

# IMPLEMENTATION OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR HIGH SCHOOL TEACHERS

*by Besse Marhawati*

---

**Submission date:** 29-Jun-2023 12:19AM (UTC+0800)

**Submission ID:** 2123994469

**File name:** 28873-89630-1-PB.pdf (186.18K)

**Word count:** 3998

**Character count:** 23675

## IMPLEMENTATION OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR HIGH SCHOOL TEACHERS

Besse Marhawati, Nurdayanti A. Rahman

Department of Education Management, Faculty of Education, Gorontalo State University

\*(corresponding author)



[bessemarhawati@ung.ac.id](mailto:bessemarhawati@ung.ac.id)

Abstract: This study aims to describe (1) the implementation of teacher self-development (2) teacher scientific publications, and (3) the implementation of teacher innovative work. The method in this study uses a quantitative approach to the type of percentage. The subjects of this study were 60 high school teachers for Tidore's disability. The sampling technique in this study used a random sampling technique. Data collection techniques using questionnaires, observations, and documentation and data analysis using descriptive analysis of presentations. The results show that: (1) the implementation of teacher self-development is in very good criteria, (2) the teacher's scientific publications are in good criteria, and (3) the implementation of the teacher's innovative work is very good. This shows that teachers in high schools in the Tidore sub-district have the will and active participation in teacher continuous professional development activities which are shown with very good results. For this reason, it is recommended to: (1) principals to always provide opportunities and motivation for teachers to develop their professionalism, and (2) teachers are expected to continuously develop their own qualities related to professionalism.

**Keywords:** implementation, continuous professional development.

### INTRODUCTION

The quality of education is certainly influenced by several factors, one of the factors that affect the quality of education is teachers or educators. Educator resources have more adequate superior competencies, especially in terms of developing the ability to think, the ability to act and behave. Education has the task of preparing human resources for development. The teacher as a profession must always be evolving. The development of teacher professionalism must primarily be based on the individual godhood of the teacher himself.

Similarly, in addition to teachers, they must have a certification of academic qualifications for bachelor of education. Teachers must also have the competence and educator certificate as required by each type and level of education. This requirement requires a teacher to carry out his duties and work professionally and responsibly. However, there are teachers who, although they have been certified

and have obtained <sup>3</sup> certification allowances, have not really prepared and carried out their duties as teachers professionally. Judging from the field of daily teaching tasks, there are still teachers who teach with inadequate abilities, do not master teaching materials, choose and use learning methods and models that are less varied, are less able to motivate students to be active in the learning process, still dominate learning activities, do not master ICT (Information, Communication, Technology), some have academic qualifications and adequate competencies but their performance is classified as low and so on.

To realize a teacher who is truly professional and competent, it is not enough to follow the certification program and professional benefits, there are dimensions that must be met so that their professionalism is maintained, maintained and always increases in accordance with the needs and demands that <sup>8</sup> develop, among others, with the Development of Sustainable Professions (PKB) as regulated in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 Article 16 Paragraph 2 <sup>31</sup> concerning the functional position of teachers which explains that for promotion / rank at a higher level than the first teacher, the rank of young arranger, room group III / a to the main teacher, the rank of main supervisor, room group IV / e is obliged to <sup>19</sup> carry out Sustainable Professional Development (PKB) activities". The application of sustainable professional development activities is carried out in various forms of activities, such as workshops, training, seminars, scientific publications, innovative works, and others. Participating in continuous professional development activities for teachers is a form of teacher responsibility as professionals.

The teacher is a professional tenag a profewith <sup>21</sup> the main task of educating, guiding, assessing, evaluating, and being responsible for the development of the potential of students with the aim of educating the life of the nation from all aspects. Professional teachers must master the four competencies of teachers, because with a professional teacher, it will produce qualified students and experts in their fields. Competence in accordance with PP RI No. 74 of 2008 article 3 is a set of <sup>6</sup> knowledge, skills, and behaviors that must be possessed, lived, mastered, and actualized by teachers in carrying out professional duties. Based on teachers and lecturers, in pasa (Law Number 14, 2005) <sup>11</sup> (paragraph 1) states that teacher competencies as referred to in Article 8 include: pedagogical competence, personality competence, social competence, professional competence.

<sup>14</sup> Teacher professional development is an important part of the world of education. In about Teachers and Lecturers Article 2 states that "teachers have a (Law Number 14, 2005) position as professional profe personnel at the early childhood education level of formal education, basic education and secondary education appointed in accordance with laws and regulations". Teacher professional development is a process of activity in order to adapt the professional abilities of teachers to the demands of education and teaching.

According to the opinion, the <sup>28</sup> professional development of teachers is carried out in order to maintain their professional competence in accordance with the development of science, technology, art, and culture. These development activities can be carried out both while in education and after duty (in office). In teacher professional development, the important thing is to build independence among

teachers so that they can be better able to actualize themselves in order to realize quality education. Mastery of technique alone does not make a person a professional. The two must come together. Teachers who serve in the education unit are required to appear professional, so as to avoid practices deviating from pedagogical and educational methods that are categorized as malpractice in the field of teacher training. (Danim, 2011)

One of the professional competencies of teachers as stipulated in the Regulation of the Minister of Education and Culture number 16 of 2007 is to develop the profession in a sustainable manner. Continuous professional development is a form of continuous learning for teachers that is the main vehicle of effort to bring about the desired change with regard to student success. In the Indonesian context, PKB is a sustainable professional development that is carried out in accordance with the needs of teachers to achieve professional competency standards and/or improve their competencies above their professional competency standards which at the same time has implications for obtaining credit numbers for promotion to the rank/functional position of teachers. Continuous Professional Development is carried out based on the needs of the teacher concerned to achieve or improve his competence above the teacher professional competency standards, as well as later have implications for obtaining credit numbers for promotion / functional positions of teachers (Ministry of National Education, 2011) (Daryanto, & Tasrial, 2015).

Sustainable professional development based on the ministerial regulation of PAN and RB No.16 of 2009, it is stated that the development of sustainable professionalism of teachers is the development of teacher competencies that are carried out in accordance with the needs, gradually, continuously to improve their professionalism. In theory, Seyfarth said that Sustainable Professional Development is an opportunity given to teachers, other professionals, and support personnel to gain new knowledge and attitudes, which will lead to behavior change, thereby improving student achievement. (Yovitha., Nurkolis., & Sunandar, 2017)

Day compiled a definition of teacher professional development as follows: The essence of Day's opinion is that professional development includes all learning experiences intended to benefit individual teachers, groups or schools, which contribute to improving the quality of education. Through this process teachers can renew and develop their commitment as agents of change to develop morals, criticality, skills, emotional intelligence, which enhances their professionalism in serving fellow students and teachers. (Rose & Reynolds, 2007)

Day's opinion was supported by Greene's statement (Moeini, 2008) stating that teachers are expected to be agents of education reform, teachers need to be empowered to think about what teachers are doing and feel there are different alternatives. Teachers need to have a broader point of view on educational issues that need to be transformed and developed. Cheung also stated that teachers should be aware of the importance of self-development more strategically with the aim of achieving the teacher's individual goals and school mission and can be formulated with their professional development planning. (Moeini, 2008)

<sup>1</sup> In general, sustainable professional development (PKB) aims to improve the quality of educational services in schools / madrasahs in order to improve the quality of education. In particular, the objectives of sustainable professional development (PKB) are as follows: 1) Facilitating teachers to achieve predetermined professional competency standards; 2) Facilitate teachers to update (update) the competencies they have now with what are the future demands related to their profession; 3) Motivate teachers to remain committed to carrying out their main duties and functions as professionals; 4) Raising the image, dignity, dignity of the teacher profession, and increasing respect and pride for people with the teacher profession; 5) Increasingly professional teachers: 6) Improving the appreciation for professional teachers, including class increases; and 7) Provide high motivation to reach the top rank of civil servants, namely the Main Supervisor, Room Group IV / e (Priatna, N. Dan Tito Sukamto, 2013)

<sup>12</sup> In the Guidelines for The Management of Sustainable Professional Development, the components of Teacher Sustainable Professional Development (PKB) include three things; <sup>1</sup> namely Self-Development, Scientific Publications, and Innovative Work.

#### 1. Implementation of Self-Development

Self-development is an effort to improve self-professionalism in order to have competence in accordance with laws and regulations in order to be able to carry out their main duties and obligations in learning/guidance including the implementation of additional tasks relevant to the functioning of the school/madrasah. Self-development activities consist of functional training and teacher collective activities to achieve and / or improve the competence of the teacher profession which includes: pedagogical, personality, social, and professional competencies as mandated in Law Number 20 of 2003 concerning the National Education System (Ministry of National Education, 2003). Meanwhile, to be able to carry out additional tasks relevant to the functioning of schools / madrasahs, the PKB program is oriented towards competency improvement activities in accordance with these additional tasks (for example competencies for school principals, laboratory heads, library heads, etc.).

Self-development activities that include functional training and collective teacher activities must prioritize the needs of teachers for the achievement of standards and / or improvement of professional competencies, especially related to carrying out learning services. These needs include, among others, namely; (1) Competence in the preparation of rpp, work programs, educational planning, evaluation, etc.; (2) Mastery of materials and curriculum; (3) mastery of teaching methods; (4) competence to evaluate students and learning; (5) mastery of information technology and computer (ICT); (6) innovation competence in learning and education system in Indonesia; (7) competence to face the demands of current theories; (8) other competencies related to the implementation of additional duties or other duties relevant to the functioning of the school/madrasah.

#### 2. Implementation of Scientific Publications

<sup>1</sup> Scientific publications are scientific papers that have been published to the public as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education in general. Scientific publications include three groups of activities, namely: (1)

presentations at scientific forums; as a speaker/resource person at seminars, scientific workshops, koloqium or scientific discussions; (2) scientific publication of research results or innovative ideas in the field of formal education; (3) publication of textbooks, enrichment books and/or teacher guidelines.

### 3. Implementation of Innovative Work

Innovative work is work that is development, modification or new invention as a form of teacher contribution to improving the quality of the learning process in the environment and the development of the world of education, science / technology, and art. This innovative work includes: (1) the invention of appropriate technologies of complex and/or simple categories; (2) the discovery/creation or development of complex and/or simple category artworks; (3) creation/modification of lesson tools/props/practicums of complex and/or simple categories; (4) preparation of standards, guidelines, questions and the like at the national and provincial levels (Ministry of National Education, 2011)

One thing to remember in the implementation of Sustainable Professional Development (PKB) must be able to comply with the following principles: (1) PKB must focus on student success or based on student learning outcomes; (2) every teacher deserves the opportunity to develop themselves that needs to be implemented regularly, systematically, and sustainably; (3) schools must provide opportunities for each teacher to participate in the PKB program with a minimum amount per year in accordance with those stipulated in the Regulation of the State Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009; (4) For teachers who do not show improvement after being given the opportunity to participate in the PKB program according to their needs, it is possible to be given sanctions in accordance with the provisions of the legislation. The sanction does not apply to teachers, if the school cannot meet the needs of teachers to implement the PKB program; (5) the scope of material for PKB activities must be focused on student learning, rich with academic materials, learning processes, the latest educational research, and technology and/or art, as well as using student work and data to improve the quality of learning; (6) the PKB process for teachers must start from the teacher himself; (7) A good PKB must contribute to realizing the vision, mission and values prevailing in schools and/or districts/cities; (8) wherever possible PKB activities are carried out in schools or with surrounding schools (for example, KKG or MGMP) to maintain the relevance of their activities and also to reduce the negative impact on the environment caused if a large number of teachers travel to other places; (9) PKB must encourage the recognition of the teacher profession into a dignified and meaningful job opportunity for the community in the intelligence of the nation, and at the same time support special changes in the practices and career development of teachers that are more objective, transparent and accountable (Ministry of National Education, 2011) .

Some opinions about the meaning of Sustainable Professional Development, it can be concluded that Sustainable Professional Development is an opportunity given to teachers to develop their competencies more strategically in accordance with their needs, gradually and continuously which

includes all learning experiences and later has implications for improving their professionalism and improving student achievement.

## RESEARCH METHODS

This research was carried out in five high schools in Tidore District. This researcher uses the approach quantitative type of percentage. The subjects in the study subjects in this study were 60 teachers. The research instrument used in this study was a questionnaire. In quantitative research techniques using descriptive analysisif presentation in the form of tabel frequency <sup>16</sup> with the following formula(Sugiyono, 2022) .

$$p = \frac{fx}{n} 100\%$$

Information:

$P$  = Percentage

$f$  = Frequency

$n$  = Number of Respondents

100 = Fixed Number

Uto classify used analytical techniques as follows :

$$Pr = \frac{SA}{SI} x 100\%$$

Where:

$Pr$  = Percentage of Research Results

$SA$  =Actual Score, which is the total score obtained by all respondents

$SI$  = Ideal Score, which is the number of maximum scores commonly used

100% = Difference between maximum score and minima

## RESEARCH RESULTS

A. The implementation of Self-Development Guru

Indicators of the implementation of teacher self-development consist of 5 statements, namely: (1) teachers actively participate in training activities, (2) teachers become speakers or participants in seminars, koloqium, panel discussions or other scientific forums, (3) teachers actively participate in

workshop activities held by MGMP, (4) teachers actively participate as members in MGMP professional organizations, and (5) teachers actively participate as administrators in MGMP professional organizations. The implementation of teacher self-development in high schools in Tidore Subdistrict is in the very good category, with a percentage of 91%.

B. Guru Scientific Publications

Indicators of teacher scientific publications consist of 8 statements, namely: (1) teachers conduct research in the field of education, (2) teachers make written works in the form of reports on research results in the field of education, (3) teachers make popular scientific writings in the field of education and publish them, (4) teachers create enrichment books, student worksheets / or teacher guidelines, (5) teachers make textbooks printed by publishers and are ISBN, (6) teachers plan professional development based on the needs of student learning analysis results, (7) teachers compile provincial and national level satndar, guidelines, and questions, and (8) teachers create learning modules and use at the school level. The scientific publications of teachers in high schools in Tidore District are in the good category, with a percentage of 89.36%.

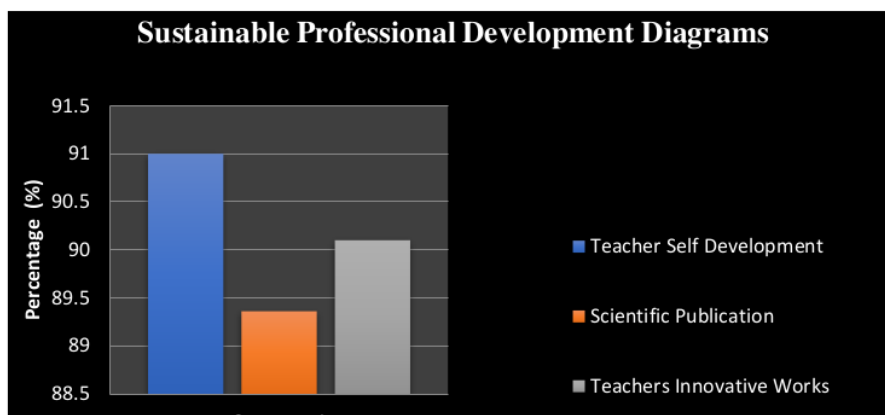
C. Teacher Innovation Work

Indicators for the implementation of teacher innovation work consist of 7 statements, namely: (1) teachers create or modify learning media to help the learning process, (2) teachers create / develop appropriate, complex and / or simple technology, (3) teachers create / create works of art, (4) teachers create or modify teaching aids/practicums, (5) teachers create computer-based interactive teaching materials for each competency standard, (6) teachers make science experiments/experiments, and (7) teachers develop learning methodologies/evaluations.

The implementation of teacher innovation work in high schools in Tidore District is in the good category, with a percentage of 90.1%.

The implementation of the development of the Teacher's Profession in SMA se Kecamatan Tidore can be described in the following bar chart :





The recapitulation of all research results obtained in the implementation of sustainable professional development of teachers in high schools in Tidore District is <sup>2</sup> in the very good category, with a percentage of 90.2%.

## DISCUSSION

### a. Implementation of Teacher Self-Development

<sup>2</sup> In relation to the implementation of teacher self-development in high schools in Tidore District, it is in the very good category, with a percentage of 91%. This result shows that the implementation of teacher self-development has been very good. Regarding the implementation of teacher self-development, M enurut Cheung also stated that teachers should be aware of the importance of self-development more strategically with the aim of achieving the teacher's individual goals and school mission and can be formulated with their professional development planning. (Moeini, 2008)

<sup>20</sup> The results of the study showed that the implementation of self-development in high schools in Tidore sub-district was very good. This is supported by Greene's opinion that teachers are expected to be agents of education reform, teachers need to be empowered to think about what teachers are doing and there (Moeini, 2008) should be different alternatif. Teachers need to have a broader point of view on educational issues that need to be transformed and developed.

### b. Teacher Scientific Publications

<sup>2</sup> In relation to the scientific publication of teachers in high schools in Tidore District, it is in the good category with a percentage of 89.36%. This shows that the teacher's scientific publications are already good. Although there are still some aspects that need to be improved. Scientific publications are scientific papers that have been published to the public <sup>1</sup> as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education in general. Scientific publications include three groups of activities, namely: (1) presentations at scientific forums; as a speaker/resource person at seminars, scientific workshops, koloqium or scientific discussions; (2) scientific publication of research results or innovative ideas in the field of

formal education; (3) publication of textbooks, enrichment books and/or teacher guidelines (Ministry of National Education, 2011)

c. Implementation of Teacher Innovation Work

Related to the implementation of teacher innovation work in high schools in Tidore District is in the good category with a percentage of 90.1%. This shows that the implementation of the teacher's innovation work has been very good. Innovative work is work that is development, modification or new invention as a form of teacher contribution to improving the quality of the learning process in the environment and the development of the world of education, science / technology, and art. This innovative work includes: (1) the invention of appropriate technologies of complex and/or simple categories; (2) the discovery/creation or development of complex and/or simple category artworks; (3) creation/modification of lesson tools/props/practicums of complex and/or simple categories; (4) preparation of standards, guidelines, questions and the like at the national and provincial levels (Ministry of National Education, 2011).

Based on the results of research related to the implementation of sustainable professional development of teachers in SMS in Tidore district, it shows an excellent category with a percentage of 90.2%. Sustainable Professional Development (PKB) is carried out based on the needs of teachers who are required to have performance scores according to professional competency standards and improve their competencies so that they have scores above teacher competency standards (Wulandari, 2020). Sustainable Professional Development includes various ways and approaches where teachers continuously learn after obtaining initial education or training as teachers. The activity consists of three activities; (1) self-development; (2) pScientific application; (3) karya Innovative. Continuous professional development. Sustainable Professional Development also encourages teachers to maintain and improve the quality standards of their professional competencies. Thus, the quality of teachers is expected to be maintained, knowledge insights are getting wider and skills are increasing so that personal qualities will be maintained in their professional life.

## CONCLUSION

Based on the results and discussion of the research, it can be concluded that: (1) the implementation of teacher self-development in SMA se Tidore District is in the category of good sangat, (2) scientific publications of teachers in SMA se Kecamatan Tidore are in the good category, and (3) the implementation of teacher innovation work in high schools in Tidore Subdistrict is in the very good category. Based on the results of research related to the implementation of sustainable professional development of teachers in SMS in Tidore district, it shows an excellent category

## SUGGESTION

Based on the results of the research above, it is recommended to: (1) the principal to always provide opportunities and motivation for teachers to develop their professionalism, and (2) Teachers are expected to continuously develop self-quality related to their professionalism.

**REFERENCES**

- Abd. Rahman, Faud. (2011). *Teacher Professional Development In Module A of Teacher Professionalization Development*. Palembang: UNSRI.
- Danim, S. (2011). *Introduction to Education*. London: ALFABETA.
- Daryanto, & Tasrial. (2015). *Professional Development of Teachers*. Yogyakarta: Gava Media.
- Mone. (2003). *Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System*.
- Ministry of National Education. (2011). *Guidelines for The Management of Sustainable Professional Development (PKB)*. Jakarta: Ministry of National Education of the Republic of Indonesia.
- Moeini, H. (2008). Identifying Needs: A Missing Part In Teacher Training Programs. *International Journal Of Media , Technology And Lifelong Learning*, 1-12.
- Priatna, N. Dan Tito Sukamto. (2013). *The Development of the Teacher Profession*. Bandung: Juvenile Rosdakarya.
- Rose, J., & Reynolds, D. (2007). *Teachers' Continuing Professional Development: A New Approach*. Retrieved from <http://www.fm-kp.si/zalozba/ISBN/978-961-6573-65-8/219-240.pdf>
- Sugiyono. (2022). *Administrative Research Methods* (Vol. 107). London: Alfabeta.
- Law Number 14. (2005). *Teachers and Lecturers*.
- Wulandari. (2020). Retrieved from the Digital Library of UIN Sunan Gunung Djati: <http://digilib.uinsgd.ac.id/32658/>
- Yovitha., Nurkolis., & Sunandar. (2017). Effectiveness of Sustainable Professional Development for Teachers. *Education Management*.

# IMPLEMENTATION OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR HIGH SCHOOL TEACHERS

## ORIGINALITY REPORT

23%

SIMILARITY INDEX

15%

INTERNET SOURCES

14%

PUBLICATIONS

2%

STUDENT PAPERS

## PRIMARY SOURCES

- |   |  |    |
|---|--|----|
| 1 | <a href="http://journal2.uad.ac.id">journal2.uad.ac.id</a><br>Internet Source  | 6% |
| 2 | Novianty Djafri, Sukma Nurilawati Botutihe, Apriyanto A. J. Pauweni, Mardia Bin Smith, Syamsu Qamar Badu. "Leadership management of village heads based on soft skill development of coastal communities in Indonesia", Problems and Perspectives in Management, 2022<br>Publication | 2% |
| 3 | Cucu Nurjanah, E. Mulyasa, Wiwik Dyah Aryani. "THE LEADERSHIP MANAGEMENT OF SCHOOL PRINCIPLES IN IMPROVING THE COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS", At-Tajdid : Jurnal Pendidikan dan Pemikiran Islam, 2022<br>Publication   | 2% |
| 4 | Elisa Roosmawati, Didin Wahidin, Hendi Suhendraya Muchtar, R. Supyan Sauri. "Management Of Continuing Professional   | 1% |

Development On Madrasah Aliyah Negeri Teachers To Improve Pedagogic Competence", International Journal of Educational Review, 2022

Publication

---

|    |   |     |
|----|---|-----|
| 5  | Sukirman, Yuli Utanto, Yoris Adi Mareta. "LPTK contribution in development of sustainable teachers professionalism in semarang district", MATEC Web of Conferences, 2018<br>Publication                 | 1 % |
| 6  | <a href="http://ejournal.radenintan.ac.id">ejournal.radenintan.ac.id</a><br>Internet Source   | 1 % |
| 7  | Aldia Wulandari, Kusnadi Kusnadi. "Pendekatan Konstruktivistik Guru Seni dalam Mengajar untuk Menangani Peserta Didik Disleksia", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2023<br>Publication | 1 % |
| 8  | <a href="http://proceeding-icolp.fbs.unp.ac.id">proceeding-icolp.fbs.unp.ac.id</a><br>Internet Source   | 1 % |
| 9  | <a href="http://ejournal.iainbengkulu.ac.id">ejournal.iainbengkulu.ac.id</a><br>Internet Source   | 1 % |
| 10 | <a href="http://ejournal.undiksha.ac.id">ejournal.undiksha.ac.id</a><br>Internet Source   | 1 % |
| 11 | Amini Amini, Marliani Marliani, Elfrianto Elfrianto, Isthifa Kemal. "Work Motivation and  | 1 % |

# Work Discipline on Teachers' Performance in State Vocational Schools", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

- 
- |    |   |      |
|----|---|------|
| 12 | <a href="http://jurnal.unimed.ac.id">jurnal.unimed.ac.id</a><br>Internet Source   | <1 % |
| 13 | Imelda Woa Wene, Retno Muljani. "English Teachers' Performance Evaluation as a Means for Their Professional Developments", Indonesian Research Journal in Education  IRJE , 2020<br>Publication | <1 % |
| 14 | <a href="http://jurnal.uinsu.ac.id">jurnal.uinsu.ac.id</a><br>Internet Source   | <1 % |
| 15 | Submitted to University of Nottingham<br>Student Paper  | <1 % |
| 16 | <a href="http://dergipark.org.tr">dergipark.org.tr</a><br>Internet Source   | <1 % |
| 17 | <a href="http://www.intechopen.com">www.intechopen.com</a><br>Internet Source   | <1 % |
| 18 | <a href="http://ijefm.co.in">ijefm.co.in</a><br>Internet Source   | <1 % |
| 19 | Sonny Rohimat, Dwi Susilo, Iswarni Iswarni. "WEBINAR MENGEMAS HASIL PENELITIAN MENJADI ARTIKEL JURNAL ILMIAH UNTUK  | <1 % |

# GURU KIMIA", ABDIKARYA: Jurnal Pengabdian dan Pemberdayaan Masyarakat, 2021

Publication

20

[mafiadoc.com](http://mafiadoc.com)

Internet Source

<1 %

21

Reni Haerani, Juju Masunah, Tati Narawati, Endang Rochyadi, Mujiarto Mujiarto. "Models of Arts Teacher's Professional Development", International Journal of Higher Education, 2020

Publication

<1 %

22

Tasurun Amma, M. Saiful Bahri, Ahmad Munawir. "The Competence of Islamic Religious Education Teachers Perspective K.H. Hasyim Asy'ari", INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION, 2021

Publication

<1 %

23

[online-journal.unja.ac.id](http://online-journal.unja.ac.id)

Internet Source

<1 %

24

[journal.iainkudus.ac.id](http://journal.iainkudus.ac.id)

Internet Source

<1 %

25

[eprints.ukmc.ac.id](http://eprints.ukmc.ac.id)

Internet Source

<1 %

26

[ijsrst.com](http://ijsrst.com)

Internet Source

<1 %

27 [jurnal.unipasby.ac.id](http://jurnal.unipasby.ac.id) <1 %  
Internet Source

---

28 [moam.info](http://moam.info) <1 %  
Internet Source

---

29 [repository.unja.ac.id](http://repository.unja.ac.id) <1 %  
Internet Source

---

30 Nety Rosidha, M Ihsan Dacholfany, Agus Sutanto, Harjoko Harjoko. "IMPLEMENTASI PENGEMBANGAN KEPROFESIAN BERKELANJUTAN (PKB) DI TK NEGERI PEMBINA YUKUM JAYA KECAMATAN TERBANGGI BESAR KABUPATEN LAMPUNG TENGAH", POACE: Jurnal Program Studi Adminitrasi Pendidikan, 2021 <1 %  
Publication

---

31 Nani Triani, Uman Suherman A.S., Juntika Nurihsan. "Development Of Class Teacher's Pedagogic Competency In The Implementation Of Learning Guidelines In Extraordinary Elementary School (EES)", Proceedings of the 4th International Conference on Learning Innovation and Quality Education, 2020 <1 %  
Publication

---



Exclude quotes On

Exclude matches Off

Exclude bibliography On