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**Strengthening Teacher Professionalism Trough The Educational Staff
Internship Program**

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ABSTRACT

To become a professional teacher requires intensive and continuous training. This training includes the development of pedagogical skills, mastery of materials, and the ability to adapt to educational developments. This training can be followed through the educational staff apprenticeship program. This study aims to analyze the strengthening of teacher professionalism through the educational staff apprenticeship program which has an impact on the quality of a teacher. This research uses a descriptive qualitative approach using observation and interview methods. The results of this study indicate that the competence of education teachers in developing the competence of teacher professionalism through the educational staff internship program in one of Junior High School in Medan has experienced development. The educational personnel internship program plays an important role in teacher professionalism. Through this development, high school teachers in Medan city should be able to take an important part in achieving their duties and responsibilities as a teacher.

Key Words: Teacher, Internship, Education, Profession

INTRODUCTION

The teaching profession is currently facing major changes due to the development of the world of education (Aspi & Syahrani, (2022). One of the biggest changes is learning innovation (Nuryana, 2019). In learning innovation, teachers are responsible for creating a dynamic and relevant learning environment, using innovative teaching methods, and utilizing the latest technology and resources to improve learning.

Improving the quality of learning (Rahman et al., 2023). The teaching profession in educational innovation also involves involvement in curriculum development that is responsive to changing times, as well as participating in educational research and development activities. Teachers are expected to be agents of change who can lead the implementation of innovations to improve the effectiveness and relevance of the learning process.

Today, teacher well-being is becoming increasingly important (Husain & Kaharu, 2020). High workloads, mental stress and lack of emotional support can negatively affect teacher performance and motivation. Qualifications and training are also a concern, as improving the quality of education requires investment in professional development and continuing education. Teachers face problems because their important role in community development is not sufficiently recognized and valued (Zubaidah, 2016). Appropriate support and remuneration can increase teachers' motivation and commitment to their profession. This shows that the challenges of educational disparities are still very real, including lack of facilities, lack of textbooks and uneven teaching quality. The creation of an optimal educational environment is also hampered by technological problems, parental absenteeism, political uncertainty in education and limited resources. Solving these problems requires strong cooperation between the government, educational institutions, parents and communities. Comprehensive and sustainable solutions are needed to improve the conditions of the teaching profession, ensure teachers' welfare and create an inclusive and quality educational environment for every student (Fadil et al., 2023).

Therefore, teachers are required to be versatile and inclusive. They must be able to create an environment that supports the success of all students, regardless of their background or special abilities. Therefore, teacher professional development is very important (Bagou & Sukung, 2020). Teachers must continuously improve their qualifications and skills through training and development programs. Curriculum change is also an important topic (Anwar, 2014). Teachers must be able to adapt teaching methods and teaching materials to meet today's needs and challenges. A good working environment, recognition of achievements and working conditions that support teachers' professional growth must be considered (Oktavia, 2020). The focus is also on the evaluation of learning outcomes, where teachers must have good skills to evaluate student learning outcomes using different methods. With all these changes, teachers must continue to develop themselves, keep up with the latest developments in the field of education.

education and preparing students to face increasingly complex global challenges. The teaching profession is not just a job, but also a calling to shape children who have the necessary skills and knowledge.

To achieve this goal, one must prepare thoroughly to become a teacher. First, obtaining formal education, such as a bachelor's or master's degree in education, will help one become a good educator by providing a theoretical basis and practical skills. In addition, prospective educators must develop pedagogical, personality, social, and professional skills to meet the requirements of educational institutions and government regulations (Risdiyany, 2021). To be a qualified teacher, one must know a lot about learning theory, creative teaching methods, and how to communicate well with students and coworkers (Septikasari & Frasandy, 2018). This can be obtained through field experience or what we usually debut with internships. In Indonesia, an internship program has been implemented before becoming a bachelor, especially a bachelor of education. Educational internships help prospective teachers combine theoretical knowledge with practical experience in the field (Nugraheni, 2021). They can observe the learning process, interact with students, and understand pedagogical skills and effective teaching strategies. Internships also involve interacting with experienced teachers and building social and professional communication skills (Hoesny & Darmayanti, 2021). This helps prospective teachers prepare for the challenges in education and enhance their readiness as qualified educators.

Professional teachers play an important role in creating an effective learning environment, supporting student development, and making a positive contribution to educational progress (Widyawati & Sukadari, 2023). There are several studies that have discussed teacher professionalism (see: Aspi & Syahrani, 2022; Sulastri., Fitria., & Martha, 2020). However, this study only discusses how the performance of a teacher can be said to be professional. Therefore, researchers have an interest in research that discusses teacher professionalism. This study will discuss from the other side, namely that the internship program can improve the professionalism of a teacher. This study aims to determine how far the professionalism of teachers is enhanced through the educational staff internship program.

METHODS

This research is a descriptive qualitative approach with observation and interview methods. This research aims to describe phenomena without using numerical measurements. Data is collected through interviews and observations with interpretative and descriptive analysis (Ramdhan, 2021). This research was conducted in one of the schools in Medan city by conducting an observation case study. The stages of this research are first, the researcher collects information, then conducts observations and interviews to obtain data.

FINDINGS AND DISCUSSION

The explanation of the results of this study has been reduced by researchers, then synchronized with the theory and analyzed to find its suitability with the results of the research or find new

things about the results of the analysis. Through well-organized data collection based on observations, interviews, and documentation in the Medan city area, it can be described that the development of teacher professionalism competencies in carrying out their duties and responsibilities as teachers is as follows. Teachers are the dominant and most important factor in education, to achieve learning objectives in senior high schools. The teacher's ability to teach, the learning process and in achieving educational goals is an indicator of the success of the student learning process. In order to carry out their duties properly in accordance with their profession, teachers need to master various things as their competencies.

Teacher professionalism is a teacher's ability to manage himself in carrying out his daily duties and functions professionally as well as possible. The position of teachers as professionals means that the work of teachers can only be done by someone who has academic qualifications, competencies, and teaching certificates in accordance with the requirements for each type and level of education. Meanwhile, teacher competence is a certain ability that teachers have in the learning process. Teachers as professionals must have four competencies, namely pedagogical competence, professional competence, social competence, and personality competence. It should be realized that the competencies possessed by each teacher will show the true quality of the teacher, manifested in the form of mastery of knowledge, skills and professional attitudes in carrying out the function as a teacher. Professional teachers are teachers who have more attention to the development of themselves and students, so that their performance can improve the quality of their responsibility to their profession from their personal activities outside of education. The following is an alternative to strengthening the professionalism of English teachers through the educational staff apprenticeship program.

Strengthening teacher professionalism

1. Strengthening the Philosophical, Psychological, and Sociological Foundations of Teacher Education

The mastery of philosophical values in learning is to provide inspiration on how to organize the ideal learning process. Educational theory aims to produce thoughts about policies and principles of learning based on the philosophy of learning. Based on in-depth observations in the Medan City area, especially in secondary schools under the Ministry of Education and Culture of Medan City, it indicates that a small portion has used a philosophical foundation as

a reference point in the learning process. The teachers who teach at secondary schools have made a small part of the philosophical foundation as a reference for strengthening learning that reaps learning activities that run well.

Indicators of mastery of the philosophical foundation as a reference in learning activities have been assessed through the love of teachers for their duties and responsibilities as educators. However, most of them are quite interesting and need to be poured is that the teachers who teach do not fully have a love for their profession as an educator. As found in the field, the teachers have not fully felt the soul of a true teacher, making the teaching profession a sideline or secondary to other things. Teachers prefer to leave their duties with personal matters such as selling, marketing business, family arisan, harvesting garden and rice fields, and even some are willing to leave their duties because they are traveling for personal matters out of town.

Another indication that shows that the philosophical foundation has not been fully mastered and well developed by teachers in the Medan City area, especially under the Ministry of Religious Affairs, is in the spirit of animating their profession as a teacher. The spirit of teaching and carrying out learning is often interpreted as a routine that makes it difficult for the learning atmosphere to become vacuum and occur.

With the natural process, learning conditions are difficult to control by the teacher, which results in the learning process being overlooked without any power and effort to save time effectively and efficiently.

Developing a psychological foundation is defined as developing the psychological values of educational interactions between teachers and their students. Based on in-depth observations of the subject of this study, the team tried to explore it through the symptoms of educational interactions that were established through learning activities in the classroom and outside the classroom. Based on educational interactions in communication, the two understand each other. Likewise, when guidance and direction are given to students who have learning difficulties, the teachers are able to control themselves well so that counseling guidance for students runs well.

For the development of a psychological foundation in learning activities so far, the teachers have experienced difficulties, especially in grades X and XI, along with the development of children and the influence of the environment that continues to progress, the teachers also have difficulty stemming the development of children. The board of teachers has difficulty providing guidance and direction based on existing psychological theories, so that the guidance and direction provided by teachers so far is born and develops naturally according to the needs of children.

The next indicator of teacher professionalism development is the development of a sociological foundation in the learning of senior high school teachers in Medan City. Based on observations in some time in learning activities in several senior high schools in the city of Medan, it shows that the sociological basis of learning has been developed by teachers. The keywords in the human social dimension are communication and togetherness. The learning model applied has accommodated communication and togetherness optimally. Learning models that are widely used in education today are indoor and outdoor learning models, so that then good communication and togetherness occur between teachers and students.

First, we describe the findings in learning activities that are in line with the sociological basis of learning. The balanced interaction and cooperation between teachers and students have been used as a means of strengthening the harmonious relationship between them, so that the cooperation between the two is very well established, this can be seen when

During the learning process, students listen and actively ask questions about the material presented by the teacher so that teaching and learning activities are active and exciting.

The second describes the findings outside of learning activities, the development of a sociological foundation outside of learning is very enjoyable. Almost all high schools experienced conditions that changed from Seluma's traditions and culture in Medan City, the teachers were able to carry out social interactions with the environment and the surrounding community. Teachers' sociality towards surrounding conditions and events is a support that the sociological aspect has been achieved by teachers who teach in these high schools, especially with frequent teachers who stay in touch with parents or students who have not been in school for a long time.

2. Teacher Learning Theory Development

Practically, learning theory can be understood as general principles or a collection of principles that are interconnected and are an explanation of a number of facts and findings related to learning events. The development of learning theory in learning is carried out so that the activities carried out by teachers in the learning process are directed at efforts to increase student potential comprehensively, so learning must be developed in accordance with the correct principles, which start from the internal needs of students to learn.

The results of observations made in several high schools in the city of Medan show some positive symptoms. The positive symptoms in question are that the teachers have been fully able to make the learning process a place to provide stimulus to students to be able to learn independently so that they find their true identity. Teachers have skillfully carried out apperception activities when opening lessons so that students do not yet have positive stimuli for the material to be taught. In addition, teachers have no difficulty giving free tests and post tests in every learning process as a result the learning process can be measured successfully. The facts found through observations and interviews in several Medan city secondary schools show that teachers can already distinguish learning theories, learning approaches, learning strategies, and learning methods so that learning goes as usual.

3. Teacher Field of Study Development

The development of the field of study is an in-depth understanding, in-depth needs analysis, in-depth application and being able to create new things from something that is being studied. The development stage of the field of study is the stage where a teacher is able to create an atmosphere conducive to students knowing far more than what the teacher knows.

Subject area development may be well documented but it can also be undocumented. This means that the development of the field of study can be presented in writing or without writing in the documentation of the teacher concerned. Subject area development is the creativity and insight of teachers obtained through quality pedagogical competence. This is the essence of the 2013 curriculum for thematic learning in the system of learning certain themes. Teachers simply teach these themes by developing them according to the needs and elaboration of certain studies so that the three domains of cognitive, affective, and psychomotor learning are achieved properly and perfectly.

4. Teacher Learning Method Development

Another indicator of professionalism competency development is the development of teacher learning methods in Medan City. For the field of developing learning methods, several teachers in different secondary schools showed that the ability of teachers to use methods in accordance with the material being taught is relevant. The use of methods as well as being created with strategies and then strengthened with techniques makes the learning process much better.

5. Teacher Media and Learning Resources Development

Learning media development is the development of tools carried out by teachers to facilitate the learning process so that learning objectives are achieved as expected. That is, learning media is anything that can be used to channel educational messages from the sender (teacher) to the receiver (student) which can stimulate the thoughts, feelings, attention, and interests of students so as to encourage the learning process in the recipient of the message (student). Through observation in various learning activities in Medan City

indicates that the use and development of learning media is adequate. Indications that show that the teacher has not developed learning media have fully used the media of their own work. Examples of the use of image media, the use of cardboard media, the use of LCD media or projectors and written media.

6. Teacher Classroom Program and Management Development

Classroom management is different from learning management. Learning management emphasizes more on planning, implementation, evaluation and follow-up activities in a lesson. Meanwhile, classroom management is more related to efforts to create and maintain optimal conditions for the learning process that provides guidance on the behavior of students who deviate from their attention in class, giving rewards, completing tasks by students in a timely manner, establishing productive group norms in which includes the arrangement of people (students) and facilities. Classroom management is done to support a higher quality learning process. Therefore, whatever approach or theory is chosen and used as the basis for classroom management, it must be oriented towards creating an active and productive learning process.

Classroom management techniques should be attempted so as not to interfere with the learning aspects of the lesson. When planned well through lesson plans, learning will be carried out quickly and smoothly from one activity to another (from one lesson plan to the next). To see the descriptive development of teacher classroom management under the Ministry of Education and Culture, it can be analyzed by setting class rules. Establishing class rules is needed for the implementation of an orderly and clean learning process. As a matter of need, several Medan City high schools have done and established this as a step to be able to bring order to the school environment and classrooms that meet good learning standards. Through observations made by the research team to several high schools in establishing good classroom rules with several steps. First, through the circular letter of the principal (school), writing several slogans of classroom and elementary school order with wall magazines, and blackboards, and paper stickers in each classroom.

Second, starting activities on time. Learning activities in elementary schools in the Medan City area, some teachers who teach are on time according to the predetermined hours. However, the inaccuracy of time especially occurs when the change of learning hours takes place, the teacher often waits and spends time waiting for the change of learning hours so that the time that should enter is delayed by 15 to 20 minutes every hour of learning. Third, opening learning. The activity of opening learning in the introduction which is accustomed to greetings, apperception, and free test activities is a step that must be carried out by every teacher with their respective fields of study. The teacher's ability to make apperceptions in each field of study is considered to have met the criteria for good learning. The indication is that teachers have been able to stimulate previous learning to open new learning.

Fourth, student grouping. Enriching the teacher's learning methods in senior high school, one of which is the cooperative method between students and other students. The use of groups and the percentage of their use are relatively more frequent in every lesson. For this reason, based on observations made by several teachers, the use of student grouping is most often done so that students' communication skills increase.

Fifth, assessing learning outcomes. One of the obligations of a teacher after carrying out the learning process is to evaluate and provide an assessment of the results of the evaluation given. Giving the value of the evaluation results aims to see and reflect the mastery, abilities, and knowledge that students have followed during learning. For this reason, teachers are required to be able to evaluate and provide objective, not subjective, assessments. Objective grading is giving grades according to students' abilities and mastery without looking at students' backgrounds and eliminating indications of favoritism between students. During observations and checking documentation, the results of student assessment have been classified as very neat and good. The indication is that the assessment system provided by teachers at Medan City Senior High School has followed the instructions and evaluation techniques that are good and correct, so that giving grades goes well. However, another finding is that so far the teachers find it difficult to distinguish and unite the values between cognitive, affective, and psychomotor in per semester or per quarter.

Sixth, ending the lesson. The activity of ending or closing the lesson is carried out after the learning activity will end, then a teacher is required to make conclusions, motivation, provide an overview of the next meeting, and give greetings. As far as the findings obtained on the closing activities of learning in senior high school teachers have been adequate. Closing activities are carried out with various techniques that attract students to conclude the sub-topic they have learned and get the final stimulus before the lesson is closed.

7. Teacher Learning Evaluation Development

The development of teacher evaluation is expected to be carried out in several components, including conducting a needs analysis through the subject matter taught. For this field, elementary school teachers have not fully carried out in a structured manner but individually carried out also by reflecting on learning before evaluating. The next component is the development of a learning program approach in the form of reflection on the input, process, and output of learning so that learning objectives can be measured properly and correctly. For this component, through deepening observation, teachers who have conducted evaluations rarely reflect on learning inputs, processes and outputs. This is indicated through the form and type of questions that seem to only evaluate with formality to get students' scores.

The development of teacher evaluation in Medan city high schools is a learning outcome development approach that has elements, including teachers determining assessment objectives, teachers identifying learning outcomes, compiling evaluation grids, teachers drafting evaluation instruments, and teachers conducting trials and analyzing items given to students. Based on observations of several elements of strengthening the evaluation of high school teachers in Medan city, it shows that what is difficult for teachers to develop in carrying out evaluations is the development of question instruments that sometimes make question items with only one type of instrument.

Thus, the team found that the development of the competence of teacher professionalism in senior high schools in carrying out their duties and responsibilities as a teacher has not been fully implemented properly. As a professional teacher, his duties as a teacher are responsible for the implementation of a good learning process in various components.

that exist. To support the professionalism of a teacher can also be found in the implementation of his duties and responsibilities in the learning process.

The development of teachers' professional competencies in Medan City is carried out through various strategies in the form of education and training (diklat) and non-diploma training. First, training is conducted internally in teachers' working groups, schools or other places designated to organize training. The strategy of coaching through training is based on the idea that some abilities in developing the competence of teacher professionalism do not have to be done externally, but can be done by teachers who have competencies that are not yet possessed by other teachers, with this strategy expected to save more time and money. Second, the apprenticeship program is a training program carried out in the world of work or the world of education that is relevant in order to improve the professional competence of teachers. This internship program is intended for teachers and can be carried out for a certain period, for example, an internship at a certain high school to learn classroom management or effective high school management. The internship program was chosen as an alternative to coaching on the grounds that certain skills require real-world experience.

Scientific activities for senior high school teachers

Competency development for primary school teachers can also be done through various other scientific activities for teachers, such as discussions on educational issues. These discussions are organized periodically with discussion topics according to the problems experienced in high schools. Through periodic discussions, it is hoped that teachers can solve problems faced related to the learning process in elementary schools or problems in improving their competence and career development. Seminar programs, teachers' participation in seminar activities, and scientific publication coaching can also be a model of continuous coaching for teachers' professional development. These activities provide opportunities for teachers to interact scientifically with their peers regarding the latest issues in efforts to improve the quality of education.

Next is the workshop program. Workshops are conducted to produce products that are useful for learning, increasing competence and career development. Workshops can be conducted, for example, in curriculum development, curriculum analysis, syllabus development and lesson plan writing. Next is the research program,

Research can be conducted by teachers in the form of classroom action research, experimental research or other types in order to improve the quality of learning.

Furthermore, the development of writing books/teaching materials. Teaching materials written by teachers can be in the form of diktats, textbooks or books in the field of education. Another development is the development of learning media. Learning media made by teachers can take the form of teaching aids, simple practicum tools, as well as electronic teaching materials or learning animations. Development of making works of technology / works of art. Technological / artistic works made by teachers can be in the form of works that are useful for society or educational activities and works of art that have aesthetic value recognized by the community.

In the growing trend of educators having to develop their professional competence independently. First, providing more opportunities for teachers to improve pedagogical knowledge and skills. Second, allowing more time for teachers to develop new attitudes, exercise judgment, discuss, reflect, assess, try new approaches and integrate them into their daily work, and take time to plan their own professional development. Third, professional development that prioritizes work improvement through research to refine daily work more effectively, focusing on teacher activities at the education unit level. Fourth, providing professional coaches who can guide and assist them in improving their teaching performance, they also improve their own professional competence. Fifth, implementing reflection activities, so process monitoring needs to be carried out effectively. Sixth, integrating teachers in information and communication technology networks. Seventh, monitoring what other teachers do and what other teachers produce has been shown to increase educators' motivation to explore and innovate in improving their work. Therefore, increasing teacher collaboration with schools both domestically and internationally is a step that deserves serious consideration by education policy makers.

Through the above development, high school teachers in Medan City should be able to take an important part in achieving their duties and responsibilities as a teacher. As a teacher who has many responsibilities in among these are in the learning process in supporting the development of professionalism competencies in the form of mastering subjects, using learning methods so that students easily receive and understand lessons, conducting educational evaluations carried out, and following up on the results of evaluations.

It is hoped that through the results of this study, local governments will have the same thoughts in developing educational institutions. Paying attention to the development of secondary school teachers as the forerunner and first step in the implementation of regional programs.

CONCLUSIONS AND SUGGESTION

It can be concluded that the development of education teacher competencies in developing teacher professionalism competencies through the educational personnel apprenticeship program in Medan city has experienced development. The steps to develop teachers' professionalism competencies through self-study, individual training, discussion and teacher council meetings, strengthening through teachers' group work activities/subject area teachers' meetings, and conducting teacher activity centers in schools. Meanwhile, the obstacles to developing teacher professionalism competencies include teacher training in the field running in place, insufficient allocation of funds for teacher improvement, decreased motivation to develop teacher professionalism competencies, and lack of mastery of information and technology. Referring to the findings and discussion, it is suggested to education policy makers in Medan city to pay more attention to teacher competence, and provide opportunities to attend training, workshops and seminars, to improve the competence of the teachers themselves, especially prospective teachers through the educational staff apprenticeship program. In addition, the central and local governments need to allocate budgets in various activities in an effort to improve teacher competence in the Medan city area.

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