

STRATEGIES TO IMPROVE THE QUALITY OF TEACHERS OF MADRASAH THROUGH SUSTAINABLE PROFESSIONAL TRAINING

Munawir ^{*1}

Universitas Islam Negeri Kiai Haji Achmad Siddiq (UIN KHAS) Jember, Indonesia
munawir67@gmail.com

Mustopa

IAI Nusantara Batanghari Jambi Indonesia, Indonesia
mustopasaja2020@gmail.com

Mulyadi

Institut Al Azhar Menganti Gresik, Indonesia
mulyadio91265@gmail.com

Abstract

The number of teachers in Indonesia with teaching in schools including the madrasah needs to improve the competence and professional teachers through continuous professional training so that the quality of education in Indonesia is getting better. The research method undertaken in this study is literature by searching for literature that fits the context of the research. The results of the research showed that the implementation of sustainable professional training with a focus on improving the pedagogical and professional competence of teachers of Madrasah is essential for the quality of education to be increased and to improve the profession of such teachers it is recommended that provision of professional development programmes be carried out in a regular and fair manner, so that by increasing the competences of teaching teachers through sustained professional training, they are expected to provide better education and contribute to the development of the effective madrasah.

Keyword: Strategy, Mutu, Master Madrasah, Continuous Professional Training.

Introduction

Education is an important foundation for the development of society and the country. In achieving the goal of quality education, the role of teachers is vital. (Sitopu et al., 2024; Afni et al., 2024). Teachers have an important role in the educational process and student development that includes Learning Facilitator, Motivator, Behavior Model, Performance Assessor, Mentor and Counsellor, Class Manager, Connecting with Parents and Society, Professional Developers. Besides, the role of teachers is very important in shaping the character, morality, and potential of the student. (Guna et al., 2024;

¹ Correspondence author.

Hairiyanto et al., 2024; Fitriani et al., 2024). A professional, dedicated, and well-competent teacher will be able to have a great positive impact in the world of education, which is no exception to the teacher who teaches in the madrasah.

The teacher of the madrasah refers to the teachers who work in the Madrasah, the institution of Islamic education. (Susmiyati, S., & Zurqoni, Z. 2020; Tambak et al., 2020). These teachers play an important role in educating and shaping the character of students in the madrasah. The Ministry of Religious Affairs of the Republic of Indonesia has a department called the Directorate of Teachers and Educational Strengths of Madrasah (GTK madrasah) (Mas' ud, M. 2022). The department is responsible for formulating and implementing policies, conducting qualification standardization, providing technical guidance, and evaluating and overseeing the development of teachers and educational staff of madrasahs. (MAGHFIROH, A. 2022).

Therefore, the teacher of the madrasah can also be a major pillar in Islamic religious education and also have a central role in shaping the morality, knowledge, and skills of students. However, in order to produce qualified teachers, continuous quality improvement efforts are required. One of the strategies used is continuous professional training for madrasah teachers.

Professional training is an activity designed to enhance their competence and skills in teaching and managing learning. (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). This training aims to help teachers develop the knowledge, skills, and attitudes necessary to be effective and qualified educators and to improve mastery of the material so that teachers can provide more effective and relevant teaching. (Riyadin, S. 2016; Rahyasih et al., 2020).

Professional training for teachers is essential to improving the quality of education. By having knowledge and skills that are constantly updated, teachers can provide a better learning experience to students and contribute to improving their academic performance (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023; Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023).

Thus, the strategy of improving the quality of madrasah teachers through sustained professional training has several benefits. First, teachers can follow the latest developments in the world of education and teaching methods so that they can present material that is in line with the demands of the times. Second, this training can also build a professionalism attitude, a work ethos, and a spirit of devotion within the teacher of madrasah. Third, continuous training can facilitate the exchange of experience between different teachers and broaden the insight and professional network of teachers of madrasah. (Dudung, A. 2014; Windrawanto, Y. 2015; Tuhuteru et al., 2023; Aslan & Pong, 2023).

However, in its implementation, this strategy needs to involve the collaboration of various parties such as educational institutions, the head of the madrasah, and the

government and must have mature planning, effective implementation and sustained monitoring in order to maximum goals.

The desired objectives of such cooperation with various stakeholders are to improve teacher qualifications, share best practices, provide resources and support, improve teacher evaluation and feedback and promote accountability and quality assurance. By working together, these stakeholders can create a supportive ecosystem that promotes sustainable teacher quality improvement and ultimately improves the overall educational experience for students. (Astuti et al., 2023).

Thus, the strategy of improving the quality of madrasah teachers through continuous professional training is an important step in improving quality of Islamic religious education in Indonesia. By involving madrasah teachers in this training, it is expected to create an inspiring, innovative, and sustainable learning environment capable of producing a young generation of qualified and noble morality.

This research aims to communicate about the madrasah teacher to improve his excellence in education and learning so that in accordance with the development of technology the teacher is still able to give good teaching and be a good example for his pupils.

Research Method

The research conducted in this research is literature. Literature research method is a research approach that involves the collection and analysis of various literary sources relevant to a particular research topic. This method aims to gather information, understand the latest developments in research, and identify and synthesize relevant findings. (Patten, M. L. 2016; Lune, H., & Berg, B. L. 2017).

The stages carried out on the method of literary research, include: 1) Search for relevant literature: Researchers search for literature using a variety of sources such as scientific journals, books, online articles, and research databases. This search is done using keywords related to the research topic. 2) Selection of literature. After the search, the researcher selects the literature that is relevant to the research topic. This selection is based on previously established criteria, such as research quality, up-to-date information, and relevance to the topic. 3) Data collection. The researchers gathered data from the literature that had been selected. Data can be summaries of major findings, research methodologies, research results, or concepts relevant to a research topic. 4) Data analysis. Data collected is analyzed using a qualitative or quantitative approach, depending on the type of research carried out. This analysis involves identifying patterns, themes, or trends emerging from the literature being analyzed. 5) Interpretation and synthesis. Based on data analysis, researchers interpret literary findings and make syntheses to produce a comprehensive understanding of research topics. It is done by discussing the findings in a structured manner and discussing

implications of literary research results related to the subject being studied. (Walliman, N. 2021; Gravetter et al., 2009).

Literary research methods have advantages in terms of time and cost accuracy, as they do not require primary data collection through interviews or observations. However, these methods also have limitations, such as bias in the selection of literature.

Result and Discussion

Sustainable Professional Training

Teachers play a key role in the learning and education process. A teacher is responsible for facilitating learning and helping students acquire knowledge, skills, and positive attitudes. Teachers also have an important role in helping develop students' character and personality. In order to the goals of learning, a teacher must understand the characteristics and needs of a student. In addition, an teacher must also have the ability to create an effective and enjoyable learning plan, as well as create a conducive and friendly learning environment. (Riyanto, M., & Sayer, I. M. 2022; Lauermann, F. 2014).

In the learning process, the teacher must be able to choose the learning methods that match the learning objectives and characteristics of the student. A variety of learning methods such as lectures, group discussions, games, simulations, and workshops can be used to create a fun and effective learning experience.

Overall, the role of teachers is crucial in advancing education and learning. A good teacher can help students to their academic, social, and emotional progress. Therefore, teachers must be equipped with the skills and knowledge that can help them positive educational and learning goals.

The role of teachers in education is very important. Teachers have the duty and responsibility to educate, teach, train, guide, and evaluate students. In the digital age of the 21st century, the role of teachers is becoming increasingly important in the formation of the character of students. The teacher's ability to master the subject matter also affects the quality of learning. (Hall et al., 2008; Burgess, J., & Bates, D. 2009).

The role of the teacher consists of; 1) as an educator. Teachers act as educators, giving examples and guidance to students and their surroundings, and teachers are expected to hold personal qualities such as integrity, responsibility, discipline, and willingness to help. Teachers facilitate learning by creating an attractive and effective learning environment in which students can acquire knowledge and skills. 3) Teachers as judges. Teachers evaluate student learning progress through various methods to provide feedback and support their development. Teachers inspire and motivate students to reach their full potential, creating a positive learning environment (Yestiani, D. K., & Zahwa, N. 2020; Alawiyah, F. 2013).

However, being a teacher and carrying out the duties and responsibilities of a teacher is not easy, so it is necessary to undertake training to create professional teachers and improve the quality of education.

A professional teacher is an educator who has the knowledge, skills, and commitment to provide quality education to students. Characteristics and signs of a professional teacher include; 1) In-depth knowledge. Professional teachers have extensive and in-depth knowledge in the field of subjects taught. They keep developing themselves and up-to-date with the latest developments in the field of education. 2) Teaching Skills. Professional teachers have good skills in teaching and communicating learning materials effectively to students. They are able to use a variety of appropriate methods and strategies to facilitate learning. 3) Student-centric approach. Professional teachers understand the needs and uniqueness of each student. They create an inclusive and responsive learning environment, and are able to adapt learning to students' learning styles. 4) Commitment to the Ethics of Professions. Professional teachers stick to the ethics of professions, such as integrity, confidentiality, and justice in all their actions. They maintain a trusting relationship between teachers, students, parents, and co-workers. 5) Sustainable Professional Development. Professional teachers are constantly engaged in self-development through participation in training, seminars, and reading educational literature. They're always looking for ways to improve the quality of their teaching. (Azizah et al., 2023; Yasin, I. 2022).

Thus, professional teachers play an important role in creating meaningful learning experiences for students and contributing positively to their intellectual and social growth.

Therefore, a professional teacher can improve the quality of education. The quality of education refers to the quality and level of perfection of education given to students. The quality is influenced by various factors, among them; 1) The ability of the teacher. The ability and competence of teachers play an important role in improving the quality of the education. A qualified teacher has deep knowledge, good teaching skills, and the ability to inspire students. 2) A curriculum that is relevant. Curriculum relevant to the needs of the time and the development of students helps improve the quality of education. The curricula should include relevant materials, effective teaching methods, and an understanding of the individual needs of students. 3) Sarana and Prasarana. Adequate supplies and supplies, such as school buildings, equipment, textbooks, and supporting technology, contribute to the improvement of the quality of education. Good facilities create an optimal learning environment. Comprehensive evaluations, such as examinations and periodic assessments, help to identify weaknesses and improve curricula and teaching methods. Evaluations can also lead to improved quality of teaching and learning. The role of parents in supporting and participating in the education of their children is also important in improving the quality of education. Good communication between teachers, students, and parents contributes positively to

student progress. 6) Systemic Monitoring and Evaluation. Effective monitoring and evaluation systems by governments and educational institutions are essential to ensuring the overall quality of education. (Slameto, S. 2014; Sulastri et al., 2020).

A continuous effort to improve the above factors will help improve the overall quality of education and provide a meaningful learning experience for students and one such endeavour is to pursue Sustainable Professional Training. Continuous Professional Training is a self-development programme aimed at enhancing an individual's knowledge and skills in his or her field of work. Continued professional training involves a continuous learning process and the updating of knowledge related to the latest developments in the field of employment and industry. (Rini, T. A., & Solehah, F. P. 2021).

Continuing professional training programmes include activities such as workshops, seminars, online training, certification and advanced courses, which benefit teachers to;

- 1) Improve competence and productivity. Continuing vocational training provides an opportunity for individuals to develop and enhance knowledge and skills in their fields of work that can improve efficiency and productiveness of work.
- 2) Maintaining compliance with regulatory and industry changes. Continuous professional training helps individuals to stay aware and meet the requirements of changing regulations and regulations within their industry. Continuous professional training can open up better career opportunities and advancement for individuals. Continuously improving skills and increasing knowledge in the field of employment will increase the chances of advancing or getting promotion.
- 4) Enhance Self-Confidence and Motivation. Continuous professional training not only helps individuals in improving their competence, but also gives confidence in work, builds greater confidence and motivates them to the goals and goals set.
- 5) Improve the Quality of Customer Service. Continuous professional training can help improve the quality of customer service through better understanding of products and services, improved work ethics and consumer understanding (Widarti et al., 2022; Fredy, F., & Day, W. O. S. H. 2022).

Therefore, sustainable professional training is essential for individuals and organizations who want to remain competitive in education. Continuous professional training helps in improving competence, skills, and other expertise in teaching students.

Teacher Training and Pedagogical Competence

Teacher pedagogical training and competence is a self-development programme aimed at improving the skills and knowledge of teachers in teaching and guiding students. The programme aims to help teachers to understand and practice the latest learning methodologies as well as to understand the individual needs of students to learning goals effectively. (Pratama, L. D., & Lestari, W. 2020).

Some aspects of pedagogical competence that teachers must have include:

- 1) Understanding the theory and methodology of learning. Teachers must understand different learning approaches and methodologies and be able to apply them according

to the needs of students. For example, teachers should understand learning methods that are appropriate to students' visual, auditorium or kinesthetic needs. Teachers must have the ability to design and evaluate curricula to learning goals. This includes an understanding of the learning plan, the development of a curriculum that is responsive to the latest developments in the world of education, and the capacity to evaluate learning outcomes so that adaptation and improvement of learning continues. 3) Classroom management skills and effective learning. Teachers must have the skills to manage the classroom and create an enabling environment for students. Being able to guide students and develop an interesting language is something a teacher must have. 4) The ability to evaluate students' abilities. A teacher has the responsibility to assess students' abilities so that they can provide the necessary feedback so that students can continue to develop. Teachers need to understand how exam questions should be structured so that they can measure students' abilities accurately. (Utiahman, T. B. 2020; Akbar, A. 2021).

Teacher training and pedagogical competence programmes include workshops, seminars, online training, certification and advanced courses. Some of the benefits of teachers' training programmes and pedagogical competences are as follows; 1) Improving the quality of teaching. 2) Teacher's training and pedagogic competence helps in improving the teaching quality, and helps teachers develop skills in effective learning. 3) Increasing student participation and positive learning outcomes. 4) Engagement in the latest and innovative learning. Teacher training and pedagogical competence helps in following the latest trends of educating, motivating and guiding students in an effective and innovative way in learning. 5) Confidence. Training programmes and pedagogic competence help teachers in gaining confidence in using better methods and techniques in learning (Dariyanto et al., 2021; Ahmal et al., 2020).

Thus, the training and pedagogical competence of teachers is essential in improving the quality of education, motivating students and increasing the involvement of students in learning.

Effectiveness of Sustainable Professional Training Improving Teacher Competence

Teacher competence enhancement is a process that involves an effort to improve the quality and capacity of teachers in carrying out their duties as educators. This program aims to develop the knowledge, skills, attitudes, and understanding of teachers in performing their duties more effectively and efficiently. (Fitria et al., 2019).

To improve teacher competence, there are several ways to do; 1) Training and Professional Development. Training and professional development programmes tailored to the needs of teachers are one of the effective ways to improve competence. Such training can cover various aspects of education, such as innovative teaching methods, the use of technology in learning, learning evaluation, classroom

management, and curricula. 2) Collaboration and Sharing Best Practice. Attending conferences, seminars, or workshops involving exchange of experience and best practice among teachers is another way to enhance competence. In these forums, teachers can share experiences, learn from other people's experiences, and adopt best practices that can be applied in their own context. 3) Mentoring and guidance. Having an experienced mentor or mentor can give teachers direct guidance and support to develop their competences. Mentors can help teachers face classroom challenges, design effective learning strategies, and provide constructive feedback. 4) Participation in higher qualification levels. Teachers can improve their competence by obtaining higher qualifications, such as a graduate degree or specialized certification in a particular field. Continuing formal education or attending a higher professional development program provides an opportunity to deepen knowledge of education and improve pedagogical skills. 5) Following the latest developments in education. Teachers must keep up with the latest developments in education, including innovations in learning technologies, curriculum changes, and the latest discoveries about effective teaching methods. This can be done by reading up-to-date literature, attending seminars and conferences, as well as joining the professional community related to education (Musfah, J. 2012; Kusen et al., 2019) Enhancing teacher competence is essential in improving the quality of education, improving student learning quality, and preparing them for the challenges of the future. By enhancing the competence of teachers, a quality educational environment will be created that can drive optimal student development.

Development of PDCA (Plan-Do-Check-Act) in Training

PDCA development (Plan-Do-Check-Act) in training is a systematic approach to planning, implementing, evaluating, and taking improvement actions in training programmes. PDCA is a sustainable management cycle that provides a framework for structuring and guiding the training process. (Rachman, P. 2020).

The PDCA stages that can be applied in the training: 1) Plan (Planning): This stage is the initial planning stage of the training program. At this stage, the goals and objectives of the training are clearly defined. A detailed training plan should be made, including the materials to be taught, the learning methods to be used, the results to be achieved, and the time and resources required. 2) Do (Do): This phase involves the implementation of training programmes in accordance with the plan that has been drawn up. Training can be done through classical methods, online, or a combination of both. During this phase, the facilitator conducts a training program, delivers material, and helps the participants in understanding the concepts taught. 3) Check: This stage involves an evaluation of the implementation of training programmes. Here, an evaluation is carried out to measure the achievement of the training objectives and the effectiveness of the learning methods used. Evaluation can be done through participant

assessment, facilitator observation, or test evaluation of the knowledge and skills learned. 4) Act: This is the most important stage in the PDCA cycle. Based on the results of the evaluation, improvement measures are formulated and implemented. This action may involve changes to the material, learning methods, or training procedures. Once action is implemented, the PDCA cycle starts again with a new plan and repetitive training process (Giarti, S. 2023; Dewi et al., 2014).

By adopting the PDCA cycle in the training program, it can create a continuous process and continuously improve the quality of training. Continuous evaluation and improvement measures will help address the weaknesses in training and ensure that the training objectives are achieved effectively.

In addition, the development of the PDCA also allows for flexibility in adapting training plans and implementation to changing needs. By involving participants in evaluation and improvement, training programmes can become more responsive to the needs of participants and optimize their learning outcomes.

Literature Research Contribution to Madrasah Education Policy

Research can provide information and empirical evidence that can be used by policymakers to make improvements and developments in the educational system of the madrasah. Research contribution to the education policy includes; 1) Identifying Challenges and Needs: Research can help identify the challenges and needs faced by the madrasah in providing quality education. Through comprehensive studies, research can provide an overview of problems faced, such as inadequate infrastructure, curricula that need to be updated, or a lack of qualified human resources. This information can be a basis for policymakers to make the right decisions in addressing these challenges. 2) Programme and Policy Evaluation: Research can also be used to evaluate programmes and policies that have been implemented in madrasah education. Through evaluative research, policymakers can know the effectiveness and impact of a particular program, both in terms of student learning and improving the quality of teaching. These evaluations can help policymakers in making decisions that are based on empirical evidence and make the necessary adjustments. Through qualitative or quantitative research, learning models can be developed that match the characteristics of teachers and students, which can improve the academic achievement and character development of students. 4) Improving the quality of teaching and teacher training: Research can provide guidance for the development and improvement of the teacher training program. By conducting research on the needs and challenges faced by teachers, training programmes can be developed that fit their needs. Furthermore, research can also provide insights on effective teaching practices in the context of students, so that it can improve teaching quality and teacher ability. 5) Providing theoretical grounding: Research in teaching in teachers also can provide a strong theoretic foundation in policymaking. Through research, theories and concepts can be

developed that can be used as a basis in designing evidence-based madrasah education policies and have a significant impact in improving the quality of education. (Doriza, N. R. 2023; Huda, M. 2022).

By leveraging the results of research, policymakers can make decisions based on empirical evidence and can provide better direction in the development and improvement of the madrasah education system. Involving researchers, teachers, and practitioners in the policy making process can ensure that the policies taken are informed decisions based on quality research.

Conclusion

Madrasah teachers as educators have great responsibilities covering instruction, education, and management. Professionalism in education is closely linked to the quality of education, which demonstrates the importance of sustained professional development for teachers. Implementing sustained vocational training for Madrasah teachers is essential to enhance their pedagogical and professional competence, for example by prioritizing the provision of regular and equitable vocational development programmes. By constantly improving their competence, Madrasah teachers can provide better education and contribute to the effective development of Madrasah.

References

- Ahmal, A., Supentri, S., Pernantah, P. S., & Hardian, M. (2020, December). Peningkatan kompetensi pedagogik guru melalui pelatihan perangkat pembelajaran abad-21 berbasis merdeka belajar di Kabupaten Pelalawan Riau. In *Unri Conference Series: Community Engagement* (Vol. 2, pp. 432-439).
- Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23-30.
- Alawiyah, F. (2013). Peran guru dalam kurikulum 2013. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 4(1), 65-74.
- Aslan Aslan and Kok Shiong Pong, "Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 16, no. 1 (January 8, 2023): 11–22, <https://doi.org/10.37812/fikroh.v16i1.681>.
- Aslan Aslan and Pong Kok Shiong, "Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students," *Bulletin of Pedagogical Research* 3, no. 2 (September 8, 2023): 94, <https://doi.org/10.51278/bpr.v3i2.515>.
- Azizah, A. N. I., Abrori, M. S., Sabrina, A., Dzakiyyah, A., Hasan, A. M., Putra, A. S. A., ... & Ivany, Z. (2023). *PROFESI KEGURUAN: MENJADI GURU PROFESIONAL*. Penerbit Tahta Media.
- Bucky Wibawa Karya Guna et al., "Building Morality and Ethics Through Islamic Religious Education In Schools," *IJGIE (International Journal of Graduate of Islamic Education)* 5, no. 1 (February 9, 2024): 14–24, <https://doi.org/10.37567/ijgie.v5i1.2685>.
- Burgess, J., & Bates, D. (2009). Other duties as assigned: Tips, tools, and techniques for expert teacher leadership. ASCD.

- Dariyanto, D., Suharjuddin, S., & Awiria, A. (2021). Pelatihan Pengembangan Kompetensi Pedagogik Guru Melalui Penelitian Tindakan Kelas di SDN Teluk Pucung I Kota Bekasi. *Jurnal Ipmas*, 1(2), 59-66.
- Dewi, A. P., Nugraha, H. S., & Listyorini, S. (2014). Analisis Pengendalian Kualitas Dengan Pendekatan PDCA (Plan-Do-Check-Act) Berdasarkan Standar Minimal Pelayanan Rumah Sakit Pada Rsud Dr. Adhyatma Semarang (Studi Kasus Pada Instalasi Radiologi). *Jurnal Ilmu Administrasi Bisnis*, 3(1), 216-227.
- Dini Fitriani, Aslan, and Eliyah, "PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN METODE MEMBACA AL-QUR'AN SISWA DI SD NEGERI 03 PENDAWAN DUSUN PENDAWAN DESA TANGARAN TAHUN 2021/2022," *TARBIYATUL ILMU: Jurnal Kajian Pendidikan* 2, no. 3 (2023): 150–55.
- Doriza, N. R. (2023). Kontribusi Madrasah Nizhamiyah Dalam Pendidikan Islam Di Indonesia. *Jurnal Tunas Pendidikan*, 5(2), 383-393.
- Dudung, A. (2014). Pelatihan Pengembangan Keprofesian Berkelanjutan (PKB) Bagi Guru-Guru Se Jakarta Timur. *Sarwahita*, 11(1), 13-21.
- Erwan Erwan, Aslan Aslan, and Muhammad Asyura, "INTERNALISASI BUDAYA RELIGIUS OLEH GURU AKIDAH AKHLAK UNTUK MENUMBUHKAN SIKAP AKHLAK MULIA DI MIS BINA DHARMA PARIT RABU," *JURNAL PENDIDIKAN DAN KEGURUAN* 1, no. 6 (August 11, 2023): 488–96.
- Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya meningkatkan kompetensi guru melalui pelatihan penelitian tindakan kelas. *Abdimas Unwahas*, 4(1).
- Fredy, F., & Day, W. O. S. H. (2022). Strategi Pengembangan Kompetensi Guru Sekolah Dasar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 30-40.
- Gamar Al Haddar et al., "THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN," *International Journal of Teaching and Learning* 1, no. 4 (November 17, 2023): 468–83.
- Giarti, S. (2023). NASI CABAI DALAM IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA MENGGUNAKAN MODEL PDCA (PLAN, DO, CHECK, ACT). *JMP Online*.
- Gravetter, F. J., Forzano, L. A. B., & Rakow, T. (2009). *Research methods for the behavioral sciences* (p. 656). Belmont, CA: Wadsworth Cengage Learning.
- Hairiyanto et al., "UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS," *International Journal of Teaching and Learning* 2, no. 4 (March 3, 2024): 939–53.
- Hall, K. M., Draper, R. J., Smith, L. K., & Bullough Jr, R. V. (2008). More than a place to teach: Exploring the perceptions of the roles and responsibilities of mentor teachers. *Mentoring & tutoring: partnership in learning*, 16(3), 328-345.
- Huda, M. (2022). Analisis faktor kinerja guru untuk meningkatkan mutu pendidikan madrasah. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(01), 1-18.
- Joni Wilson Sitopu et al., "THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE

- REVIEW,” *International Journal of Teaching and Learning* 2, no. 1 (January 4, 2024): 121–34.
- Kusen, K., Hidayat, R., Fathurrochman, I., & Hamengkubuwono, H. (2019). Strategi Kepala Sekolah Dan Implementasinya Dalam Peningkatan Kompetensi Guru. *Idaarrah: Jurnal Manajemen Pendidikan*, 3(2), 175-193.
- Laros Tuhuteru et al., “The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level,” *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (March 21, 2023): 128–41, <https://doi.org/10.31538/tijie.v4i1.311>.
- Lauermann, F. (2014). Teacher responsibility from the teacher's perspective. *International Journal of Educational Research*, 65, 75-89.
- Lune, H., & Berg, B. L. (2017). *Qualitative research methods for the social sciences*. Pearson.
- MAGHFIROH, A. (2022). Implementasi Program Pengembangan Keprofesian Berkelanjutan Guru Madrasah Ibtidaiyah (Kajian Literasi Dan Numerasi Guru Pada Kelompok Kerja Guru Di Pekalongan (Doctoral dissertation, UIN KH Abdurrahman Wahid Pekalongan).
- Mas'ud, M. (2022). *MADRASAH ERA DIGITAL*.
- Muharrom Muharrom, Aslan Aslan, and Jaelani Jaelani, “IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG,” *Jurnal Ilmu Pendidikan Dan Kearifan Lokal* 3, no. 1 (January 2, 2023): 1–13.
- Munir Tubagus et al., “THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES,” *Indonesian Journal of Education (INJOE)* 3, no. 3 (September 8, 2023): 443–50.
- Musfah, J. (2012). *Peningkatan kompetensi guru: Melalui pelatihan dan sumber belajar teori dan praktik*. Kencana.
- Nurhayati Nurhayati, Aslan Aslan, and Susilawati Susilawati, “PENGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG,” *JIP: Jurnal Ilmu Pendidikan* 1, no. 3 (August 6, 2023): 485–500.
- Patten, M. L. (2016). *Understanding research methods: An overview of the essentials*. Routledge.
- Pratama, L. D., & Lestari, W. (2020). Pengaruh pelatihan terhadap kompetensi pedagogik guru matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 4(1), 278-285.
- Rachman, P. (2020). Implementasi Plan-Do-Check-Act (Pdca) Berbasis Key Performance Indicators (Kpi): Studi Kasus Di Smp-Sma Integral Ar-Rohmah Dau Malang. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(2), 14-27.
- Rahyasih, Y., Hartini, N., & Syarifah, L. S. (2020). Pengembangan Keprofesian Berkelanjutan: Sebuah Analisis Kebutuhan Pelatihan Karya Tulis Ilmiah bagi Guru (Sustainability Professional Development: A Scientific Paper-Training Need Analysis for Teachers). *Jurnal Penelitian Pendidikan*, 20(1), 136-144.

- Ratna Nurdiana et al., "COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION OF SULTAN MUHAMMAD SYAFIUDDIN SAMBAS, INDONESIA," *International Journal of Teaching and Learning* 1, no. 1 (September 18, 2023): 1–15.
- Rini, T. A., & Solehah, F. P. (2021, December). Development of E-Module for Online Training Minimum Competency Assessment for Elementary School Teacher. In *International Conference on Information Technology and Education (ICITE 2021)* (pp. 214-219). Atlantis Press.
- Riyadin, S. (2016). Kebijakan Pengembangan Profesionalisme Berkelanjutan Guru PNS. *JKMP (Jurnal Kebijakan dan Manajemen Publik)*, 4(2), 219-234.
- Riyanto, M., & Sayer, I. M. (2022). Teacher's duties and responsibilities. *PPSDP International Journal of Education*, 1(1), 74-90.
- Slameto, S. (2014). Permasalahan-permasalahan terkait dengan profesi guru SD. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 4(3), 1-12.
- Sri Endang Puji Astuti, Aslan Aslan, and Parni Parni, "OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA," *SITTAH: Journal of Primary Education* 4, no. 1 (June 12, 2023): 83–94, <https://doi.org/10.30762/sittah.v4i1.963>.
- Sulastri Sulastri, Aslan Aslan, and Ahmad Rathomi, "STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM PENYAMPAIAN MATERI PADA ANAK TUNAGRAHITA DI SEKOLAH LUAR BIASA NEGERI SAMBAS TAHUN PELAJARAN 2022/2023," *Lunggi Journal: Literasi Unggulan Ilmiah Multidisipliner* 1, no. 4 (October 10, 2023): 571 – 583.
- Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi profesional guru dalam meningkatkan mutu pendidikan. *Journal of Education Research*, 1(3), 258-264.
- Susmiyati, S., & Zurqoni, Z. (2020). Memotret Kinerja Guru Madrasah Dalam Pembelajaran. *Southeast Asian Journal of Islamic Education*, 2(2), 143-169.
- Tambak, S., Ahmad, M., Sukenti, D., Ghani, A., & bin Abd, R. (2020). Profesionalisme Guru Madrasah: Internalisasi Nilai Islam dalam Mengembangkan Akhlak Aktual Siswa. *Jurnal Pendidikan Agama Islam Al-Thariq, Universitas Islam Riau*, 5(2), 79-96.
- Tiara Nur Afni Nur Afni, Aslan Aslan, and Astaman Astaman, "PROBLEMATIKA PEMBELAJARAN FIQIH DI KELAS IV MIS DARUL IHSAN SEPINGGAN PASCA KEBAKARAN TAHUN PELAJARAN 2022/2023," *Lunggi Journal* 2, no. 1 (January 22, 2024): 137–47.
- Uray Sarmila, Aslan Aslan, and Astaman Astaman, "THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE," *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)* 1, no. 2 (October 25, 2023): 116–22.
- Utiahman, T. B. (2020). Meningkatkan Kompetensi Pedagogik Guru Melalui Pelatihan Berjenjang. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(3), 215-222.
- Walliman, N. (2021). *Research methods: The basics*. Routledge.
- Widarti, H. R., Setyawan, N. C. E., Syafruddin, A. B., Ardyansyah, A., & Rokhim, D. A. (2022). Development website of planning, writing, and publication of scientific articles based on Classroom Action Research (CAR) to increase teacher's

- pedagogical competence. In *Improving Assessment and Evaluation Strategies on Online Learning* (pp. 37-43). Routledge.
- Windrawanto, Y. (2015). Pelatihan dalam rangka pengembangan keprofesian berkelanjutan guru: suatu tinjauan literatur. *Satya Widya*, 31(2), 90-101.
- Yasin, I. (2022). Guru Profesional, Mutu Pendidikan dan Tantangan Pembelajaran. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 3(1), 61-66.
- Yestiani, D. K., & Zahwa, N. (2020). Peran guru dalam pembelajaran pada siswa sekolah dasar. *Fondatia*, 4(1), 41-47.