

Strengthening Teacher Motivation in Developing Qualifications and Competencies Through FGDs for Monitoring the Quality of Human Resources in the Education Sector

Syaikhu Rozi^{1*}, Yuni Suprapti², M. Ali Machrus³, Ika Nova Margariena⁴, Alya Nur Fadhilah⁵, Muhammad Subkhan⁶, Achmad Supriyanto⁷.

¹Universitas Islam Majapahit (UNIM) Mojokerto

²Dinas Pendidikan Kabupaten Malang,

^{3,5,6,7}Universitas Negeri Malang,

⁴SDN Sumberbendo 2 Kediri

*syaikhu.rozi.2301329@students.um.ac.id

Article History:

Received: 20 Nov 2024

Revised: 30 Des 2024

Accepted: 28 Jan 2025

Abstract: *This community service activity is carried out with the aim of increasing teacher motivation in developing their educational qualifications and competencies. Activities were carried out using a Community Based Participatory Research (CBPR) approach and light discussion techniques in group discussion forums (FGD). The results of the service show that sharing experiences, best practices for further studies, sharing tips and tricks for being able to continue further studies amidst the demands of duties and responsibilities in the family and school environment, as well as sharing strategies for qualifying for further study scholarships, can all increase teacher motivation to develop qualifications and competencies. Increased motivation can be seen based on the teacher's response in the FGD implementation process which shows an enthusiastic attitude and actively asks questions when given the opportunity, as well as the comparison of pre-test and post-test scores which has increased.*

Keywords: *motivation, qualification, competencies, forum group discussion*

Introduction

In the education system, teachers occupy a very important position to realize effective education. One of the criteria is that it can enable students to achieve achievements, both at the local, national, or even international level. In terms of realizing student achievement, teachers occupy the most important role because teachers interact directly with students to provide learning motivation, provide knowledge, shape attitudes, skills and internalize good values. All of this becomes a provision for students to face the challenges of life in the academic and non-academic world.

In elementary schools, the role of teachers is much greater than that of other teachers in middle (junior high school or equivalent) or senior (high school or equivalent) schools. This is because elementary school teachers on the one hand must truly act as parents who are responsible for providing education and care for students at school. On the other hand, it is also responsible for providing the best service for academic development and learning achievement. For elementary school teachers, these two roles are educational responsibilities that will be realized optimally to realize the quality of education in elementary schools.

Strengthening Teacher Motivation in Developing Qualifications and Competencies Through FGDs for Monitoring the Quality of Human Resources in the Education Sector

Syaikh Rozi, Yuni Suprpti, M. Ali Machrus, Ika Nova Margariena, Alya Nur Fadhilah, Muhammad Subkhan, Achmad Supriyanto



Considering that environmental conditions are always changing, and at the same time, science, technology and the demands of parents and other stakeholders are also developing, primary school teachers need to develop their qualifications and competencies continuously to be able to provide the best educational services for his students. Every parent basically hopes that their children can receive quality educational services because it is a guarantee for their children's future. Parents hope that, by obtaining quality educational services, it will be easy for their children to continue their education to the next desired level, raise their parents' status, and help actualize their cognitive, affective, and psychomotor abilities. (Mu'ammad, 2019).

Apart from that, it is also important to always develop educational qualifications and competencies for elementary school teachers because it can improve the quality ranking status of educational institutions which is often measured by achieving school accreditation rankings. Even the development of educational qualifications and competencies for teachers is also part of the criteria for teachers' psychological well-being. This is because one measure of an individual's psychological well-being is the effort to explore and develop oneself (personal growth) (Keyes, C., & Ryff, C., 1995).

The problem is, not all elementary school teachers have high motivation to develop qualifications and competencies. This happened, among others, at State Elementary School 5 Lawang, Malang Regency.

Geographically, State Elementary School 5 Lawang, Malang Regency stands on Jl. Argopuro 03 Lawang, Malang Regency. This school is a school that has been established for a long time, namely since 1961 and has had many achievements in the academic and non-academic fields, some of which can be shown in table 1:

Table 1

Achievements of State Elementary School 5 Lawang, Malang Regency

Year	Achievement	Level
2017	- Become a Model Elementary School for the National Education Quality Assurance Institute (LPMP).	- National
2018	- 2nd Place PPK/Character School	- Regency
2019	- National Level PPK / Character School	- National
	- Entered the TVRI "Indonesian Children" program	- National
	- Leading Schools in the Context of Improving the Quality of USBN in Malang Regency	- Regency
	- Adiwiyata School	

With its various achievements, State Elementary School 5 Lawang, Malang Regency should be a school that is trusted by the public, but the number of students it has is not that many. This shows that the level of public trust in Lawang State Elementary School 5, Malang Regency is not very good. Data on the number of students is as follows in table 2:

Table 2

Number of students at SDN 5 Lawang, Malang Regency

Class	Amount Based on Gender		Number of Classes
	Male	Female	
I	27	31	58
II	33	23	56
III	25	30	55
IV	20	29	49
V	20	31	51
V	14	38	52
Total Number of Students			324

All students at State Elementary School 5 Lawang, Malang Regency are coached by professional teachers totaling 21 teachers with the criteria for bachelor (S-1) education as many as 18 teachers, masters (S-2) as many as 3 teachers, and none yet doctoral degree (S-3). The profile of the situation of teachers at State Elementary School 5 Lawang, Malang Regency who are

the subjects of service targets is as shown in table 3.

Table 3

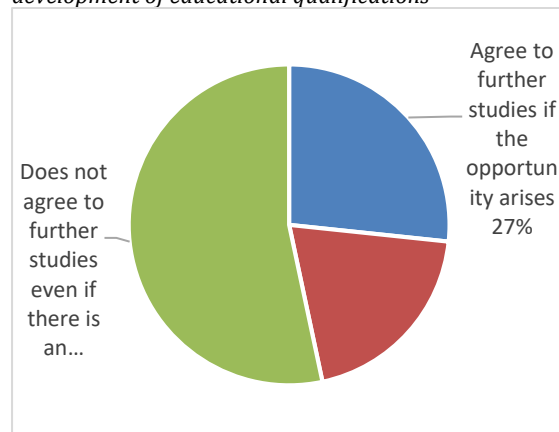
Number of teachers at SDN 5 Lawang, Malang Regency

Teacher Profile	Teachers Amount
PNS	5
PPPK	2
GTT	11
PTT	3
Total	21

Based on the initial test results, data was obtained that 53% of teachers at State Elementary School 5 Lawang, Malang Regency did not agree to develop qualifications and competencies through further study, and 20% were hesitant to do so, even if they had the opportunity. Only 27% of teachers agree to undertake further studies to develop their qualifications and competencies. The attitude of teachers at SDN 5 Lawang, Malang Regency towards further studies to develop qualifications and competencies is as shown in Figure 1.

Figure 1

Pre-test results of teachers' attitudes towards the development of educational qualifications



The low motivation of teachers to develop qualifications and competencies through further study is one of the problems that needs to be resolved at State Elementary School 5 Lawang, Malang Regency. The solution that can be provided is to carry out a collaborative community service program with the Malang Regency Education Supervisor as a service partner. For this reason, from the perspective of

implementing education quality management functions, this service activity is part of the implementation of monitoring and supervising the quality of education in elementary schools. The existence of educational supervision activities in schools is very important because it is a basic process that is essentially needed to see the extent of success achieved by an organization (Robert & Joel, 1983), including the success of elementary schools to increase teacher motivation in developing educational qualifications and competencies.

The monitoring technique implemented is by means of light discussions in group discussion forums (FGD). FGD is an activity to explore certain phenomena in a group which is carried out by means of joint discussions between the individuals involved to produce a mutual agreement. This technique is commonly used in qualitative research activities (Carey & Smith, 1994). However, FGD was used in this activity because based on a literature review, information was obtained that it could improve teachers' professional competence (Dasmana, 2022), become a model of academic supervision in schools to help teachers develop their competencies in curriculum development, teacher working groups and classroom action research (Glickman, 2013). It is even effective in increasing teachers' knowledge and abilities in carrying out scientific learning (Idris, 2021).

Methods

This community service activity is an activity carried out to help resolve the problem of low teacher motivation at SDN 5 Lawang, Malang Regency in developing educational qualifications and competencies as an elementary school teacher. Educational qualifications are related to the last level of education taken by the teacher, so that the teacher's motivation to develop educational qualifications means the emergence of encouragement within the teacher to improve his education, from

Strengthening Teacher Motivation in Developing Qualifications and Competencies Through FGDs for Monitoring the Quality of Human Resources in the Education Sector

Syaikh Rozi, Yuni Suprapti, M. Ali Machrus, Ika Nova Margariena, Alya Nur Fadhilah, Muhammad Subkhan, Achmad Supriyanto



initially having a bachelor's degree (S-1) to a postgraduate degree, either at the master's level (S-2) or Doctorate (S-3). Meanwhile, teacher motivation to develop their competence means that there is encouragement for teachers to develop personal competence, pedagogical competence, social competence, and professional competence. Developing teacher competency is very important to optimize teacher education tasks and responsibilities as individuals and as part of members of society, nation and state.

Activities to develop educational qualifications and teacher competencies are closely related to the implementation of the function of monitoring the quality of human resources in the field of education in elementary schools. For this reason, this activity was carried out collaboratively between the Service Team, namely 6 students from the Postgraduate Program in Education Management, State University of Malang, who collaborated with the Malang Regency Education Supervisor as service partners. The target subjects of service are teachers at State Elementary School 5 Lawang, Malang Regency.

This community service activity is carried out using a Community Based Participatory Research (CBPR) approach. This approach was chosen because it has advantages in the form of: 1) steps that are able to bring academic groups closer to the target group of service subjects (Afandi et al., 2022), 2) Prioritize the participation of service target subjects so as to encourage the effectiveness of the service program. 3) there is collaboration between service implementers and partners and service target subjects.

Operationally, service activities are carried out in several steps, namely: 1) The Service Team holds discussions with the Malang Regency Education Supervisor in a group discussion forum (FGD) to carry out initial identification of the problems faced by the service target subjects. 2) justify the problems faced by the target subject of service by giving a pre-test. 3) conducting a

study of the results of problem identification with partners and analysis of pre-test results. 4) The service team together with partners and service target subjects designs service activities. 5) implementing activities to monitor the quality of human resources in the field of education forum group discussions (FGD) as an implementation of community service activities. 6) carry out a post-test and prepare a report on the results of the service in the form of a scientific article.

Apart from implementing the activity steps above, the Service Team also makes efforts to ensure the success of the program by formulating indicators of service success as shown in table 4.

Table 4
Indicators of Success of the Community Service Program

Stages	Activities	Success Indicators
1	Coordination and FGD with Community Service Program Partners	Obtain an initial picture of the problems faced by the target subject of service
2	Giving initial tests	Stronger data was obtained regarding the issue of teacher motivation in developing qualifications and competencies
3	Conduct FGD to review initial test results	Arrangement of community service activities
4	Implementation of the Community Service Program through FGD monitoring the quality of human resources in the education sector	Implementation of service activities to increase teacher motivation in developing their qualifications and competencies
5	Giving the final test after the FGD	Final data was obtained regarding increasing teacher motivation in developing qualifications and competencies
6	Preparation of service program reports	Compilation of articles on the results of service activities and

recommendations for
follow-up

In accordance with table 4 indicators of success for community service programs, it can be stated that every implementation of service activities has measurable indicators of success. These indicators are one of the input materials to justify the implementation of service activities well and achieving the planned goals, namely increasing the motivation of teachers at State Elementary School 5 Lawang, Malang Regency in developing their qualifications and competencies as elementary school teachers.

RESULTS OF DEVOTION

This service activity has been carried out with several activity steps as stated in the description of the service method. Specifically, the results of this service activity can be formulated as follows: 1. Implementation of Education Quality Monitoring FGDs to Increase Teacher Motivation at SDN 5 Lawang in Developing Qualifications and Competencies

Based on the results of discussions between the service team and the Malang Regency Education Supervisor as the service partner and with the target subjects of service, namely the teachers of State Elementary School 5 Lawang, Malang Regency, it was agreed that the implementation of the program to increase the motivation of State Elementary School 5 Lawang Teachers, Malang Regency in developing qualifications and competence is carried out through forum group discussion (FGD) activities. This form of activity was agreed to be implemented based on previous beliefs that this activity could run effectively with a family feel if carried out with less formal steps.

As planned, the FGD activity was carried out on Monday, May 13 2024 at 10.00 until completion in the meeting room of State Elementary School 5 Lawang, Malang Regency. The FGD activity began with sharing experiences and best practices

for further study by the team and supervisors, then continued with a question and answer session and light discussion between teachers as the target subjects of the service program with supervisors and the service team. Discussion activities in the group discussion forum (FGD) went quite smoothly and were interesting. All information and best practices are of great interest to teachers at State Elementary School 5 Lawang, Malang Regency. Therefore, all 21 teachers at SDN 5 Lawang attended the FGD activity enthusiastically from the start of the activity until the end of the activity.

In the FGD activities, the teachers actively asked about various tips and strategies to be able to continue further studies amidst the demands of teaching duties at school and responsibilities in the family environment. The teachers also asked the team about strategies to qualify for further study scholarships, remembering that some of the service teams were awarded Indonesian Education Scholarship scholarships from the Ministry of Education, Culture, Research and Technology and also scholarships from the Education Fund Management Institute (LPDP) of the Ministry of Finance.

Figure 2

FGD on Education Quality Monitoring at SDN 5 Lawang, Malang Regency



The FGD activity was started by the Team by asking teachers about their lack of motivation in carrying out the process of developing qualifications and competencies as professional teachers. Based on information from teachers obtained through FGDs, it can be stated that one of the reasons

Strengthening Teacher Motivation in Developing Qualifications and Competencies Through FGDs for Monitoring the Quality of Human Resources in the Education Sector

Syaikh Rozi, Yuni Suprpti, M. Ali Machrus, Ika Nova Margariena, Alya Nur Fadhilah, Muhammad Subkhan, Achmad Supriyanto

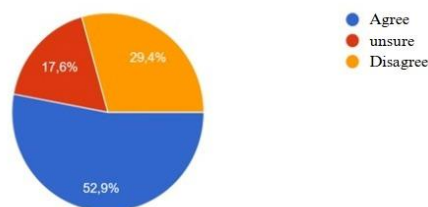


teachers are less motivated to develop qualifications and competencies is, among other things, the issue of costs. As many as 52.9% of teachers believe that Masters (S-2) and Doctoral education for teachers requires relatively large costs. Meanwhile, 17.6% felt unsure, and 29.4% felt they disagreed. The results of distributing the questionnaire are as shown in Figure 3.

Figure 3

Pre-test results of teacher motivation to develop educational qualifications.

5. Master or Doctoral program for teacher requires high cost
17 Answers



To overcome financial constraints in the further study process, the service team together with the Malang district education supervisor recommends that teachers look for scholarships which are currently widely available. Among the scholarships that can be accessed by teachers are 1) Indonesian Education Scholarship from the Ministry of Education, Culture, Research and Technology; 2) Scholarship from the Education Fund Management Institute (LPDP) of the Ministry of Finance; 3) Indonesia Bangkit Scholarship (BIB) Ministry of Religion of the Republic of Indonesia, 4) other scholarships from Ministries of the Republic of Indonesia and non-ministries with the aim of scholarships abroad or at domestics.

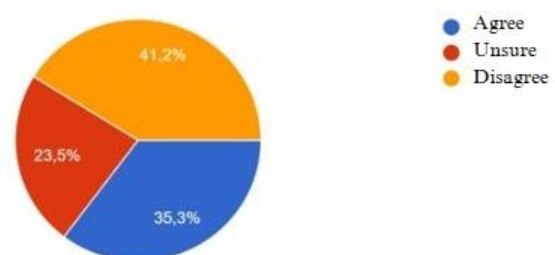
The service team and supervisors also provide tips on how to pass the selection and obtain a scholarship for further study. Among the tips given, namely: 1) prepare mentally from the start of registering for a scholarship, both for yourself, your family and your workplace, remembering that during further studies, a lot of time and energy will be consumed so that you need mental preparation and

support from family and colleagues; 2) complete the documents needed to pass the administrative selection well before registering, including the most important thing is an Unconditional Letter of Admission/Acceptance (LoA) from the university that will be your study destination and also a certificate of English language proficiency test results; 3) organize the intentions and objectives of the study, both of which will be written in the essay which is required as one of the requirements to pass the selection. Included in the study objectives, namely the research plan that will be carried out as the final assignment for graduation.

Apart from financial constraints, another obstacle faced by teachers in carrying out further studies is permission from the leadership. Based on the pre-test that was given, as many as 35.3% of teachers admitted that permission from the leadership might be an obstacle to continuing their studies to a master's (S-2) or doctoral (S-3) level of education. Meanwhile, 23.5% said they were doubtful or not sure whether the leadership would grant them permission to further study, so this was also an obstacle for teachers to undertake further study. Regarding teachers' views regarding leadership permission which is an obstacle to further studies felt by teachers, it can be seen in Figure 4 below:

Figure 4

Barriers to teacher motivation to develop educational qualifications.



The solution recommended by the service team and supervisors to resolve the problem of permission from the leadership

includes convincing the leadership that the further study process will not interfere with responsibilities at school because the learning process can be carried out on the sidelines of educational activities at school or after returning home from school. Apart from that, the supervisor and the service team will be willing to accompany the teacher to convey to the leadership that the school will gain many great benefits if the teachers who work in it have higher education. Among the benefits that can be felt directly is the increase in the quality of education along with the increase in teacher qualifications and competence.

2. Increasing Teacher Motivation in Developing Qualifications and Competencies

As stated above, the community service program in order to increase teacher motivation in developing their educational qualifications and competencies was responded to very positively by the teachers of State Elementary School 5 Lawang, Malang Regency. The teachers were very enthusiastic in participating in discussion activities in the group discussion forum (FGD) which was characterized by actively providing many questions and responses when given the opportunity. Therefore, it can be concluded that the community service program through group discussion forums (FGD) can increase the motivation of teachers at State Elementary School 5 Lawang, Malang Regency in developing their educational qualifications and competencies.

The increase in teachers' motivation to develop their educational qualifications and competencies, apart from being seen qualitatively by the responses they give to a series of activities, can also be seen from the comparison of the percentage scores from the pre-test and post-test results that have been given to teachers. It is known that there are 17 teachers at State Elementary School 5 Lawang, Malang Regency, of these 17 teachers, 3 of them have master's degrees (S-2) while the rest are still Bachelor (S-1) graduates, and none have

doctoral education qualifications (S -3). From the 17 teachers who completed the pre-test, data was obtained regarding their attitudes towards carrying out further studies as shown in table 5.

Table 5

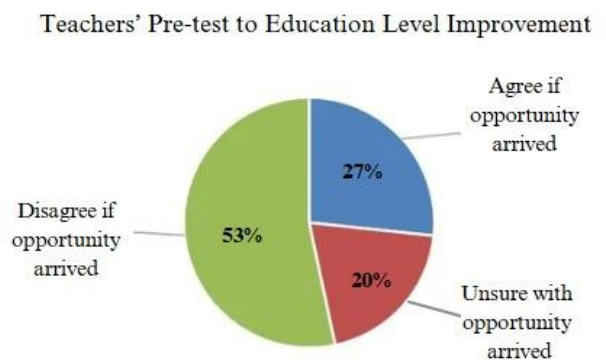
Pre-Test Results of Teacher Attitudes towards the Development of Educational Qualifications

Teacher Attitude	Amount
Agree to further study if the opportunity arises	6
Do not hesitate to study further if the opportunity arises	5
Do not agree to further studies even if there is an opportunity	10
Total	21

If depicted in a percentage diagram, the attitude of teachers at State Elementary School 5 Lawang, Malang Regency towards the development of educational qualifications can be visualized in figure 5.

Figure 5

Diagram of pre-test results of teacher attitudes towards developing educational qualifications

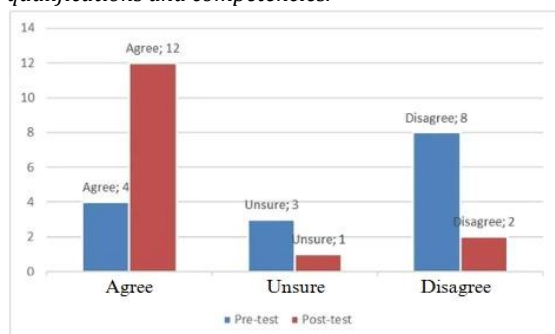


According to Figure 3, it can be stated that the attitude of teachers who do not agree to carry out further studies in order to develop qualifications and competencies if the opportunity arises is 27%. As for those who are hesitant to undertake further studies in order to develop qualifications and competencies if the opportunity arises, it is 20%. Meanwhile, 53% did not agree to undertake further studies in order to develop qualifications and competencies if the opportunity arose. The small number of teachers who do not agree to undertake further studies in order

to develop educational qualifications and competencies is a potential problem with the quality of human resources in the field of education at State Elementary School 5 Lawang, Malang Regency. After a group discussion forum (FGD) was held to share experiences and best practices for further study by the service team and supervisors, teacher motivation to develop qualifications and competencies increased. The magnitude of the increase in teacher motivation that is known through the pre-test before the service program compared to the post-test results after the service program can be depicted in a comparison diagram of the pre-test and post-test results of teacher motivation to develop qualifications and competencies.

Figure 6

Comparison of pre-test and post-test results for increasing teacher motivation in developing qualifications and competencies.



As shown in the comparison diagram of pre-test and post-test results regarding teacher motivation in developing educational qualifications and competencies, it can be explained that the pre-test results before the service program revealed that the number of teachers at State Elementary School 5 Lawang, Malang Regency who agreed to conduct the study further there are as many as 4 teachers. 3 teachers were hesitant about carrying out further studies, while 8 teachers disagreed.

After being given a service program through a group discussion forum (FGD) to share experiences and best practices for further studies by the service team and supervisors, there was an increase,

namely 12 teachers agreed to carry out further studies if there was an opportunity, 1 teacher felt hesitant to do so. further studies if there is an opportunity, while only 1 teacher did not agree to further studies. Increasing teacher motivation to develop qualifications and competencies at State Elementary School 5 Lawang, Malang Regency is one of the criteria for the success of this service program.

Discussion

Efforts to improve the quality of education in elementary schools need to be supported by quality teacher resources, because teachers are the spearhead of educational success in achieving the desired goals. One of the goals of education in elementary schools is to provide the main foundation for building knowledge, intelligence and personality so that elementary school students can live independently and can continue their education at a higher level so that students who have good character are formed. (Elwijaya, 2021). In order for this goal to be achieved optimally, education in elementary schools needs to be provided in a quality manner by professional teachers.

Considering that improving the quality of education can only be achieved with quality learning, teachers need to be encouraged to improve their teaching skills continuously (B & Argadinata, 2023). Elementary school teachers should not be satisfied with their educational qualifications and competencies, especially if the opportunities for self-development are wide open. Continuous improvement of elementary school teachers' teaching skills is relevant to the concept of continuous quality improvement in the concept of total quality management (TQM) in the world of education (Sallis, 2010).

For this reason, if teachers are complacent with their conditions and do not have the motivation to develop themselves, then it is the duty of school principals and educational supervisors to provide

educational supervision and oversight. In general, the aim of educational supervision and supervision is to ensure that the implementation of education meets educational standards or even exceeds them (Ramadina et al., 2023), so that it can be justified as a successful educational institution (Qomar, 2007).

As a result of the service that has been carried out, one technique that can be used to increase elementary school teachers' motivation in developing their educational qualifications and competencies is by holding discussions in a group discussion forum (FGD) to share experiences and best practices. The conclusion of the results of this service is in accordance with research results which reveal that FGD can improve teachers' professional competence (Dasmana, 2022). Thus, FGD can be a model of academic supervision in schools, one of the aims of which is to help teachers develop their competence in curriculum development, teacher working groups and classroom action research. (Glickman, 2013). In fact, FGDs are also effective in increasing teachers' knowledge and abilities in implementing scientific learning as an innovation that is really needed in the development of education today (Idris, 2021).

The implementation of FGD in this community service program is also in accordance with the recommendations of previous research results. Some of them stated that for the FGD to be effective, it is necessary to implement steps, namely: 1). Before the FGD is carried out, all participants already know the purpose of the discussion and the problems that will be discussed. 2). FGD participants represented various elements, so that various and comprehensive views were obtained. 3) The FGD leader should be accommodating and try to explore the participants' thoughts/views from the point of view of each element. 4). Minutes should be very thorough in documenting the proposals or views of all parties. 5) The FGD leader should be able to control time effectively and direct the discussion so that it remains focused on

the problem (Suparwoto, 2022).

Conclusion

Increasing the motivation of teachers at SDN 5 Lawang, Malang Regency in developing their educational qualifications and competencies as elementary school teachers can be done by implementing a community service program with light discussion techniques in group discussion forums (FGD) for sharing experiences and best practices for further study by the service team and supervisors . The FGD activity began with sharing experiences and best practices for further study by the service team and Malang Regency education supervisors, then continued with a question and answer session and light discussion between teachers as the target subjects of the service program with supervisors and the service team. The service team also explained several tips and strategies for being able to continue further studies amidst the demands of teaching duties at school and responsibilities in the family environment, as well as strategies for qualifying for further study scholarships in the Indonesian Education Scholarship program from the Ministry of Education, Culture, Research and Technology as well as Scholarships from Education Fund Management Institution (LPDP) Ministry of Finance of the Republic of Indonesia.

By carrying out FGDs to share experiences and best practices for further studies, teachers' motivation to develop their educational qualifications and competencies has increased, which can be seen based on their responses in the FGD implementation process, which seemed enthusiastic and actively asked about various tips and strategies to be able to continue further studies in amidst the

demands of teaching duties at school and responsibilities in the family environment, and asked the team about strategies to qualify for further study scholarships. Increased teacher motivation can also be seen based on a comparison of pre-test and post-test scores which have increased in terms of attitudes towards developing teacher qualifications and competencies.

Based on this conclusion, it can be recommended to other service teams or to basic education managers who practically want to increase teacher motivation in developing their qualifications and competencies to be able to implement discussion steps in group discussion forums (FGD) for sharing experiences and best practices for further study. Apart from that, it can be recommended that the target of this service program be expanded not only to 1 elementary school, but to other schools that have characteristics similar to those of SDN 5 Lawang, Malang Regency so that the influence of the service program is even wider.

Acknowledgements

This article was produced from the community service program which is part of the academic program for students of the Doctoral Program in Educational Management, Faculty of Education, State University of Malang, especially those who program the Theory Development and Model of Educational Supervision course taught by Prof. Dr. Achmad Supriyanto, M.Pd, M.Si. Therefore, we would like to express our thanks to the Management of the State University of Malang, the Dean and Head of Study Program as well as the course supervisor. Thank you also to the head and board of teachers of State Elementary School 5 Lawang, Malang Regency.

References

- Afandi, A., Laily, N., Umam, N. W. M. H., Kambau, R. A., & Sudirman, S. A. R. M. (2022). *Metodologi Pengabdian Masyarakat*. Jakarta: Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan Islam Kementerian Agama RI
- B, A. S., & Argadinata, H. (2023). Effort to Improve Teacher Teaching Skills Through Learning Innovation Training. In *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)* (Issue 14). Atlantis Press SARL. <https://doi.org/10.2991/978-2-494069-95-4>
- Carey, M. A., & Smith, M. W. (1994). Capturing the Group Effect in Focus Groups: A Special Concern in Analysis. *Qualitative Health Research*, 4(1), 123–127. <https://doi.org/10.1177/104973239400400108>
- Dasmana, A. (2022). Meningkatkan Kompetensi Profesional Guru PAI dalam Melaksanakan Keterampilan Dasar Mengajar melalui Supervisi Kelas dan Pembimbingan Model FGD. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 5(10), 4530–4536. <https://doi.org/10.54371/jiip.v5i10.1059>
- Elwijaya, F. (2021). Sistem, Nilai, dan Norma dalam Pendidikan Dasar : Sebuah Kajian Literatur. *Jurnal Pendidikan Tambusai*, 5(1), 1840–1845. <https://www.jptam.org/index.php/jptam/article/view/1186>
- Glickman, Carl D, Stephen P. Gordon, J. M. R.-G. . (2013). *The Basic Guide to Supervision and Instructional Leadership* (3rd ed.). Bosto: Pearson/Allyn & Bacon.
- Idris, I. (2021). Penerapan Focus Group

- Discussion (Fgd) Untuk Meningkatkan Kemampuan Guru Mengimplementasikan Pendekatan Saintifik. *Daiwi Widyā*, 8(3), 86–96. <https://doi.org/10.37637/dw.v8i3.826>
- Keyes, C., & Ryff, C. (1995). The structure of psychological well being resivited. *Journal of personality and social psychology*, 69 : 719-727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Mu'ammār, M. A. (2019). Nalar Kritis Pendidikan. Yogyakarta: IRCiSoD
- Qomar, M. (2007). Manajemen Pendidikan Islam; Strategi Baru Pengelolaan Lembaga Pendidikan Islam. Jakarta: Erlangga.
- Ramadina, R., Siregar, N. S., Tantri, A., Daulay, N. A., Ubaydillah, M., & Maulana, M. R. (2023). Peran Supervisi Pendidikan terhadap Peningkatan Mutu Belajar dan Mengajar. *Sublim: Jurnal Pendidikan*, 1(1), 1–16. <https://doi.org/10.33487/sublim.v1i1.5602>
- Robert, G. Murdick; Joel, E. Ross. (1983). Information System For Modern Managemement. New Delhi: Prentice Hall of India
- Sallis, E. (2010). Total Quality Management in education. In *Developing quality systems in education*. https://doi.org/10.4324/9780203423660_chapter_5
- Suparwoto, S. (2022). Penerapan Metode Focused Group Discussion (FGD) untuk Meningkatkan Kinerja Guru dalam Mengajar di SMPLB BCD YPAC Jember. *SPEED: Journal of Special Education*, 5(2), 15–26. <https://doi.org/10.31537/speed.v5i2.630>