



CAREER PLANNING STRATEGY AND PERFORMANCE ORIENTATION ON TEACHER SATISFACTION AT SMP BRAWIJAYA SMART SCHOOL MALANG

Zahra Salma Madinah, Teguh Triwiyanto

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: zahra.salma.2301316@Students.um.ac.id,
teguh.triwiyanto.fip@um.ac.id

Abstract

The main foundation for producing quality human resources is education. The success of learning is greatly influenced by teachers, who are the spearhead in the educational process. The purpose of this study is to examine how performance orientation and career planning techniques affect teacher job satisfaction at SMP Brawijaya Smart School in Malang. This writing was conducted using a qualitative approach. Data collection techniques were conducted by means of observation, documentation study and conducting semi-structured interviews. SMP Brawijaya Smart School offers a structured career planning program for teachers. A teacher's performance orientation is strongly influenced by their individual characteristics and abilities. The relationship between work orientation and work quality is very close, the higher the quality of a teacher in their performance, the higher the quality of learning that can be provided to students, the teachers at SMP Brawijaya Smart School are satisfied with their work. This satisfaction does not come from the triumph of educating, but more than that, it comes from regular self-reflection. This study is expected to provide theoretical and practical benefits, theoretically this study can contribute to the wealth of information on human resource management, particularly with regard to education.

Keywords: Career Planning; Performance Orientation; Teacher Satisfaction

1. Introduction

A person receives education in accordance with educational needs to develop quality and improve their competence in the future. Teachers play an important role in fostering a competitive school environment by conducting career planning on teachers. Proportional career management and planning is implemented, which means that all employees, both public and private, are given equal opportunities to occupy positions within the institution (Arief, 2021). Career planning is an ongoing process in which a person evaluates themselves and the workplace, prepares for the actions necessary to achieve their professional goals, and applies reasoned reasoning before deciding on a preferred career path. Teachers who are qualified in their fields must also accompany instructional procedures that last for almost two hours. In addition to teaching in the classroom, teachers must also be able to direct and support all educational activities that take place outside the classroom (Sutrino in Abdi Baha & Kholifah, 2023). Overall to achieve quality and competence development, this statement emphasizes the importance of comprehensive teaching responsibilities, appropriate education, and proactive career planning. Therefore, in accordance with the transformation objectives of education policy supported by Merdeka Belajar policy, the key to superior growth and greater competence in the future is education that is relevant and tailored to students' needs (Lembong et al., 2023).

The main foundation for producing quality human resources is education. The success of learning is greatly influenced by teachers, who are at the forefront of the educational process. However, a number of factors, such as performance orientation and career planning, can impact teachers' job happiness. According to Robbins & Judge (2009) in their book *Organizational Behavior*, effective career planning can increase organizational commitment and job satisfaction. While a clear performance focus can increase motivation and productivity, *Psychological Capital and Beyond* (Luthans in Hollman, et al. 2021) highlights the importance of performance orientation in improving motivation and work outcomes. effective career planning can assist educators in identifying their professional goals. Given the need to continuously adapt to change, maintaining teacher job satisfaction at SMP Brawijaya Smart School Malang - known as a technology and innovation-based school - has become more difficult. Therefore, it is imperative to see how performance orientation and career planning techniques can impact the school's teacher satisfaction.

The purpose of this study is to examine how performance orientation and career planning techniques affect teacher job satisfaction at SMP Brawijaya Smart School in Malang. Research conducted by Wahyudi and Suryani (2024) showed that teachers who have a clear career plan are more likely to feel satisfaction in their position. In addition to identifying the relationship between career planning, performance orientation, and job satisfaction, this study also provides tactical suggestions for schools to implement more structured career planning and performance orientation programs. Moreover, by offering more organized career planning and performance orientation, this study seeks to provide strategic recommendations for schools to improve teacher job satisfaction. Improving the quality of education at SMP Brawijaya Smart School requires awareness of teachers' performance focus and career planning. In *Basics of Management* by Pipit Mulyah, et al, (2020) it is explained that the task of management is to coordinate human resources effectively to achieve organizational goals. This is in line with Brawijaya Smart School's requirements for professional development and career planning to maximize teacher effectiveness. Schools can improve teachers' job satisfaction by creating efficient plans to encourage career planning and favorable performance orientation. Career satisfaction is a goal that every individual should consider in their respective professional strategies. Every employee should choose a job that provides high results for their personal satisfaction because they will work for a lifetime (kristianti, et al. 2023). A teacher who chooses a career that suits his or her personality will benefit not only the children, the school, and society at large, but also the teacher himself or herself. Better performance from satisfied and motivated educators will support the continuous improvement of education quality and achievement of learning goals.

Conversely, dissatisfied teachers will produce substandard performance, so addressing the issue of teacher job satisfaction is key in achieving educational goals. One of the most important factors in improving teaching standards at SMP Brawijaya Smart School Malang is teacher job satisfaction. Schools can foster an atmosphere that encourages teacher loyalty and productivity by improving career planning and focusing on performance. It is hoped that other educational institutions can use the findings of this study as a guide for making long-term human resource policies. At SMP Brawijaya Smart School Malang, teacher job satisfaction is an important factor that significantly affects the effectiveness of the learning process and the achievement of educational goals. In line with what Saloviita & Pakarinen (2021) explained, understanding the factors associated with teacher burnout will facilitate the establishment of educational institutions that promote teacher job satisfaction, and the best delivery of

instructions will provide some suggestions for improving job satisfaction and teacher well-being in the workplace. In addition to improving education in the surrounding environment, SMP Brawijaya Smart School Malang is helping to establish best practices in educational human resource management nationwide by using this research as a basis for policy making. As Zhou et al. have argued, (2022) many innovations and changes have been institutionalized in education, changing the competency criteria for teachers and thus motivating them to engage in professional development. This is in line with the needs of the education 4.0 era which prioritizes continuous professional development for teachers and improving the quality of future-oriented learning.

This research is expected to provide theoretical and practical benefits, theoretically this study can contribute to the wealth of information on human resource management, particularly with regard to education. From the practical side, schools can use the findings of this study as a guide to make career planning and performance-oriented techniques that will increase teachers' job satisfaction and improve educational standards. Therefore, this study is expected to advance human resource management in the classroom, particularly at SMP Brawijaya Smart School Malang.

2. Method

This writing was conducted using a qualitative approach. A qualitative approach is an approach that is in the form of written and spoken words obtained from various sources of writing (Hayudiyani, et al. 2020). In the writing process, a field study was conducted by the author to understand the events under study directly, because the author is the key instrument in collecting findings in the field. The use of this method is a way to find out how career planning strategies and performance orientation towards teachers are carried out by schools to increase understanding of their superior programs to the community. Data collection was conducted by the author at SMP Brawijaya *Smart School* because this research is relevant to advancing the science of education, improving the quality of teaching staff, and assisting educational policy making. The results of this study can also offer useful ways to increase higher job satisfaction among teachers leading to better performance, which improves the overall standard of education (Muhtadi et al., 2023).

Data collection techniques were carried out by means of observation, documentation studies and conducting semi-structured interviews. Observation is an observation or technique carried out by conducting a careful observation and systematic recording. Observation is used to observe how the school's flagship programs in improving the quality of education at SMP Brawijaya *Smart School*, while to explore in-depth information to informants, the author uses semi-structured interviews that take place referring to a series of open questions. This method allows new questions to arise because of the answers given by the informants so that during the session the information can be extracted more deeply (Alijoyo & Antonius. 2022). The data collection techniques above are appropriate and relevant to the research objectives. To obtain accurate and reliable results, researchers must ensure that each technique is used carefully and the data is examined carefully. The researchers were able to obtain rich, detailed and complete data regarding the school's flagship programs and their impact on teaching standards at SMP Brawijaya Smart School thanks to this combination of methodologies.

3. Results and Discussion

3.1 Result

SMP Brawijaya Smart School Malang's use of career planning and performance orientation techniques on teacher satisfaction demonstrates the value of professional growth and organized work processes in improving teacher motivation and job satisfaction. Through training, seminars, workshops, and other professional development events, SMP Brawijaya Smart School offers teachers a comprehensive career planning program. Career planning is influenced by a number of factors, such as the need to stay informed, the demands of a changing curriculum, and the need to effectively and methodically apply the results of training and personal development to learners. Building a learning environment that promotes student growth requires experienced teachers. To ensure that teachers are not only able to carry out their responsibilities effectively, but also feel valued and have opportunities for advancement within the organization, the school uses competency-based approaches and long-term career development.

SMP Brawijaya Smart School Malang uses a combination of a transparent performance orientation system and planned career planning to greatly increase teacher satisfaction. Teachers who feel encouraged to advance their careers are more likely to be devoted and enthusiastic about their work. In addition, they also feel valued when their work is recognized and a fair appraisal system is implemented, thereby reducing teacher turnover and fostering a healthy work environment. As a result, the career planning and performance orientation initiatives of SMP Brawijaya Smart School Malang not only support improved teaching standards, but also provide a fulfilling workplace for teachers. To ensure that all teachers can adjust effectively, especially when curriculum changes occur, collaboration is essential. Teachers are primarily driven by a desire to provide information, which inspires them to continue learning and developing as individuals, because of their achievements in the classroom and frequent self-evaluation, teachers at SMP Brawijaya Smart School report high levels of job satisfaction. This satisfaction is also influenced by teacher performance being recognized by the school. Teacher performance is evaluated regularly to provide constructive feedback and suggestions for further training.

3.2 Discussion

3.2.1. Career Planning at SMP Brawijaya Smart School

SMP Brawijaya Smart School offers a structured career planning program for teachers. Through various self-development activities, including training, seminars, workshops, and other professional development activities, the program is intended to assist teachers in improving their professional capabilities. Anwar (2020) highlights the need for institutional support for teacher development from the government, professional associations and schools. Teachers use school-provided applications to design activities and monitor their progress and goal achievement. According to Farliana & Sakitri (2023) highlighted how important it is for teachers to have a thorough understanding of how to use information technology and create

lesson plans. Teachers can easily track their professional growth and ensure they achieve their goals with the help of this application.

The monthly subject teachers' meeting (MGMP) in Malang City is one type of training that Brawijaya Smart School teachers regularly participate in. It is important for MGMP as an association of subject teachers to develop strategies to strengthen teachers' competencies through discussion and training. This is important because in general, teachers' understanding of the 2013 curriculum is not yet complete. As stated by Hidayati et al. (2020) Teachers are still weak in understanding the concept of the 2013 curriculum, analyzing teaching materials and lesson planning. MGMP as an association of subject teachers has an obligation to help teachers solve their problems, especially in classroom learning activities. Teachers often face similar obstacles through MGMP teachers will share experiences and solutions. According to Ritonga (2024) Teachers can easily modify their lesson plans using MGMP-based learning to respond to comments and ideas from other teacher colleagues. This promotes better student learning outcomes in schools and the achievement of more ideal educational goals. Teachers also have the option to participate in flexible online trainings that can be tailored to their teaching schedules. Each teacher has a target to attend various trainings related to their professional development goals in one year. This ensures that educators are up-to-date with the latest developments, especially those related to curriculum and teaching strategies.

Informants often take part in career planning initiatives run by schools or other organizations, including the education office or other educational institutions. Teachers benefit tremendously, especially in terms of expanding their expertise and keeping up to date with the curriculum. Teachers can update the teaching strategies used in the classroom and make teaching and learning more interesting for students by participating in training sessions and seminars. According to Adwiyah & Hsb (2024) in addition to educational institutions or professional groups often organize workshops and seminars, which are a type of hands-on training. Through these exercises, educators can learn the latest methods, online resources, or creative teaching approaches. Workshops often provide a practical approach that allows educators to immediately apply the skills they have acquired in the classroom. Teachers' understanding of the curriculum and technology used in the classroom should be enhanced through training and seminars (Potters et al., 2023). Teachers can improve the effectiveness of their teaching by practicing the new skills they have acquired through workshops. Based on the interviewee's statement, she has short-term and long-term goals when planning her teaching career. The short-term goal is to participate in several trainings, either organized by the education office or other organizations, in one year. Teachers are encouraged to participate in various trainings during the year to improve their knowledge of the curriculum and up-to-date teaching techniques (Wulandari, 2022). The long-term goal is to become more proficient educators who are able to implement the latest curriculum well, which will benefit the development of the learners.

Career planning is influenced by a number of factors, such as the need to keep up to date with information, the demands of a changing curriculum, and the need to effectively and methodically apply the results of training and self-development to students (Damayanti et al., 2024). The informant realizes that she must continue to learn and adjust to the changing educational landscape to be a successful teacher. Professionalism among teachers is essential to build an appropriate learning environment that promotes students' best possible development. Teaching experience, intellectual ability, moral and spiritual qualities, discipline,

responsibility, thorough understanding of education, administrative skills, inventiveness, and professional openness in identifying students' potential, traits, and developmental barriers are attributes of professional teachers (Oktavia & Utomo, 2024). In general, educators felt that career planning in schools was satisfactory. The application allows for effective time management between training and teaching. Informants also believe that the school offers sufficient support for teachers to continue to develop, both through ongoing training and applications that facilitate professional development tracking. As a result, they can continue to become more proficient teachers and provide the best education for their learners.

They should also utilize the outcomes of career planning in a methodical way to improve the quality of learning and ensure that their personal growth positively affects their students' learning. To ensure the successful use of learning, more funds are needed for infrastructure and teacher training. More funds should be set aside for infrastructure and teacher training to ensure effective implementation of innovative teaching strategies. Curriculum implementation will not be successful without adequate infrastructure and professional development assistance. (Oktania et al., 2021). When instructors need more support or resources to create curriculum-aligned media-based learning products that meet the needs of their students (Wardani, et al. 2024). For example, by using more thorough assessment instruments or more engaging teaching techniques. Teachers can create successful career goals that benefit themselves, their students, and the organizations they work for by considering these aspects and making teacher satisfaction more tangible and well-executed.

3.2.2 Performance Orientation of SMP Brawijaya Smart School

A teacher's performance orientation is strongly influenced by their individual characteristics and abilities. In the Brawijaya Smart School environment, there are teachers who can quickly adapt and carry out new tasks, while there are also teachers who need more intensive guidance to adjust to changes, such as when curriculum changes occur. In situations like this, collaboration and mutual help between teachers is key to ensuring all teachers can adapt well and still provide the best for students. According to Nur Efendi & Muh Ibnu Sholeh (2023), a good way to improve teacher performance is to encourage collaboration and exchange of best practices. Teachers can exchange ideas, experiences and effective teaching techniques by working as a team. This will foster a culture of learning and information sharing among educators, which can improve overall teaching standards. A distinctive feature of the curriculum itself is its emphasis on differentiated learning, which includes all learner-centered learning activities where the teacher facilitates the process. There are several tasks that teachers and schools must accomplish to fulfill their responsibilities (Gunawan & Bahari, 2024). This suggests that teacher performance depends not only on individual ability, but also on teamwork and support. The interviewed teachers' main motivation for working as a teacher was the desire to share knowledge with learners. Teachers can provide a motivating and encouraging learning atmosphere if they are highly motivated to share their expertise. Student learning outcomes and teaching quality will improve as a result (Suharni, 2021). This motivation encourages teachers to continue learning and developing themselves in order to provide quality learning.

According to informants, teachers' ability to balance their primary responsibilities with other tasks, such as supervising extracurricular activities or teaching in the classroom, is a sign of good performance, a sign of teacher loyalty and commitment to their responsibilities.

Teachers who are highly committed to their work will undoubtedly exhibit positive attitudes, job satisfaction and strong motivation, all of which will demonstrate their ability to work professionally and with high competence (Suwardi et al., 2015). Effective time management is essential for a competent teacher to fulfill all his or her obligations without compromising the quality of teaching. A good teacher must be able to manage his time well in order to complete all his responsibilities without compromising the quality of his teaching (Widjaya & Syarif, 2024). For example, teachers must be able to plan their schedule so that it does not clash with the teaching and learning process in class when there are self-development courses that must be followed offline. This is one of the main obstacles that teachers usually face.

Time management is just one example of the difficulties and obstacles that come with being a teacher. In situations like this, collaboration and mutual help between teachers is key to ensuring that all teachers can adjust well and still give their best to the students. Teacher performance impacts the success rate of student achievement as skilled teaching staff are needed to prepare students to perform better than other competitors (Mustabsyiroh, et al. 2023). However, teachers strive to overcome these barriers by planning and prioritizing carefully. For example, they will cooperate with other educators or the school to ensure that children receive the best education even when they are not in the classroom if they have to attend training outside the school. To improve time efficiency, they also make use of available resources and technology. Teachers can improve the quality of their students' learning experience by using technology to manage their time and instructional approaches more flexibly (Abdul Sakti, 2023). Informants consider themselves quite fortunate as schools offer excellent opportunities for teachers to grow as individuals.

Teachers can regularly develop their competencies through training programs, seminars and workshops organized by the school or other parties such as the education office. These opportunities encourage individuals to continuously improve their contribution to education and also help develop their teaching skills. There is a strong correlation between job quality and work orientation. It is thought that children will receive better quality teaching if teachers are better at their jobs. According to Aslamiyah & Abun (2023) Since well-trained teachers can provide better learning experiences and promote overall student development, improving teacher quality through continuous professional development and training will improve student learning outcomes. Overall performance will benefit from a work attitude that emphasizes cooperation with colleagues and self-development.

3.2.3. Teacher Satisfaction at AMP Brawijaya Smart School

Teachers at SMP Brawijaya Smart School are generally satisfied with their jobs. This satisfaction comes from teaching achievements and a process of self-reflection that is often conducted throughout the year and at the end of the year. Teachers can use this reflection to assess their performance over time and set new goals for their future growth. For example, teachers assess the effectiveness of their teaching strategies, whether learners are achieving learning objectives, and what needs to be changed. This procedure keeps educators inspired to improve and provide the best education for students. Teachers also believe that they receive recognition from the school based on their performance. One of the things that encourages teachers to continue giving their best effort is this recognition. According to Sholeh (2023) Teachers' morale increases and they feel valued when their efforts and achievements are

recognized. A pleasant working environment where teachers feel valued and cared for by management and their peers is also facilitated by recognition.

Another important component of the system at SMP Brawijaya Smart School is the regular assessment of teachers' performance and planning. Whether at the vice-principal level or through peer review, these assessments are conducted annually or every semester. In addition to evaluating performance, these appraisals also aim to provide useful critiques that can assist educators in improving the quality of their teaching. For example, after an appraisal, teachers often receive recommendations or ideas for specific training that can be undertaken to improve proficiency in a particular area. The relationship between work orientation and work quality is very close, the higher the quality of a teacher in their performance, the higher the quality of learning that can be provided to students. According to (Antoni in Marimin & Santoso, 2020) employees' attitudes towards their own work, the work environment, and collaboration between managers and coworkers, are all directly related to job satisfaction. In addition, everyone's level of satisfaction is different, depending on their personal value system.

In general, the teachers at SMP Brawijaya Smart School are satisfied with their jobs. This satisfaction does not come from the triumph of educating, but rather, it comes from regular self-reflection, both within the school and at the end of the year. Teachers' satisfaction comes not only from the results of their daily work, but also from the supporting framework that exists in the school, such as rewards, standardized assessments, and a very important dynamic part. According to Kusumaningrum, et al (2024) teachers can become more confident and competent if they have a clear understanding of how their work is evaluated, which is made possible by a fair and open appraisal system. Teacher satisfaction is also influenced by a dynamic and supportive work environment. All these components create an environment that empowers teachers to keep working and give their best to the learners. Therefore, a teacher's sense of satisfaction comes not only from the results of their daily efforts, but also from the school's support structure, which includes frequent appraisals, gratitude, and the active involvement of the principal. Together, these elements foster an atmosphere that motivates educators to continuously improve and give their best to learners.

4. Conclusion

Overall, this study shows that at SMP Brawijaya Smart School Malang, effective career planning and performance orientation have a major impact on teacher satisfaction. Teachers can better set their professional goals, develop their competencies, and adjust to the changing needs of the curriculum with the support of structured programs such as training, seminars, and MGMP. Teacher effectiveness is influenced by various factors, including intrinsic motivation to contribute to education, teamwork and support for time management. Highly performance-oriented teachers tend to be more flexible, creative and dedicated to their work. This research shows that effective career planning and performance orientation have a major impact on teacher satisfaction. To achieve the goal of improving education quality, schools are encouraged to continuously improve teacher development initiatives and foster a positive working atmosphere. The quality of education can be improved by Brawijaya Smart School by improving career planning, performance orientation and a good working environment. This will also increase teacher satisfaction. In addition to being suitable for the conditions of this school, the suggested actions can also be modified by other educational institutions with similar objectives.

References

- Abdi Baha, M., & Kholifah, N. S. N. (2023). Peran Perencanaan dan Pengembangan Karir Pada Kinerja Guru di Pesantren Al-Umm ASWAJA. *Diversity: Jurnal Ilmiah Pascasarjana*, 3(2), 149–159. <https://doi.org/10.32832/djip-uika.v3i2.14576>.
- Abdul Sakti. (2023). Meningkatkan Pembelajaran Melalui Teknologi Digital. *Jurnal Penelitian Rumpun Ilmu Teknik*, 2(2), 212–219. <https://doi.org/10.55606/juprit.v2i2.2025>.
- Adwiyah, R., & Hsb, B. (2024). Strategi Pengembangan Karir Guru. *Analysis: Journal of Education*, 2(2), 259–267. <https://ejournal.edutechjaya.com/index.php/analysis/article/view/615>.
- Alijoyo. Antonius, B. W. (2021). Semi-Structured Interview. *The SAGE Encyclopedia of Research Design*. <https://doi.org/10.4135/9781071812082.n555>.
- Anwar, A. S. (2020). Pengembangan Sikap Profesionalisme Guru Melalui Kinerja Guru Pada Satuan Pendidikan Mts Negeri 1 Serang. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(1), 147–173. <https://doi.org/10.36671/andragogi.v2i1.79>
- Apriani, L., El Widdah, M., & Muslih, M. (2023). Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Citra Di Pondok Pesantren Madinatul Ulum Merangin. *Jurnal Sibatik: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 2 (6), 1817-1836. <https://doi.org/10.54443/sibatik.v2i6.977>.
- Arief, M. (2021). Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan (Studi Kasus di SD Insan Amanah Malang). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(1), 1. <https://doi.org/10.35931/am.v6i1.709>.
- Aslamiyah, N., & Abun, R. (2023). Profesionalisme Guru Sebuah Tuntutan Dalam Era Perubahan Sebagai Wujud Penguatan Manajemen Pendidikan Islam. *AT-TAJDID: Jurnal Pendidikan Dan Pendidikan Islam*, 07(01), 12–24.
- Awaloedin, M., Taan, H., Biantoro, T. S., Effendi, R., Hamriono, N., Suharto, S., ... & Krismawan, L. (2024). Dasar-dasar manajemen. *Penerbit Tahta Media*.
- Damayanti, N., Permatasari, R. I., & Sitio, V. S. S. (2024). *Manajemen Sumber Daya Manusia*. Penerbit NEM.
- Farliana, N., & Sakitri, W. (2023). *Penyusunan Modul Projek Penguatan Profil Pelajar Pancasila : Strategi Optimalisasi Implementasi Kurikulum Merdeka Bagi Guru Abstrak*. 4(3), 484–493
- Gunawan, I., & Bahari, Y. (2024). Problematika kurikulum merdeka dalam sudut pandang teori struktural fungsional (study literatur). *Journal Of Human And Education (JAHE)*, 4(4), 178-187.
- Hayudiyani, M., Saputra, B. R., Adha, M. A., & Ariyanti, N. S. (2020). Strategi kepala sekolah meningkatkan mutu pendidikan melalui program unggulan sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 89–95. <https://doi.org/10.21831/jamp.v8i1.30131>.
- Hidayati, S., Noor, I. H. M., Sabon, S. S., Joko, B. S., & Wijayanti, K. (2020). *Peran Musyawarah Guru Mata Pelajaran (MGMP) dalam Meningkatkan Mutu Pembelajaran di SMA*.
- Hollman, T., Palmer, N. F., Chaffin, D., & Luthans, K. (2021). Lying, cheating, & stealing: Strategies for mitigating technology-driven academic dishonesty in collegiate schools of business. *Mountain Plains Journal of Business and Technology*, 22(1), 6.
- Kristanti, D., Charviandi, A., Juliawati, P., & Harto, B. (2023). Manajemen Sumber Daya Manusia Manajemen Sumber Daya Manusia. In *Edisi Revisi Jakarta: Bumi Aksara* (Issue 1). <https://books.google.com/books?hl=en&lr=&id=e2ppEAAAQBAJ&oi=fnd&pg=PA1&dq=manajemen+pengetahuan&ots=gV368HYLR3&sig=ugm1Twmq-r6Ya9ITLRHYA6ieji0>.
- Kusumaningrum, H., Chaerany, C., Kholisah, T. A., & Cahyani, R. (2024). *Kinerja Guru Sebagai Aspek Strategis Dalam Pengelolaan Sumber Daya Manusia Pendidikan*. 2(2), 105–125. <https://journal.wiyatapublisher.or.id/index.php/e-gov>
- Lembong, J. M., Lumapow, H. R., & Rotty, V. N. J. (2023). Implementasi Merdeka Belajar Sebagai Transformasi Kebijakan Pendidikan. *Jurnal Educatio FKIP UNMA*, 9(2), 765–777. <https://doi.org/10.31949/educatio.v9i2.4620>
- Luthans, F., Youssef-Morgan, CM, & Avolio, BJ (2015). *Modal psikologis dan seterusnya*. Oxford University Press.

- Marimin, A., & Santoso, H. (2020). Analisis Pengaruh Kepuasan Kerja, Komitmen Organisasi, dan Keterlibatan Kerja Pada Kinerja Karyawan Bank Muamalat Surakarta. *Jurnal Ilmiah Ekonomi Islam*, 6(3), 703. <https://doi.org/10.29040/jiei.v6i3.1467>.
- Muhtadi, M. A., Murthada, M., & Bunyamin, I. A. (2023). Pengaruh Kepuasan Kerja Guru dan Kebijakan Sekolah terhadap Peningkatan Efektivitas Manajemen Pendidikan di Sekolah Menengah Pertama di Jawa Tengah. *Jurnal Pendidikan West Science*, 1(11), 681–691. <https://doi.org/10.58812/jpdws.v1i11.799>
- Mustabsyiroh, N., Sumarsono, R. B., & Imron, A. (2023). *38412-162795-1-PB.pdf*. 6(1), 228–246.
- Noor, I. H., Sabon, S. S., Joko, B. S., & Wijayanti, K. (2020). Peran musyawarah guru mata pelajaran (MGMP) dalam meningkatkan mutu pembelajaran di SMA. https://repositori.kemdikbud.go.id/21594/1/Puslitjak_2020_36_Peran_MGMP_dalam_Meningkatkan_Mutu_Pembelajaran_di_SMA.pdf.
- Nur Efendi, & Muh Ibnu Sholeh. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85. <https://doi.org/10.59373/academicus.v2i2.25>.
- Oktania, B., Kusnadi, P., & Rahayu, Y. (2021). Perspektif Balanced Scorecard sebagai Pengukuran Kinerja Organisasi. *Jurnal Ilmu Dan Riset Akuntansi*, 10(1), 1–15.
- Oktavia, I. A., & Utomo, D. H. (2024). Urgensi Pengembangan Profesionalisme Guru Dalam Menghadapi Era Human Society 5.0. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 4(6), 2-2. <https://doi.org/10.17977/um065.v3.i10.2024.2>.
- Potters, O. T. A., Schijndel, T. J. P. Van, Jak, S., & Voogt, J. (2023). Two decades of research on children's creativity development during primary education in relation to task characteristics. *Educational Research Review*, 39(March 2022), 100532. <https://doi.org/10.1016/j.edurev.2023.100532>
- Ritonga, L. A. (2024). Peningkatan Kompetensi Guru Melalui Musyawarah Guru Mata Pelajaran (MGMP). *Analysis*, 2(2), 320-327. <https://ejournal.edutechjaya.com/index.php/analysis/article/view/624>.
- Robbins, S. P., & Judge, T. (2009). *Organizational behavior*. Pearson South Africa.
- Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and teacher education*, 97, 103221. <https://doi.org/10.1016/j.tate.2020.103221>.
- Suharni, S. (2021). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa. *G-Couns: Jurnal Bimbingan Dan Konseling*, 6(1), 172–184. <https://doi.org/10.31316/g.couns.v6i1.2198>.
- Suwardi, S., Firmiana, M. E., & Nida, F. (2015). Pengaruh loyalitas terhadap kinerja guru SD awal. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 3(1), 96-108. <https://doi.org/10.36722/sh.v3i1.200>.
- Sholeh, M. I. (2023). Pengakuan dan reward dalam manajemen sdm untuk meningkatkan motivasi guru. *COMPETITIVE: Journal of Education*, 2(4), 212-234. <https://doi.org/10.58355/competitive.v2i4.41>.
- Wahyudi, G., & Suryani, A. (2024). Pengaruh Motivasi dan Kepuasan Kerja terhadap Kinerja Karyawan dengan Organizational Citizenship Behaviour sebagai Variabel Mediasi pada Badan Penelitian dan Pengembangan Daerah Kabupaten Tanjung Jabung Timur. *Jurnal Internasional Manajemen Pendidikan & Ilmu Sosial Dinasti*, 5 (3).
- Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis Penggunaan Media Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 134–140. <https://doi.org/10.54371/jiepp.v4i1.389>.
- Widjaya, A. H., & Syarif, F. (2024). Penerapan Work-Life Balance dalam Meningkatkan Kinerja Mengajar Guru PAI pada MA Al-Azhar Asy-Syarif Indonesia Filial MAN 4 Jakarta. 3(2), 1–8. <https://doi.org/10.51773/sssh.v3i2.271>.
- Wulandari, F. (2020). *Manajemen Sumber Daya Manusia*.
- Zhou, N., Tigelaar, D. E., & Admiraal, W. (2022). Vocational teachers' professional learning: A systematic literature review of the past decade. *Teaching and Teacher Education*, 119, 103856. <https://doi.org/10.1016/j.tate.2022.103856>