



The Implementation of Coaching and Mentoring in Enhancing Teacher Performance in Madrasah

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ABSTRACT

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Improving teacher performance is crucial for enhancing the quality of education in madrasahs. This study aims to explore the implementation of a coaching and mentoring model to improve teacher performance, with a focus on sustainable professional development. This research employs a qualitative design with a descriptive approach, utilising participatory observation, in-depth interviews, and documentation analysis to collect data. The results indicate that the integrated coaching-mentoring model, consisting of diagnostic, development, and reflection phases, has successfully improved teachers' professional, pedagogical, and social competencies. However, challenges such as time constraints and inadequate mentor training hinder its full effectiveness. In conclusion, coaching and mentoring implemented at madrasah have contributed to creating a collaborative and reflective work culture, but improvements are needed in mentor training and enhancing teachers' reflective capacities. This study offers new insights into the application of coaching and mentoring grounded in Islamic values in madrasah settings, providing a sustainable model for teacher development in Islamic educational institutions.

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INTRODUCTION

The improvement of teacher performance is essential for strengthening the quality of education in madrasahs. As the foundation of students' religious and academic growth, teachers play a critical role in shaping educational outcomes. This research is important because it focuses on a sustainable and effective solution to enhance teacher performance, particularly in the context of madrasahs, where professional development systems are still evolving. Evidence from field observations highlights that many teachers face challenges in innovating their teaching strategies and reflecting on their practices (Wahid et al., 2022). With the educational landscape shifting towards more collaborative and reflective models, this study is timely and relevant, offering practical insights

into enhancing the quality of teaching through coaching and mentoring, which are widely acknowledged as vital tools for teacher development.

Teachers in many madrasahs, including MTs Lubbul Labib, struggle with the inconsistent application of innovative teaching strategies and a lack of professional reflection on their teaching practices. These challenges arise from insufficient guidance from school leadership and a limited collaborative environment among educators. In rural settings, where resources are often scarce, the professional development systems are typically traditional, lacking in structured mentoring or coaching initiatives. This situation signifies a gap in the professional development programs that fail to cultivate continuous improvement and reflective practices. Therefore, there is a pressing need to explore how coaching and mentoring can be strategically integrated into madrasah settings to optimize teacher performance and professional growth.

At MTs Lubbul Labib, located in Kedungsari Village, Probolinggo, several teachers exhibit inconsistent performance in lesson planning, assessment, and follow-up on student learning outcomes. Field observations indicate that these teachers often rely on personal experience rather than structured guidance, leading to disparities in their teaching practices. The lack of ongoing support and the absence of effective collaborative spaces exacerbate these issues, which are further compounded by the challenges of adapting to curriculum changes and integrating new teaching technologies (Suhermanto, 2023). These factors highlight the critical need for a more systematic approach to teacher development, where coaching and mentoring practices can be effectively implemented to foster professional growth.

Previous studies have examined the effectiveness of coaching and mentoring in improving teacher professionalism. Glickman (2019) highlights that educational coaching helps teachers engage in reflective practices, identifying areas for improvement in their teaching. Similarly, Garvey, Stokes, and Megginson (2018) emphasize that mentoring is a vital tool for bridging the gap between senior and novice teachers, facilitating the transfer of professional knowledge. Supriyanto (2021) supports these findings by confirming that principal-led coaching models have significantly enhanced teacher motivation and performance in madrasahs. However, these studies have predominantly focused on urban settings or general educational institutions, with limited attention given to rural Islamic educational contexts like MTs Lubbul Labib. This research aims to address this gap by focusing on a rural madrasah, thus contributing new insights into how coaching and mentoring can be adapted to suit the unique characteristics of Islamic schools in such settings.

The existing body of literature demonstrates the importance of coaching and mentoring in teacher development, but there is a notable research gap in the

application of these strategies in rural madrasah contexts. While much of the research has focused on general educational environments or urban schools, few studies explore how these approaches can be integrated into Islamic madrasahs, especially in rural areas where resources and professional development programs are often limited. This study will fill this gap by focusing on MTs Lubbul Labib and examining how coaching and mentoring, guided by Islamic values, can improve teacher performance. The findings of this research will offer a unique perspective, contributing to the body of knowledge on teacher development in Islamic education by emphasizing the integration of traditional Islamic values with contemporary management strategies.

This study's novelty lies in its integration of coaching and mentoring approaches within a rural madrasah context, combining modern professional development strategies with Islamic spiritual values. Although coaching and mentoring are widely recognized in educational theory, their application in Islamic educational settings, particularly in rural areas, has received limited academic attention. By focusing on MTs Lubbul Labib, a madrasah rooted in pesantren culture, this research offers new insights into how these strategies can be adapted to foster teacher professionalism while maintaining alignment with Islamic ethics and values. This study is important because it provides a new conceptual model for teacher development that combines reflective practices with cultural and religious considerations, filling a critical gap in educational management research within Islamic schools.

This research seeks to answer the question: How can coaching and mentoring implemented by school principals improve teacher performance at MTs Lubbul Labib, Kedungsari Village, Probolinggo? The argument is that when coaching and mentoring are effectively implemented, they can foster a collaborative environment, enhance reflective practices, and significantly improve teacher performance in lesson planning, teaching, and assessment. This study will provide empirical evidence to demonstrate that coaching and mentoring are not only valuable tools for professional growth but also essential for creating a sustainable culture of teacher development in rural Islamic schools.

RESEARCH METHOD

This study adopts a qualitative research design with a descriptive approach to understand the implementation of coaching and mentoring in improving teacher performance within the madrasah context. The qualitative approach allows for an in-depth exploration of teachers' and the principal's experiences, perceptions, and meanings regarding the coaching and mentoring processes. Rather than testing hypotheses or examining variable relationships, the study aims to provide a holistic understanding of how these practices are carried out and their impact on teacher performance. The focus is on capturing

the nuances of the phenomenon naturally, without manipulating variables, thereby providing rich insights into the practices and outcomes of teacher development (Ghanad, 2023).

The research was conducted at Madrasah Tsanawiyah (MTs) Lubbul Labib, a madrasah located in Kedungsari Village, Probolinggo Regency, which was purposefully selected for its unique approach to human resource management, particularly in the application of coaching and mentoring to enhance teacher performance. This location was chosen because of the madrasah's focus on improving teacher quality through these developmental approaches, guided by the principal. It is considered a representative site for the study, as it offers valuable insights into how coaching and mentoring practices directly influence teacher performance in this context. The study draws on data collected through participatory observation, in-depth interviews, and documentation analysis to provide a comprehensive view of the ongoing development efforts and their outcomes (Groves et al., 2023).

Data analysis was performed using the interactive model of Miles and Huberman, which involves four stages: data condensation, data reduction, data display, and data verification. Initially, relevant data from observations, interviews, and documentation were condensed and organized. The condensed data were then filtered to identify emerging patterns and themes. These themes were displayed in an accessible format for interpretation. Finally, data verification ensured the accuracy of the findings by cross-checking them with relevant theories and literature. To enhance the validity and credibility of the research, source triangulation was used to compare data from various respondents (principal, vice principals, teachers, and administrative staff), while technique triangulation involved comparing results from different data collection methods (observations, interviews, and documentation) to ensure consistency and accuracy (Donkoh et al., 2023).

Tabel 1. List of Respondents

No	Position / Role	Expected Information Focus	Respondent Code
1	Principal	Strategies, policies, and the principal's role in implementing coaching and mentoring.	R1
2	Vice Principal for Curriculum Affairs	Implementation of academic mentoring and teacher development in lesson planning.	R2
3	Vice Principal for Student Affairs	Application of coaching in developing teacher and student character and discipline.	R3
4	Indonesian Language Teacher	Experiences in participating in coaching and changes in professional behavior after the development activities.	R4
5	Islamic Education Teacher	Perceptions of the effectiveness of mentoring in improving pedagogical competence.	R5
6	Mathematics Teacher	Impact of coaching on work motivation and	R6

		instructional innovation in the classroom.	
7	Administrative Staff	Administrative support for the implementation of the teacher development program.	R7
8	Madrasah Committee	Community and committee perspectives on improving teacher quality through coaching and mentoring.	R8

RESULT AND DISCUSSION

Result

Forms of Coaching and Mentoring Practices Implemented

The study identifies an integrated coaching-mentoring model implemented at MTs Lubbul Labib, consisting of three key phases: diagnostic, development, and reflection. In the diagnostic phase, teachers' needs and challenges are identified, while the development phase involves personalized coaching and group mentoring sessions. The reflection phase focuses on performance evaluation and follow-up planning. This model promotes continuous improvement through both individual and collective professional development, with the principal playing a central role in ensuring that these processes become embedded in the school's daily activities, thus making the program an integral part of the school's culture rather than a temporary initiative (Amemasor et al., 2025).

Interviews with the Principal (R1) reveal that the coaching and mentoring program is designed to foster a culture of professionalism within the institution. The coaching component offers personalized support through classroom observations and feedback, while the mentoring component focuses on group discussions and continuous guidance from senior teachers (Esguerra & Quinito, 2025). The program was specifically developed to address teachers' lack of initiative in innovating and their limited self-reflection after teaching sessions. As both a coach and mentor, the principal provides systematic guidance to improve teachers' pedagogical and professional skills, ultimately enhancing teacher performance across the school.

Insights from the Vice Principal for Curriculum (R2) indicate that mentoring at MTs Lubbul Labib is implemented through peer mentoring, with weekly meetings where teachers discuss challenges related to lesson planning, teaching media development, and assessment design (Achmad et al., 2022). Experienced and high-performing teachers act as mentors, offering practical guidance and support. R2 emphasizes that this mentoring approach is collaborative and rooted in shared experiences rather than formal supervision, which fosters a more open and supportive work atmosphere. This approach strengthens the culture of collective learning and has led to improvements in teachers' lesson planning and active learning facilitation.

The coaching and mentoring practices at MTs Lubbul Labib integrate personalized support and peer mentoring to enhance teacher performance. The principal's dual role as both coach and mentor facilitates systematic development through individual coaching and collaborative mentoring, creating a professional environment where teachers feel valued and empowered. Unlike traditional hierarchical models, this integrated system encourages continuous professional growth by fostering reflective practices and boosting teachers' intrinsic motivation. The findings suggest that this collaborative and dialogical approach to teacher development has led to improvements in lesson planning, teaching practices, and teachers' ability to engage students more actively in learning.

The Impact of Instructional Planning, Implementation, and Evaluation

Mentoring is a strategic approach in professional development that significantly impacts teachers' social competence and interpersonal communication. It is a structured process where experienced teachers guide less experienced ones, promoting the exchange of ideas, experiences, and pedagogical strategies. This process enhances teachers' reflective practices and fosters a collaborative culture, which improves technical skills and creates a harmonious work environment. It broadens teachers' pedagogical knowledge, particularly in areas like classroom management, active learning, and strategies for addressing diverse student needs (Salsabila, 2024). Mentoring not only strengthens technical competencies but also cultivates a more supportive, communicative, and collaborative environment for educators.

Interviews with R4 highlight that mentoring has notably enhanced teachers' social competencies, particularly in communication and collaboration. Teachers are now more open to receiving feedback and sharing ideas, leading to stronger collegial relationships. R4 explained that teachers with previously limited communication skills have become more receptive, which aligns with the findings of Masdar & Lestari (2021), who emphasize mentoring's role in fostering communication and improving interpersonal relationships among educators. These interactions not only provide technical benefits but also contribute to creating a supportive work environment that encourages professional growth and mutual support among teachers.

The mentoring process has not yet reached its full potential in fostering critical reflection. While mentoring has led to improvements in communication and collaboration, some teachers continue to replicate their mentors' practices without critically assessing their relevance to their own classrooms. Interviews with R4 and R6 reveal that mentoring is still more focused on adaptation rather than innovation. Munif (2025) argues that this stage of adaptation does not

generate the deeper pedagogical reflections necessary for long-term improvements. As a result, mentoring has not fully evolved into a space for critical reflection and the development of new knowledge, which are essential for sustainable teacher development.

Observations further show that although mentoring has improved teachers' social competencies, many still replicate mentors' methods without adapting them to their unique classroom challenges. This highlights a gap between adopting practices and critically reflecting on them. The lack of focus on adapting teaching strategies to the specific needs of students suggests the need for a more reflective mentoring approach. This approach should encourage teachers to evaluate and modify practices based on their individual teaching contexts, fostering deeper engagement with the challenges they face in their classrooms.

While mentoring has been successful in improving teachers' social competence and communication, it has yet to fully stimulate critical pedagogical reflection. The process currently focuses on the adoption of existing best practices but does not sufficiently encourage innovation or adaptation to specific contexts. Therefore, there is a need for a more reflective mentoring approach that not only replicates best practices but also pushes teachers to critically engage with their teaching methods. This would promote deeper, more sustainable improvements in their practice, benefiting both teachers and students. The emerging pattern from the data suggests that mentoring needs to evolve to prioritize context-sensitive reflection, leading to authentic and sustained improvements in teaching practices.

Supporting and Inhibiting Factors in the Implementation Process

At MTs Lubbul Labib, coaching and mentoring are integral components of a school-wide effort to improve instructional quality and foster a professional work culture among educators. Coaching involves personalized support from school leaders, particularly the principal, to guide teachers in addressing specific teaching challenges and enhancing their professional growth. Mentoring, on the other hand, focuses on the exchange of knowledge and experiences among teachers, where more experienced educators offer guidance to less experienced colleagues. Both practices are embedded within a supportive environment that promotes positive relationships, communication, and collaboration, emphasizing their importance in improving technical competencies, social skills, and overall professional development (Jusubaidi et al., 2024).

The success of coaching and mentoring at MTs Lubbul Labib is supported by several factors, including the creation of informal spaces for teacher discussions and the involvement of the madrasah committee. The principal

fosters a sense of community by facilitating informal discussions among teachers in the teachers' lounge, allowing them to share experiences and solutions related to classroom management and student challenges. Additionally, the madrasah committee plays a crucial role in motivating teachers and building trust in the efforts to improve teaching quality. This collaborative approach highlights that the success of teacher development is not solely reliant on individual efforts but on a collective commitment to improving educational standards (Jusubaidi et al., 2024).

Despite the positive outcomes, there are challenges that hinder the full effectiveness of coaching and mentoring. Time constraints due to high teaching loads make it difficult for teachers to engage fully in mentoring sessions or reflect deeply on their practices. Furthermore, the lack of advanced training for mentors limits the development of higher-quality mentoring practices. However, teachers acknowledge that the benefits of coaching and mentoring, including enhanced technical skills, increased confidence, and stronger institutional loyalty, outweigh these challenges. These findings suggest that the positive impact of coaching and mentoring initiatives provides a solid foundation for the long-term sustainability of teacher development at the madrasah.

The coaching and mentoring efforts at MTs Lubbul Labib align with the principles of transformational leadership, where the principal plays a central role in creating a reflective space for teachers and guiding them to recognize their strengths and weaknesses. This process goes beyond traditional supervision and promotes a culture of lifelong learning and professional responsibility. The mentoring process has evolved into a collaborative platform where teachers share best practices and learn from each other, strengthening both pedagogical skills and professional relationships. This integrated system of teacher development, driven by continuous reflection and collaboration, fosters organizational growth and ensures that professional development becomes embedded in the school culture (Wang et al., 2025; Khusnah, 2025; Akhyar, 2025; Ginting & Abdillah, 2025).

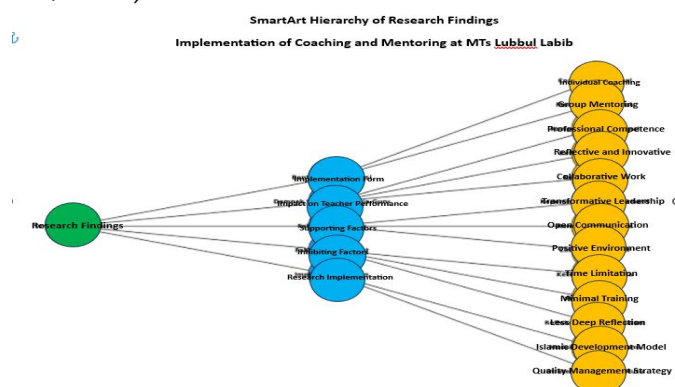


Figure 1. Implementation of Coaching and Mentoring

The hierarchical SmartArt representation of the findings illustrates the interrelationship between the implementation of coaching and mentoring and the improvement of teacher performance at MTs Lubbul Labib. At the highest level, the principal plays a crucial role as both a transformational coach and a collaborative mentor, fostering a reflective, collegial, and quality-oriented work culture. The implementation of individual coaching and group mentoring creates a professional development model that not only transfers knowledge but also transforms teachers' attitudes and responsibility toward the learning process (Masdar & Lestari, 2021). These strategies enhance professional competence, pedagogical innovation, and collaboration, particularly in developing contextualized learning. Supporting factors, such as transformative leadership, open communication, and a positive work environment, reinforce the effectiveness of these implementations. However, challenges remain, including limited time, insufficient advanced training, and shallow reflective practices, which require systemic responses. The findings emphasize the need for teacher-development models that integrate Islamic values and collaborative practices to improve educational quality in madrasah. This hierarchical structure thus not only visualizes empirical findings but also presents a new paradigm in teacher-development management that synergizes spiritual, professional, and contextual dimensions sustainably (Armadan et al., 2023).

While substantial success is evident, challenges persist, especially regarding the depth of teachers' reflection on their instructional practices. Some teachers (R4, R6) replicate mentor strategies without adapting them to their own classrooms, highlighting that mentoring still emphasizes experience transfer rather than knowledge transformation. This indicates the need for a reflective mentoring strategy that encourages critical thinking and innovation based on students' needs. Such an approach would transform coaching and mentoring from supervisory tools to mechanisms for autonomous, creative, and context-responsive professional development.

Conceptually, this study contributes to the discourse on Islamic educational management by proposing an integrated coaching-mentoring model effective at the pesantren-based Madrasah Tsanawiyah level (R. Rahayu et al., 2024). This model embodies a participatory leadership approach, with the principal serving as both a transformational coach and a collegial mentor. The model's novelty lies in integrating two developmental approaches into a single managerial system that strengthens professional culture rather than merely improving technical competencies. Practically, it can be adopted by other madrasah as a sustainable human-resource development strategy, as it has

proven effective in enhancing teacher motivation, peer collaboration, and reflective awareness. Thus, the study reaffirms that effective teacher development must be system-based, value-driven, and rooted in a culture of professionalism within Islamic educational institutions (Letari et al., 2025).

Discussion

The findings from this study on coaching and mentoring at MTs Lubbul Labib provide valuable insights into the effectiveness of an integrated approach to teacher development, aligning with several established theories and practices in educational management. The study demonstrates that both coaching and mentoring are vital strategies for enhancing teachers' competencies and fostering a collaborative, reflective culture. This is consistent with the work of Masdar & Lestari (2021), who highlight that such professional development models not only transfer knowledge but also transform teachers' attitudes and responsibility toward their roles. However, while the study emphasizes the importance of these practices in enhancing teacher performance, it also identifies limitations, particularly in fostering deep reflection among teachers. This discrepancy is notable, as existing literature suggests that effective mentoring should encourage critical reflection and adaptation of practices to specific classroom contexts (Munif, 2025). The findings from MTs Lubbul Labib indicate that mentoring remains largely focused on the replication of practices, rather than the critical evaluation and contextual adaptation of strategies, highlighting a gap between theory and practice.

The study's emphasis on the role of the principal as both a transformational coach and mentor is also supported by existing literature on leadership in educational settings. Transformational leadership is recognized as a key driver of teacher motivation and performance, as leaders who model positive behaviors and engage in empathetic communication foster a supportive environment that encourages professional growth (Wang et al., 2025). This study's findings align with this concept, showing that the principal's dual role is central to the success of the coaching and mentoring programs. The personalized coaching sessions and peer mentoring, facilitated by the principal, help cultivate a sense of responsibility and ownership among teachers, which is consistent with Esguerra & Quinto's (2025) assertion that leadership that combines guidance with collaboration leads to improved teacher performance. Nevertheless, the study also notes challenges, particularly related to the time constraints and insufficient advanced training for mentors, which resonate with similar challenges reported in the literature (Ru'iyah et al., 2023).

From a theoretical perspective, the study's findings highlight the need for a more reflective mentoring approach, which aligns with Bandura's social learning theory, emphasizing the importance of observational learning and peer modeling in professional development (Khusnah, 2025). The study confirms that mentoring at MTs Lubbul Labib has led to improvements in social competencies and pedagogical knowledge, yet it also suggests that mentoring still falls short of stimulating innovation and deep reflection. This gap indicates that while mentoring fosters collaboration, it needs to evolve from simply replicating best practices to promoting critical thinking and context-specific adaptation. The need for a reflective mentoring strategy is in line with current educational management theories, which advocate for continuous, context-sensitive professional growth as a means to sustain improvements in teaching practices (Ulhaq et al., 2025). Thus, this study both supports and challenges existing theoretical frameworks, suggesting that while mentoring can enhance teacher competence, it must be refined to stimulate more profound pedagogical changes.

Practically, the study has significant implications for educational institutions seeking to implement coaching and mentoring programs. The successful integration of these strategies at MTs Lubbul Labib suggests that a holistic approach to teacher development, incorporating both individual coaching and peer mentoring, can lead to improved teacher performance, motivation, and collaboration. This finding supports the practical recommendations of Jusubaidi et al. (2024), who argue that a supportive work environment and collaborative efforts are critical in fostering sustainable teacher development. However, the study also underscores the need for schools to address the challenges of time constraints and inadequate mentor training. These findings suggest that for coaching and mentoring to be truly effective, schools must provide adequate resources and time for both teachers and mentors to engage deeply in these processes. This highlights the importance of structuring professional development programs in ways that allow for continuous reflection, adaptation, and support.

In conclusion, this study contributes to the discourse on teacher development by proposing an integrated coaching–mentoring model that emphasizes a reflective and collaborative approach to professional growth. The findings align with and extend existing literature by demonstrating the importance of both leadership and peer collaboration in enhancing teacher performance. However, the study also reveals areas for improvement, particularly in fostering critical reflection and adapting mentoring practices to the specific needs of teachers. The implications of these findings suggest that schools must adopt a system-based approach to teacher development, one that not only supports technical competencies but also nurtures a reflective, context-

sensitive culture of professional growth. This integrated approach, grounded in Islamic values, offers a sustainable model for improving educational quality in madrasah and similar institutions.

CONCLUSION

The study concludes that the implementation of coaching and mentoring at MTs Lubbul Labib has effectively enhanced teacher performance in professional, pedagogical, and social dimensions. Personalized coaching helps teachers identify their strengths and weaknesses, leading to more reflective improvement strategies, while collaborative mentoring fosters the sharing of best practices and strengthens professional communication. This integrated approach ensures that teacher development is not only instructive but also transformative, contributing to the establishment of a supportive, adaptive, and quality-oriented work culture within the madrasah. Furthermore, the principal's dual role as both facilitator and role model demonstrates the application of transformational leadership, where teachers' performance improvements are driven by spiritual values, exemplary leadership, and empathetic communication. This approach fosters a collaborative and reflective organizational culture that encourages continuous professional growth, reinforcing the sustainability of teacher development within the madrasah environment.

Despite these positive outcomes, several challenges remain, including the limited frequency and depth of teacher reflection, reliance on mentor guidance, and time constraints that hinder the continuity of professional development activities. Additionally, the lack of advanced training for mentors restricts the development of more professional mentoring competencies. To address these limitations, the study recommends developing a more systematic integrated coaching–mentoring system, with a focus on strengthening training for principals and senior teachers as key facilitators. Enhancing teachers' reflective and innovative capacities should be a central goal to foster not only technical improvements but also professional autonomy and awareness. Future research should explore the long-term impact of these programs on student learning outcomes and teacher job satisfaction. Ultimately, the study suggests that coaching and mentoring should be seen as integral components of a sustainable Islamic education quality management strategy, ensuring continuous human-resource development and long-term institutional success.

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