



## THE EFFECTIVENESS OF PRINCIPAL SUPERVISION IN IMPROVING TEACHER DISCIPLINE THROUGH EDUCATIONAL LANGUAGE PRACTICES AT SMP AL-HIDAYAH

Soleh Parlindungan<sup>1</sup>, Muhammad Rifa'i<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara

E-mail: [solehtambak294@gmail.com](mailto:solehtambak294@gmail.com), [muhammadrifai@uinsu.ac.id](mailto:muhammadrifai@uinsu.ac.id)

Accepted :

6 February 2026

Published :

6 February 2026

Corresponding Author:

Soleh Parlindungan

Email Corresponding :

solehtambak294@gmail.com

### ABSTRACT

Principal supervision is a crucial element of educational leadership management, particularly when implemented through effective educational language practices. This study aims to analyze the effectiveness of principal supervision in improving teacher discipline through communicative and instructional language use at SMP Al-Hidayah Letda Sujono, Medan. The research focuses on three main aspects: the level of teacher discipline, the effectiveness of principal supervision as reflected in educational language practices, and the supporting and inhibiting factors influencing teacher discipline. A qualitative approach with a case study design was employed. Data were collected through interviews, classroom and school observations, and document analysis. The principal served as the main research subject, while teachers and students acted as supporting informants. The findings reveal that principal supervision conducted through warm, open, and dialogic educational language contributes positively to enhancing teacher discipline, as evidenced by increased compliance with school regulations. Supervisory practices include communicative monitoring of teacher attendance, verbal and written feedback on punctuality, constructive guidance for less disciplined teachers, and appreciative language in the form of rewards for disciplined teachers. The study concludes that adaptive, communicative, collaborative, and participatory supervision grounded in effective educational language practices plays a significant role in fostering teacher discipline and creating a positive school climate.

**Keywords:** *Effectiveness, Principal Supervision, Teacher Discipline*

### 1. INTRODUCTION

Education constitutes one of the fundamental pillars in preparing human resources capable of responding to the evolving demands of contemporary society. It plays a strategic role in human development by fostering creative and innovative thinking, enabling individuals to address complex problems effectively (Tilikina et al., 2025) Markauskaite et al., 2022; Ndonye & Genga, 2019). The educational process is essentially a means of empowering individuals to construct meaning for themselves and their surrounding

environment. Therefore, education must operate in a proportional, contextual, and comprehensive manner (Mandal & Srinivas, 2022; Nugroho, 2022; Sujiati et al., 2023).

This perspective aligns with Law Number 20 of 2003 on the National Education System, which defines education as a deliberate and systematic effort to create learning environments and processes that allow learners to actively develop their potential, including spiritual strength, self-control, personality, intelligence, moral integrity, and the skills required by

**Vol 9, No 1 (2026): ESTEEM**

individuals, society, and the nation (Kemendikbud RI, 2022; Indonesia, 2003).

Within the school system, the principal serves as a central figure in mobilizing activities and determining institutional goals. The decisions made by principals have far-reaching implications for school performance and quality (Kartini et al., 2020; Assoumpta & Andala, 2020; Ardliana et al., 2021). Consequently, the role of the principal warrants continuous examination and development to meet societal expectations for high-quality educational institutions. As a functional leader, the principal bears responsibility not only for school management but also for exemplifying professional conduct. School leadership demands superior competencies in knowledge, attitudes, behavior, and skills, as principals are expected to influence, guide, and model exemplary practices for teachers and staff, including discipline and professional ethics (Mawaddah et al., 2021; Day et al., 2020; Hani et al., 2025).

Teacher discipline remains a persistent challenge in educational practice, often manifested in issues such as tardiness or failure to perform instructional duties optimally (N.W.S.C, 2021; Goos et al., 2023). One contributing factor to weak teacher performance is ineffective school leadership. Leadership plays a crucial role in supervising and maintaining teacher discipline, as inadequate supervision may result in declining professional commitment. Effective communication between principals and teachers is therefore essential in ensuring disciplined behavior (Grusovnik, 2021; Arii, 2024; Malik et al., 2020).

Teacher discipline reflects an internalized commitment to comply with professional norms and regulations as a form of accountability for students' educational development (Hermansyah et al., 2021; Jaya et al., 2025; Kaforina et al., 2023). As role models, teachers' disciplined behavior significantly influences the quality of learning and the attainment of educational

objectives. Empirical evidence indicates that teacher indiscipline adversely affects the teaching and learning process and undermines educational outcomes.

In response to dynamic changes in the educational landscape, principals are required to reconceptualize supervision paradigms. Supervision should transcend traditional control-oriented practices and evolve into a visionary, adaptive, and responsive leadership function. Principals' ability to respond effectively to systemic changes determines the success of supervisory practices in fostering teacher discipline (Najwan Saada, 2020).

Teaching, as a professional vocation, necessitates specialized expertise and continuous development. It cannot be performed effectively by individuals lacking appropriate educational qualifications (Rifai, 2019; Nazla Nur Aulia et al., 2021). In line with Education Management Standards, principals are mandated to design, implement, and utilize supervision programs to enhance school quality, as stipulated in the Regulation of the Minister of National Education Number 12 of 2007. Effective supervision is closely linked to collaborative teamwork and a supportive organizational climate (Ngatmini et al., 2025; Davys & Beddoe, 2020; Coimbra et al., 2020).

At SMP Al-Hidayah Medan, principal-led supervision has been implemented as a strategic effort to improve teacher discipline. Supervision represents a core function of educational management, complementing planning, organizing, coordinating, and motivating functions. Through effective supervision, teachers are encouraged to perform their duties efficiently, thereby contributing to the achievement of national education goals.

From a professional perspective, teacher discipline embodies institutional values that ensure the smooth execution of teaching and learning activities in accordance with established objectives (López-Morales et al., 2023; Ulfa & Shalahuddin, 2023;

**Vol 9, No 1 (2026): ESTEEM**

Sabgini & Triastama Wiraatmaja, 2022). High levels of discipline are essential for effective instructional processes and are indicative of quality performance. Schools characterized by order, safety, and structured environments provide optimal conditions for student learning.

Ultimately, the success of educational processes depends on the presence of competent teachers who demonstrate strong loyalty and discipline. Establishing such conditions requires effective leadership capable of managing school administration through collaborative and participatory approaches. Effective leadership fosters cooperation and sustains a conducive organizational climate. Based on these considerations, SMP Al-Hidayah Medan was selected as the research site to examine the effectiveness of principal supervision in improving teacher discipline.

**2. METHODS**

The study entitled *The Effectiveness of Principal Supervision in Improving Teacher Discipline* was conducted using a qualitative research approach. According to Sugiyono, qualitative research is a type of research used to examine natural conditions, in which the researcher serves as the key instrument (Nasution, 2023; Sugiyono, 2021). This study was carried out to obtain the information needed by the researcher. The researcher focused on a single research site, namely SMP Al-Hidayah Medan, with the aim of discussing the research topic in greater depth.

The subjects of this study were the school principal and teachers. The selection of subjects was based on the consideration that the principal, as the school leader, holds full responsibility for all activities within the school, while teachers are respondents who are consistently involved in school activities and the teaching–learning process (Mintrop, 2020; Marmoah, 2019). The data collection techniques employed in this study included

interviews, observations, and documentation (Mauliddiyah, 2021; Herdayati & Syahrial, 2019; Daruhadi & Sopiati, 2024).

The data analysis process was conducted comprehensively by examining each phenomenon or event that occurred in the field. The analysis was carried out after all data had been completely collected. The data obtained were then classified and organized into notes and documentation to facilitate interpretation and the drawing of conclusions.

**3. RESULTS AND DISCUSSION****Results**

Based on the results of data collection in the field, the researcher found several findings related to teacher discipline. The data sources in this study were the school principal and teachers. The data were obtained through observations, interviews, and documentation. The analyzed data focused on teacher discipline in carrying out their duties and responsibilities as educators and educational personnel, which are described in the interview results.

The findings indicate that some teachers have a habit of arriving at school slightly late. This can be observed when teachers participate in routine school activities, such as the morning advice session led by the principal and other activities. There are still some teachers who do not arrive on time or even arrive when the activities are almost finished. The principal of SMP Al-Hidayah Medan has specific ways of appreciating teachers' work, such as providing recognition and rewards to disciplined teachers, while teachers who are less disciplined are given motivation in the form of advice.

The process of principal supervision in improving teacher discipline is carried out by monitoring teacher attendance, checking attendance records, and providing guidance. In its implementation, the principal establishes a warm, close, and open

**Vol 9, No 1 (2026): ESTEEM**

atmosphere with teachers and staff, enabling the supervision process to be conducted effectively and efficiently.

According to the researcher, the principal of SMP Al-Hidayah Letda Sujono Medan has made efforts to improve teacher discipline, one of which is reprimanding teachers who are less disciplined in carrying out their duties. Based on the research findings and interviews with the principal and teachers, when the researcher directly asked teachers about their reasons for arriving late, the teachers explained that unexpected situations, such as traffic congestion especially for those who live relatively far from the school were the main causes. These teachers had previously informed the principal, and the principal showed understanding and appreciation.

However, the solutions provided by the principal are considered appropriate, namely by giving motivation to teachers who arrive late and providing rewards to disciplined teachers. Nevertheless, the principal of SMP Al-Hidayah is expected to be firm in supervising matters that may seem trivial but could have significant long-term impacts, so that the principal can serve as a good role model for students.

In the interview session conducted by the researcher with the principal regarding whether teachers had ever arrived late without permission or failed to attend classes, the principal of SMP Al-Hidayah stated that there had been such cases in the past. However, as a school leader, the principal must exercise authority over teacher performance and discipline by directly contacting the teacher through effective communication to prevent misunderstandings among staff. Reprimands were accompanied by guidance and motivation so that such behavior would not be considered trivial in the future.

As a school leader, the principal must strive to perform optimally in all aspects, including enforcing regulations, making decisions, and leading the school

organization. Given the various organizational structures within the school, the principal is responsible for providing leadership, solutions, and positive changes toward improvement.

**Discussion****Principal Supervision at SMP Al-Hidayah Medan**

Supervision is an essential element of management. Continuous supervisory activities are necessary to support the smooth implementation of tasks. According to Sondang Siagian (as cited in Atmodiwiryo, 2011:56), supervision is the process of observing the implementation of all organizational activities to ensure that all ongoing work is carried out in accordance with predetermined plans. The activities of the school principal have a psychological impact on teacher discipline and performance. Teachers who are satisfied with the supervision provided by the principal tend to work voluntarily, which ultimately increases their work productivity. Conversely, if teachers are dissatisfied with the supervision carried out by the principal, their work motivation decreases, resulting in lower productivity.

The supervision carried out by the principal of SMP Al-Hidayah Medan can be considered quite effective, as it meets the standards of principal leadership, particularly through approaches toward teachers and staff that begin with effective communication. The principal must be able to control all school activities, especially in terms of communication with teachers. Chandra Wijaya and Muhammad Rifa'i state that educational communication is the process of transmitting messages or information related to educational fields or events (Wijaya & Rifa'i, 2016). Principal supervision is one of the determining factors in achieving educational goals. The principal plays a vital role in school development, including managing teachers, administrative staff, and school administration.

**Vol 9, No 1 (2026): ESTEEM**

The supervisory process implemented by the principal of SMP Al-Hidayah includes classroom observation and feedback to improve teacher discipline and performance. Common obstacles, such as teacher resistance, are addressed by creating an open environment and promoting collaborative solutions.

To ensure effective supervision, there are several dimensions of supervision that principals or supervisors need to understand. Davys and Beddoe (2020) identifies five dimensions of supervision:

- 1) Establishing desired performance standards
- 2) Determining methods for measuring activity performance
- 3) Measuring activity performance
- 4) Comparing performance with standards and analyzing deviations
- 5) Taking corrective action when necessary

**Teacher Discipline**

Discipline refers to obedience to rules and regulations. The term discipline originates from the English word "discipline," which encompasses several meanings, including self-control, moral character development, corrective action through sanctions, and a set of rules designed to regulate behavior. Based on interviews with the principal of SMP Al-Hidayah Medan, teacher discipline is generally good, although there are certain constraints. These constraints are not due to teachers intentionally violating school regulations, but rather to unforeseen circumstances, such as teachers arriving late due to long commuting distances and traffic congestion.

Teacher discipline is essential for creating a productive and orderly school environment. Compliance with school regulations affects various aspects of school life, including the quality of learning, student character development, harmonious relationships between teachers and school management, and the creation of a conducive

school atmosphere. Therefore, teachers with strong discipline are needed to carry out their daily tasks effectively. With self-confidence and good discipline, teachers are more likely to achieve optimal performance in line with educational objectives.

In implementing disciplinary regulations, the principal must apply effective strategies to enhance teacher discipline. Several actions can be taken, such as implementing stricter and more structured supervision to ensure that teachers understand existing rules. Additionally, schools can provide rewards or incentives to highly disciplined teachers, which can motivate them to maintain professionalism and discipline in performing their duties.

To further improve teacher discipline, principals can also provide training to help teachers manage time, classrooms, and students more effectively. This approach supports the development of a school culture that values discipline through consistent adherence to regulations. Once discipline becomes an integral part of school culture, efforts to improve school quality can be achieved. School culture refers to the dominant values upheld by the school.

**4. CONCLUSION**

Based on the findings and discussion, it can be concluded that principal supervision at SMP Al-Hidayah has demonstrated a generally positive impact on improving teacher discipline, supported by the active involvement of teaching staff. The principal plays a pivotal role in fostering teacher professionalism through continuous guidance, supervision, and motivation, enabling teachers to carry out their duties more effectively. Although the supervisory practices can be categorized as effective, their implementation is not without challenges, particularly internal constraints originating from individual teachers.

The supervision process implemented to enhance teacher discipline is systematic and comprises several interconnected stages, including planning, data collection, coaching,

**Vol 9, No 1 (2026): ESTEEM**

evaluation, and the provision of rewards. Teachers and school staff are consistently involved in the formulation of discipline-related policies, which are subsequently implemented through established regulations and reinforced through direct supervision to assess compliance and disciplinary performance.

Teacher discipline at SMP Al-Hidayah is reflected in three core dimensions: adherence to rules, timely and appropriate completion of professional duties, and a strong sense of responsibility aligned with institutional norms. Ongoing guidance provided by the principal contributes to the development of teachers' professional attitudes and strengthens their commitment to fulfilling their roles within the school setting.

Supporting factors in the implementation of supervision include emotional closeness, open communication, and a collegial atmosphere between the principal and teachers, which collectively foster a constructive and professional working environment. Conversely, inhibiting factors consist of resistance to change among certain teachers and logistical constraints, such as the distance between teachers' residences and the school, which often affects punctuality. These challenges are addressed through firm yet supportive leadership, manifested in motivational strategies and continuous guidance aimed at improving teacher compliance and disciplinary awareness.

**5. ACKNOWLEDGEMENT**

The author would like to express sincere gratitude to all parties who have contributed to the completion of this research. Special appreciation is extended to the principal of SMP Al-Hidayah Medan for the permission, support, and cooperation provided during the research process. The author also gratefully acknowledges the teachers and students of SMP Al-Hidayah Medan for their willingness to participate and share valuable information. Furthermore, the author would like to thank lecturers and academic supervisors for their guidance, advice, and constructive feedback throughout

the research process. Finally, heartfelt thanks are conveyed to family and friends for their continuous encouragement, support, and prayers, which have greatly contributed to the successful completion of this study.

**6. REFERENCES**

- Ardliana, B., Rusdarti, R., & Suminar, T. (2021). Effect of Principal Leadership, School Culture and Pedagogic Competence Through Work Motivation on Teachers Performance. *Educational Management*, 10(2), 273–283.  
<http://journal.unnes.ac.id/sju/index.php/eduman%0Ahttps://journal.unnes.ac.id/sju/index.php/eduman/article/view/47208/19821>
- Arii, Y. (2024). Relationship between teacher leadership and teacher learning in Japanese lesson study: focusing on the knowledge-creation process. *International Journal for Lesson and Learning Studies*.  
<https://doi.org/https://doi.org/10.1108/IJLLS-02-2024-0045>
- Assoumpta, U. I., & Andala, H. O. (2020). Relationship between School infrastructure and students academic performance in twelve years basic education in Rwanda. *Journal of Education*, 3(1), 60–74.  
<https://stratfordjournalpublishers.org/journals/index.php/journal-of-education/article/view/511>
- Coimbra, N., Pereira, A. V., Martins, A., & Batista, C. (2020). Pedagogical supervision and change: Dynamics of collaboration and teacher development. *International Journal of Management Science and Business Administration*, 6(4), 55–62.  
<https://doi.org/10.18775/ijmsba.1849-5664-5419.2014.64.1005>
- Daruhadi, G., & Sopiati, P. (2024). Pengumpulan data penelitian. *J-Ceki: Jurnal Cendekia Lmiah*, 3(5), 5423–5443.  
<https://doi.org/10.56799/jceki.v3i5.5181>
- Davys, A., & Beddoe, L. (2020). *Best*

**Vol 9, No 1 (2026): ESTEEM**

- practice in professional supervision: A guide for the helping professions.* Jessica Kingsley Publisher.
- Day, C., Sammons, P., & Gorgen, K. (2020). Successful school leadership Education. *Education Development Trust Highbridge*, 1–59.
- Goos, M., Carreira, S., & Namukasa, I. K. (2023). Mathematics and interdisciplinary STEM education: recent developments and future directions. *ZDM - Mathematics Education*, 55(7), 1199–1217. <https://doi.org/10.1007/s11858-023-01533-z>
- Grusovnik, T. (2021). (2021). Faculty career development through academic leadership programs: Insights from Slovenia. *Studies in Higher Education*, 46(6), 1175–1189. <https://doi.org/10.1080/03075079.2019.1679764>
- Hani, U., Eddy, S., & Nugroho. (2025). Implementation of school principal's leadership management in strengthening students' character. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 10(2), 1318–1324. <https://doi.org/10.31851/jmksp.v10i2.20473>
- Herdayati, & Syahrial. (2019). Desain penelitian dan teknik pengumpulan data dalam penelitian. *Journal Online International*, 53(9), 1689–1699. [https://www.researchgate.net/profile/syahrial-syahrial-2/publication/336304206\\_desain\\_penelitian\\_dan\\_teknik\\_pengumpulan\\_data\\_dalam\\_penelitian/links/5d9ac0ab92851c2f70f2184f/desain-penelitian-dan-teknik-pengumpulan-data-dalam-penelitian](https://www.researchgate.net/profile/syahrial-syahrial-2/publication/336304206_desain_penelitian_dan_teknik_pengumpulan_data_dalam_penelitian/links/5d9ac0ab92851c2f70f2184f/desain-penelitian-dan-teknik-pengumpulan-data-dalam-penelitian)
- Hermansyah, Jaya, A., Pratiwi, E., & Fitri, A. (2021). Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal of English Education and Teaching (JEET)*, 5(3), 349–367. <https://doi.org/10.56983/ijp.v2i1.483>
- Indonesia, R. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* Sekretariat Negara.
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). Los efectos de la estrategia de aprendizaje basado en proyectos con actividad física en función del género sobre el rendimiento escolar y la confianza en sí mismos de los estudiantes. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 66, 349–360. <https://doi.org/10.47197/retos.v66.110067>
- Kaforina, M., Mulyadi, M., & Jaya, A. (2023). the Students' Personality Based on Their Reading Attitude. *Esteem Journal of English Education Study Programme*, 7(1), 12–23. <https://doi.org/10.31851/esteem.v7i1.12654>
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156–164. <https://doi.org/http://dx.doi.org/10.52155/ijpsat.v20.1.1730>
- Kemendikbud RI. (2022). *Kurikulum merdeka jadi jawaban untuk atasi krisis pembelajaran.* <https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-jadi-jawaban-untuk-atasi-krisis-pembelajaran>
- López-Morales, J., Urrea-Solano, M., García-Taibo, O., & Baena-Morales, S. (2023). Quality education and gender equality as objectives of sustainable development in education: an experience with teachers in Spain. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 48, 43–53. <https://doi.org/https://doi.org/10.47197/retos.v48.93287>

**Vol 9, No 1 (2026): ESTEEM**

- Malik, A., Ma'arif, S., & Huda, M. N. (2020). Kepemimpinan Kepala Sekolah Dalam Implementasi Total Quality Management. *Jurnal Pendidikan Islam*, 10(2), 113–127. <https://doi.org/0.15642/jkpi.2020.10.2.113-127>
- Mandal, M., & Srinivas, K. (2022). Education technology in schools: Locating the teacher in the changing landscape of teaching-learning: A study in secondary schools. *He International Review of Information Ethics*, 32(1), 1–10. <https://doi.org/10.29173/irrie492>
- Markauskaite, L., Marrone, R., Poquet, O., Knight, S., Martinez-Maldonado, R., Howard, S., Tondeur, J., De Laat, M., Buckingham Shum, S., Gašević, D., & Siemens, G. (2022). Rethinking the entwinement between artificial intelligence and human learning: What capabilities do learners need for a world with AI? *Computers and Education: Artificial Intelligence*, 3(February). <https://doi.org/10.1016/j.caeai.2022.10.0056>
- Marmoah, S. (2019). Principal's leadership in developing primary school students character. *International Journal of Engineering and Advanced Technology*, 8(5), 457–464. <https://doi.org/10.35940/ijeat.E1064.0585C19>
- Mauliddiyah, N. L. (2021). *Metode Pengumpulan Data dan Instrumen Penelitian* [UIN Alauddin Makassar]. <https://doi.org/https://doi.org/10.31219/osf.io/svu73>
- Mawaddah, D., Siahaan, A., & Rifai, M. (2021). Strategi kepala sekolah dalam meningkatkan kualitas pendidikan di SMP Muhammadiyah 4 Medan. *Jurnal Islami: Manajemen Pendidikan Islam & Humaniora*, 1(2).
- Mintrop, R. (2020). *Design-Based School Improvement: A Practical Guide for Education Leaders*. Harvard Education Press.
- Nasution, A. F., et al. (2023). Konsep dan implementasi kurikulum Merdeka. *Kompetitif: Jurnal Pendidikan*, 2(3), 201–211.
- Nazla Nur Aulia, Chaniago, N. S., & Rifai, M. (2021). Pengaruh supervisi kepala madrasah terhadap kinerja guru di MA Al-Washliyah Marbau. *Jurnal Malay: Manajemen Pendidikan Islam & Budaya*, 1(4).
- N.W.S.C, W. (2021). Speaking Anxiety in the Second Language Classroom: Learners' Perspective. *SSRN Electronic Journal*, 1–10. <https://doi.org/10.2139/ssrn.3808930>
- Ndonye, A. A., & Genga, P. A. (2019). Human Resource Management Practices and Retention of Employees in Machakos County, Kenya. *International Journal of Current Aspects*, 3(6), 235–250. <https://doi.org/10.35942/ijcab.v3ivi.87>
- Ngatmini, N., Muhajir, M., & Rozzaqi, A. R. (2025). Social Media Integration in the Jigsaw Model: Innovative Solutions to Improve Students' Communication Skills. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 11(3), 3797–3809. <https://doi.org/10.30605/onoma.v11i3.6635>
- Nugroho, M. A. (2022). Konsep Pendidikan Lingkungan Hidup Sebagai Upaya Penanaman Kesadaran Lingkungan Pada Kelas Iv Min 1 Jombang. *Ibtidaiyyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 1(2), 16–31. <https://doi.org/10.18860/ijpgmi.v1i2.1691>
- Nurul Ilmi. (2017). *Fungsi pengawasan kepala sekolah terhadap guru di SMP Negeri 1 Kecamatan Segeri Kabupaten Pangkep* (Skripsi). Universitas Hasanuddin, Makassar.
- Saada, N. (2020). Persepsi guru tentang pendidikan agama Islam di sekolah menengah atas Arab di Israel. In *Global perspectives on teaching and learning pathways in Islamic education* (pp. 135–163). IGI Global.
- Sabgini, K. N. W., & Triastama Wiraatmaja.

**Vol 9, No 1 (2026): ESTEEM**

- (2022). The Pre-Service Teachers' Perception On Integrating Technology in Teaching English For Young Learners. *Project (Professional Journal of English Education)*, 5(4), 706–722.
- Sugiyono. (2021). *Metode Penelitian Kualitatif dan metode penelitian kuantitatif* (A. Rachman & H. Purnomo (eds.); Issue 2). CV Saba Jaya Publisher.
- Sujiati, R., Jaya, A., Rosmiyati, E., & Noviati. (2023). Efl Teachers' Attitudes and Experiences on the Implementation of Multiliteracies. *Esteem Journal of English Education Study Programme*, 7(1), 85–96.  
<https://doi.org/10.31851/esteem.v7i1.12653>
- Tilikina, N., Wang, Z., Korol, M., Abdekirov, A., & Alybaeva, G. (2025). *Human Resource Development Management in the Context of Current Migratory and Security Threats*.
- Ulfa, M., & Shalahuddin, S. (2023). Upaya Kepala Sekolah Meningkatkan Kinerja Sebagai Leader Dalam Manajemen Mutu Terpadu. *Al-Rabwah*, 17(02), 98–107.  
<https://doi.org/10.55799/jalr.v17i02.284>