



RESEARCH ARTICLE

Enhancing Teacher Quality through Continuous Professional Development

Wage Ummami^{1*}, Nurhizrah Gistituati², Rifma³, Hadiyanto⁴, Sufyarma Marsidin⁵

^{1,2,3,4,5} Universitas Negeri Padang, Indonesia

ARTICLE INFO	ABSTRACT
Received: Oct 17, 2024 Accepted: Dec 5, 2024	Professional teachers have an important role in improving the quality of education. For this reason, serious and earnest efforts are needed in improving the professional ability of teachers. One of the efforts that can be done is by continuous professional development of teachers. Teacher professional development provides opportunities for teachers to learn and adapt to changes that occur in education. This paper aims to analyze the Continuous Professional Development (PKB) of teachers and efforts made by teachers to improve their professional abilities. This paper uses a literature study by analyzing theories and research articles related to the development of sustainable professionalism in order to improve the professional ability of teachers. The results of the analysis show that the ability of teacher professionalism can be improved by continuous professional development. Teachers can make efforts to develop themselves by attending continuous training, seminars and teacher collective activities such as MGMP and panel discussions. Teacher professionalism can also be improved through publishing scientific papers and making innovative works that can improve the quality of learning.
<p>Keywords</p> Teacher Quality Continuous Professional Development	
<p>*Corresponding Author: ummamiwage@gmail.com</p>	

INTRODUCTION

Teachers play an important role in improving the quality and quality of education because teachers are actively involved in the implementation of learning in schools. Teachers not only transfer knowledge but also guide the instillation of values to students in learning. This is in accordance with the mandate of the National Education System Law which emphasizes that the purpose of the national education system is to increase faith and devotion to God Almighty and noble morals in order to educate the nation's life (Sujana, 2019).

Teachers as educators have the main task of teaching which is manifested in teaching and learning activities. Unfortunately, in developing countries the learning approach used is still the traditional approach. This traditional approach is contrary to the competencies that educators must strive to develop in educators such as active learning, participatory learning and interdisciplinary learning (Daniels & Niemczyk, 2022). Quality education in the future can be done with sustainable development in education. The aim is to improve the ability of students now and in the future and help students to improve attitudes, knowledge and skills (Yüzbaşıoğlu et al., 2023).

As professional teaching staff, teachers must be able to demonstrate competence in their fields of knowledge, skills, mastery of learning components, such as mastery of curriculum, learning materials and materials, learning methods, evaluation techniques and learning strategies in various learning

styles and commitment to the tasks they are responsible for (Widodo et al., 2022); (Dewi et al., 2018). Based on this, improving the competence and quality of human resources is an absolute necessity, especially in the face of the rapid development of the era of change and development of science and technology (Hartiwi et al., 2020).

Professional teachers have an important role in improving the quality of schools and improving student achievement. For this reason, teacher professional development programs are needed that are designed and implemented to be able to assist teachers in doing their jobs (Boz et al., 2023).

Indonesia is one of the developing countries whose quality of education is still low compared to other developing countries. Information released by UNESCO in the Global Education Monitoring 2016 (GEM) Report. PISA (Program for International Students Assessment) in 2018 measured 15-year-old students in reading, math, and science skills. The average score of Indonesian students is 371 in reading, 379 in mathematics, and 396 in science. These data do show that the quality of education in Indonesia needs to be improved by optimizing the ability to improve the professionalism of teachers' work.

Table 1. Teacher Professional Development Data

No	Information	2019	%	2020	%	2021	%
1	Teachers who	63	12%	79	15%	58	11%
2	Create PTK	21	4,1%	27	5,3%	17	3,3%
3	Teacher's journal	32	6,11%	25	4,7%	14	2,6%

Source: Processed data sourced from Cabdin Wil I

Based on the table above, it can be seen that the performance of teachers in the Continuous Professional Development of State High School teachers in Agam Regency in PKB is still low. Given the importance of this PKB to improve the quality and quality of education in general and schools in particular, the author feels the need to conduct further research with a focus on the performance of public high school teachers in Agam Regency related to continuous professional development to improve teacher professionalism abilities (Rida et al., 2013).

LITERATURE REVIEW

Definition of Continuing Professional Development

To improve teacher competence, it is necessary to make an appropriate policy and strategy. Continuous Professional Development is a priority strategy to develop teachers' professional abilities. By doing PKB, it is hoped that teachers will be more professional in working, the competition will be better and can improve the quality of education. As professional teachers, teachers are also required to carry out continuous professional development in order to improve their ability to carry out their duties.

Cahyaningrum 2021 stated that Continuous Professional Development is the development of teacher competence whose implementation is adjusted to the needs of teachers gradually, continuously in order to improve teacher professionalism (Anisah et al., 2020; Cahyaningrum et al., 2021). Furthermore, Kastawi and Yulienjatiningsih (2019) explained that PKB is an activity to improve the knowledge and skills needed to fill current and future positions (Kristen et al., 2019).

This opinion is also supported by Christoforatu (2019) who states that PKB is related to teacher education and training to face future challenges (Christoforatu, 2021). Meanwhile, Mumhure 2020 stated that Teacher Continuous Professional Development is an effort made by experts to provide assistance to teachers to improve teaching skills and improve their performance (Mumhure et al.,

2020). This assistance can be provided through training, workshops, cooperation among teachers in developing skills, and forming professional learning groups. Ahmad 2021 also stated that continuous Professional Development is an effort to improve teachers' professional abilities to improve the quality of learning

The Director General of Teachers and Education Personnel Book 4 (2019) states that Continuous Professional Development is the development of teacher competencies that are carried out according to needs, gradually and continuously to improve their professionalism. Based on some of the opinions above, the author can conclude that PKB is an effort to improve teacher knowledge, skills and competencies to improve teacher competence and education quality so that teachers can adapt to changes to achieve sustainable development whose implementation is adjusted to needs, gradually and sustainably.

Factors Influencing Continuous Professional Development Performance

Continuous Professional Development is part of teacher performance. Many experts and research findings state about factors that affect employee performance or teacher performance. Colquitt (2021) stated that there are several factors that affect performance, there are external factors and intervening factors. External factors consist of organizational culture, organizational structure, leadership style, negotiation and power, team communication process, team differences and characteristics, abilities and values and one's culture (Ismail, 2017); (Fauzyah, 2020). Intervening factors that influence performance are job satisfaction, stress, motivation, ethics, fairness and trust, and learning and decision-making (Sudrajat, 2011);(Colquitt et al., 2021). These factors can be seen in the image below.

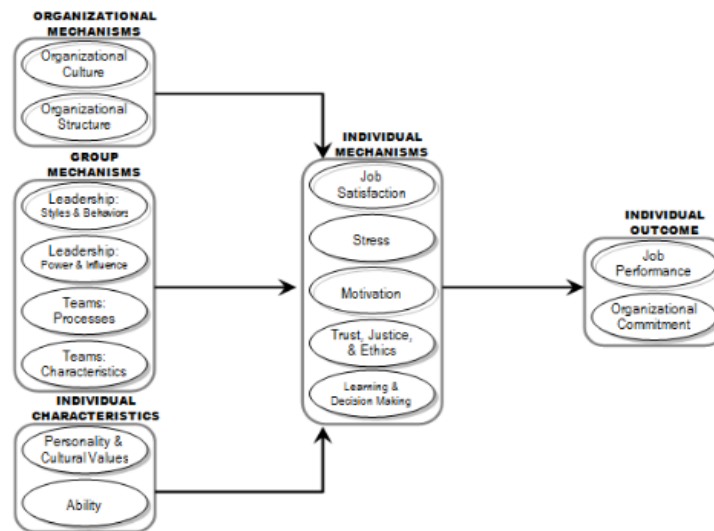


Figure 2. Integrative Model of Organizational Behavior

Sumber: Colquitt, Jason A., Jeffery A., LePine., dan Michael J. Wesson. Organizational Behavior: improving performance and commitment in the workplace. New York: McGraw-Hill, 2009

Wijiutami et al. 2020 in his journal stated that school principals must fully support PKB activities and monitor the implementation of these activities (Wijiutami & Octavia, 2017). In addition, professional benefits and motivation will influence teachers in Continuous Professional Development. Next Gaol. 2018 states that school principals can prepare budgets and allocate them to develop teacher professionalism by involving teachers in subject teacher deliberation activities (Sudarnoto, 2016);(Gaol, 2020).

Furthermore (Alonge, 2020) in his research said there are several factors that affect teacher productivity and performance including teacher Continuous Professional Development including work experience, incentives, equipment and materials, leadership and management efficiency and supervision efficiency (Alonge & Osagiobare, 2020). Bolariwa's opinion is also supported by an opinion (Azainil et al., 2021) which states that the factors that affect work productivity in Continuous Professional Development of teachers are the availability of facilities and infrastructure, funding, training and education, discipline, and managerial abilities of school principals.

Based on the explanation above, the factors that influence PKB teachers in this study are leadership style, incentives, job satisfaction, and motivation. These four factors have qualified as external factors and intervening factors. Indicator Continuous Professional Development (Simarmata, 2014). Yuliejantiningasih 2019 said that to develop teacher competence, a Teacher Professional Development effort is needed which includes training, MGMP, coaching by school principals such as career coaching and insight (Kristen et al., 2019). Cahyaningrum 2021 also stated that teachers in addition to carrying out teacher learning are also obliged to conduct research and scientific studies. Some of these opinions are also supported by Carlo.2022's opinion which states that the development of continuing education can be through conferences, teaching and learning and conducting research (Cahyaningrum et al., 2021); (Daniels & Niemczyk, 2022). According to Permeneg PAN RB Number 16 of 2009 PKB elements include

Self-development

This self-development is an effort to improve teacher professionalism in order to have a comprehensive compliance in accordance with legislation or National Education policies and be able to follow the development of science and technology / art. There are several activities that can be done by teachers in this self-development such as attending functional training.

Functional training is an effort to improve teacher competence in strengthening insights, knowledge, attitudes, values and skills in accordance with the profession that is useful in carrying out duties. Training can be reviewed face-to-face or remotely. The type of training can be in the form of training, upgrading, technical guidance, career guidance, internships or other forms recognized by the agency. Teachers can participate in functional training activities on the basis of assignments by the principal or other agencies, or of their own volition (Širvinskienė et al., 2022).

Mujizatullah stated that to improve the quality of teachers and the quality of education, teachers need to be given Education and Training called Training. This training is the implementation of learning and training in order to develop the competence of employees (teachers) in accordance with the requirements of their respective positions (Mujizatullah, 2019).

The Collective Activities of Teachers

Teacher collective activities are teacher activities in participating in scientific meetings or participating in joint activities carried out by teachers aimed at improving teacher professionalism. This activity can be in the form of participation in scientific activities such as MGMP, seminars, workshops, colosseum's, panel discussions or other scientific forms. In addition, teachers can also participate in other collective activities that are in accordance with and the obligations of teachers related to their professional development

Muhammad 2020 stated that MGMP is a joint training and learning effort between fellow teachers through Peer Tutoring which aims to help teachers to be more effective in implementing learning and improving teacher careers. Fakrurridha 2019 also stated that MGMP is a teacher need to improve teacher professionalism and teacher performance in their subjects.

Ahmad 2017 also stated that MGMP is a forum for teacher working groups and its activities include (1) material deepening; (2) making teaching and learning activity devices; (3) improvement of

teaching and learning practices; and (4) evaluation of learning. This activity can support teacher performance in learning and improve teacher professionalism (Susanto, 2017).

Then, according to Ella 2017, to improve their professional skills, teachers must actively participate as presenters in local and national events. This activity can open teachers' insights into the development of knowledge they are involved in through sharing research results and can expand cooperation networks

Scientific Publications

Scientific publications on continuous professional development activities consist of 3 groups of activities, namely: presentations at scientific forums, publication of research results or innovative ideas in the field of formal education, publication of textbooks, enrichment books, teacher manuals and books in the field of Education (Winarti et al., 2019).

According to Hasan 2021, the form of teacher professional development is the development of teachers' ability to make scientific papers. This ability can be seen from the many teacher publications published in various media, especially scientific journals. Writing this kind of scientific paper is believed to improve the ability of teacher professionalism while improving the quality of the learning they deliver (Hasanah & Setyaningsih, 2020); (Rosmanida et al., 2022).

Then Shahmana. 2020 also states that scientific articles and publications are a good strategy for teachers to be able to evaluate their competencies because research outputs such as scientific publications form teacher professionalism as educators. The dissemination of knowledge through the publication of scientific papers is the contribution of teachers in the development of science to educate the nation's children (Moeharino, 2010).

Innovative work

Innovative work is the work of the development of knowledge, technology and / or art that is beneficial to Education which consists of finding appropriate technology to create works of art, making / modifying props and practicum tools and following the development of the preparation of standards, question guidelines and the like.

Desimarnis. 2021 states that innovative work is an activity that can find and produce appropriate technology, find or create a work of art, and create or modify learning aids. F. 2018 also stated that being able to create relevant and high-quality innovative work is a competency of 21st century teachers in developing knowledge and skills in accordance with their expertise (Desimarnis et al., 2021).

Siti. 2021 The development of innovative work is urgently needed to meet the demands of 21st century learning. The development of this innovative work can be used as teaching materials, tools for practicum, and eliminate boredom in learning (Aisyah, 2021).

Table 3. PKB indicators and theory

No	Aspect	Permena g PAN RB No. 12 of 2009	Mujizatulla h	Muhamma d	Hasa n	Syahman a	Fahmi
1	Self-development	√	√	√			
2	Scientific Publications	√			√	√	
3	Innovative Work	√					√

Continuous Professional Development affects the Quality of Education

Teacher professionalism is a universal concern, because teachers are not only tasked and play a role in providing science and technology information, but also able to form attitudes and souls that can survive and compete in the era of globalization.

Hadith and Nurhayati (2010: 3) explained in a macro perspective many factors that affect the quality of education, including curriculum factors, education policies, educational facilities, applications of information and communication technology in the world of education, especially in teaching and learning activities, application of methods, strategies and approaches to education that are up-to-date and modern, appropriate educational evaluation methods, adequate education costs, education management that is implemented properly (Sunyianto, 2019). Professional, human resources of education actors who are trained, knowledgeable, experienced and professional (Hadis & Nurhayati, 2010).

Quality is essential as part of the educational process. The learning process is the goal of educational organizations. The quality of education is the quality of graduates and services that satisfy parties related to education. The quality of graduates is related to graduates with good grades (cognitive, affective, and psychomotor) accepted to continue to a higher level who are qualified and have a good personality. While the quality of service is related to activities to serve the needs of students, teachers and employees as well as the community appropriately and appropriately so that all feel satisfied with the services provided by the school.

Taylor, West and Smith (in Munirom, 2021) at Utah State University's CSF (Central for the School of the Future) institution revealed that the indicators of quality schools are: 1) parent support, 2) educator quality, 3) student commitment, 4) school leadership, 5) learning quality, 6) resource management in schools 7) school convenience (Munirom, 2021).

In addition to the above criteria, Sitompul (2006) added the quality of education that was successfully characterized by: 1) High sense of teaching satisfaction, including high student expectations, 2) Achievement of teaching curriculum targets, 3) Excellent coaching of spiritual, moral, social and cultural development of teachers, 4) No students who have psychological problems or emotional risks 5) There is no conflict between the relationship between students and teachers / staff (Sitompul, 2006).

Educational institutions are institutions that manage humans and aim to create quality humans. Hoy, Jardine and Wood quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. This opinion explains that quality in education is an evaluation of the educational process that increases the need to achieve and develop the talents of the customers (learners), and at the same time meets the accountability standards set by the clients (stakeholders) who pay for the process or output of the educational process (Munirom, 2021).

To measure quality education, of course, criteria / indicators are needed. Sallis revealed that there are many good quality indicators in educational institutions. Among others: 1) high moral values; 2) excellent examination results; 3) the support of parents, business and the local community; 4) plentiful resources; 5) the application of the latest technology; 6) strong and purposeful leadership; 7) the care and concern for pupils and students; 8) a well-balanced and challenging curriculum. This view explains that a quality and good school must have: 1) high moral / character values; 2) excellent exam results; 3) support from parents, businesses and local communities; 4) abundant resources; 5) implementation of the latest technologies; 6) strong leadership and purposeful (vision); 7) care and concern for students; 8) A balanced and relevant curriculum (Munirom, 2021).

According to Katayev at all, teachers as educators will certainly interact a lot directly with students. Teachers have the task of preparing and implementing the teaching and learning process. Therefore, a teacher must be professional to improve the quality of education. To improve professional teachers can be done in several ways: (1) supervise carried out by supervisors and always improve discipline; (2) provision of adequate facilities to support the learning process; (3) hold meetings between the principal and teachers; (4) conduct training, seminars, training (workshops); (5) conduct inter-school visits to find out the knowledge and experience of teachers of other schools; and (6) conduct research related to the field of education (Katayev et al., 2023).

METHODS

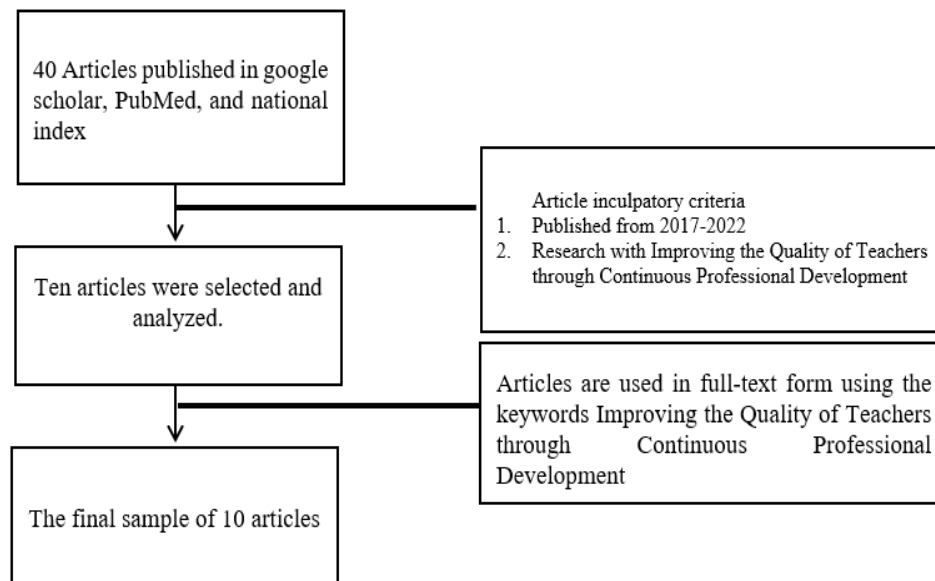
This research uses a quantitative with Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA). The process of implementing systemic review is not just about collecting literature studies. The procedures used in systemic review, namely (1) Compiling background and purpose; (2) research questions; (3) Searching for the literature; (4) selection criteria; (5) practical screen; (6) quality checklist and procedure; (6) data extraction strategy; and (7) data synthesis strategy. The following is an explanation of each stage (Moher et al., 2010); (Zhang et al., 2019). Compiling background and purpose outlined the purpose to explain about Improving the Quality of Teachers through Continuous Professional Development

Analyze problems related to the results of previous research

- Data search is carried out on the PubMed and Garuda journal portals with the keyword the Quality of Teachers through Continuous Professional Development
- Screening is carried out with criteria based on the year of publication of the journal within 5 years (2017 to 2022) and research articles
- Quality assessment is carried out with the theme of the same writing is Improving the Quality of Teachers through Continuous Professional Development
- Data extraction is carried out in accordance with screening by obtaining important findings of relevant research

Data synthesis using meta-analysis techniques

Research results are synthesized based on facts and information



RESULTS AND DISCUSSION

To improve teacher competence, it is necessary to make an appropriate policy and strategy. Continuous Professional Development is a priority strategy to develop teachers' professional abilities. By doing PKB, it is hoped that teachers will be more professional in working, the competition will be better and can improve the quality of education. As professional teachers, teachers are also required to carry out continuous professional development in order to improve their ability to carry out their duties. Christoforatu (2019) who stated that PKB is related to teacher education and training to face future challenges (Christoforatu, 2021); (Cole et al., 2022). Meanwhile, Mumhure et al (2020) suggested that Teacher Continuous Professional Development is an effort made by experts to provide assistance to teachers to improve teaching skills and improve their performance. This assistance can be provided through training, workshops, cooperation among teachers in developing skills, and forming professional learning groups (Mumhure et al., 2020).

The Director General of Teachers and Education Personnel Book 4 (2019) states that Continuous Professional Development is the development of teacher competencies that are carried out according to needs, gradually and continuously to improve their professionalism. According to Permeneq PAN RB Number 16 of 2009 PKB elements include

Personal Development

This self-development is an effort to improve teacher professionalism in order to have a comprehensive compliance in accordance with legislation or National Education policy and be able to follow the development of science and technology / art. There are several activities that can be done by teachers in this self-development such as attending functional training and participating in collective activities. Functional training aims to improve teacher performance. Helping teachers to improve the abilities of students, helping teachers to understand practical knowledge and its application in order to improve teacher skills, skills and attitudes.

Mehmet.2021 suggests that continuous professional development of teachers can be done by attending training and seminars continuously (Seage, Steven J; Turegun, 2020). The aim is that teachers can continue to update their knowledge, skills and attitudes in the field of study, field of teaching, managerial and personal teachers. Gregor (2020) stated that teachers' professional abilities must be improved through training so that teacher professionalism becomes more effective and meaningful while being a teacher. Ratnasari (2016) suggests that students' critical thinking skills must be developed to face the future (Ratnasari, 2016). Unfortunately, the development of critical thinking skills cannot be optimized because educators do not attend training. The same thing was also expressed by Aris et al (2020) that teachers need to attend training so that they can be more professional in integrating their knowledge and skills in carrying out their duties as a teacher.

Aris's opinion above was also reinforced by Therese (2022) where Therese mentioned that increasing teacher knowledge, values and skills for the future depends on capacity building and training attended by teachers. Mujizatullah. 2019 also agrees with the author above that training activities for teachers are an effort to develop teacher knowledge and skills so that teachers are expected to have a competitive advantage and can provide the best service to students (Mujizatullah, 2019); (Setiawati et al., 2023).

Furthermore, Cara.2022 in its article states that teacher professional development carried out for a long time will have a positive effect on changing teacher skills in teaching. In addition, continuous professional development of teachers can be carried out through teacher collective activities.

Teacher collective activities are teacher activities in participating in scientific meetings or participating in joint activities carried out by teachers aimed at improving teacher professionalism. This activity can be in the form of participation in scientific activities such as MGMP, seminars,

workshops, colossiums, panel discussions or other scientific forms. In addition, teachers can also participate in other collective activities that are in accordance with and the obligations of teachers related to their professional development (Fakrurridha & Nurdin, 2019).

Publication of Works / Journals

Scientific publications on continuous professional development activities consist of 3 groups of activities, namely: presentations at scientific forums, publication of research results or innovative ideas in the field of formal education, publication of textbooks, enrichment books, teacher manuals and books in the field of Education.

According to Hasan 2021, the form of teacher professional development is the development of teachers' ability to make scientific papers. This ability can be seen from the many teacher publications published in various media, especially scientific journals (Saefulah, Hasan; Atiqoh, 2019). Writing this kind of scientific paper is believed to improve the ability of teacher professionalism while improving the quality of the learning they deliver.

Yerdan et al (2023) gave the opinion that teachers must have competence in research and be able to communicate the results of their research (Katayev et al., 2023). Teachers as researchers have sensitivity to science and the development of science related to research methods, techniques and research processes. This opinion is also supported by Retma's opinion. (2019) which states that scientific articles are important for teachers to do because it is an effort to improve the quality of teachers and is part of teacher professionalism competence

Innovative Work

Innovation has an important role in learning and developing 21st century skills and it is important for teachers to realize innovation in learning to face the uncertainty and complexity created by the times. Innovative work is the result of the development of knowledge, technology and / or art that is beneficial to Education which consists of finding appropriate technology to create works of art, making / modifying props and practicum tools and following the development of the preparation of standards, question guidelines and the like (Salim et al., 2024).

Creative teachers are teachers who are able to innovate and make it happen in the form of new products. Teachers are key actors who encourage students to always innovate Teachers can make innovations related to learning methods. Innovation in learning methods can be done with guided learning where teachers strive for students to actively discuss, discover and verbally express new knowledge (Asiyah et al., 2021). The innovative work of teachers can affect the quality of learning. Teachers can design various learning models to assist students in achieving learning objectives (Setiawati et al., 2023).

In the validity analysis of the instructional leadership variable, the calculated r -value coefficient, critical value, and conclusion are required. The instructional leadership variable was measured with 36 questionnaire items. Based on SPSS version 21 analysis, the calculated r -value coefficient (corrected item-total correlation) was obtained from 112 respondents for the instructional leadership variable. The total correlation coefficient for the instructional leadership variable was 0.364. This correlation coefficient is considered valid as it exceeds the r -table value (Table 1), with the equation $0.367 > 0.184$. Thus, it can be concluded that all 36 questionnaire items for the 112 respondents are valid, as the total correlation coefficient (0.367) is greater than the r -table value (0.184). The analysis includes a comparison of Cronbach's Alpha (calculated reliability coefficient) for all instructional leadership question items based on the processing results. The Cronbach's Alpha coefficient obtained from SPSS 21 is presented in the table below.

CONCLUSION

Innovation has an important role in learning and developing skills in the 21st century and it is important for teachers to realize innovation in learning to face the uncertainty and complexity created by the times. In this era, technological and scientific innovations are growing rapidly forcing teachers to actively move and be open to change. In order to meet the needs of education in the future, teachers are required to have certain skills and competencies such as mastery of technology.

Technology can be used to produce innovative work that can be used in the learning process. To be able to produce quality students, qualified teachers are needed. School principals can organize teacher training activities and conduct seminars to develop teacher competencies. It is based on this research that the quality of education is largely determined by the quality of teachers and the quality of teachers can be continuously improved by following continuous professional development.

REFERENCES

- Aisyah, S. (2021). Strategi Guru dalam Pembelajaran Pendidikan Agama Islam pada Masa Pandemi Covid 19. *Kreatifitas Jurnal Ilmiah Pendidikan Islam*, 10(1), 1–12.
- Alonge, H. O., & Osagiobare, E. O. (2020). Single-Parent Teachers' Work-Life Balance and Job Productivity in Edo State Public Senior Secondary Schools. *Education Quarterly Reviews*, 3(3). <https://doi.org/10.31014/aior.1993.03.03.143>
- Anisah, Khadijah, & Ahkas, A. W. (2020). Influence of Social Simulation Learning Strategy in Improving Social Intelligence and Talking Children in Raudhatul Athfal Jamiyatushalihin Medan. *Birle Journal*, 3(2), 988–998.
- Asiyah, S., Wiyono, B. B., Hidayah, N., & Supriyanto, A. (2021). The effect of professional development, innovative work and work commitment on quality of teacher learning in elementary schools of Indonesia. *Eurasian Journal of Educational Research*, 2021(95), 227–246. <https://doi.org/10.14689/EJER.2021.95.13>
- Azainil, A., Komariyah, L., & Yan, Y. (2021). The effect of principal's managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Sciences*, 16(2), 563–579. <https://doi.org/10.18844/CJES.V16I2.5634>
- Boz, T., Hammack, R., Lux, N., & Gannon, P. (2023). Empowering Elementary Students with Community-Based Engineering: A Teacher's Experience in a Rural School District. *Education Sciences*, 13(5). <https://doi.org/10.3390/educsci13050434>
- Cahyaningrum, C. F., Sudharto, & Nurkolis. (2021). Pengaruh Pengembangan Keprofesian Berkelanjutan dan Motivasi Kerja terhadap Kinerja Guru SD di Kecamatan Puncakwangi Kabupaten Pati. *International Journal of Elementary School*, 1(1), 1–10. <https://doi.org/DOI:https://doi.org/10.26877/ijes.v1i1.8798>
- Christoforatu, E. (2021). Teacher education for sustainable development within national frameworks: Squaring the circle from a German perspective. *International Journal of Development Education and Global Learning*, 13(1). <https://doi.org/10.14324/ijdegl.13.1.01>
- Cole, C., Hinchcliff, E., & Carling, R. (2022). Reflection as teachers: Our critical developments. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1037280>
- Colquitt, J., LePine, J. A., J. M., & Wesson, J. (2021). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. McGraw-Hill Education.
- Daniels, C., & Niemczyk, E. K. (2022). Strengthening Sustainable Development in Academic Activities: Focus on Teacher Training and Professional Development. *Bulgarian Comparative Education Society*, 224–230.
- Desimarnis, D., Sahidin, S., Risdinal, R., & Gistituati, N. (2021). Peran Organisasi Musyawarah Guru Mata Pelajaran Dalam Pelatihan Penulisan Karya Ilmiah Bagi Guru Ilmu-Ilmu Sosial Madrasah Aliyah Se-Kota Payakumbuh. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4), 1354–1365. <https://doi.org/10.31004/edukatif.v3i4.574>

- Fakrurridha, & Nurdin. (2019). Pelaksanaan MGMP dalam Meningkatkan Profesional Guru Pendidikan Agama Islam. *Jurnal Serambi Ilmu*, 20(1), 238–254.
- Fauzyah, N. (2020). Hubungan Motivasi Kinerja dengan Kinerja Guru Madrasah. *Muntazam: Jurnal Manajemen Pendidikan Islam*, 1(1), 44–54.
- Gaol, L. J. (2020). The Ability of Develop Narrative Paragraphs by Using Flash Card. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 10(2), 56–64.
- Hadis, A., & Nurhayati. (2010). *Manajemen Mutu Pendidikan*. Alfabeta.
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70–88.
- Hasanah, A., & Setyaningsih, R. (2020). Hubungan Pelaksanaan Supervisi Akademik dengan Kinerja Guru di SMA Islam As-Shofa Pekanbaru. *Indonesian Journal of Islamic Educational Management*, 3(1), 44–51.
- Ismail, T. (2017). Kepemimpinan, Kompensasi, Motivasi Kerja dan Kinerja Guru SD Negeri. *Jurnal Administrasi Pendidikan*, XXIV(1), 60–69.
- Katayev, Y., Saduakas, G., Nurzhanova, S., Umirbekova, A., Ospankulov, Y., & Zokirova, S. (2023). Analysis of Teachers' Research Competencies, Scientific Process Skills and the Level of Using Information and Communication Technologies. *International Journal of Education in Mathematics, Science and Technology*, 11(5), 1184–1203. <https://doi.org/10.46328/ijemst.3613>
- Kristen, U., Wacana, S., Kastawi, N. S., & Yuliejantiningih, Y. (2019). Magister Manajemen Pendidikan FKIP Pengembangan Keprofesional Berkelanjutan Guru untuk Meningkatkan Mutu Pendidikan. *Kelola: Jurnal Manajemen Pendidikan*, 6(2), 157–168. <https://doi.org/DOI:https://doi.org/10.24246/j.jk.2019.v6.i2.p157-168>
- Moeherino. (2010). *Pengukuran Kinerja berbasis Kompetensi (Competency Based Human Resource Management)*. Ghalia Indonesia.
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2010). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *International Journal of Surgery*, 8(5), 336–341. <https://doi.org/10.1016/j.ijsu.2010.02.007>
- Mujizatullah. (2019). Motivasi Belajar Karya Tulis Ilmiah Peserta Didik Madrasah Aliyah di Kota Pare-Pare. *Educandum*, 5(1), 1.
- Mumhure, G., Jita, L., & Chimbi, G. T. (2020). Subject Panels as Sustainable Innovation for Teacher Profesional Development. *PROBLEMS OF EDUCATION IN THE 21st CENTURY*, 78(5), 799–814. <https://doi.org/https://doi.org/10.33225/pec/20.78.799>
- Munirom, A. (2021). *Manajemen Peningkatan Mutu Pendidikan*. 7(1), 154–174.
- Ratnasari, Y. T. (2016). Profesionalisme Guru dalam Peningkatan Mutu Pendidikan. *Revitalisasi Manajemen Pendidikan Anak Usia Dini (PAUD) Di Era Revolusi Industri 4.0*, 235–239.
- Rida, M., Dantes, N., & Dantes, K. R. (2013). Hubungan Motivasi Kerja, Masa Kerja dan Kesejahteraan Guru terhadap Profesionalisme Guru Sekolah Dasar Negeri di Gugus II Kecamatan Sukasada. *E-Journal Program Pascasarjan Universitas Pendidikan Ganesha*, 3(1), 1–10.
- Rosmanida, Yeni, C., Kurnia, E. D., Reskina, Ningsih, I., & Safrudin. (2022). The Effect of Salary Amount Teachers' Performance. *Indonesian Journal of Multidisciplinary Science*, 2(2), 500–505.
- Saefulah, Hasan; Atiqoh, N. (2019). *Panduan Pelatihan Peningkatan Keterampilan Dasar Teknik Instruktusional (Pekerti) bagi Dosen IAIN Syekh Nurjati Cirebon*.
- Salim, Rohman, F., & Dalimunthe, M. A. (2024). Innovation in Education: The Influence of Leadership, Organizational Culture, Work Motivation, and Organizational Commitment on the Performance of State and Private Madrasa Ibtidaiyah Teachers in Medan. *Educational Administration: Theory and Practice*, 30(2), 211–221.

- Seage, Steven J; Turegun, M. (2020). The Effect of Blended Learning on STEM Achievement of Elementary School Students. *International Journal of Research in Education and Science*, 6(1), 133–140.
- Setiawati, Y. H., Baharun, H., Sa'diyah, H., & Hidayati, Y. (2023). Career Management in Building Teacher Professional Performance. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 3387–3394. <https://doi.org/10.31004/obsesi.v7i3.4156>
- Simarmata, R. H. (2014). Upaya Peningkatan Motivasi Kerja Guru Sekolah Dasar. *Bahana Manajemen Pendidikan*, 2(1), 655–831. <https://doi.org/https://doi.org/10.24036/bmp.v2i1.3810>
- Širvinskienė, G., Antinienė, D., Gričiūtė, A., Dulksnienė, L., Asisi, V., Kregždytė, R., Kerbl, V., & Amtmann, E. (2022). Effectiveness of the ELLA Training for the Promotion of Emotional and Social Competences in Lithuanian Preschool Children. *International Journal of Environmental Research and Public Health*, 19(19). <https://doi.org/10.3390/ijerph191912195>
- Sitompul, H. (2006). Pendidikan Bermutu di Sekolah. Cipta Pustaka Media.
- Sudarnoto, L. F. N. (2016). Faktor-Faktor Determinan pada Motivasi Kerja Guru Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 25(2), 91–99. <https://doi.org/DOI:http://dx.doi.org/10.17977/um009v25i22016p091>
- Sudrajat, A. (2011). Mengapa Pendidkan Karakter? *Jurnal Pendidikan Karkter*, 1(1), 47–58. <https://doi.org/10.21831/jpk.v1i1.1316>
- Sujana, I. W. C. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39. <https://doi.org/DOI:https://doi.org/10.25078/aw.v4i1.927>
- Sunyianto. (2019). Pengaruh Iklim Komunikasi Organisasi dan Loyalitas Kerja terhadap p Kinerja Karyawan pada Sekolah Tinggi Ilmu Agrobisnis Perkebunan (STIP-AP) Medan. *Komunikologi*, 3(1), 1–11.
- Susanto, A. (2017). Teori Belajar & Pembelajaran. Prenada Media Group.
- Wijutami, S. S., & Octavia, D. (2017). The Influence of E-Service Quality ti E-Satisfaction and Its Impact to E-Loyalty of C2C E-Commerce Customer in Jakarta and Bandung. *Management*, 2212–2220.
- Winarti, A., Syahmani, Bakti, I., Leny, & Prayagi, R. (2019). Peningkatan Profesionalitas dan Kompetensi Guru Melalui Pelatihan Penulisan Artikel Ilmiah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 1(1), 34–40. <https://doi.org/DOI:10.20527/btjpm.v1i1.1917>
- Yüzbaşıoğlu, M. K., Yüzbaşıoğlu, H. B., Tekkol, İ. A., & Kaymakçı, S. (2023). Primary School Teachers' Experiences in the Distance Education. *Education and Science*, 48(215), 173–199. <https://doi.org/DOI:10.15390/EB.2023.12026>
- Zhang, J., Han, L., Shields, L., Tian, J., & Wang, J. (2019). A PRISMA assessment of the reporting quality of systematic reviews of nursing published in the Cochrane Library and paper-based journals. *Medicine (United States)*, 98(49). <https://doi.org/10.1097/MD.000000000018099>