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The Role of TPQ Teachers in Obtaining Protection and Fulfillment of Rights as Professionals

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ABSTRACT

Character education and religious teachings are intertwined in shaping Islamic children's values, with Qur'anic education fostering independence, communication, and piety from an early age. However, Al-Qur'an Education Center (TPQ) teachers, who play a critical role in guiding children's Qur'anic learning, often face challenges due to limited resources, inadequate compensation, and lack of professional development. This research aims to determine how the protection and fulfillment of the rights of TPQ teachers as professionals according to the Job Creation Law, as well as to examine the position of TPQ teachers in Law No. 14/2005 concerning Teachers and Lecturers. This research employs a normative method, primarily using secondary data sources, including both primary and secondary legal materials. The findings of this research revealed that the teaching profession requires professional competence, encompassing roles as educators, mentors, and learning facilitators. Teacher qualifications under Law No. 14/2005 emphasize pedagogical, personality, social, and professional competencies, while protection of teachers' rights, including legal and work safety guarantees, is essential for their ability to fulfill these responsibilities effectively. Improving TPQ teachers' professionalism should be prioritized through government-supported training and internal motivation for continuous skill development.

Keywords: *Job Creation Law, Professionalism, Teacher Protection*

INTRODUCTION

Character education and religion are two interrelated fields of knowledge. In building Islamic children's character, Qur'anic education plays an important role, such as through continuous practice, guidance, and advice. This helps in building independent, communicative, and religious characters within children. Given that the potential for material absorption is highly developed, teaching children to read the Qur'an must begin at an early age in order for them to be able to do it correctly (Aprila, 2023).

In terms of teaching and educating the recitation of the Qur'an to students with a lack of religious education, the role of the teacher is necessary. Reading the Qur'an requires not only fluency in reading, but also an understanding of tajweed, such as the recitation of long and short verses, allowing students to read the Qur'an correctly.

Many parents guide their children to read the Qur'an based on their own knowledge, while others entrust their children to certain religious education institutions (Yuliawanti et al., 2020). In building children's character, the role of the Al-Qur'an Education Center (TPQ) is essential, as it includes learning to read the Al-Qur'an and its translation. This education also includes memorizing short surahs, daily prayers, and practicing prayer movements, all of which provide life values in accordance with Islamic law. However, the role of the family is still needed in forming and guiding the child's character to become a righteous person.

The role of teachers in education as teachers is very significant. Teachers are expected to be able to make changes in the world of education, including in improving the quality of learning, both in informal, formal and non-formal education. However, the learning process in TPQ is still lacking in terms of quality improvement, both in terms of students and teaching staff (Rumalutur, 2022).

Teachers at TPQ have an important role in teaching the recitation of the Qur'an, especially in dealing with problems such as the inability to read the Qur'an or the incorrect reading of the hijaiyyah letters. TPQ is part of non-formal early childhood education, which includes Islamic religious education in the form of Al-Qur'an education, *madrrasah diniyah takmiliah*, *majelis taklim*, and other similar forms which are offered both inside and outside Islamic boarding schools (Afifah, 2023). A teacher determines the quality of education in Indonesia because teachers are the initial foundation in creating a generation of achievers, both in terms of attitude and knowledge. Without professionalism, the quality of human resources produced will not be optimal. Therefore, teachers are required to be professional and qualified educators, thus being able to create a quality young generation.

Achieving quality education requires the support of the government. The government consistently provides facilities to teachers and schools in order to be able to provide maximum learning. This assistance includes facilities and infrastructure, such as proper classrooms, digital devices, and learning media that

can be used by teachers as teaching materials in the era of evolving technology. In addition, the government also provides salaries and allowances to educators as a form of appreciation for their work in creating quality students (Ibrahim, 2022).

In addition to facilities and infrastructure, the government also provides various activities that support the improvement of the quality of educators. One of the programs provided is Teacher Professional Education (PPG), which is an eligibility test through various trainings. Upon participating in this program, teachers are given a certification allowance as a form of appreciation and encouragement to further improve the quality of their teaching.

Apart from government facilities, many TPQ teachers teach for “as generous as they can”. They do it because they feel a moral burden or simply for leisure. Even though they do not expect to be paid much, this work is still noble because they take time out of their schedules to provide intensive knowledge to their students (I. Hamid, 2023).

The role of a teacher is not only to teach, but also to educate, train, and evaluate. Educating means providing role models and examples that can be implemented by students in everyday life. In addition, teachers also play a role in training skills, such as ablution, prayer, and reading the Qur'an with tartil. Evaluation is carried out on an ongoing basis to measure students' ability to read the Qur'an or understand religious knowledge.

The responsibility of a TPQ teacher is not only to educate, but also as a preacher who spreads goodness and prevents evil. Teachers must be able to bring students to become pious individuals, especially in creating a generation of Qur'anic and moral character. In addition, a teacher also has a humanitarian duty, where they must be able to become a role model and second parent at school. They also play a role in society as religious role models, and are often relied upon by the community to lead in religious activities.

The duties and responsibilities of TPQ teachers are quite extensive, covering profession, religion, humanity and society. This role is important in shaping a quality generation, both in terms of religious knowledge and daily behavior. Therefore, this research aims to determine how the protection and fulfillment of the rights of TPQ teachers as professionals according to the Job Creation Law, as well as to examine the position of TPQ teachers in Law No. 14/2005 on Teachers and Lecturers.

LITERATURE REVIEW

TPQ Teachers

Teacher is a profession that functions as a source of knowledge for the students (Muhammadiyah et al., 2022). Muhson, in Saputra (2020), describes a teacher as providing knowledge and skills to students in order for them to comprehend, develop, and excel in the lessons taught. Meanwhile, Taman

Pendidikan Qur'an (lit. Quran Education Center), abbreviated as TPQ, is an institution that aims to teach reading and writing the Qur'an to children, with the aim of equipping them to become a Qur'anic generation, a pious and devoted generation, as well as being able and fond of reading and practicing the Qur'an in their daily lives (Saptrians & Kadir, 2022).

TPQ teachers are educators who teach at TPQ and are responsible for the development of students, providing them with the basics of religion to become a Qur'anic generation - a pious and devoted generation, capable of reading and practicing the Qur'an in everyday life (Ningsih, 2023). TPQ teachers also guide students towards maturity and form a moral Muslim personality, thereby achieving a balance of happiness in this world and the hereafter (Karimah & Istifadah, 2018).

Professionals

In etymology terms, the word professionals is derived from the word profession, which means an office, job, or livelihood that requires certain abilities. Professionals are jobs performed by individuals as a source of income that requires expertise, proficiency, or skills with certain quality standards or norms, and requires professional education (Undang-Undang (UU) Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005). Professional work can only be performed by specially trained people instead of those without qualifications or proper training.

Teachers are professional educators responsible for educating, teaching, guiding and evaluating students at the early childhood, primary and secondary education levels. As educated and trained individuals, professional teachers have extensive experience that includes formal education as well as mastery of learning strategies and educational foundations. Teacher professionalism relates to the attitudes, knowledge and skills required to carry out their duties effectively (A. Hamid, 2020). Therefore, "teacher professionalism" reflects a teacher's ability to achieve the expected qualities to teach efficiently and with high quality.

RESEARCH METHODOLOGY

This research is based on the normative method, which relies on secondary data sources as the main reference, including primary and secondary legal materials. In this research, the authors refer to laws, books, and court decisions to analyze the protection and fulfillment of the rights of TPQ teachers as professionals. This research applies a statutory approach, which involves an in-depth study of Indonesian positive laws related to the protection of TPQ teachers' rights.

The data collected is taken from laws and regulations and relevant literature. The legal materials collected were then classified in accordance with the subject matter of the research. Analysis of legal materials is carried out qualitatively, which is then presented descriptively to provide a detailed insight into the protection and fulfillment of the rights of TPQ teachers as professionals.

RESULT AND DISCUSSION

The Position of TPQ Teachers in Law No. 14/2005 on Teachers and Lecturers

A teacher in the eyes of society is considered as someone who educates, not limited to formal institutions. The Al-Qur'an Education Center (TPQ) is one form of non-formal education in the community, where there are teachers or teachers who teach TPQ students.

According to Government Regulation of the Republic of Indonesia No. 74/2008 Article 1 Paragraph 1 on Teachers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood, formal education, primary and secondary education. Teachers are the important component in educational institutions. They are responsible for fostering, educating and directing students to become a complete person, both in terms of intellect and character. Therefore, the ability of teachers is an important measure in shaping the discipline character of students.

In teaching, a teacher does not only convey knowledge, but also through a process that can change the behavior of students in accordance with educational goals. The requirements to become a teacher are to have talent as a teacher, have expertise as a teacher, have a good personality and integrity, have a healthy mentality, be physically fit, have broad knowledge and insight, have the spirit of Pancasila, and be a good citizen.

It can be concluded that teachers are professional teachers in charge of teaching, educating, training, assessing, and evaluating students in formal and non-formal institutions. Nowadays, the quality of teachers is a concern in various mass media, especially related to the low quality of education. Several communities consider that the success of education is greatly determined by the quality of teachers. For instance, education in the TPQ is greatly influenced by various factors, including the welfare of teachers and their competence in mastering methods and materials that are still below the expected standards.

The Qur'an is the life guide of Muslims who must be studied and practiced in all aspects of life. To improve the quality of Muslims, educational institutions such as the TPQ which focuses on reading and writing the Qur'an are necessary. Reading the Qur'an is also an act of worship for Muslims.

Problems in learning at TPQ, especially in reading and writing the Qur'an, are very important for students, especially the younger generation. There are still many who cannot write and read the Qur'an according to the rules, which are necessary to realize maturity and adulthood as provisions in the future.

Provision of education at an early age for Muslims can be the main capital for a better future. Therefore, the role of teachers at TPQ in educating, training, guiding, and motivating their students is very important to produce quality students in the field of reading and writing the Qur'an. The ability or competence of the teacher is

very influential on the success of the education of children who will become the nation's next generation of Qur'anists.

Ability or competence is a fundamental characteristic that relates to proficiency and effectiveness. The issue of teacher competence is an important factor in their development as professional teachers. In Law No. 14/2005 on Teachers and Lecturers, an educator must have pedagogical, personality, social and professional competencies obtained through professional education (Article 10 Paragraph 1).

A teacher must possess four major competencies, including:

1. Pedagogic competence is the ability to understand students, design and implement learning activities, and evaluate learning outcomes to develop students' potential. Aspects of pedagogical competence include:
 - a. Understand students thoroughly
 - b. Design and evaluate learning process
 - c. Implement conducive learning process
 - d. Develop students' potential
2. Personality competence: Personality competence includes personal abilities that reflect maturity, stability, authority, and noble character. A teacher has to serve as a role model for the students. Several aspects of personality competence include:
 - a. Mature personality
 - b. Stable and determined
 - c. Authoritative
 - d. Have noble morals and be a role model
 - e. Intelligent and wise.
3. Social competence: Social competence is the ability to communicate and get along with a number of parties, including fellow school staffs, students, parents and the community. Some aspects of social competence include:
 - a. Inclusive, objective, and nondiscriminatory attitudes
 - b. Effective communication both verbally and written
 - c. Adaptation to a culturally diverse environment
4. Professional competence: Professional competence includes mastery of the material, structure, concepts, and mindset that support the subjects taught. A professional teacher must possess the ability to master subject matter and competency standards; able to develop materials creatively; use information technology; and last but not least, maintaining professionalism.

Legal Protection and Fulfillment of the Rights of TPQ Teachers

Teachers are professional educators with the primary tasks of educating, teaching, guiding, directing, assessing, evaluating, and assisting students in formal

and non-formal education channels, both at the primary and secondary levels. Teachers have a noble task as facilitators who help students achieve their life goals. Therefore, TPQ teachers as teachers in the Al-Qur'an Education Center are also entitled to protection in carrying out their duties. Several laws and regulations have protected the teaching profession in carrying out these duties.

Law No. 23/2002, which was later amended into Law No. 35/2014 on Child Protection, in Article 35 Paragraph 1, states that the state, central government, and local government are responsible for the implementation of the protection, maintenance, and welfare of children, while considering the rights and obligations of parents, guardians, or other parties legally responsible for children. Paragraph 2 confirms that the central, regional and community governments must supervise the implementation of child protection. This is further explained in Article 39 Paragraph 1 of Law No. 14/2005 on Teachers and Lecturers, which states that the community, professional organizations, government, and/or the world of education are obliged to provide protection to teachers in carrying out their duties.

Fundamentally, teachers and students are important elements in achieving educational goals that correlate with the achievement of national education goals. Teachers carry a great responsibility in the learning process at school. The role of teachers is not only limited to classroom duties, but also plays an active role in the school environment. Furthermore, it is not atypical that the teaching profession is considered noble in the eyes of the community, as teachers are perceived as versatile and exemplary figures.

A number of laws and regulations governing the protection of the teaching profession are outlined in Article 39 of Law No. 14/2005 on Teachers and Lecturers, as follows:

1. The state, community, local government, professional organizations, and/or education units must protect teachers in carrying out their duties.
2. The protection provided includes professional protection, occupational safety and health, and legal protection.
3. Legal protection includes protection against acts of violence, intimidation, discriminatory treatment, or unfair treatment committed by students, parents of students, bureaucracy, society, or other parties.
4. Professional protection includes protection against unauthorized termination of employment, unfair compensation, restrictions on freedom of expression, harassment of the profession, and other prohibitions that can hinder teachers in carrying out their duties.
5. Occupational safety and health protection includes protection against work accidents, fire, natural disasters, occupational health risks, and any other risks.

Protection for teachers in carrying out their professional duties is also regulated in Article 40 of Government Regulation No. 19/2017 on the Amendment to Government Regulation No. 74/2008 on Teachers, which states:

1. Teachers are entitled to protection in the form of a sense of security and security guarantees from the government, local government, education units, teachers' professional organizations, and/or the community in accordance with their authority.
2. The protection includes legal protection, professional protection, and occupational safety and health.
3. Communities, teachers' professional organizations, governments, or local governments may cooperate in providing such protection.

The rights of teachers, including TPQ teachers, in carrying out their professional duties are also regulated in Article 14 of Law No. 14/2005, including:

1. Earn an income above the minimum living needs and social welfare security.
2. Receive promotions and awards in accordance with duties and work performance.
3. Receive protection in carrying out duties and intellectual property rights.
4. Obtain opportunities to improve competence.
5. Obtain and utilize learning facilities and infrastructure to support the smooth running of professional duties.
6. Have the freedom to provide assessments and determine the increase in memorization levels, awards, and/or sanctions to students in accordance with educational principles, the teacher code of ethics, and laws and regulations.
7. Acquire a sense of security and safety assurance in carrying out their duties.
8. Have freedom of association in professional organizations.
9. Have the opportunity to play a role in determining education policy.
10. Obtain opportunities to develop and improve academic qualifications and competencies.
11. Receive training and professional development in their field.

These protections and rights distinguish teachers as professionals from other workers. The teaching profession is not solely dependent on the employer's intentions; it also must conform to professional standards, ethics, and credentials as well as rules and regulations to prepare students who are not only morally upright but also academically intelligent.

Obligations of TPQ Teachers to Fulfill Rights under the Omnibus Law on Job Creation

According to the Great Dictionary of Indonesian Language (KBBI), a right is something that is true, belonging, ownership, authority, or power to perform a certain action without violating the law, Pancasila, or applicable rules. However, performing an action is an obligation that must be carried out. Despite the fact that rights and obligations are constantly related, obligations must be carried out before one can obtain their rights.

The Job Creation Law issued by the government has the potential to distort the values of national education. Education as a process of intelligence and civilization may change the nation's children from their culture. Therefore, the role of a teacher at the Al-Qur'an Education Center (TPQ) is very important to educate the nation's children to develop noble morals.

In order to fulfill the rights of a TPQ teacher, there are several obligations that must be carried out, including:

1. Commitment as an educator.
2. Plan learning, implement a quality learning process, and evaluate learning.
3. Continuously improve academic quality and competence in line with the development of science and technology.
4. Uphold the values of religion, association, laws and regulations, and the teacher code of ethics.
5. Be active in activities organized by teacher organizations.
6. Teach in accordance with the specified teaching hours.

Therefore, in order for a teacher's rights to be fulfilled, they must carry out their obligations as educators properly and with a sense of responsibility.

Government's Obligation to Fulfill the Rights of TPQ Teachers

The government, through the ministry that organizes education affairs, is obliged to provide protection in its non-litigation advocacy. Non-judicial dispute resolution facilities provided by each ministry can be in the form of legal consultation, mediation, and fulfillment and restoration of education rights and education personnel rights.

The government's obligation to fulfill the rights of teachers of the TPQ through the Ministry of Religious Affairs policy includes improving the quality of early childhood education, strengthening educational operations, providing quality educational facilities and infrastructure, and encouraging educators to carry out a quality teaching and learning process for students. In addition, the government is also responsible for maintaining the quality of educational institutions and improving the curriculum to advance education.

According to Law No. 14/2005 on Teachers and Lecturers, Article 24 Paragraph 1 states that the government is obliged to meet the needs of teachers,

both in number, academic qualifications, and competence in an equitable manner. This aims to ensure the continuity of early childhood education units in the formal education sector, as well as to ensure the continuity of primary and secondary education organized by the government.

It is important for teachers to understand that the purpose of religious education is not only to strengthen the administrative structure and management of education organizations at all levels, but also to strengthen education information systems and harmonize regulations that support financing for all types of education. This aims to strengthen the capacity of education leaders.

TPQ currently plays an important role, given the interrelated global developments, technology and science. These changes influence every age group, and society has to cope with the dynamics of change, control, and self-control, especially in the development of the next generation.

In Government Regulation No. 55/2007 on Religious Education, Article 8 Paragraph 1 states that religious education aims to prepare students to understand and practice the values of religious teachings and become religious experts in the future. This education aims to create individuals who are broad-minded, critical, creative, and innovative, as well as to educate the nation's life with faith, piety, and noble character.

The purpose of Article 24 Paragraphs 1 to 6 is for students to be able to read, write, and understand the meaning of the Qur'an. Therefore, institutions such as Qur'an Kindergarten, TPQ Ta'limul Qur'an Lil Aulad (TQA), and others in mosques, mushollas, or other eligible places must follow the TPQ curriculum which includes reading, writing, memorizing, and understanding basic worship. Qur'an teachers must at least have an educational background equivalent to high school or similar, and master the technique of teaching the Qur'an.

Therefore, TPQ teachers are obligated as follows:

1. Carry out the assigned tasks as well as possible and with a sense of responsibility.
2. Fulfill and comply with job duties, performance targets, working days and hours, and discipline for TPQ teachers.
3. Make learning plans, implement quality learning processes, and assess and evaluate learning outcomes.
4. Assist students in developing their knowledge and potential.

In this case, the government's obligation to fulfill the rights of TPQ teachers includes improving the quality of TPQ education, increasing the competence of education personnel, providing functional allowances for educators, empowering the care of TPQ institutions, providing certification of educational institutions, accrediting institutions, and fostering and developing infrastructure and facilities.

CONCLUSION AND SUGGESTION

Conclusion

Teaching profession is a job that requires professional competence in carrying out its main duties, which are educating and teaching. The position of teachers according to Article 2 Paragraph 1 of the Teacher and Lecturer Law is as professionals with a dual role, not only as educators, but also as teachers, mentors, classroom managers, mediators, facilitators, demonstrators, evaluators, and learning leaders.

Teacher qualifications in Law No. 14/2005 cover several important aspects. First, pedagogical qualifications, where in Islamic education, teachers are required to understand teaching methods to ensure that learning materials can be accurately understood by students. Second, personality competence, which emphasizes the importance of the teacher's personality as a builder of human quality and educational success. Third, social competence, where teachers must understand human relations with an ethical foundation, as taught in the concepts of *hablumillah* and *hablumminannas*. Finally, professional qualifications, which emphasize that every job must be performed professionally and only experienced people can do it well.

Teacher protection is recognized as a human right, as guaranteed by Article 28 D(1) of the 1945 Constitution, which provides legal certainty and guarantees equal treatment before the law. This protection includes aspects of work safety, which enables teachers to carry out their duties safely and productively. Protection of the teaching profession is also regulated in Government Regulation No. 74/2008, which provides academic freedom for teachers to use educational and teaching materials according to their needs. Teachers also have the right to apply sanctions against students who violate norms, both religion, decency, and other regulations, with guaranteed legal protection from various forms of threats, discrimination, or unfair treatment.

The fulfillment of rights and protection for teachers should continue to be improved, given the important role of teachers in educating the nation's generation. Protection is not only important for students, but also for teachers as educators, in order for them to carry out their duties professionally and without threat.

Suggestion

It is necessary to improve the professionalism of TPQ teachers which is more directed at coaching and training in order to realize truly professional teachers. Efforts to develop teacher professionalism can be carried out in two aspects. First, from an external perspective, the government should encourage TPQ teachers to participate in training or academic activities, and provide access to educational institutions to provide opportunities for TPQ teachers to continue learning and improve their skills. Second, from an internal perspective, there is a strong desire from within the teachers or educators themselves to continue to improve and

develop their abilities. This internal factor is very important and is the primary factor in improving the professionalism of the teaching staff.

In order to achieve success in the teaching and learning process, the role of TPQ teachers is extremely crucial. Therefore, efforts to improve teacher professionalism should be a priority. Several measures that can be taken to support the professional development of TPQ teachers include attending Qur'an teaching courses, improving management and teaching methodology, and conducting training for TPQ units.

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