

Implementation of Teacher Career Development in Madrasah Aliyah Negeri

Syafaruddin¹⁾, Eka Susanti²⁾, Wirda Hasanah³⁾

¹⁾ Universitas Islam Negeri Sumatera Utara, Medan Indonesia

e-mail: syafaruddin@uinsu.ac.id, ekasusanti12@gmail.com, wirdahasanah1@gmail.com

Received: 31-08-2021

Revised: 1-11-2021

Accepted: 22-11-2021

Info Artikel

Abstract

Keywords:

Teacher Career Development, Human Resource, Implementation

This study describes how to implement teacher career development at MAN Batu Bara. The objectives of this study are: (1) To determine the Career Development Planning of teachers at MAN Batu Bara, (2) To determine the implementation of the Teacher Career Development Program at MAN Batu Bara, (3) To determine the Evaluation of Teacher Career Development at MAN Batu Bara. The approach in this study was carried out with a descriptive qualitative approach. Data collection was obtained by means of observation, interviews and documentation studies. Data analysis in this study used data reduction techniques, data presentation, and drawing conclusions/verification. Checking or checking the validity of the data used the techniques of credibility, transferability, dependability, and confirmability. The findings of this study revealed three findings, namely: (1) Planning for teacher career development at MAN Batu Bara carried out by madrasahs, namely by planning for proposing the names of teachers who will be promoted to rank or class. Meanwhile, what is done by teachers is by preparing certain conditions for promotion to the rank of class, (2) The implementation of career development at MAN Batu Bara is by compiling a proposal file for promotion compiled by the teacher and recommended by the head of the Madrasa, as well as through examination of files by the head of the Madrasah. supervisor of physical documents and components of credit score assessment for teachers, (3) Evaluation of teacher career development at MAN Batu Bara conducts a self-evaluation by looking at the success of students in subjects and is also carried out by the head of the madrasa every year which is called the employee work target (SKP).

Abstrak

Penelitian ini mendeskripsikan tentang Bagaimana Implementasi Pengembangan Karir Guru di MAN Batu Bara. Adapun tujuan penelitian ini yaitu: (1) Untuk mengetahui Perencanaan Pengembangan Karir guru di MAN Batu Bara, (2) Untuk mengetahui Pelaksanaan Program Pengembangan Karir guru di MAN Batu Bara, (3) Untuk mengetahui Evaluasi Pengembangan Karir guru di MAN Batu Bara. Pendekatan pada penelitian ini dilaksanakan dengan pendekatan kualitatif deskriptif. Pengumpulan data diperoleh dengan teknik observasi, wawancara dan studi dokumentasi. Analisis data pada penelitian ini menggunakan teknik reduksi data, penyajian data, dan menarik kesimpulan/verifikasi.

Kata kunci:

Pengembangan Karir Guru

Pemeriksaan atau pengecekan keabsahan data digunakan teknik kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas. Temuan penelitian ini mengungkapkan tiga temuan yaitu: (1) Perencanaan pengembangan karir Guru di MAN Batu Bara yang dilakukan madrasah yaitu dengan merencanakan pegusulan nama guru-guru yang akan naik pangkat atau golongan. Sedangkan yang dilakukan oleh para guru yaitu dengan mempersiapkan syarat-syarat tertentu untuk naik pangkat golongan, (2) Pelaksanaan pengembangan karir di MAN Batu Bara adalah dengan menyusun berkas usul naik pangkat yang disusun oleh guru dan direkomendasikan oleh kepala Madrasah, serta melalui pemeriksaan berkas oleh pengawas terhadap dokumen fisik dan komponen penilaian angka kredit untuk guru, (3) Evaluasi pengembangan karir guru di MAN Batu Bara melakukan evaluasi diri dengan melihat keberhasilan para siswa dalam mata pelajaran dan juga dilakukan oleh kepala madrasah setiap tahunnya yang disebut dengan sasaran kerja pegawai (SKP).

INTRODUCTION

Career development refers to the process of developing beliefs and values, skills and talents, interests, personality characteristics, and knowledge of the world of work throughout life. So with this understanding, career development not only includes about one's productive working age but more widely, namely the whole of one's life.

This career development follows the development of a person's beliefs and values with regard to his world of work, namely that person must believe the truth of what is done (work) for his life and apply the values that drive the progress of his life, for example: craft, tenacity, honesty, unyielding and frugal. The adjustment of interests and talents to the work he is involved in is also a career development effort that more or less affects the quality and quantity of work of a person. The skills and knowledge needed both directly and indirectly with the world of work also need to be improved so that his career can develop. Improving effective life habits also develops a person's career life because by having effective life habits, his personality is getting more quality (Hasan, 2017).

The teacher's career is the progress and development that the teacher achieves in teacher training. Career as a pointer to jobs that form a systematic and clear pattern of progress. With the increase in competence and work of teachers in learning will affect the quality of learning, so that if the teacher's career is good it will also have a good impact on the quality of learning.

In the journal Zulkifli Hasan (2017, p213), career development is important for a teacher because it is very influential at least on work satisfaction and income increases. In other words, if the career of a teacher increases then of course the recognition of the institution that houses him also increases, one of which is evidenced by the increase in salary he receives and of course this will make him feel more happy and comfortable working. To achieve this, ideally a teacher must know about the career levels and the consequences of the career level for him both in the form of responsibilities and obligations and rewards that he will get. In addition, teachers must also know the efforts that can be made to be able to pursue a career to a higher level, whether rank, functional, or structural position. With things around career levels and achievement efforts, a teacher has a clear direction in living his career and profession.

The high low performance of teachers is served by many factors, including the ability and willingness of work, the availability of school facilities and infrastructure and the policies of the implementation and other factors. The low educational background of teachers, especially relevant educational backgrounds, also leads to low competence of professionalism of the

teacher, so that the mastery of teaching materials and methods is still below the standard. Thus teachers lack mastering good teaching techniques in planning teaching, presenting teaching materials and evaluating student learning outcomes (Jauhar, 2014, p. 125).

Lack of teacher work motivation will lead to low teacher performance. A person who has the motivation or will to do a job well will assume that the work is important. Teachers who have high-achieving motivation will achieve high performance, and conversely teachers who perform low due to low work motivation.

Based on preliminary observations, there is a phenomenon that in MAN Bara that has carried out career development activities against teachers. The implementation of promotion in MAN Bara in 2019 was recommended by Madrasah to the Office of the Ministry of Religious Affairs of North Sumatra Province. For teachers who are already qualified to rise through the ranks will be recommended by Madrasah.

However, these career development activities tend to be less implemented to the maximum. This is seen from some teachers seem less interested in following the promotion, some teachers tend to be indifferent to career development programs, some teachers seem less aware of the purpose of the career development program. With the lack of maximum career development activities, resulting in the performance of teachers who do not follow the career development activities decreased. Seen from some teachers who still have teachers who arrive late, lack of teacher knowledge of the manufacture of learning devices, there are still some teachers who tell stories of fellow colleagues while learning hours are ongoing, lack of teacher attention to learners, and there are still some teachers who have not been able to use innovative learning methods. Career development is a change in values, attitudes and motivations that occur in a person, because with the addition / increase in age will become more mature. Teachers must have motivation in themselves in developing their career in the improvement and addition of a teacher's abilities.

Career Development of Teachers

According to Healy in Sermiawan (1997, p. 217) the concept of career development is a kingdom of postulate that a career is built on what a person has done, what he does now, and what he wants to do through various stages of development. Career development shows the direction and smoothing of abilities, but it also means getting closer to certain choices of willing pedagogists. Nevertheless, that particular choice of job must be viewed in a broader scope than the mere conformity between one's abilities and the fit of the demands of the pekerjaan.

According to Gutteridge & Otte in Marnis (2008, p. 199) career development is defined as: an organized, planned effort comprised of structured activities or processes that result in a mutual career plotting effort between employees and the organization.

According to Muhammad Busro, the goals of career development are: 1) Realizing organizational activities in helping employees analyze their abilities and interests, in order to be tailored to their needs; 2) Develop yourself and efforts to improve the capabilities that need to be demonstrated with the skills needed by profit organizations and nonprofits where they work; and, 3) Provide opportunities for employees to fill important positions contained in the organizational structure.

Career development goals are future positions that are to be achieved as part of a career path by an employee. Career flow means a sequence of positions / positions that are stratified from the lowest to the highest (Busro, 2018, p. 281).

The goal of career development of educators of educational units / schools is the increasing ability and career of educators so that they can carry out their main tasks and functions as educators of professional education units / schools. These objectives imply the importance of coaching qualifications, competencies and career enhancement of educators as functional positions. Professional qualifications and competencies are expected to have an impact on improving their performance and work results. While career development is expected to have an impact on his well-being (Yunita, 2017, p. 25).

Career Teacher

A career is all the work (position) that belongs (held) during one's working life. Career as a job guide that form a systematic and clear pattern of progress or improvement, or often referred to as a career path. Career is also referred to as a sequence of promotion or transfer of better positions and demanding responsibility during one's working life (Handoko, 2001, p. 121).

Gibson in Larasati (2018, p. 154) states that a career is a series of attitudes and behaviors related to work experiences and activities over the span of one's life and a series of work activities over the span of one's life and a continuous series of work activities, thus an individual's career involves a series of choices from a wide variety of opportunities. When viewed from an organizational point of view, a career involves the process by which the organization renews itself to career effectiveness which is the limit by which a suite of career attitudes and behaviors can satisfy an individual.

According to Nurul Ulfatin (2016, p. 141) career (career) can be interpreted as a job journey (work history) of an employee in the organization, he began to be treated as a new employee and ended when he no longer worked in the organization. In the course of the job, an employee will achieve a career goal, namely a certain position or position that can be achieved if the person concerned has qualified and qualified needed to carry out the position. Every employee has the same career path, meaning that every employee has the same opportunity to achieve certain career goals. However, the career journey of an employee can be classified into three alternatives, namely (1) an improved career, (2) a sedentary career, and (3) a declining career. A career improves if an employee is biased to achieve a planned career goal. A career is settled if an employee cannot develop his or her career to achieve the planned career goals. Career declines if an employee experiences a decline in job duties.

In Mulyasa (2010, p. 37) teachers are educators, who become role models, and identification for learners, and their environment. Therefore, teachers must have certain standards of personal quality, which includes responsibility, authority, independence, and discipline.

In Akyak (2005, p. 2) states that teachers not only give knowledge to their students, but are the source of moral science that will shape the entire person of their students, become students who are noble because of the existence of teachers who teach but at the same time practice the teachings and values of Islamic education.

Teacher is in principle a profession that has certain skills, where the community places it in a more respectable place in its environment, because from a teacher it is expected that the community can obtain knowledge. This means, teachers are obliged to educate the nation towards the formation of a whole human being based on the character of the nation's culture (Shatra, 2013, p. 56).

RESEARCH METHODS

In this study using a descriptive qualitative approach. Researchers use a descriptive qualitative approach because the data obtained is presented through words and language or writing is not in the form of numbers, so it is expected that the data and information obtained can be presented clearly. Data collection is obtained by observation techniques, interviews and documentation studies. Data analysis in this study uses data reduction techniques, presentation of data, and drawing conclusions / *verifikasi*. Examination or checking the validity of data is used *kredibilitas*, *transferability*, *dependability*, and *confirmability* techniques. This research was conducted at MAN Fifty Coal Regency located on Jalan Perintis Independence number 76 Subdistrict Fifty Coal Regency

RESULTS AND DISCUSSIONS

Results

The first findings suggest that the activities a person undertakes can affect his or her career including in career planning activities. Good career planning can help one's career journey is purposeful and in line with expectations. Just like the teachers at MAN Batu Bara want to make a career in order to be able to improve and improve the implementation of the work for the better. Every desire certainly has a career goal in the teacher, if you want that goal achieved by teachers at MAN Batu Bara, of course, must have a plan to achieve the desired career.

The second finding, the implementation of career development of MAN Batu Bara teachers in the form of promotion and promotion of positions. For teachers who want to rise through the ranks of the proposal to rise by the teacher and recommended by the head of Madrasah, as well as through the examination of the file by the supervisor of physical documents and the credit number assessment component for teachers. As for the promotion of teacher positions in MAN Batu Bara conducted by the head of Madrasah to teachers, namely as a classroom guardian, guidance teacher, as PKM, and also the head of the library. In the implementation of teacher career development in MAN is strongly supported by the head of Madrasah such as providing motivation in the form of support and opportunities for teachers who follow training. Madrasah heads strongly support willing teachers and are willing to move teachers to make positive changes through career development for teachers.

In the third finding of the teacher's career development evaluation, the teacher at MAN Batu Bara conducted a self-evaluation by looking at the success of the students in the subjects. There are also employee work targets (SKP) carried out by the head of the madrasah every year. SKP is one of the conditions that must be fulfilled by teachers to rise through the ranks or groups.

Evaluation of teacher career development in MAN Batu Bara is carried out by assessment of teacher performance, teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with the standards set. The assessment of teacher performance at MAN Batu Bara includes by compiling a learning curriculum, compiling a syllabus / semester, compiling RPP; preparing measuring instruments / problems according to subjects, carrying out the presentation of teaching programs, carrying out learning evaluations, analyzing the results of assessments of learning outcomes, compiling and implementing improvement programs, becoming supervisors

of assessment and evaluation of school and national learning processes and outcomes, and making innovative works.

DISCUSSION

Career planning for teachers at MAN Batu Bara conducted by the head of madrasah is to analyze the needs of teachers according to the career goals to be achieved by the teacher and make plans for the implementation of teacher career development. While the teacher prepares the conditions to rise through the ranks or groups to develop his career.

In an effort to develop his career, the teacher seeks to develop himself by participating in various PTK activities and continuing the next study and also following programs implemented by MGMP such as RPP K13 manufacturing training, training for subject teachers, and seminars. With this program can increase the ability of teachers in carrying out their main tasks. The head of Madrasah motivates and encourages teachers to continue their field of higher education, as well as include teachers in various educational and training activities.

Teacher career affects the increase in teacher allowance, increase in teacher allowance in MAN Batu Bara based on the group and position owned by MAN Batu Bara teachers. The types of benefits that exist in MAN Batu Bara teachers are social benefits, meal allowances, and transport support for those who have additional positions in Madrasah.

In the implementation of career development also has supporting factors and obstacles in the career development of teachers in MAN Batu Bara. The supporter of the teacher's career in MAN Batu Bara is the willingness and spirit in someone who wants to develop his career and the motivation of the head of madrasah, development programs according to the needs of teachers and teachers respond well with existing development programs. While the obstacle is the time that often clashes with the schedule of admission to teach in madrasahs and there are still teachers who are less interested in participating in career development programs and the absence of a special budget to create a development program in madrasah. The solution to deal with the inhibiting factors in the career development of teachers in MAN Batu Bara can be to manage the time so as not to be bumped with the teaching schedule and cooperate with the school and the support of the head of the madrasah

Permenneg PAN and RB Number 16 of 2009 define Teacher Performance Assessment is an assessment of every item of the teacher's main task activities in the framework of career coaching, principality, and position. This assessment is done through observation and monitoring. Observation is a process of collecting teacher performance data conducted through direct observation of the workings of teachers when delivering learning materials or guidance in the classroom to learners. Observation consists of before observation, during observation and after observation.

Monitoring is a process of collecting teacher performance data conducted on teacher activities in addition to the implementation of learning / guidance such as the presence of teachers in the classroom, the latest counseling service and guidance reports and delivered in a timely manner for BK teachers, teacher attendance in school, service to parents of learners and others.

The implementation of the main task of the teacher cannot be separated from the ability of a teacher in mastery of knowledge, skills, and attitude in carrying out his duties as a professional educator. This is a form of the required competence as stipulated in Permendiknas Number 16 of 2007 on Academic Qualification Standards and Teacher Competence. Mastery of teacher

competence determines the achievement of the quality of the learning process or guidance of learners and the implementation of additional tasks and / or other tasks that are relevant in accordance with the function of the school / madrasah. Teacher career development is carried out against the competence of teachers in accordance with learning tasks, mentoring, or additional tasks relevant to the function of the school Especially for learning or mentoring activities, the competencies that are used as the basis for teacher performance assessment are pedagogical, professional, social and personality competencies, as stipulated in the Regulation of the Minister of National Education No. 16 of 2007. These four competencies have been spelled out into teacher competencies that must be shown and observed in various activities, actions and attitudes of teachers in carrying out learning or guidance (Setyo Hartanto and Sodik Purwanto, 2019, h. 44-45)..

CONCLUSION

Based on the description of the data and the discussion of the results of the study, it can generally be concluded that: (1) Planning for the career development of Teachers in MAN Batu Bara conducted by madrasah is by planning the name of teachers who will rise up the ranks or groups. While what is done by teachers is to prepare certain conditions to rise to the rank of group, (2) The implementation of career development in MAN Batu Bara is to compile a proposal file to rise through the rank compiled by the teacher and recommended by the head of Madrasah, and through the examination of the file by the supervisor of physical documents and the credit number assessment component for teachers. (3) Evaluation of teacher career development at MAN Batu Bara conducts self-evaluation by looking at the success of students in subjects and also carried out by the head of madrasah every year called employee work goals (SKP).

REFERENCES

- Akyak. (2005). *Profil Pendidikan Sukses*. Surabaya: Elkaf.
- Almanshur, M. D. (2012). *Metodologi Penilaian Kualitatif*. Jogjakarta: Ar-Ruzz Media.
- Amini. (2013). *Profesi Pendidikan*. Jakarta: Perdana Publishing.
- Arikunto, S. (2002). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ar-Rasyid, M. (2017). *Al-Qur'an dan Terjemahan cet 04*. Jakarta: Maktabah Al-Fatih.
- Bungin, B. (2007). *Penelitian Kualitatif Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*. Jakarta: Prenada Media Group.
- Busro, M. (2018). *Teori-teori Manajemen Sumber Daya Manusia*. Jakarta: Prenadamedia Group.
- Edwin B. Flippo, . E. (1984). *Manajemen Personalia*. Jakarta: Erlangga.
- Elbadiansyah. (2019). *Manajemen Sumber Daya Manusia*. Malang: CV. IRDH.
- Emzir. (2010). *Metodologi Penelitian Kualitatif Analisis Data* . Jakarta: Rajawali Press.
- Engkoswara. (2015). *Administrasi Pendidikan*. Bandung: Alfabeta.
- Fattah, N. (2004). *Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah*. Bandung: Pustaka Bani Quraisy.
- Handoko, T. H. (2001). *Manajemen Personalia dan Sumber Daya*. Yogyakarta: BPFE.
- Hani, T. H. (2008). *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta: BPFE.
- Hasibuan, M. S. (2012). *Manajemen Sumber Daya Manusia Edisi Revisi*. Jakarta: Bumi Aksara.
- Idrus, F. S. (2009). *Pengembangan Profesionalitas Guru, cet. 3*. Jakarta: GP Press.

- Indartono, S. (2016). *Pengantar Manajemen: Character inside*. Yogyakarta: Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Indonesia, T. D. (2009). *Manajemen Pendidikan*. Bandung: Alfabeta.
- Jackson, R. I. (2006). *Manajemen Sumber Daya Manusia*. Jakarta: Selemba Empat.
- Jauhar, N. H. (2014). *Buku Pintar materi & PLPG Sertifikasi Guru*. Jakarta: Prestasi Pustakaraya.
- Kencana, I. (2000). *Alqur'an dan Ilmu Administras, cet. I*. Jakarta: Rineka Cipta.
- Komaruddin. (1990). *Manajemen Berdasarkan Sasaran*. Jakarta : Bumi Aksara.
- Larasati, S. (2018). *Manajemen Sumber Daya Manusia*. Yogyakarta: CV Budi Utama.
- Marnis, P. (2008). *Manajemen Sumber Daya Manusia*. Surabaya: Zifatama Publisher.
- Martini, H. N. (1994). *Penelitian Terapan*. Yogyakarta: Gajah Mada.
- Masran, M. (2015). *Manajemen Sumber Daya Manusia*. Surabaya: Zifatama Publisher.
- Masran, M. (2017). *Manajemen Sumber Daya Manusia Profesional*. Surabaya: Zifatama Publisher.
- Mesiono. (2012). *Manajemen Organisasi*. Bandung: Media Perintis.
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Muhammad Kristiawan, D. S. (2017). *Manajemen Pendidikan*. Yogyakarta: Deepublish.
- Mulyasa, E. (2004). *Manajemen Berbasis Sekolah*. Bandung: PT. Remaja Rosdakarya.
- Mulyasa, E. (2010). *Manajemen Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT Remaja Rosdakarya.
- Nasrudin, E. (2010). *Psikologi Manajemen*. Bandung: Pustaka Setia.
- Nawawi, H. (1993). *Administrasi Pendidikan, cet. I*. Jakarta: Jaha Masagung.
- Nurul Ulfatin, T. T. (2016). *Manajemen Sumber Daya Manusia Bidang Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- PermenegRB. (2012). *Pedoman Pelaksanaan Penilaian Kinerja Guru*. Jakarta: Kemendikbud.
- Rachmawati, I. K. (2008). *Manajemen Pendidikan Islam*. Yogyakarta: Andi.
- Reality, T. (2008). *Kamus Bahasa Indonesia*. Surabaya: Reality Publisher.
- RI, D. P. (2006). *1Dirjen Pendidikan Islam Departemen Agama RI, Undang-Undang dan Undang-undang dan Peraturan Pemerintah RI tentang Pendidikan*. Jakarta: Departemen Agama RI.
- Robert I, M. d. (2006). *Manajemen Sumber Daya Manusia*. Jakarta: Selemba Empat.
- Rusydi Ananda, A. M. (2017). *Inovasi Pendidikan Melejitkan Potensi Teknologi dan Inovasi Pendidikan*. Medan: CV. Widya Puspita.
- Sadirman, A. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT RajaGrafindo Persada.
- Safaria, T. (2004). *Kepemimpinan*. Yogyakarta: Graha Ilmu.
- Sarbaini, N. L. (2011). *Perencanaan Pendidikan*. Bandung: CV Pustaka Setia.
- Semiawan, C. (1997). *Perspektif Pendidikan Anak Berbakat*. Jakarta: PT Grasindo.
- Setyo Hartanto, S. P. (2019). *MODUL PELATIHANPENGUATAN KEPALA SEKOLAHSUPERVISI DAN PENILAIANKINERJA GURU(MPPKS - PKG)*. Jakarta: hDirektorat Jenderal Guru dan Tenaga Kependidikan.
- Siagan, S. P. (1999). *Manajemen Sumber Daya Manusia*. Jakarta: PT Bumi Aksara.
- Soekijo Notoatmojo, . (2009). *Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta.
- Somantri, M. (2014). *Perencanaan Pendidikan*. Bogor: PT Penerbit IPB Press.
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Bandung: Alfabeta.
- Sukandarrumidi. (2006). *Metodologi Penelitian: Petunjuk Praktis Untuk Peneliti Pemula*. Yogyakarta: Gajah Mada University Press.
- Sutrisno, E. (2015). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana.
- Syafaruddin. (2005). *Manajemen Lembaga Pendidikan Islam*. Jakarta: Ciputat Press.

- Syafaruddin, A. (2017). *Psikologi Organisasi Manajemen*. Depok: Prenadamedia Group.
- Syahrum, S. d. (2015). *Metodologi Penelitian Kualitatif*. Bandung: Ciptapustaka Media.
- Syahrum, S. d. (2015). *Metodologi Penelitian Kualitatif*. Bandung: Ciptapustaka Media.
- Syatra, N. Y. (2013). *Desain Relasi Efektif Guru dan Murid*. Jogjakarta: Buku Biru.
- Terry, G. R. (2005). *Dasar-Dasar Manajemen*. Jakarta: Bumi Aksara.
- Toha, M. (1995). *Kepemimpinan dalam Manajemen, cet. I*. Jakarta: Raja Grafindo.
- Tohardi, A. (2001). *Pemahaman Praktis Sumber Daya Manusia*. Bandung: Mandar Maju.
- TU. (2020, Juni 29). Sejarah MAN Batu Bara. (W. Hasanah, Interviewer)
- Uno, H. B. *Profesi Kependidikan*. 2005.
- Uno, H. B. (2005). *Profesi Pendidikan*. Jakarta: Bumi Aksara.
- Usman, H. (2008). *Manajemen: Teori Praktik dan Riset Pendidikan*. Jakarta : PT Bumi Aksara.
- Usman, M. U. (2010). *Menjadi Guru Profesional, cet. 24*. Bandung: Remaja Rosda.
- Wahjosumidjo. (2011). *Kepemimpinan Kepala Sekolah*. Jakarta: Rajawali Pers.
- Wau, Y. (2013). *Profesi Kependidikan*. Medan: Unimed Press.
- Wibowo. (2006). *Manajemen Perubahan*. Jakarta: PT RajGrafindo Persada.
- Wijaya, R. H. (2017). *Ayat-Ayat Al-Quran Tentang Manajemen Pendidikan Islami*. Medan: LPPPI.
- Yunita, F. (2017). Hubungan Pengembangan Karir dengan Kinerja Guru di SMA Negeri 1 Kandis Kecamatan KAndis Kabupaten Ogan Ilir. *Skripsi* , 25.
- Ahmad Muhibbin, A. F. (2016). Pengembangan Karier Fungsional Guru Pada Tiga Sekolah Dasar Negeri Di Kabupaten Sukoharjo. *SEMINAR NASIONAL PENDIDIKAN* , 218.
- Hasan, Z. (2017). Upaya Pengembangan Karir Guru Melalui Peningkatan Kualifikasi Akademik Dan Profesionalisme (Studi Pada Guru Guru SMP Di Kabupaten Bengkalis). *Akademika* , 13, 212.