



TEACHER PLACEMENT STRATEGIES IN REALIZING QUALITY SCHOOLS AT SMP BRAWIJAYA SMART SCHOOL

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Abstract

This study aims to analyze in depth the teacher placement strategy in realizing quality schools at SMP Brawijaya Smart School (BSS). As well as how these strategies impact on job satisfaction and learning quality. The study used a qualitative approach with a case study design, involving observation, semi-structured interviews and document analysis. The main focus of the research is on competency-based placement strategies, teacher rotation for professional development, performance evaluation through 360-degree feedback, as well as the challenges and role of principals in educator management. The results showed that SMP Brawijaya Smart School (BSS) applies the principle of the right person in the right position by hiring teachers according to their expertise and interests. Annual performance evaluations are used to adjust tasks and improve teachers' abilities through training and mentoring. Teacher rotation is used to broaden teaching experience, while challenges such as shortages or surpluses are addressed through team teaching and task reallocation strategies. The principal is responsible for creating a teamwork environment that supports new ideas in teaching. Overall, an adaptive teacher deployment system improves the quality of learning and teacher job satisfaction at SMP Brawijaya Smart School (BSS).

Keywords: Teacher placement, Quality of learning, Performance evaluation

1. Introduction

Education is a shared responsibility between the family, the state and the community, who work together to help children grow up through the education process. Ki Hajar Dewantara, the "Father of Indonesian Education", Introduced the concept of the "tri-center of education" which involves school, family, and community as the main environment for the formation of children's character and abilities. The school acts as a formal institution, the family as a shaper of values, and the community as a space for social interaction. This framework emphasizes collaboration and reciprocity between the three to create an effective education system. The goal is to increase community ownership, involvement and support, both financially and morally, for education. The relationship between schools and communities needs to be continuously strengthened to create an inclusive and sustainable education environment. With strong synergy, it is expected that every child can develop their potential optimally, both in academic aspects, character and life skills, in accordance with the challenges of the times and the needs of future generations (Supardi et al., 2023).

The Indonesian government continues to support the idea that education has an important strategic role in the country's development, and to this end, they established a national education system, as stipulated in Law No. 20/2003 on the National Education System (Arief, 2021). Education, as defined in Law No. 20/2003, is a planned process through a curriculum that includes objectives, content, teaching materials, and learning methods. This curriculum serves as a guideline in organizing educational activities to achieve national education goals. In this context, teachers play a crucial role as one of the factors determining

the success of the teaching and learning process in the classroom. Qualified teachers are not only able to create an efficient learning environment, but also manage the classroom in an effective way, thus supporting the achievement of learning objectives (Hanum et al., 2020). Apart from the role of teachers, community participation is also an important aspect of education. The community can participate in various forms, such as utilizing school services, engaging in decision-making at various levels and involving parents in educating their children at school. Therefore, education is not only the responsibility of educational institutions; collaboration between teachers, communities and parents is also needed to create a comprehensive and sustainable education system. (Supardi et al, 2023).

Human resources (HR) are the most valuable asset of an organization, so they are needed. Human resources can be defined as workers, employees, or employees who not only perform operational tasks but also play a strategic role in supporting the achievement of organizational goals (Ulfatin & Triwiyanto, 2016). Human resources are very important to improve the quality of education, so the recruitment, selection and placement of teachers must be done selectively based on accurate knowledge, qualifications in each field of work, and the development of educational goals. Recruitment should also be in accordance with school conditions, ensuring that educators have high commitment and perseverance. Educators and education personnel are important elements in improving the quality of education. Education personnel include various roles such as education unit managers, tutors, supervisors, researchers, librarians, and learning resource technicians, who are tasked with supporting the implementation of education. Meanwhile, educators are education personnel who have special qualifications, such as teachers, lecturers, counselors, or facilitators, according to their fields of expertise, and are directly involved in the learning process and the implementation of education. It is very important for educators and education personnel to work together to create a good learning environment and support the achievement of educational goals. With high competence and dedication, they ensure that students get an optimal learning experience, so that they can achieve their best potential (Jamilus & Alwis, 2024).

Recruitment is one of the processes in human resource management as it is the first process to obtain human resources. After obtaining human resources, the selection process begins. This process consists of gathering information about prospective teachers and then determining who is fit to be employed in the educational institution. Placement is the next human resource management process that aims to place winning human resources (Adelia et al., 2023). Appropriate teacher placement must consider many things, such as the teacher's abilities, the needs of students, the characteristics of the learning environment, and the requirements of the implemented curriculum. Teachers with specific specialization a subject can be placed in classes that require such specialization, ensuring that students get high-quality learning. (Amalia et al., 2024).

The quality of education is the most important aspect that must be prioritized in the development of the education sector. The quality of a nation is highly dependent on the quality of its education, because the low quality of education will have a direct impact on the low quality of the nation's human resources (HR). Conversely, good education can be the basis for progress. However, in the Indonesian education system, there are three main problems that affect the quality of education: (1) uneven education in local communities, (2) poor education management, and (3) poor quality and management of education. Of the three problems facing the education sector in Indonesia, the last problem is the quality of education (Dinayanti et al.,

2024). To achieve quality education in Indonesia, there is a need to establish clear standardization. This standardization will be used to make strategic policies, evaluate educational achievements, and reduce the risk of inequality and disparity, especially between public and private schools in the long run. Therefore, standardization serves not only as a tool to measure but also as a way to achieve equitable distribution of quality and fair education. The government sets national education standards through the National Education Standards Agency (BSNP) to regulate curriculum, learning, culture, examinations, principals, teachers, employees, management, facilities, finance and education evaluation. These were made in response to improving the quality of education in schools. It indirectly shows that they did not make the wrong decision. Just as to become a teacher requires academic qualifications (Saleh & Malik, 2019).

Proper teacher placement is critical to improving the quality of learning. By considering teachers' competencies, experience and interests, SMP Brawijaya Smart School (BSS) applies the principle of "the right person in the right position". To adjust teacher placement and development, it uses 360-degree feedback-based evaluation. The school implements rotations and additional assignments based on individual potential in addition to placing teachers according to their expertise. Mentoring, training and team learning help address issues such as curriculum adaptation and additional duties. Principals have the responsibility to create an environment of cooperation to improve the quality of learning. The purpose of this study is to find out how effective the teacher placement system is at SMP Brawaya Smart School (BSS), as well as how it impacts job satisfaction and learning quality. In addition, this study aims to provide suggestions for building a better education strategy.

2. Method

This research uses a qualitative approach with a case study design to find out how the teacher placement strategy in realizing quality schools at SMP Brawijaya Smart School (BSS). This research uses a qualitative approach, which is a method that relies on written and oral data collected from various sources (Hayudiyani et al., 2020). Four main elements became the focus of this research: (1) competency-based teacher placement strategies and systems, (2) teacher performance evaluation and rotation mechanisms, (3) the impact of placement on job satisfaction and learning quality, and (4) operational challenges and principals leadership roles. The interview questions were open-ended. The aim was to explore the process of mapping teacher competencies, the application of the "right person in the right position" principle, the incorporation of 360-degree feedback, and the application of an adaptive approach to adjust to changing school needs.

The data collection techniques were observation, semi-structured interviews, and documentation involving the vice principal for curriculum and teachers. Observation is an observation or technique carried out by making careful observations and records (Khaatimah & Wibawa, 2017). Observation is used to observe how teacher placement strategies in realizing quality schools. On the other hand, the author used ongoing semi-structured interviews that included a series of open-ended questions, to obtain more in-depth information from informants. In this way, the author can extract more in-depth information during the interview session (Alijoyo et al, 2021). Documentation technique is a way of collecting data through archives and including books about opinions, theories, postulates or laws and others (Fadilla & Wulandari 2023).

The interview data were processed by transcribing the recordings (transcription), selecting important information (reduction) and grouping them into themes according to the research focus (coding). The results showed that BSS Junior High School places teachers according to their expertise and interests by using annual evaluations to improve the quality of teaching and allowing mentoring and cooperation between teachers to overcome challenges.

3. Results and Discussion

Based on the interview with the vice principal on March 11, 2025, the results show that Brawijaya Smart School (BSS) places teachers based on competencies and interests (the right person in the right position), Performance evaluation through 360-degree feedback is used for training and task adjustment. Teacher rotation is implemented for experience development. Challenges are overcome with mentoring and team teaching. The principal manages teacher placement to create a collaborative environment and improve learning quality.

3.1 Results

SMP Brawijaya Smart School (BSS) implements a systematic teacher placement strategy that is oriented towards optimizing the competence of educators. The placement of teaching staff is based on the principle of the right person in the right position by considering three main pillars: suitability of educational background, mastery of academic competencies, and analysis of individual teacher interests and potential. Each teacher is placed in subjects that are linearly aligned with their formal field of expertise to ensure the depth of learning materials. In addition to their main duties, schools selectively assign additional tasks such as extracurricular coaching or coordinating special programs by taking into account the managerial abilities and willingness of the teachers concerned. To ensure the effectiveness of this system, the school conducts periodic competency mapping and annual performance evaluations through a 360-degree feedback mechanism that involves assessments from students through learning questionnaires, parental input in the school committee forum, and peer reviews among teachers. Furthermore, the evaluation results are used to create relevant training programs, adjust tasks and strategically develop teachers' careers. This approach allows schools to create synergy between teachers' evolving abilities and students' learning needs. It also allows the school to build an educational environment that is flexible and focused on continuous quality improvement.

SMP Brawijaya Smart School (BSS) uses teacher performance evaluations as the basis for teacher placement and development. Analysis of learning outcomes, administrative assessments, and full feedback from students, parents, and peers are included in these annual evaluations. The school takes actions such as subject reallocation, specialized training, or mentor assistance in cases where teachers are not qualified for assignment. In addition, a structured rotation system is used to broaden teachers' experience in teaching different grade levels or related subjects and to discover their specialization and leadership potential. In addition, homeroom teachers' performance is evaluated specifically by considering their control of psychosocial issues, communication with parents, and ability to coach students. Decision-making considers input from parents through committee forums, surveys, and monthly discussions. Using this combination of multi-dimensional evaluations, strategic adjustments, and rotations, an ever-changing ecosystem is created. This ensures that teachers can develop according to the needs of the school and form a flexible, multitalented educator who is responsive to the demands of modern learning.

Placement of teachers at Brawijaya Smart School (BSS) Junior High School in accordance with their competencies, interests and scientific backgrounds has proven to be a key factor in improving teacher job satisfaction and creating a positive impact on the quality of learning in the classroom. When teachers are placed in areas that align with their expertise, they tend to be more motivated, confident and able to present material with optimal depth and creativity, thus directly improving student engagement and academic achievement. However, if there is a mismatch between assignments and teacher capacity, for example due to curriculum changes or dynamic school needs, educational institutions provide proactive support through mentoring programs, specialized training, or collaboration with senior teachers to facilitate adaptation. This step not only reduces psychological pressure on teachers but also ensures the sustainability of teaching quality. These placement and adjustment strategies are designed integrally with the school's vision and mission, such as developing students with character, mastering technology or strengthening literacy, so that every teacher assignment policy is always connected to institutional goals. Thus, the learning program can run effectively, measurably and sustainably, while ensuring that every teacher resource contributes maximally to the achievement of students' academic targets. This synergy between strategic placement, adaptive support and alignment with the school's vision creates a holistic educational ecosystem where teacher capacity building goes hand in hand with meeting student learning needs in a collaborative and quality-oriented environment.

The main challenge in the teacher deployment system at SMP Brawijaya Smart School (BSS) lies in the readiness of educators to accept additional duties beyond their core academic responsibilities, such as being extracurricular coaches, school project coordinators, or special program managers. To address this, the school provides intensive guidance and practical solutions, such as time management training, sharing sessions with experienced teachers, and assistance through mentoring programs. If there is a shortage of teachers in a particular area, for example due to an increase in class size or curriculum changes, the school reallocates tasks by utilizing teachers who have multidisciplinary competencies or implementing a team teaching system to ensure continuity of learning. Conversely, if there is an excess of teachers in one field, schools design relevant cross-field assignments, such as developing digital teaching materials or strengthening literacy programs, so that human resources remain optimal without reducing academic focus. Periodic evaluation is key in maintaining this balance, with the principal as the main decision-maker analyzing performance reports, inputs from the curriculum team and classroom observation results to assess the effectiveness of teacher distribution. This process is transparent and data-driven, taking into account teacher welfare and alignment with school priorities. Through this dynamic approach, SMP Brawijaya Smart School (BSS) not only ensures proportional teacher placement, but also builds a culture of collaboration and flexibility among educators, so that structural challenges can be turned into opportunities for continuous competency development.

3.2 Discussion

3.2.1 Teacher Placement Strategy and System

At SMP Brawijaya Smart School (BSS), the teacher placement strategy considers three main elements: educational background, academic competence, and individual teacher interest and potential. This strategy is in line with the theory of "the right person in the right position",

ie, the right person with the right skills for the right position (Angliawati & Fatimah, 2020). This is in accordance with the basic principles of human resource management, which emphasize the match between teachers' expertise and their duties to ensure high-quality teaching and optimal productivity. Placement of teachers in subjects according to their formal expertise and assignment of additional tasks based on managerial skills also reflect efforts to maximize individual potential in the theory (al-Qodri et al, 2025). SMP Brawijaya Stäart School (BSS) not only adopts the theoretical staffing theory, but also develops it through multidimensional evaluation mechanisms and strategic career development (Ndari et al, 2024). The goal of Brawijaya Smart School (BSS) is to integrate teachers' capabilities with their learning, continuous quality improvement, and capacity needs.

The use of 360-degree feedback at SMP Brawijaya Smart School (BSS) concentrates more on developing teacher competencies (development focus). Data on student, parent, and peer feedback is used to develop training programs, adjust tasks, and improve teachers' careers. This method is in line with 360-degree feedback theory, which aims to find development opportunities, especially with regard to improving teaching quality and educational leadership. The 360-degree feedback method is defined as a process of collecting evaluations of an individual's behavior and its impact from various parties who interact directly with the individual. These include superiors, direct reports, colleagues, project team members, customers (both internal and external), and suppliers (Kanaslan & lyem 2016). In practice, 360-degree feedback is often equated with the concept of multi-rater feedback, where both terms are used synonymously by experts. This refers to the idea that a thorough assessment conducted from multiple perspectives can provide a comprehensive understanding of a person's performance, strengths and areas for development in the context of their work. SMP Brawijaya Smart School (BSS) does not explicitly distinguish between the focus of evaluation and development, but its practice tends towards continuous development as evaluation results are used more to enhance teacher capacity rather than to provide direct sanctions or rewards (Rahadi et al., 2024).

In the practice of SMP Brawijaya Smart School (BSS), both theories are well reflected. Teachers' competency- and interest-based placements ensure a match between expertise and task (the right person), and the 360-degree feedback mechanism serves as an adaptive professional development tool. These two approaches work together to create a cooperative educational environment, increase teacher motivation, and promote continuous improvement in learning quality.

3.2.2 Performance Evaluation and Teacher Rotation

Workforce evaluation in an educational organization is a very important action. It includes the assessment of various elements, such as numbers, qualifications, shortages, and internal changes. It also includes status changes, such as teacher transfers, rotations, demotions, and promotions (Manshur 2024). At SMP Brawijaya Smart School (BSS), teacher performance evaluation and rotation focuses on the professional development of educators through a systematic and comprehensive approach. Teacher performance evaluation in this study is a systematic assessment of all teachers after the research, planning and implementation stages. The aim is to measure the achievement of educational goals, find good and bad performance, and make suggestions for improvement. The evaluation process is carried out periodically in the middle of the month, the end of the month or the middle of the

year or the end of the year to ensure that teacher performance meets standards (Arifandi 2020).

Analysis of learning outcomes, administrative assessments and feedback from students, parents and peers are all part of the annual evaluation process. SMP Brawijaya Smart School (BSS) uses 360-degree feedback to assess teacher performance. Assessments from students, parents and peers are in line with the theory that assessments from multiple parties, not just superiors, give a more complete picture of how someone is succeeding. SMP Brawijaya Smart School (BSS) uses this feedback to improve teacher quality, such as providing training or changing teacher assignments that do not match their competencies. Although it requires more effort and time, the school successfully uses this method for teacher development (Rahadi et al., 2024). In addition, SMP Brawijaya Smart School (BSS) also applies the principle of "the right person in the right position" by placing teachers according to their interests, educational background, and expertise. This is in line with employee placement theory that emphasizes the match between a person's abilities and the work they complete. For example, a teacher who is proficient in mathematics will prioritize mathematics over other subjects. In addition, schools provide additional tasks, such as extracurricular coaches, based on teachers' managerial abilities, so that teachers can maximize their potential (al-Qodri et al., 2025).

SMP Brawijaya Smart School (BSS) uses a structured rotation system to broaden teachers' experience in teaching different grade levels or subjects. Recent research has shown that teacher rotation can improve their job satisfaction and motivation in addition to enhancing students' learning experience. SMP BSS' teacher evaluation and development practices are aligned with the theory of improving teacher performance through on-the-job training. The school implements job rotation by moving teachers to different grade levels or related subjects, in line with the theory that suggests rotation as a way of broadening experience and identifying teacher potential. In addition, the system of mentor assistance (coaching) and peer review in the 360-degree evaluation reflects the apprenticeship and job instruction learning methods, where teachers learn directly from experienced colleagues or mentors to improve teaching competencies (Slameto 2017).

3.2.3 Effect of Placement on Teacher Satisfaction and Learning Quality

The results of research at SMP Brawijaya Smart School (BSS) show that teacher satisfaction is the level of pleasant feelings resulting from the assessment of the teacher's job or work experience. In other words, teacher satisfaction shows how teachers see their jobs and their opinions about their jobs (Fawaid et al., 2024). Teacher expertise as part of teaching and learning activities is very important for successful learning because the main task of teachers is to design, manage, implement, and evaluate learning. The position of teachers in teaching and learning activities is also very important strategically. Teacher performance in designing, implementing, and evaluating the teaching and learning process is a component that greatly affects the success of the teacher's duties (Asiah 2017). Placement of teachers in accordance with competencies, interests, and scientific background has a significant influence on job satisfaction and learning quality. Appropriate placement can also increase teacher motivation and confidence, which in turn will result in better material delivery and student engagement in the learning process (Maelan & Nuzuliati 2024). In addition, teachers who work according to their expertise are able to present material with greater depth and creativity in accordance with Human Resources (HR) placement theory and Schunk's concept of motivation. Human

Resources (HR) placement theory emphasizes that the match between individual competencies and assigned tasks will increase the quantity and quality of performance (Rohim & Umam 2020). Therefore, to improve the quality of schools, there needs to be a strategy to improve the quality of education, there is a plan that must be made to identify resources that can be used to improve the quality of education. These resources include building maintenance, qualified and specialized teachers, good exam results, parental and community support, adequate technology, leadership roles, and appropriate curriculum (Ariyanti et al., 2019).

This is confirmed from interview findings at SMP Brawijaya Smart School (BSS) that teachers who are placed according to their expertise show increased creativity in teaching and students have better academic achievement. Both of these represent ideal performance standards. Therefore teachers who are in the "right position" are able to contribute the most to learning outcomes, the drive to achieve job goals increases with more appropriate placement. However, changes to the curriculum or dynamic school needs can lead to a mismatch between teacher assignment and capacity. Proactive support from education institutions is essential in these circumstances. Collaboration with senior teachers, specialized training, and mentoring programs can help teachers adjust to scattered changes.

3.2.4 Challenges and the Principal's Role in Teacher Placement

Principal leadership is critical to linking teacher deployment, educator performance, and education quality (Supriadi & Sauri 2022). A principal leader should ideally be able to: 1) system thinking in everything 2) make decisions in very critical situations, 3) elaborate attitudes and behaviors according to the environment, 4) master the culture associated with him, 5) motivate the creative work of subordinates, 6) read the situation and need to be followed up, 7) maintain environmental security (Fadhli 2016). The results of research at SMP Brawijaya Smart School (BSS), considering how important the role of teachers is in schools, sometimes there are teachers who forget their obligations. To improve teacher professionalism, principals must use various approaches so that teachers who teach in the schools they lead feel responsible and teach their students well (Saptori 2021). Principals can ensure that teachers work according to their competencies by implementing adaptive placement policies, such as team teaching or cross-division assignments. They can also reduce the burden of non-academic tasks by providing training and mentoring. Due to data-driven evaluation and transparency in decision-making, teachers feel secure and valued, which increases their morale and innovation.

There are several challenges that schools face, which can stem from both internal and external resources. Some of the most common challenges faced by schools include lack of teacher training required to meet students' needs, teachers' perceptions of student diversity not being understood, lack of resources and school response regarding school activities or programs, curriculum that does not match students' needs, and inconsistent curriculum (Ariyanti et al., 2019). Thus, structural challenges such as teacher shortages and surpluses are transformed into opportunities to develop competencies, and the quality of student learning improves as a result of more focused and collaborative teaching. This synergy shows that the strategic placement, continuous support and visionary leadership of school principals are the basis for creating a broad and quality-oriented educational environment. In an effort to improve teacher performance, principals must have the following abilities: 1) Fostering Discipline, 2) Fostering Motivation, 3) Rewarding, and 4) Supervising (Hasan 2018).

4. Conclusion

Based on the results and discussion of teacher placement strategies in realizing quality schools at SMP Brawijaya Smart School Malang City through interviews, observations and documentation, the teacher placement system is designed with the principle of placement according to competence, considering educational background, academic expertise, and the interests and potential of each educator. Teacher performance evaluation is conducted through a 360-degree feedback mechanism involving students, parents, and fellow teachers. The results of these evaluations form the basis for the preparation of training programs, task adjustments, and the implementation of job rotations to enrich teaching experience and identify leadership talents. It is proven that the right placement increases motivation, job happiness and learning quality. Teachers who use their expertise can present material in more innovative and in-depth ways, resulting in increased student participation and academic achievement.

Conversely, issues such as the imbalance of teachers between fields and teachers' unwillingness to accept additional assignments can be addressed by implementing more flexible approaches, such as mentoring programs, collaborative teaching (team teaching) and the use of multidisciplinary teachers. By analyzing data and taking clear decisions, principals play a critical role in ensuring a balanced distribution of teachers. This adaptive leadership ensures that everyone has the same job. They also create a creative and collaborative work environment. The results highlight that systematic deployment methods based on continuous development have the ability to improve the quality of teaching while creating an educational ecosystem that is constantly changing and responsive to the needs of schools and students.

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