Sosial, Dan Sains, 9*(1), 129–138. https://doi.org/ https://doi.org/10.19109/intelektualita.v9i1.5584

Fanani, A. A. (2013). Pelaksanaan Fungsi Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan Islam Ahmad Aziz Fanani. *Ar-Risalah, XII*(2), 1–10. https://doi.org/http://ejournal.iaiibrahimy.ac.id/index.php/ arrisalah/article/download/17/17/

George.R.Terry,. (1999). *Prinsip-Prinsip Manajemen*, Terj. J. Smith, (Jakarta: Bumi Aksara)

Hersey, Paul dan Kenneth. H Blanchard. (2003). *Manajemen Perilaku Organisasi: Pendayungan Sumber Daya Manusia*, (Terj. Agus Dharma). Jakarta: Erlangga

Islam, D. J. P. (2014). *Pedoman Kelompok Kerja Guru Pendidikan Agama Islam Sekolah Dasar (KKG PAI SD)*. Jakarta: Departemen Agama RI.

Islam, D. P. (2006). *Undang-Undang dan Peraturan Pemerintah RI Tentang Pendidikan*. Jakarta: Departemen Agama RI.

Kompri. (2015). *Manajemen Pendidikan*. Jakarta: Ar-Ruzz Media.

Lubis, S. (2017). Peningkatan Profesionalisme Guru PAI melalui Kelompok Kerja Guru (KKG). *Jurnal Al-Thariqah, 2*(2), 189–204. https://doi.org/https://doi. org/10.25299/althariqah.2017.vol2(2).1045

Muhaemin B. (2017). Kebijakan Pengembangan Pendidikan. *Jurnal Studi Pendidikan, XV*(1), 1–14. https://doi.org/https://doi.org/10.35905/alishlah.v15i1.557

Rizal, M. I. (2018). Upaya Meningkatkan Kemampuan Guru PAI dalam Menyusun Rencana Pelaksanaan Pembelajaran melalui Kegiatan KKG Di Gugus Jambu Kecamatan Baiturrahman Kota Banda Aceh Tahun Pelajaran 2017/2018. *Jurnal Media Inovasi Edukasi, 04*(14), 345–352.

Sardiyanah. (2016). Konsep Evaluasi Dalam Pendidikan. *Al-Qalam, 8*(1), 1–9. https:// doi.org/https://doi.org/10.47435/al-qalam.v8i1.199

Sari, L. M. (2018). Evaluasi dalam Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam, 9*(2), 211–231. https://doi.org/https://doi.org/10.24042/atjpi.v9i2.3624

Sawaluddin. (2018). Konsep Evaluasi dalam Pembelajaran Pendidikan Islam. *Jurnal Al-Thariqah, 3*(1), 39–53. https://doi.org/https://doi.org/10.25299/althariqah.2018. vol3(1).1775

Setyatono, I. (2016). *Pengantar Manajemen*. Yogyakarta: Fakultas Ekonomi Universitas Negeri Yogyakarta.

Subandriyo, A. W. D. (2017). Evaluasi Kinerja Guru Pasca Kegiatan Kelompok Kerja. *Manajemen dan Supervisi Pendidikan, 1*(2), 156–164. https://doi.org/https://doi.org/10.17977/um025v1i22017p156

Susan, E. (2019). Manajemen Sumber Daya Manusia. *ADAARA: Jurnal Manajemen Pendidikan Islam, 9*(2), 952–962. https://doi.org/http://dx.doi.org/10.35673/ajmpi.v9i2.429

Syafaruddin. (2015). *Manajemen Organisasi Pendidikan Perspektif Sains dan Islam*. Jakarta: Perdana Publishing.

Syukur, A. (1987). *Study Implementasi Latar Belakang Konsep Pendekatan dan Relevansinya Dalam Pembangunan*. Jakarta: Persadi.

Umah, A. N. (2015). Upaya Peningkatan Profesionalisme Guru melalui Kegiatan Kelompok Kerja Guru Pendidikan Agama Islam di Kecamatan Samigaluh, Kabupaten Kulon Progo Akhiru. *Millah, XIV*(2), 201–219. https://doi.org/https://doi.org/10.20885/millah.volxiv.iss2.art1

Westa. (1995). *Psikologi Pengajaran*. Jakarta: Media Abadi.

Wijaya, C., & Rifa'i, M. (2016). *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi secara Efektif dan Efisien*. Jakarta: Perdana Publishing.

Winardi. (1996). *Asas-asas Manajemen (Terj.George R. Terry)*. Jakarta: Alumni.