

Conducting Teacher Stage Coaching Using SAC Media during pandemic Through Techniques

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ABSTRACT

Coaching techniques can be done by the principal to conduct mentoring, mentoring and training on teachers and tendik whose performance is still not in accordance with the standards set. Especially online learning (online) or online learning during the covid-19 pandemic, has a variety of ineffective opportunities. In addition, the problem of utilization of technology and learning media used in the implementation of learning is not maximal. The media used does not support the implementation of the teacher-selected learning model. Improving the competence and skills of teachers in using the media during the pandemic also needs to get the attention of the principal. In the Project to Improve the competence of prospective principals, the author conducts activities to improve the competence of teachers in the implementation of the learning process, especially the use of media through coaching techniques. Based on the results of the study obtained can be concluded that the use of android-based media, one of which is Smart Aplication Creator (SAC), is able to increase the activities of students in following learning from home, which is implemented during the covid-19 pandemic. This can be seen in five aspects, namely based on observation of the implementation of learning, the effectiveness of media use, the results of activities, student achievements and student wellbeing. In the observation aspect of learning implementation there was an increase from 76.50 to 90.39; from the effectiveness aspect of media use increased from 68.33 to 86.11; from the aspect of the evaluation of activities there was an increase from 74.17 to 90.00; from the student achievement aspect increased from 71.94 to 88.89 and from the student wellbeing aspect increased from 81.84 to 85.59.

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Introduction

Quality education unit, supported by the profile of a qualified principal. Of course, not only the profile looks good and quality, but also performance according to the five competencies required must be owned by a principal.

A qualified principal is a principal who is able to manage leadership functions as a good manager, leader, supervisor, and partner with colleagues in advancing the school.

The headmaster's leadership is the benchmark for the success of the school in achieving the quality of learning and school progress. Did (Permendikbud,

2018), The principal is a teacher who gets an additional task to lead and manage the education unit. Next (Nasional, 2007) stated that a principal must have five competencies, namely, personality, managerial, entrepreneurial, supervision and social competencies.

The implementation of the competencies that must be possessed is mentoring and training conducted by the principal to teachers and tendik in the pendidikan unit. Mentoring can be done using effective coaching and mentoring techniques.

As a guideline for conducting activities a principal can be guided by the results of analysis of quality report data of the previous year. Starting from analyzing indicators that still need improvement in graduation standards, then linked to content standards, processes and assessments. So based on the analysis and described in accordance with the description in the quality indicator book (dan Kebudayaan, 2017), then the principal develops a program of activities, ranging from planning, implementation, monitoring evaluation and follow-up plan.

Based on the analysis of quality report from (Paud, 2019), by referring to four standards namely, SKL, Content, Process and assessment, obtained data that indicators that need improvement that is on the skills of learners thinking critically and creatively. Memedomani (Paud, 2019) i.e. curriculum under special conditions, it relates to the application of interactive learning models and the use of media, especially in pandemic times, where students must learn from home.

Referring to the results of the analysis and adapted to the learning conditions in this pandemic, the author took the title on this activity is "Improving Teacher Competence Using SAC Media in the Pandemic Period Through Coaching Techniques"

To carry out this activity, the author uses coaching techniques by utilizing the resources in the school, namely District Instructors and senior teachers who have the competence to do coaching 1 person. So the implementation of coaching will be conducted by three coaches against nine teachers (coachee), in accordance with the results of the previous year's supervision analysis.

The coaching technique was chosen, because according to the Schultz (Sulastiana, Sulistiobudi, & El Hami, 2017) describe mentoring with good techniques and approaches can optimize a person's performance, which considers the individual's ability whether the ability is innately born or obtained from the results of learning. Next (Bowker et al., 2018)

stated that coaching is a coaching activity that is able to stimulate one's motivation in doing the maximum work.

Based on the above statement, the author takes steps of coaching techniques to streamline the mentoring process by the coach to the coachee, so that the desired teacher competency improvement is realized. In the implementation of this coaching occurs more intensive mentoring from coach to coachee, so it is more efficient and guidance material is also absorbed more maximally.

Next, the coaching techniques selected in the leadership project plan to improve the pedagogical competence of teachers in applying the learning model using smart application creator (SAC) media adjust to the current pandemic situation. Learning is done from home, online methods with various methods that can be accessed by teachers and students (Aditya & Fitri Qomariyah, 2020).

METHOD

Data collection techniques are conducted by means of observations, interviews, and tones also that use questionnaires and disseminated through google form so as not to violate the protocol of covid-19 (Sugiyono, 2017).

Success indicators are measured through the results of the recapitulation of instruments filled in cycles 1 and 2 during the activity. The activity is said to be successful in the event of an increase from cycle 1 to cycle 2 and obtains a value with a good minimum category (Arikunto, 2010). The scoring and scoring criteria are in accordance with the following table 1:

Table 1
Scoring Criteria, source; RTL reading materials CKS training

Number (Quantitative)	Letter (qualicative)	Description
86 – 100	A	Excellent/very adequate
71 – 85,99	B	Good/adequate
56 – 70,99	C	Sufficient/adequate
< 56	D	Insufficient/inadequate

RESULTS AND DISCUSSIONS

A. Improving teacher competence

To see the improvement of teacher competence, it is done through observation of the implementation of learning and the effectiveness of media use. Both instruments are given and filled by coaches and teachers who carry out learning. The results obtained are then recaptured and the achievements are expressed in percent.

Based on the observations of the implementation of learning conducted by teachers, data obtained as contained in table 1 follows:

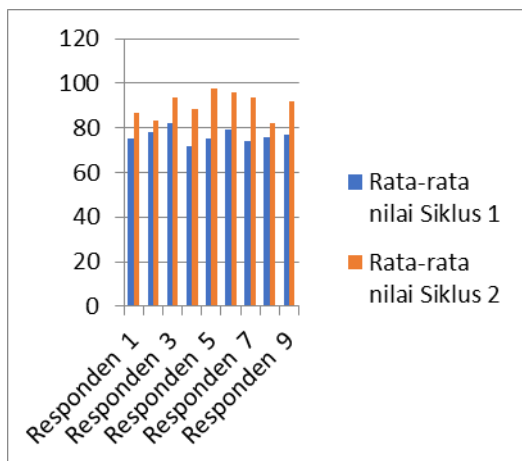
Table 1
Recapitulation of observation results of learning implementation

No	Responden	Average value in percent	
		Cycle 1	Cycle 2
1	Responden 1	75.00	86.46
2	Responden 2	78.13	83.33
3	Responden 3	82.29	93.75
4	Responden 4	71.88	88.54
5	Responden 5	75.00	97.92
6	Responden 6	79.17	95.83
7	Responden 7	73.96	93.75
8	Responden 8	76.04	82.29
9	Responden 9	77.08	91.67
Average total		76,50	90,39

Based on the data from the table above, it can be explained that the implementation of learning conducted by teachers has been good and improved even better in cycle 2. The improvements obtained by each teacher can be seen in diagram 1 Following:

Diagram 1

Improved implementation of learning cycles 1 and 2



From the diagram above, it is clear that the improvement of the implementation of learning conducted by teachers from cycles 1 and 2. This shows that treatment given to teachers through coaching techniques in order to improve pedagogical competence are successful.

Based on the effectiveness of media use

The effectiveness or use of media during learning can be seen through activities that occur in teachers and students. In addition, the effectiveness of media use can also be felt by teachers who carry out the learning.

The assessment is done by filling the instrument done by the teacher after carrying out the learning process using the media. Based on the results of the assessment through the instrument, data is obtained as in table 2 below:

Table 2
Recapitulation of observations on the effectiveness of media use

No	Responden	Average value in percent	
		Cycle 1	Cycle 2
1	Responden 1	62.50	90.00
2	Responden 2	65.00	95.00
3	Responden 3	65.00	85.00
4	Responden 4	65.00	72.50
5	Responden 5	72.50	87.50
6	Responden 6	75.00	92.50
7	Responden 7	70.00	90.00
8	Responden 8	70.00	90.00
9	Responden 9	70.00	72.50
Average total		68,33	86,11

The average value in percent Based on the data obtained, it can be explained that the use of SAC media is able to motivate students to do activities during the learning process. This means that with the learning media used by teachers during the online learning process, students become more active and respond to what the teacher describes.

Overall the media used by teachers can streamline learning in providing a constructive learning experience for students. Online learning conducted by teachers, can motivate students to follow the learning through the media used. Because the SAC media used can be applied directly to the learner's android, so that if they still do not understand the material during the learning, they can repeat it offline at home.

The increased use of this medium from cycles 1 and 2 can be seen more clearly in the following diagram 2:

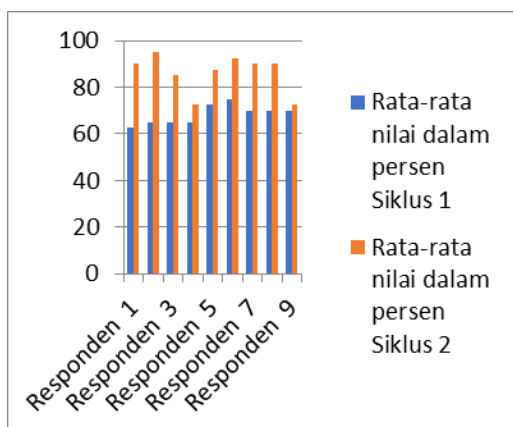


Diagram 2
Improved effectiveness of media use cycles 1 and 2

Based on the diagram above, we can explain that the increase in the effectiveness of media use from cycle 1 to cycle 2 is quite significant. Although there are some classes that have improved slightly, this is due to technical influences such as unstable networks when online learning is conducted. Or also caused by power outages during learning.

B. Improved activity results

Assessment of the results of activities is carried out by coaches or CKS who observe learning. However, in this case the assessment is only done by the coach to the teacher who is matched during the learning implementation process. This is because the coach who has done the mentoring starts from cycles 1 and 2. So the coach is better able to see the indicators that must be mastered by the teacher (coachee). Thus the assessment is expected to be more objective.

The recapitulation results are described in table 3 as follows:

Table 3
Recapitulation of observations on the results of teacher activities

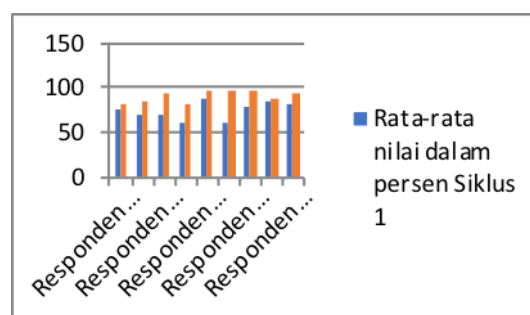
No	Responden	Average value in percent	
		Cycle 1	Cycle 2
1	Responden 1	75.00	82.50
2	Responden 2	70.00	85.00
3	Responden 3	70.00	92.50
4	Responden 4	60.00	82.50
5	Responden 5	87.50	95.00
6	Responden 6	60.00	97.50
7	Responden 7	77.50	95.00
8	Responden 8	85.00	87.50
9	Responden 9	82.50	92.50
Average total		74,17	90,00

Based on the above acquisitions, it can be concluded that the implementation of learning activities conducted by teachers increased from cycle 1 to cycle 2. It also indicates that the implementation of coaching conducted by coaches towards teachers is really able to motivate teachers in improving their pedagogical competence.

The average score obtained by all respondents already shows an excellent category. This achievement shows that the activities carried out are running very well and smoothly.

This improvement can also be described in diagram 3 below:

Diagram 3
Improved results of cycle activities 1 and 2



C. Improved student achievement

The improvement of student achievement is measured through instruments filled by prospective principals. The filling of this instrument is based on observations made by prospective principals to the learning process conducted by teachers. Observation takes precedence over the changes shown by learners during the learning process from cycles 1 and 2.

Based on the recapitulation of the values obtained by the data on table 4 as follows:

Table 4
Recapitulation of observations on improving student achievement

No	Responden	Average value in percent	
		Cycle 1	Cycle 2
1	Responden 1	70.00	90.00
2	Responden 2	70.00	85.00
3	Responden 3	70.00	87.50
4	Responden 4	70.00	87.50
5	Responden 5	75.00	92.50
6	Responden 6	77.50	92.50
7	Responden 7	75.00	90.00
8	Responden 8	70.00	87.50
9	Responden 9	70.00	87.50
Average total		71,94	88,89

Based on the table above, it appears that in the cycle 1 learner has not shown any outstanding achievements. from the activities performed by students during the learning process. This is because students are not familiar with the learning experience and the use of media in online learning this time.

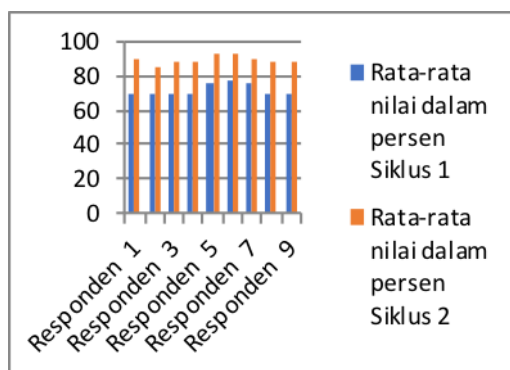
Usually students get online learning from teachers through WA group or telegram group. Where teachers provide material in the form of modules or power points, but there is less interaction between teachers and students and between teachers and the media used.

Online learning conducted on this leadership project plan is through virtual face-to-face using zoom meetings. The use of virtual face-to-face online learning media through zoom meetings is done to be seen the activities and interactions of students during the learning process.

Through the strengthening of coaching and the use of SAC media in the 2nd cycle, there is an increase in student achievement. Students have begun to adapt to the online techniques performed by teachers and the use of SAC media that makes them curious. They seem enthusiastic in following the learning, moreover they can also share screen and comment on their friends directly, although it should be limited by the screen.

This improvement can also be seen in diagram 4 below:

Diagram 4
Improved student achievement cycles 1 and 2



D. Competency improvement of prospective principals

The improvement of the headmaster's competence is seen from the results of teacher assessment and tendik on instruments based on the lowest AKPK implemented in cycles 1 and 2.

The increase in values from cycle recapitulation results 1 and 2 can be seen in table 5 below:

Table 5
Recapitulation of observations on improving the competence of prospective principals

No	Responden	Average value in percent	
		Cycle 1	Cycle 2
1	Responden 1	92.5	95
2	Responden 2	97.5	100.00
3	Responden 3	97.5	97.5
4	Responden 4	92.5	100
5	Responden 5	97.5	97.5
6	Responden 6	87.5	95
7	Responden 7	95	92.5
8	Responden 8	97.5	97.5
9	Responden 9	82.5	85
Average total		93.33	95.56

Based on the results of the above instrument scores, the competence of prospective principals has identified that prospective principals have excellent competencies, and improved in cycle 2.

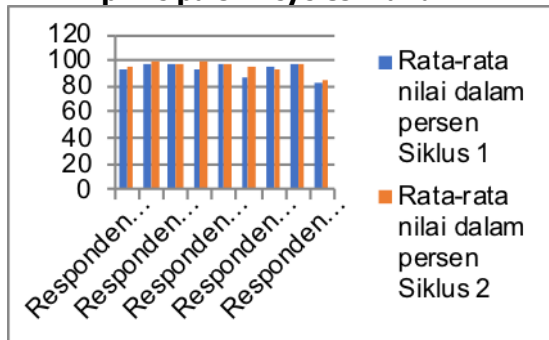
When viewed the assessment of each respondent, there are some values that do not increase. This means that the competence of prospective principals from cycles 1 and 2 has not improved. This is a motivation for prospective principals to continue to upgrade themselves and improve their self-quality.

The improvement that occurs in cycle 1 and cycle 2 is also an indicator, that the activities of this leadership project plan, are able to provide the best experience to prospective principals in improving their competence.

The cooperation of the coach who provides maximum guidance, and the sincerity of the coachee is guided to improve his pedagogical competence. From the good and inspiring character shown by all colleagues involved in this activity, it is the best experience in improving the competence of prospective principals.

The improvement of the competency of prospective principals is more clearly shown in diagram 5 below:

Diagraml 5
Improved achievement of prospective principals in cycles 1 and 2



E. Achievement of student wellbeing

The assessment of student wellbeing achievement is taken from the instrument given by the student pekada in a sample, which is 10% of the number of students involved in the leadership project plan activities that have been carried out. The total number of students who participated in the activity was about 250 students, namely from 9 rombel who received treatment in accordance with the activities of the leadership project plan made. Thus, the number of students sampled is about 25 people. In the implementation of this activity, because the number of rombel who participated is 9 rombel, then the number of students who were sampled is 3 people perrombel, so the number becomes 27 people (Enco Mulyasa, 2003).

Assessment of student wellbeing achievements is conducted on two aspects, namely; 1) on the aspect of improving student wellbeing judging by the class achievements performed by each teacher, 2) judging by the achievements of the indicators by each student.

The results of the recapitulation of student wellbeing achievement cycles 1 and 2 can be seen in the following tables 6 and 7:

Table 6
Rekapitulasi hasil pengamatan terhadap peningkatan capaian student wellbeing berdasarkan kelas

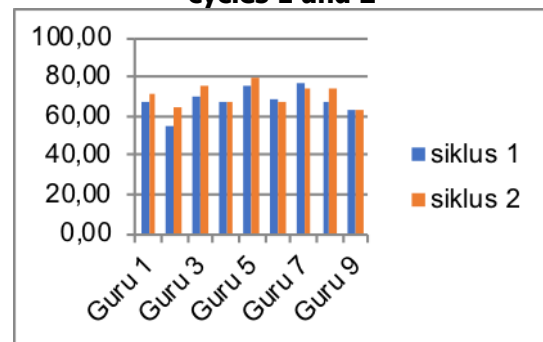
No	Class	Average value in percent	
		Cycle 1	Cycle 2
1	Teacher 1	66.67	70.83
2	Teacher 2	55.00	65.00
3	Teacher 3	70.00	75.00
4	Teacher 4	66.67	67.50
5	Teacher 5	75.00	79.17
6	Teacher 6	68.33	67.50

7	Teacher 7	76.67	73.33
8	Teacher 8	67.50	73.33
9	Teacher 9	63.33	63.33
Average total		67,69	70,55

Based on the data above, in general there is an increase in student wellbeing achievements. The improvement has not shown that the learning has not provided happiness to the students to the maximum. This is certainly influenced by several factors that accompany online learning (H. E. Mulyasa, 2017).

An overview of student wellbeing improvements can also be illustrated in diagram 6 below:

Diagraml 6
Improved student wellbeing achievements in cycles 1 and 2



Based on the achievement of the indicator, the increase in student wellbeing can be seen in table 7 below:

Table 7
Recapitulation of observations on improved student wellbeing achievements based on indicators

No	Indicators	Average value in percent	
		Cycle 1	Siklus 2
1	Indicators 1	85.18	92.50
2	Indicators 2	85.18	92.50
3	Indicators 3	92.50	85.18
4	Indicators 4	48.15	66.67
5	Indicators 5	85.18	85.18
6	Indicators 6	96.29	85.18
7	Indicators 7	81.48	85.18
8	Indicators 8	85.18	92.50
9	Indicators 9	88.88	85.18
10	Indicators 10	70.37	85.80
Average total		81.84	85.59

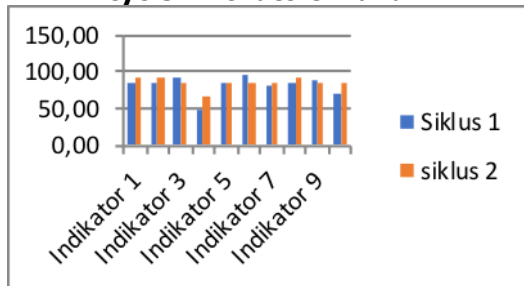
Based on the data above, then we can see the increase in student wellbeing achievements

from cycle 1 to cycle 2 shows a good predicate. It is also a guide for the author that the activities of the leadership project plan carried out are able to improve student wellbeing (student happiness).

This improvement can also be seen in diagram 7 below:

Diagram 7

Improved student wellbeing achievements of cycle innovators 1 and 2



F. Reflection

According to (Nugraha, Widodo, & Riandi, 2020), Reflection activities can help and facilitate for the development of quality improvement activities. Reflections on the activities of this leadership project plan are carried out to see the quality and improvement that occur in the activities carried out in cycles 1 and 2.

Reflections on this activity are carried out on five measured aspects, namely:

1) Improving teacher competence

Based on the improvement of teacher competence conducted based on observations of the implementation of learning conducted by teachers and the effectiveness of the use of media used by teachers in the online learning process.

Measurements made on both aspects through instruments in the form of questionnaires are distributed to coaches and teachers who are matched itself. Therefore, based on the results of recapitulation obtained data as contained in table 4.8 follows:

Table 8
Average improvement of pedagogical competency of 1st and 2nd cycle teachers

Indicators	Average	
	Cycle 1	Cycle 2
Observation of learning	76,50	90,39
Effectiveness of media use	68,33	86,11
Average	72,42	88,25

From the table above, it can be concluded that, there is an improvement in teacher competence, namely from the average of the two aspects in cycle 1 of 72.42 changed to an average of 88.25 in the 2nd cycle. It also proves that the innovation chosen by prospective principals is able to improve the pedagogical competence of teachers according to the goals they want to achieve.

This improvement is not yet maximal, because in the implementation of learning bayak aspects that become inhibitory factors, such as the readiness of both parties, namely students and teachers. Readiness in question is readiness in the online learning process. Supervision and management of students is not maximal because students and teachers are in different spaces.

Especially on the effectiveness of the use of media in online learning does need to be maximized, interaction between learners and the media used must be splashed by teachers. Teachers must have a surefire way to provide strong encouragement and motivation in order for students to interact with the media. Thus the achievement of learning objectives can also be optimized.

2) Based on the results of the activities

The assessment of the results of the leadership project plan activities is also carried out through the results of the recapitulation of instruments filled by the coach to the activities carried out by the teacher who is matched.

The results were compared between cycles 1 and 2, to see if this activity did succeed in improving the ability of teachers who are matched in the implementation of learning. The results obtained can be seen in table 9 below:

Table 9
Average increase in rpk activity results in cycles 1 and 2

Achievement indicators	Average	
	Cycle 1	Cycle 2
Results of activities	74,17	90,00

Based on the data in the table, it can be seen that there was an increase in the results of activities conducted by teachers from an average of 74.17 in cycle 1 increased to an average of 90.00 in the 2nd siklu. It

also indicates that the leadership project plan activities carried out successfully achieved the objectives according to the selected innovation plan.

Coaching activities conducted are able to improve the pedagogical competence of teachers in carrying out learning. Especially in online learning, teachers are also able to maximize the implementation of learning so that students can learn well. Limitations during the implementation of learning can be minimized by the pedagogical ability of good teachers as well.

So, in this case the competence of teachers in implementing interactive learning models using SAC media is improved.

3) Based on student achievements

Measurement of student achievement improvement is also done by filling in instruments to see the activities of students during the online learning process.

This measurement is done by prospective principals by filling instruments in cycles 1 and 2. This measurement aims to assess the development of learners' activities in learning using mediaSAC on interactive learning models used by teachers.

The results of the assessment of student achievement improvement can be seen in table 10 below:

Table 10
Average improvement in student achievement cycles 1 and 2

Achievement indicators	Average	
	cycle 1	cycle 2
Improved student achievement	71,94	88,89

Based on the table above, it can also be said that the achievement of learners increased from an average of 71.94 in cycle 1 to 88.89 in the 2nd cycle. It is also an indicator of the success of RPK activities carried out. The achievement of students increased marked by the increasing positive activity of each student in following the learning process.

If in the use of media more maximally, by reducing various obstacles such as the internet network syabil, or schools have adequate online learning facilities, then the achievement of learners can be further improved.

The use of media that can be directly applied to students' android is one effective way to shorten the distance between teachers and students, especially in online learning, where teachers and students conduct learning activities from home.

4) Based on the improvement of competency of prospective principals in accordance with the lowest AKPK score

The results of competency improvement of prospective principals based on the lowest AKPK scores, can be seen in table 11 below:

Table 11
Average competency improvement in CKS cycles 1 and 2

Achievement indicators	Average	
	Cycle 1	Cycle 2
Improvement of competency of prospective principals based on AKPK	93,33	95,56

From the table above, the improvement of the competence of prospective principals can also be seen from the results of recapitulation of 1st and 2nd cycle instruments. Based on the results money found that the average in cycle 1 is 93.33 increased to an average of 95.56 in cycle 2.

This improvement shows that prospective principals can learn well with mentors in improving knowledge and skills in accordance with the competencies they want to improve.

The results also showed that the innovation chosen was able to provide valuable experience to prospective principals in improving their competence.

The value of novelty is very much in accordance with the learning during the pandemic. This means that prospective principals are able to find and develop ideas to choose innovation as a way out in the current situation.

The experience gained and balanced by the great support of every component in the school, ranging from principals, teachers and students and tendik involved, provides a great opportunity for prospective principals in understanding every indicator that is part of improving their competence.

5) Based on student wellbeing achievements

Based on the results of recapitulation and money conducted, data obtained that the average achievement of student wellbeing in cycle 1 and cycle 2 as follows:

a) Based on class achievements

Table 12
Average increase in student wellbeing achievement per cycle class 1 and 2

Achievement indicators	Average	
	Cycle 1	Cycle 2
Improved achievements class	by 67,69	70,55

Based on the data above, in general there is an increase in student wellbeing achievements, but it has not shown a significant increase. Cycle 1 is 67.69 and becomes 70.55 on cycle 2.

This fact shows that the activities of the innovation plan that is carried out need a more in-depth evaluation, especially the study of obstacles and inhibitory factors in the implementation. By knowing the various disruptions that will accompany the implementation of this activity, then we will be ready with solutions to minimize the disruption.

Several factors can be an influence on these achievements. Partly because the learning is done online. then access a stable network, uninterrupted electricity network and ownership of online tools or technology in learners and teachers.

b) Based on indicator achievements per student

Table 13
Average increase in student wellbeing achievements of cycle innovators 1 and 2

Achievement indicators	Average	
	Cycle 1	Cycle 2
Improved achievements on indicators	based 81,84	85,59

Based on the achievement of the indicator there is a better increase, namely in cycle 1 reached an average of 81.84 and increased to 85.59 in the 2nd cycle.

The increase from cycle 1 to 2 is not very high, but when viewed from the pandemic situation and the limited facilities that students have, fun learning can continue.

Follow-up of all achievements obtained is, conducting advanced coaching and more intensive individually for teachers who still do not get satisfactory grades.

On the effectiveness of media use for example, follow-up plans were carried out on teachers in classes that had a score of 72.50, which is a class guided by respondents 4 and 9. The value obtained has entered the category of adequate, but when compared to the achievement of other respondents can still be increased. The follow-up is to provide more intensive guidance individually, so that the use of media can be maximized.

Next on student wellbeing achievements measured by class achievements. the average grade is still in the sufficient category. This means that learning that favors students still needs to be improved. Every teacher should be able to improve his pedagogical competence in terms of how to provide the best service for students in obtaining a good learning experience. They can learn with pleasure, not be depressed and enjoy the process of gaining that learning experience from start to finish.

This condition requires patience and perseverance from every teacher. The action that can be done is to practice more and want to get mentoring through further coaching individually.

CONCLUSION

Based on the results of the Leadership Project Plan (RPK) activities in the school itself and Competency Improvement (PK) in the internship school, it can be concluded as follows: 1) Rpk activities conducted by prospective principals in their own schools run well and smoothly. 2) Mentoring through coaching techniques is able to improve; 1) pedagogical competence of teachers from 72.42 with good category, increased to 88.25 with excellent category; 2) the results of coaching activities from 74.17 with good categories increased to 90.00 with a very good category; 3) the performance of students from 71.94 with good categories increased to 88.89 with excellent categories, and 4) increased the competence of prospective principals based on AKPK from 93.33 with excellent categories, improving even better to 95.56 with excellent categories. 3) Especially on student wellbeing achievements, there is still need to be improvement with more intensive actions, measurement of student wellbeing is done from two

aspects, namely; 1) class achievement with an average of 67.69 with enough categories in cycle 1 to an average of 70.55 with enough categories in cycle 2. This means that the increase is insignificant; 2) for the achievement of the predictor in each student measured in a sample obtained an average of 81.84 with a good category in cycle 1, increased to an average of 85.59 with a good category. This also means that achievements for student wellbeing still need to be improved with more intensive action.

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