

Analysis of the Need for Increasing Professional Competence of Elementary School Teachers

Zainal Berlian

UIN Raden Fatah Palembang, Palembang; Indonesia; zainalberlian68@gmail.com

ARTICLE INFO

Keywords:

Teacher;
professional competence;
elementary school

Article history:

Received 2022-03-21

Revised 2022-07-24

Accepted 2022-09-08

ABSTRACT

This study aimed to describe the need for increasing teacher professional competence in the Way Tuba District Elementary School. This study uses a quantitative descriptive method. The research population is 166 teachers and the research sample is 30 teachers. The data was obtained using a field study with a non-test technique in the form of a questionnaire. The data collection instrument uses a Likert scale that has been tested and has met the validity and reliability requirements. Data analysis used interval and descriptive percentage formulas. The results of the study indicate that the need to increase mastery of the field of expertise is mastering the teaching materials in the school curriculum with a result of 54%; mastering the competency standards and basic competencies of the lessons taught by 74%; understand the relationship of concepts related subjects by 67%; and apply scientific concepts in learning by 50%. The need to increase the mastery of the scientific method structure is mastering the research steps with 50% results and applying scientific concepts in daily life by 50%. The need to increase the ability to guide students to meet competency standards is to guide students in mastering material knowledge skills with a result of 57% and guiding students in achieving learning objectives by 50%.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Zainal Berlian

UIN Raden Fatah Palembang, Palembang; Indonesia; zainalberlian68@gmail.com

1. INTRODUCTION

Quality education is very much determined by the competence of the teacher, with his competence can streamline the achievement of learning objectives (Firdaus, 2020). As educators, teachers must have qualifications and competencies (Lafendry, 2020; Munawir et al., 2022). Teacher competencies are abilities teachers must possess to carry out their duties effectively, efficiently, optimistically, and responsibly (Baharun, 2017; Caena & Redecker, 2019). Teacher competence consists of pedagogic, professional, personality, and social competence (Basra et al., 2022; Wahyuddin, 2017). Teachers as educators are required to be able to master these four competencies so that the learning process runs optimally. Teacher

professionalism is determined by the teacher and needs to be developed continuously through self-study and training/seminars.

Professional competence is the ability of teachers to broadly master the entire content of curriculum materials, subjects, and scientific insights as educators (Muchroji et al., 2021; Orazbayeva, 2016; Rahman et al., 2019). Teacher skills related to learning are part of professional competence (Hakim, 2015). Teacher professionalism can improve education quality (Rahayu et al., 2018; Salim et al., 2020; Supriyono, 2017). Professionals are an important part of schools as an effort to develop teacher knowledge and skills in providing student services (Haenilah, 2015). This competency is related to the teacher as a profession, which is shown by professionalism that makes it different from other professions. With his profession, the teacher will provide services to students, especially learning in and outside the classroom.

Educators who can master professional competence well can contribute significantly to improving the quality of education (Rahayu et al., 2018; Salim et al., 2020; Supriyono, 2017). Teacher skills related to learning are part of professional competence (Hakim, 2015). Teacher professional competence is the ability of teachers to master the entire content of curriculum materials, subjects, and scientific insights as educators (Muchroji et al., 2021; Orazbayeva, 2016; Rahman et al., 2019) broadly. Professionals are an important part of the workforce in schools to develop teacher knowledge and skills in providing services to students (Haenilah, 2015).

Professionally competent teachers positively impact students and achieve the best results for their professional competence (Kryshtanovych et al., 2021). Improving the professional competence of teachers in order to create quality education is needed so that the educational process can take place effectively and efficiently. Characteristics that reflect the professional competence of teachers are mastering the educational foundation, mastering subject matter, understanding educational psychology, being able to make good learning strategies, being able to design various learning media, understanding learning methodologies, and being able to carry out learning evaluations (Rahmaini, 2019).

Efforts made by the government to improve the quality of education are through certification programs and teacher competency tests. However, not a few teachers think that the certification program they follow is only oriented towards obtaining professional allowances. Some teachers are willing to collect certificates in various ways to complete a portfolio in certification rather than thinking about what strategies or techniques will be used when teaching (Nazar et al., 2018). Pemerintah Republik Indonesia (2007) explained that professional competence is: 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, 2) mastering the competency standards and basic competencies of the subjects/development areas being taught, 3) developing learning materials that are taught independently, creative, 4) sustainably develop professionalism by taking reflective actions, 5) utilizing information and communication technology to communicate and develop themselves.

The professional competence of elementary school teachers is divided into three needs for improvement: mastery of the field of study expertise, mastery of the structure of scientific methods, and the ability to guide students to meet competency standards. The achievement of these three needs will be successful if it has an indicator that serves as a guide for implementing teacher professional competence. Based on the needs for increasing teacher professional competence, it can be reduced to eight indicators, namely: a) mastering the teaching materials in the school curriculum, b) mastering competency standards and basic competencies of the subjects being taught, c) understanding the relationship between the concepts of related subjects, d)) apply scientific concepts in learning, e) master the steps of research, f) apply scientific concepts in everyday life, g) guide students in mastering knowledge of material expertise, and h) guide students in achieving learning objectives (Bagou & Sukung, 2020; Sappaile, 2017).

Based on the Revised Strategic Plan of the Way Kanan Regency Education and Culture Office (Disdikbud, 2018), improving the quality, qualifications of teachers, competence, and professional teachers still needs improvement. The teacher competency test results obtained the average result for Way

Kanan Regency was 51.02 (provincial average 53.38 and national average 56.69) and especially at the elementary level in Way Kanan Regency an average of 49.11 (provincial average 56.65 and national average 54.33). Furthermore, data from the Way Tuba District Elementary School regarding the number of teachers who have PPG/certification and attended trainings, namely there are 14 Way Tuba District Public Elementary Schools with school B accreditation with a total number of 165 teachers and teachers who have PPG/certification and participated in the following trainings. training totaled 76 people. Based on these data, it can be seen that there are still many elementary school teachers in Way Tuba sub-district who have not participated in PPG and certification and have attended trainings. The following is the data of teachers in the Way Tuba sub-district.

Table 1. Data for State Elementary School (SDN) of Way Tuba

No	School Name	Subdistrict	School Accreditation	Total of teachers	PPG
1	SDN BS	Way Tuba	B	23	11
2	SDN BJ	Way Tuba	B	10	5
3	SDN BG	Way Tuba	B	8	3
4	SDN BH	Way Tuba	B	8	3
5	SDN BD	Way Tuba	B	8	3
6	SDN KJ	Way Tuba	B	15	7
7	SDN R	Way Tuba	B	20	11
8	SDN SU	Way Tuba	B	8	3
9	SDN SM	Way Tuba	B	10	5
10	SDN WM	Way Tuba	B	8	3
11	SDN WP	Way Tuba	B	10	5
12	SDN WT 1	Way Tuba	B	14	7
13	SDN WTA	Way Tuba	B	14	7
14	SDN WT 2	Way Tuba	B	9	3

Source: Dapodik of SDN Way Tuba

Previous research by Nugroho (2017) which shows the difference with this study lies in the mapping/gap of teacher competence and the form of training that is considered capable of improving the competence of elementary school teachers in remote areas of Gunung Mas Regency, Central Kalimantan. Further research by Prastania (2021) about the correlation between academic supervision and professional competence of teachers at Elementary School of Pangudi Luhur Ambarawa showed a significant relationship between two variables with the result $0.001 < 0.05$. And research by Japar et al (2021) about the needs analysis needed to improve the professional competence of Civics teachers in senior high schools is through training in the use of learning videos. This study aims to be used in planning activities to improve the professional competence of elementary school teachers.

2. METHODS

The type of research used is descriptive quantitative research. The population in the study were all public elementary school teachers in Way Tuba District as many as 165 people. With purposive sampling technique, the sample used was 30 people from 14 public elementary schools as shown in table 1. To maintain the confidentiality of the school, the mention of the name of the school uses the initials. Data collection techniques using a questionnaire. The teacher's professional competence data was measured using a questionnaire based on a Likert scale with a scale of 1-4 without a neutral answer. Researchers make a list of questions that are following the indicators of the need to increase the professional competence of elementary school teachers as many as 8 indicators, namely 1) indicators of mastering competency standards and basic competencies of the subjects being taught, 2) mastering teaching materials in the school curriculum, 3) understanding the relationship of eye

concepts lessons, 4) applying scientific concepts in learning, 5) mastering research steps, 6) applying scientific concepts in everyday life, 7) guiding students in achieving learning goals, and 8) guiding students in mastering knowledge expertise material. Previously, the researchers had tested the questionnaire instrument on 10 respondents who had similarities with the research topic. The data analysis technique uses descriptive statistics with the interval formula:

$$I = \frac{NT - NR}{K}$$

Information:

I = interval, NT = highest value, NR = lowest value, K = category.

Furthermore, using the descriptive percentage formula, which is as follows:

$$P = \frac{F}{N} \times 100\%$$

Description: P = the percentage sought, F = the total score obtained for all items, N = the total score

3. FINDINGS AND DISCUSSION

Based on data from the results of filling out questionnaires that have been distributed to 30 teacher respondents with a total of 20 questions containing an analysis of the need to increase the professional competence of elementary school teachers, it is shown in Figure 1.

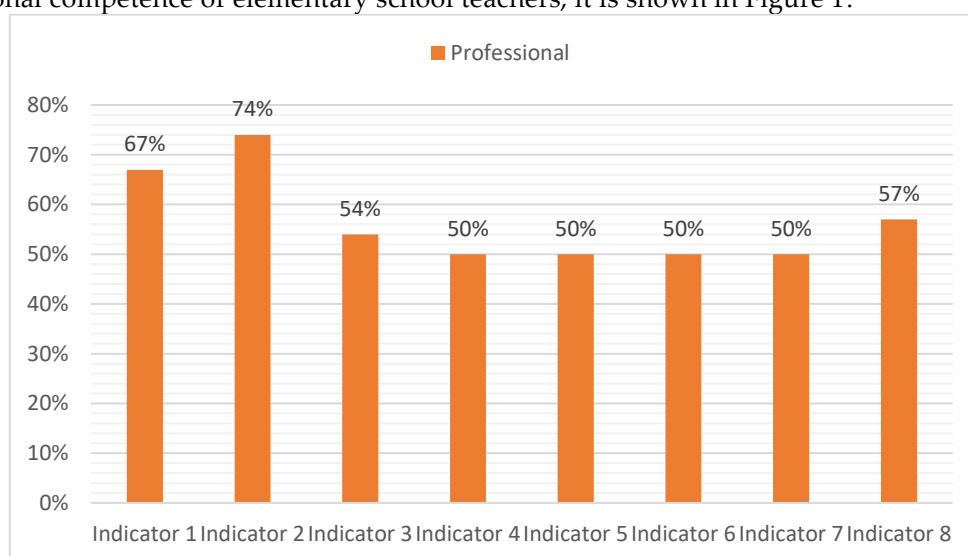


Figure 1. Analysis of the need to improve the professional competence of elementary school teachers

Based on Figure 1, it shows that the indicators of mastering competency standards and basic competencies of the subjects taught are 67% or high category; indicator of mastering teaching materials in the school curriculum by 74% or very high category; indicators of understanding the relationship between the concepts of subjects by 54% or high category; indicators of applying scientific concepts in learning, mastering research steps, applying scientific concepts in daily life, and guiding students in achieving learning objectives of 50% or medium category; and indicator 8 by 57% or high category. Thus, the professional competence of primary school teachers needs to be improved.

The first indicator is mastering competency standards and basic competencies of subjects taught by 67% or high category. This shows that the mastery of competency standards and basic competencies of subjects has met the standards of professional competence. However, these competencies need to be continuously improved through various seminars and trainings to reach 100%. Because mastery of competency standards and basic subjects' basic competencies is very important to show that he is a professional teacher. According to Sanjaya (2008), Competency

standards must be mastered by teachers in order to make it easier to determine teaching materials, time allocation, learning methods, learning resources, and assessment of learning outcomes which will later be contained in the syllabus and learning implementation plans. Competency standards are statements about the knowledge, skills and attitudes that must be mastered and the level of mastery that is expected to be achieved in studying a subject (Busthomi, 2018). While basic competencies are the minimum knowledge, skills and attitudes that students must achieve to show that students have mastered the predetermined competency standards, basic competencies are the elaboration of competency standards. Therefore, basic competence elaborates competency standards (Bagou & Sukung, 2020). Mastery of competency standards and basic competencies of subjects by teachers is very important as a reference in preparing learning implementation plans so that with these abilities can improve the quality of learning and personal quality as a teacher. Understanding the standard of competence and basic competence of each subject must be done by the teacher because this is useful for achieving learning objectives in schools. A teacher must be able to guide students to meet competency standards, master learning materials broadly and deeply (Prayitno, 2020).

The second indicator is mastering the teaching materials in the school curriculum by 74% or very high category. This shows that the mastery of teaching materials has met the standards of professional competence. However, these competencies need to be improved continuously so that teacher professionalism will increase. According to Sanjaya (2007) said that the ability to master the subject matter following the field of study being taught is one of the professional levels of a teacher. The ability to master the material allows him to guide students to meet competency standards. The presence of a teacher must be a professional in the sense of having good basic teaching skills, understanding or mastering the material and having loyalty to his duties as a teacher. Thus, teachers are required to have competence. One of the competencies that a teacher must possess is professional competence. Professional competence is the ability to master learning material broadly and deeply, allowing it to guide students.

The third indicator, understanding the relationship of subject concepts by 54% or high category. This shows that the understanding of the concept relationship between subjects has met the standards of professional competence. However, this ability needs to be improved to increase further. According to Slamet (2006), understanding the relationship of concepts between subjects is the hallmark of a professional teacher. This understanding is important to have so that teachers teach logically and naturally, for students to increase appreciation and understanding. This indicator requires the teacher to understand and have a conceptual understanding of how the relationship between a subject concept is related (Fujiawati, 2016). This is needed when the teacher helps students understand the subject delivered.

The fourth indicator, the indicator of applying scientific concepts in learning by 50% or the medium category. This shows that the application of scientific concepts by teachers has met the standards of professional competence. However, these competencies need to be improved to reach 100%. According to Slamet (2006), understanding scientific concepts is the hallmark of a professional teacher. This understanding is important to support the subjects taught.

The fifth indicator is mastering the research steps by 50% or in the medium category. This shows that the teacher's mastery of the research steps has met the professional competence standard. However, this competency needs to be improved to increase further. The competence of teachers in addition to carrying out learning is to improve the quality of learning by evaluating the learning carried out. Quality and quality learning process if students experience increased knowledge, skills and attitudes. In addition, it increases students' motivation, talents and interests to carry out self-development through independent study (Nurtanto, 2016).

These competencies are carried out through classroom action research. Where does the teacher research to see the development of students during the learning process. The learning outcomes are compiled in scientific papers to be a reference for other teachers if they have the same characteristics of students. Sukanti (2008) explains that one of the factors that influence teacher competence is classroom

action research. Next Sukanti (2008) also stated that, if classroom action research is carried out consciously and systematically, it is expected that teacher competence will increase because teachers will always try to improve learning activities which means teachers will increase their competencies, including sub-competencies: (1) evaluating learning processes and outcomes, (2) evaluating performance themselves, and (3) develop themselves continuously, (4) improve the quality of learning through classroom action research. So that classroom action research is side by side with the learning carried out by the teacher.

The sixth indicator, applying scientific concepts in everyday life is 50% or the moderate category. This shows that teachers' application of scientific concepts in everyday life has met the standards of professional competence. However, this competence needs to be improved again. The application of scientific concepts needs to be mastered by teachers who help explain learning materials correctly and appropriately to students (Musfah, 2012).

The seventh indicator guides students in achieving the learning objectives of 50% or the medium category. This shows that guiding students to attain learning objectives has met the standards of professional competence. However, competence needs to be improved continuously. Teachers are obliged to ensure the achievement of learning objectives for each student through the learning process with various learning resources such as textbooks, modules, learning videos, and others (Kirom, 2017).

The eighth indicator, guiding students in mastering the knowledge of the subject matter, is 57% or the high category. This shows that guiding students in mastering the material knowledge of expertise by the teacher has met the standards of professional competence. However, this competence needs to be improved. The teacher's role as a student mentor requires speaking skills and skillful knowledge (Purnamasari et al., 2022).

Competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by a teacher or lecturer in carrying out professional duties. (Penyusun, 2005). According to Majid (2017), Competence is a set of responsible intelligent actions that must be possessed by a person as a condition to be considered capable of carrying out tasks in a particular job. The attitude of intelligence must be shown as skill, accuracy and success in acting. The nature of responsibility must be shown as the truth of action both from the point of view of science, technology and ethics. While Usman as quoted by Kunandar (2007) stating competence is something that describes a person's qualifications and abilities, both qualitative and quantitative. Competence can also be interpreted as knowledge, skills and basic values that are reflected in the habit of thinking and acting. Thus, the competencies possessed by each teacher will show the true quality of teachers. Thus, teacher competence is a set of qualifications that describe the ability of teachers to carry out their professional duties correctly and responsibly.

Teacher competence includes pedagogic, personality, social, and professional competence obtained through professional education (Penyusun, 2005). Professional competence is the ability to master learning material broadly and deeply. This competency is separate from the Sub Competency; (1) Mastering concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials, (2) mastering teaching materials in the school curriculum; (3) knowing the relationship of concepts between related subjects; (4) and the application of scientific concepts in everyday life; and (5) able to compete professionally in a global context while preserving national values and culture (Penyusun, 2005). Meanwhile, according to Slamet (2006), professional competence related to the field of study, consisting of: a) understanding the subjects that have been prepared for teaching; b) understand the competency standards and standard content of the subjects listed in the Ministerial Regulation as well as the teaching materials contained in the curriculum; c) understand the structure, concepts, and scientific methods that overshadow the teaching materials; d) understand the concepts between related subjects and; e) apply scientific concepts in everyday life.

The teacher is an important figure in the learning system in schools. Given the importance of the teacher's function in the world of education, the teacher is defined as a party or subject who does the

work of educating his students so that they grow and develop as expected. The teacher's job is to generate student motivation so that students want to learn (Baharun, 2015).

In addition, the teacher is a person who has contributed greatly to society and the state, the highs and lows of the culture of a society, the advancement or decline of the cultural level of a society and country, largely depends on the education and teaching provided by the teachers (Purwanto, 1995). According to Tholkhah (2004) that a professional teacher is a teacher who can embody a set of teacher functions and duties in the field of education and special training in the field of work who can develop his work scientifically in addition to being able to pursue his profession throughout his life.

4. CONCLUSION

The need for increasing the professional competence of elementary school teachers consists of the need for increasing mastery of the field of expertise, the need for increasing mastery of the structure of scientific methods, and the need for increasing the ability to guide students to meet competency standards. Each of these needs has a high category such as the need to increase mastery of the field of expertise with a percentage of 54%, 74%, 67%, and 50%. Furthermore, the need for increasing mastery of the scientific method structure has a high category with a percentage of 50%. The need for improving the ability to guide students to meet competency standards has a high category with a percentage of 57% and 50%. The shortcomings in this study are the implementation of research during the Covid-19 pandemic, learning activities are carried out online and there are too few respondents, which makes it impossible to generalize. Suggestions for further research is to examine the professionalism of teachers with a large number of respondents and simultaneously study pedagogic, personality, and social competencies.

REFERENCES

- Bagou, D. Y., & Sukung, A. (2020). Analisis kompetensi profesional guru. *Jambura Journal of Educational Management*, 1(2), 122–130.
- Baharun, H. (2015). Penerapan pembelajaran active learning untuk meningkatkan hasil belajar siswa di madrasah. *PEDAGOGIK: Jurnal Pendidikan*, 1(1).
- Baharun, H. (2017). Peningkatan kompetensi guru melalui sistem kepemimpinan kepala madrasah. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6(1), 1–26.
- Basra, Remmang, H., & Saleh, H. (2022). Pengaruh kompetensi guru terhadap peningkatan kualitas didik pada SMP negeri di kecamatan towuti kabupaten luwu timur. *Bosowa Journal of Education*, 2(2), 88–97. <https://doi.org/10.35965/bje.v2i2.1477>
- Busthomi, Y. (2018). Faktor Utama Keberhasilan Peserta Didik Dalam Menguasai Standar Kompetensi. *Jurnal Pusaka*, 5(2), 71–87.
- Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the european digital competence framework for educators (Digcompedu). *European Journal of Education*, 54(3), 356–369. <https://doi.org/10.1111/ejed.12345>
- Disdikbud. (2018). *Revisi Rencana Strategis Tahun 2016-2021*. Way Kanan.
- Firdaus, D. F. (2020). Pengaruh persepsi siswa tentang kompetensi profesional guru dan kompetensi sosial guru terhadap prestasi belajar siswa pada mata pelajaran ekonomi di SMAN 1 Kuningan. *Jurnal Syntax Idea*, 2(3), 12–17.
- Fujiawati, F. S. (2016). Pemahaman konsep kurikulum dan pembelajaran dengan peta konsep bagi mahasiswa pendidikan seni. *Jurnal Pendidikan Dan Kajian Seni*, 1(1), 16–28.
- Haenilah, E. Y. (2015). Analisis kebutuhan profesionalisme guru sekolah dasar pasca sertifikasi. *Sekolah Dasar: Kajian Teori Dan Praktik*, 24(2), 161–171.
- Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal Of Engineering And Science*, 4(2), 1–12.

- Japar, M., Suryaratri, R. D., Syarif, S., Fadhillah, D. N., & Djunaedi, D. (2021). Analisis kebutuhan pemanfaatan video pembelajaran dalam meningkatkan kompetensi profesional guru ppkn sekolah menengah atas. *Jurnal Sains Sosio Humaniora*, 5(1), 619–627.
- Kirom, A. (2017). Peran guru dan peserta didik dalam proses pembelajaran. *Al Murabbi: Jurnal Pendidikan Agama Islam*, 3(1), 69–80.
- Kryshtanovych, S., Tiurina, T., Piechka, L., Rusyn, H., & Prokopenko, A. (2021). Modeling the process of ordering the main obstacles to the professional competence of future teachers. *Laplace Em Revista*, 7(3A), 470–479. <https://doi.org/10.24115/s2446-6220202173a1441p.470-479>
- Kunandar. (2007). *Guru Profesional Implementasi Kurikulum Tingkat Satuan pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*. Raja Grafindo Persada.
- Lafendry, F. (2020). Kualifikasi dan kompetensi guru dalam dunia pendidikan. *Tarbiawi: Jurnal Pemikiran Dan Pendidikan Islam*, 3(3), 1–16.
- Majid, A. (2017). *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Remaja Rosdakarya.
- Muchroji, Rasiman, & Abdullah, G. (2021). Pengaruh motivasi kerja guru dan budaya organisasi sekolah terhadap kompetensi profesional guru sekolah dasar di kecamatan tegal selatan kota tegal. *Jurnal Manajemen Pendidikan*, 10(2), 243–260.
- Munawir, M., Aisyah, A. N., & Rofi'ah, I. (2022). Peningkatan kemampuan guru melalui sertifikasi. *Jurnal Ilmiah Profesi Pendidikan*, 7(2), 324–329. <https://doi.org/10.29303/jipp.v7i2.360>
- Musfah, J. (2012). *Peningkatan kompetensi guru melalui pelatihan & sumber belajar teori dan praktik*. Jakarta: Kencana.
- Nazar, Sowiyah, & Rini, R. (2018). Kinerja guru sekolah dasar besertifikasi di gugus I kecamatan baradatu kabupaten way kanan. *Jurnal Manajemen Mutu Pendidikan*, 6(1), 1–15.
- Nugroho, P. J. (2017). Pengembangan model pelatihan inovatif untuk meningkatkan kompetensi guru sekolah dasar daerah terpencil. *Sekolah Dasar*, 26(2), 101–115.
- Nurtanto, M. (2016). Mengembangkan kompetensi profesionalisme guru dalam menyiapkan pembelajaran yang bermutu. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Orazbayeva, K. O. (2016). Professional competence of teachers in the age of globalization. *International Journal of Environmental and Science Education*, 11(9), 2659–2672. <https://doi.org/10.12973/ijese.2016.714a>
- Pemerintah Republik Indonesia. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta.
- Penyusun, T. (2005). *Undang-Undang Guru dan Dosen Nomor 14 Tahun 2005*.
- Prastania, M. S., & Sanoto, H. (2021). Korelasi antara supervisi akademik dengan kompetensi profesional guru di sekolah dasar. *Jurnal Basicedu*, 5(2), 861–868. <https://doi.org/10.31004/basicedu.v5i2.834>
- Prayitno, A. (2020). Kompetensi profesional guru MA An-Nur setupatok kabupaten cirebon. *Jurnal Manajemen Pendidikan*, 1(1), 19–25.
- Purnamasari, I., Widayatsih, T., & Fitriani, Y. (2022). Peran guru dan orang tua dalam pembelajaran daring pada pandemi covid-19. *Jurnal Pendidikan Tambusai*, 6(2), 12902–12914.
- Purwanto, N. (1995). *Ilmu Pendidikan Teoritis dan Praktis*. Remaja Rosdakarya.
- Rahayu, S., Ulfatin, N., Wiyono, B. B., Imron, A., & Wajdi, M. B. N. (2018). The professional competency teachers mediate the influence of teacher innovation and emotional intelligence on school security. *Journal of Social Studies Education Research*, 9(2), 210–227. <https://doi.org/10.17499/jsser.54523>
- Rahmaini. (2019). Menakar kompetensi guru pasca sertifikasi. *Jurnal Manajemen Pendidikan Islam*, 3(1), 57–66.
- Rahman, A. Y. H., Linuwih, S., & Lisdiana. (2019). Pedagogical and professional competencies of state junior high school science teachers in kendal district. *Journal of Innovative Science Education*, 8(3), 315–323.

- Salim, A., Lahmi, A., & Rasyid, A. (2020). Kontribusi kompetensi profesionalisme guru terhadap peningkatan motivasi belajar pendidikan agama islam. *Ruhama : Islamic Education Journal*, 3(2), 1–14. <https://doi.org/10.31869/ruhama.v3i2.2219>
- Sanjaya, W. (2007). *Kurikulum dan Pembelajaran*. Kencana Prenada Media Group.
- Sanjaya, W. (2008). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana.
- Sappaile, N. (2017). Pengaruh kompetensi pedagogik, kompetensi profesional, dan sikap profesi guru terhadap kinerja penilaian guru di sekolah dasar. *JTP - Jurnal Teknologi Pendidikan*, 19(1), 47–58.
- Slamet, P. (2006). *Menuju Pengelolaan Pendidikan Berbasis Sekolah*. Depdiknas.
- Sukanti, S. (2008). Meningkatkan kompetensi guru melalui pelaksanaan penelitian tindakan kelas. *Jurnal Pendidikan Akuntansi Indonesia*, 6(1).
- Supriyono, A. (2017). The influence of pedagogic, professional competency, and work motivation on teacher performance of elementary school. *Jurnal Pendidikan*, 18(2), 1–12.
- Tholkhah, I., & Barizi, A. (2004). *Membuka Jendela Pendidikan (mengurai akar tradisi dan integrasi keilmuan pendidikan Islam)*. Rajawali Press.
- Wahyuddin, W. (2017). Headmaster leadership and teacher competence in increasing student achievement in school. *International Education Studies*, 10(3), 215–226. <https://doi.org/10.5539/ies.v10n3p215>

