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The Role of Education Policy in Improving Learning Quality: A Study of MGMP, Teacher Resilience and Academic Supervision in Gresik District Junior High Schools

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Abstract: Education is the main foundation in shaping superior, faithful, pious and responsible human resources. Schools, especially junior high schools, have a strategic role in implementing the education process to face global challenges. However, the quality of education in Indonesia, including in junior high schools, still faces various complex challenges. This study aims to examine the role of education policy in supporting the implementation of subject teacher meetings (MGMP), increasing teacher resilience, and implementing academic supervision, as well as knowing the contribution of the three to improving the quality of learning in junior high schools in Gresik district. This research uses a qualitative approach with a library research method, by reviewing various literature sources such as journals, books, and previous research results. The results showed that the quality of learning in junior high schools in Gresik Regency increased through the synergy between MGMP, teacher resilience, and academic supervision. The three complement each other in building a collaborative and quality-oriented education ecosystem. MGMP supports teacher competence, resilience builds resilience, and supervision maintains learning quality.

Keyword: MGMP, Teacher Resilience, Academic Supervision.

INTRODUCTION

Education is the main foundation in the formation of a whole human being. Through education, a person is directed to develop all their human potential in order to become a faithful, pious, capable, creative and responsible individual. Therefore, education is a strategic sector in creating quality human resources, which ultimately contributes to the progress of the nation (Mahmudi, 2022). Schools as formal educational institutions play an important role in implementing the educational process. Especially at the Junior High School (SMP) level, this institution has a big responsibility in preparing students to face global challenges through quality learning. However, the quality of education in Indonesia, including at the junior high school level, still faces various challenges (Sari & Suprianti, 2020)

Various mass media and scientific studies often raise the issue of the low quality of education which has a direct impact on the low quality of human resources. One of the main

causes is the suboptimal implementation of education policies and weak management in the implementation of education, including aspects of academic supervision, teacher strengthening, and collaboration between educators (Rasid, 2018). The quality of learning is highly dependent on the synergy of various educational components, such as curriculum, teachers, infrastructure, and school management systems.

The Indonesian government has set the direction of education policy through Law No. 20/2003 on the National Education System. Article 3 states that: *"National education has a role to develop abilities and shape the character and civilization of a dignified nation in order to educate people's lives. The main objective is to optimize the potential of students to grow into individuals who are faithful and devoted to God Almighty, have noble character, are physically and mentally healthy, knowledgeable, skilled, creative, independent, and able to become democratic and responsible citizens"*. The implementation of this policy is realized through national education standards that cover various aspects, including improving the quality of educators and the learning process. Therefore, strengthening the role of teachers and academic supervision efforts are very important to ensure better quality education (Bano, 2018).

In this context, the Subject Teacher Conference (MGMP) plays an important role as a professional forum for teachers to improve competence, share good practices and strengthen professional solidarity. In addition, teachers' resilience in facing various learning challenges is also a crucial aspect in maintaining the quality of the education process amid the dynamics of the times and the demands of globalization. Academic supervision from school principals and supervisors is also needed as a form of continuous supervision and coaching of the learning process in the classroom (Rafsanjani et al., 2024).

Gresik district, as one of the areas that is trying to improve the quality of education, is a relevant location to examine more deeply how education policy (Nazib et al., 2023). The role of MGMP, teacher resilience and academic supervision are implemented in practice. This research is important as a contribution to strengthening the implementation of education policy and improving the quality of learning, especially in order to answer the challenges of improving the quality of education at the junior secondary level in a real and sustainable manner.

The importance of previous research is used as a reference in this study. Research by (Rafsanjani et al., 2024) in the *Indonesian Education Star Journal* entitled *"System Approach in Improving Education to Build Quality Education Quality in Private Junior High Schools of National Heroes"* aims to analyze the effectiveness of the system approach in improving the quality of education through optimizing all educational components such as teachers, infrastructure facilities, and school management. This research uses descriptive qualitative methods and produces findings that an integrated system approach is able to create an active and quality learning atmosphere. Furthermore, Suprianti in 2018 in the *Indonesian Journal of Education Management & Administration Review* through his research entitled *"Implementation of Innovation Management and Teacher Creativity in Improving Learning Quality"* examines the application of managerial innovation and teacher creativity in the learning process at school. Using a qualitative approach, this study concluded that creative and innovative teachers can create more interesting learning and improve student motivation and learning outcomes (Sari & Suprianti, 2020). Meanwhile, research by Lembong, Lumapow, and Rotty in 2023 in the *Journal of Educatio FKIP UNMA* entitled *"Implementation of Merdeka Belajar as an Education Policy Transformation"* aims to evaluate the implementation of Merdeka Belajar policy in educational units. With a qualitative case study method, the results showed that Merdeka Belajar encourages increased teacher autonomy and learning flexibility, but still requires adequate training support and supporting facilities for optimal implementation (Lembong et al., 2023).

The focus of this research is to examine how national education policies are implemented at the junior high school (SMP) level, especially in the context of the implementation of MGMP (Musyawarah Guru Mata Pelajaran), the level of resilience or resilience of teachers in facing

learning challenges, and the effectiveness of academic supervision carried out by the school. This research focuses on the contribution of these three aspects to improving the quality of learning in junior high schools in Gresik district. This study aims to examine the role of education policy in supporting the implementation of MGMP, increasing teacher resilience, and implementing academic supervision and to determine the impact of MGMP, teacher resilience, and academic supervision on improving the quality of learning in junior high schools in Gresik district.

Problem Formulation

1. How are national education policies implemented in MGMP, teacher resilience and academic supervision in junior secondary schools in Gresik district?
2. How do MGMP, teacher resilience, and academic supervision contribute to improving learning quality in Gresik district junior high schools?

METHOD

This research uses a qualitative approach with a type of *library research*. Data were obtained from various literature sources such as scientific journals, reference books, education policy documents, and the results of previous research relevant to the topic of MGMP, teacher resilience, and academic supervision in Gresik District Junior High School (SMP) (Assyakurrohim et al., 2022). Data collection techniques were conducted through documentation studies and observation of available secondary data. Data analysis was carried out through three stages, namely data reduction to sort out relevant information, data presentation in descriptive narrative form, and conclusion drawing as a form of synthesis of the information found (Warahmah et al., 2023). This aims to gain an in-depth understanding of the contribution of education policy in improving the quality of learning. Data validity was strengthened by triangulating literature sources and linking theory and local context. This approach was chosen because it is suitable for exploring the meaning, policies and practices of education contextually.

RESULTS AND DISCUSSION

National education policy is implemented in MGMP, strengthening teacher resilience and academic supervision in Gresik district junior secondary schools.

According to (Wahono, 2018) that national education in Indonesia has the main objective to create a generation that is faithful and devoted to God Almighty, has noble character, is healthy, capable, independent, and able to play a role as a democratic and responsible citizen. To achieve these goals, the government has established various educational policies that are systemically directed at improving the quality of education, one of which is through the implementation of *integrated quality management* and *strategic management* approaches in each educational unit, including at the Junior High School (SMP) level.

In Gresik district, the implementation of national education policy is carried out through various strategic means, especially in three main aspects, namely the implementation of MGMP (Musyawarah Guru Mata Pelajaran), strengthening teacher resilience and academic supervision. These three components are interrelated and play an important role in ensuring the success of quality learning processes in schools (Isnaeni, 2014).

The analysis of education policy management in the school context includes a systematic process from policy design, formulation, implementation to evaluation. The policy design stage begins with identifying the need for change in the education system that arises in response to social, political and cultural dynamics. As revealed by Marno and Terio-Suprianto that the importance of adjusting the organizational structure of schools is a major suggestion, especially in responding to policies that emphasize character education (Hadi, 2023)

Therefore, policies need to be designed based on real needs, such as strengthening humanities values and applying technology in education. Furthermore, at the policy formulation stage, the vision and needs are translated into concrete policies. At the policy implementation stage, the main focus is on technical implementation in the school environment. This includes the establishment of new work units to support the implementation of programs such as character education and policy supervision, improving the quality of teachers through continuous training, and adjusting the curriculum and assessment methods (Chisara et al., 2018). In addition, efficient financial management, including the utilization of BOS funds and the search for alternative funds, is also an important part in supporting successful implementation.

The principal's leadership plays a crucial role in this stage, as he or she must be able to translate national policies into effective local strategies and build a school culture that is adaptive to change. At the policy evaluation stage, an assessment process is conducted to measure the success of the policy implementation and its impact on the quality of education. This includes internal quality assurance systems, involvement of all stakeholders and the use of data and analysis in decision-making. Effective evaluation becomes the basis for further policy development to be more targeted.

Table 1. Analysis of education policy from the Design, Formulation, Implementation to Evaluation stages in the context of school education management

Policy Stages	Main Focus	Key Activities in School	Impact on School Management
1.Design	Identification of the need for change; determination of policy direction and vision	<ul style="list-style-type: none">- Character and technology education needs analysis- Consultation with stakeholders- Global policy study	<ul style="list-style-type: none">- Changes in school vision and mission- New direction in character building and digital literacy
2. Formulation	Formulation of concrete policies based on established needs and vision	<ul style="list-style-type: none">- Creation of a new organizational structure (e.g. character unit, ICT)- Curriculum adjustments- Regulation on teacher competencies	<ul style="list-style-type: none">- Change in organizational structure- Addition of new positions- Adjustment of teacher duties
3.Implementation	Policy implementation in school practice	<ul style="list-style-type: none">- Teacher training based on new technology & pedagogy- Local curriculum revision	<ul style="list-style-type: none">- Learning transformation- Integration of vocational education with industry- Collaboration between schools
4. Evaluation	Measurement of policy effectiveness and continuous improvement	<ul style="list-style-type: none">- Internal quality audit- Student achievement data collection- Teacher training evaluation- Parent &	<ul style="list-style-type: none">- School policy improvement- Data-driven decision making- Increased accountability

		community involvement	
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1. MGMP Implementation as a Policy Implementation Forum

MGMP is a professional forum for subject teachers that aims to improve teacher competence and professionalism. In the context of national education policy, MGMP is one of the important instruments to realize the principle of *Continuous Professional Development* (CPD). Through MGMP, teachers can discuss, exchange experiences, develop teaching tools, and discuss the difficulties faced in implementing the curriculum, including the Merdeka Curriculum, which is the latest national policy (Azizah et al., 2023) .

In Gresik District, MGMP implementation has been carried out in various junior high schools as part of strengthening teacher quality. MGMP is a space for dialog between teachers to understand the direction of Merdeka Belajar policy launched by the Ministry of Education and Culture, including changes in the assessment system, preparation of teaching modules, and differentiated learning approaches (Muhajiir et al., 2021) . Thus, MGMP is not only a coordination forum, but also a concrete means to implement national education policies at the micro level, namely in the classroom.

2. Strengthening Teacher Resilience in Facing Educational Challenges

The definition of teacher resilience is the ability of teachers to bounce back, survive, and develop despite facing various challenges and difficulties, especially in the context of education (Rahmadani, 2021) . Teacher resilience is a psychological construct that reflects the internal strength of teachers in the face of external pressures. Resilient teachers are able to maintain commitment, stay motivated, and even grow professionally despite being in non-ideal conditions (Hadi, 2020) . National education policy indirectly encourages the strengthening of this resilience through curriculum reform, increased administrative burden, changes in learning models, and digital transformation in schools. In facing these various dynamics, teachers are required to continue to innovate, learn, and not give up easily.

Teachers in Gresik district show varying levels of resilience. Some teachers who are active in MGMP, attend online and offline training, and get support from principals and peers, tend to have higher resilience (Kundi et al., 2020) . This suggests that teachers' resilience does not just appear, but is the result of a supportive work environment and access to adequate learning and training resources.

Strengthening teacher resilience is also part of Merdeka Belajar policy, where teachers are given the freedom to choose learning approaches that suit student needs without being burdened with excessive administrative targets. Teachers as facilitators are required not only to convey material, but also to inspire and shape student character. Therefore, psychosocial support, training on stress management, and increasing pedagogical capacity are very important in building teacher resilience in the midst of rapid change.

3. Academic Supervision as Control and Development of Learning Quality

Academic supervision is a coaching process carried out by principals or supervisors for teachers in order to improve the quality of the learning process. In national education policy, academic supervision is seen as an integral part of the education quality assurance system (Istianah, 2019) . This supervision is no longer authoritarian or control, but rather collaborative and educational, to help teachers achieve the expected professional competencies.

In Gresik district junior high schools, the implementation of academic supervision is carried out with various approaches. There are schools that carry out supervision in a structured manner based on a schedule, and some do it flexibly according to teacher readiness and the learning situation (Muid, 2021) . The main purpose of this supervision is to provide constructive

feedback to teachers about strengths and weaknesses in the learning process and to develop corrective steps together.

Within the framework of Merdeka Belajar policy, academic supervision is also directed at observing the extent to which teachers implement student-centered learning, the use of formative assessment, and how teachers manage diverse classes (Fauzi, 2022). Through proper academic supervision, principals can ensure that the implementation of education policies in the classroom runs in accordance with the direction set by the government, without reducing teacher creativity and autonomy.

The three components above MGMP, teacher resilience and academic supervision are not stand-alone entities, but complement each other in an education system in schools. MGMP becomes a forum for improving teacher competence, teacher resilience becomes the foundation of resilience in implementing policies, and academic supervision becomes a quality assurance instrument that ensures that each policy is implemented on target. The implementation of national education policies in Gresik district junior secondary schools through these three components shows that improving the quality of learning requires a systematic and comprehensive approach.

Schools as a system consisting of various components must interact and support each other so that national education goals can be achieved effectively. With a strong systems approach and comprehensive policy implementation down to the school operational level, it is expected that the quality of education in Gresik district can continue to improve and become an example of the implementation of education policies that are effective, relevant and have a direct impact on the quality of learning in the classroom.

MGMP, teacher resilience, and academic supervision contribute to improving learning quality in Gresik Regency Junior High Schools.

The quality of learning in junior high schools (SMP) is an important element in shaping a superior generation that is able to face global challenges. To answer the need for quality improvement, there are three strategic components that are interrelated and have a major impact, namely the Subject Teacher Conference (MGMP), teacher resilience, and academic supervision (Noprika et al., 2020). All three are elements that play an active role in optimizing the role of teachers as facilitators of learning as well as the driving force of educational transformation at the school level. In Gresik district, these three components have been implemented in an integrated manner to support teachers' professional development and improve student learning outcomes.

MGMP is a professional forum for subject teachers to share knowledge, experiences, and learning strategies. In Gresik district, MGMP has been utilized as a means of developing a contextual and relevant curriculum, including supporting the implementation of Merdeka Curriculum. In the MGMP forum, teachers collectively develop Learning Implementation Plans (RPP), teaching modules, and discuss learning evaluations that are adaptive to student needs (Kurniasih, 2023). In addition, MGMP also functions as a place to improve pedagogical and professional competencies. For example, teachers discuss current educational issues, including the dangers of smoking for junior high school students, and design project-based learning that develops critical thinking and problem solving skills (Andri, 2017). Through this collaboration, teachers are able to adjust teaching strategies to suit the characteristics of students, thus creating more interesting, interactive and meaningful learning.

Teacher resilience is the ability to survive, adapt, and rise from the pressure or obstacles faced in the teacher's professional duties. In the context of Gresik District, teachers are faced with various challenges, such as curriculum changes, administrative demands, and differences in student characters (Hartati, 2020). Resilience is important to maintain the spirit and quality of teacher performance. Resilient teachers tend to be able to maintain teaching effectiveness despite being under pressure. Teachers also have a tendency to continue learning, update

themselves with learning technology, and stay focused on achieving educational goals. Strengthening teacher resilience is done through continuous training, psychological assistance and the formation of learning communities at school and district levels. With strong resilience, teachers can become role models and drivers of change that have a direct impact on the quality of student learning.

Academic supervision is a coaching process conducted by principals or supervisors for teachers in the implementation of learning. In Gresik district, supervision does not only focus on evaluating teacher performance, but also as a dialogic and reflective process to improve instructional quality. Supervision is carried out in a planned and structured manner, either through classroom observations, interviews, or analysis of teaching tools (Noprika et al., 2020). The main purpose of academic supervision is to help teachers improve the quality of teaching through constructive feedback. The principal or supervisor's role is to provide guidance in the use of innovative methods, effective classroom management, and learning approaches that suit students' needs. Supervision is also a means to monitor the implementation of the Merdeka Curriculum and the extent to which teachers implement differentiated learning (Kussetyaningsih, 2021).

MGMP implementation, strengthening teachers' resilience and academic supervision work synergistically in the Gresik district education system. The three complement each other: MGMP provides a forum for professional development and innovation, teacher resilience ensures consistency and sustainability in facing learning challenges, and academic supervision provides direction and guidance so that learning remains high quality and standardized. The local government through the Gresik District Education Office fully supports the strengthening of these three components through adequate education policies and budgets. For example, facilitating teacher training, increasing the capacity of school supervisors, and providing collaboration spaces such as teacher learning centres and learning digitization training. This success is evident in the increasing achievement of junior secondary school students, especially in the selection of admission to top public schools through the achievement pathway.

Overall, MGMP, teacher resilience and academic supervision act as the main pillars in improving learning quality in Gresik district junior secondary schools. They form an educational ecosystem that is collaborative, resilient and oriented towards improving the quality of learning services. To maintain and improve this quality, a sustainable commitment is needed from all parties, including the government, schools, teachers and the community. Thus, schools will be able to produce graduates who are not only academically excellent, but also have good character and are ready to face the challenges of the 21st century.

CONCLUSION

Improving the quality of learning in Gresik Regency Junior High Schools (SMP) is strongly influenced by the synergy between MGMP implementation, teacher resilience, and academic supervision. MGMP functions as a professional forum that supports competency development and collaboration among teachers in implementing educational policies, especially the Merdeka Curriculum. Teacher resilience is an important foundation in maintaining teaching quality amid dynamic educational challenges, such as curriculum changes and digitalization of learning. Meanwhile, collaborative academic supervision encourages improving the quality of the learning process through constructive guidance. These three components complement each other and are part of an education system that supports the achievement of national goals. Support from local governments and the active involvement of schools make the implementation of education policy effective. With this approach, it is expected that the quality of education in Gresik will continue to improve and produce graduates who are competent, characterized and adaptive to the times.

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