

Continuous Professional Development Model to Improve Teacher Professional Competence



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ABSTRACT: The objective of this study is to describe the continuous professional development model to enhance teacher professional competence. This study was qualitative and employed a phenomenological method. This research was conducted at two public high schools in Balangan Province. Principals, vice principals, and teachers identified through purposive sampling were the key informants. Interviewing, observation, and documenting were approaches for collecting data. Validity of data was determined by triangulating data through engineering triangulation and peer review triangulation. Interactive analysis of the Huberman model comprising of data gathering, data display, data reduction, and verification/inference, was conducted with the use of data analysis. According to the findings of the study, the continuous professional development model for enhancing teacher competency was based on supervision, IHT, and external training, and began with an evaluation of speed, planning, implementation, evaluation, and follow-up.

KEYWORDS: continuous professional development, professional competence

I. INTRODUCTION

Professional teachers need to be able to employ effective teaching techniques and have the ability to effect the outcomes of their students. This is similar to the position of a teacher. The principle is responsible for overseeing, coordinating, directing, inspiring, leading, and correcting the teacher in order to determine the instructor's level of competency, particularly in teaching and presenting information to students.

Agustina et al., (2021) stated that a professional teacher must meet a number of minimum requirements, including having adequate professional education qualifications, having competencies in accordance with the field in which he is engaged, having the ability to communicate well with his students, having a productive creative spirit, having a work ethic and high commitment to his profession, and always engaging in continuous self-development (continuous improvement) through professional development activities. These professional criteria are met in order to develop roles and responsibilities not just as educators, but also as coaches, mentors, and learning managers.

Given the difficulty of the jobs teachers must complete, it is appropriate for them to get ongoing coaching and increase their excitement for work and comprehension of their duties. This is vital because a teacher will create high-quality work if they are competent and sufficiently motivated.

Based on the results of preliminary interviews with several high school principals in Balangan Regency, there are several ways that can be done to improve teacher professionalism, including the coaching of teachers which is carried out regularly by the principal. The coaching carried out is coaching as an effort of continuous business activities to improve, perfect, develop abilities, and achieve the goal of educational success. In order to enhance the teaching and learning process, these educators' professional talents will be enhanced through gradual and constant coaching.

As a result of the principal's professional coaching efforts for teachers, it is anticipated that teacher awareness will rise, i.e., on his/her own initiative, without having to wait for instructions or invitations from others in order to improve his/her competence. This suggests that the educator desires to improve in order to fulfill his responsibilities as a teacher. Education and training, seminars, workshops, more research, books, and advances in science and technology all contribute to the professional development of these individuals. By participating in some of these events, it is intended that teachers and educators will not only gain knowledge or insight, but also experience and skills.

According to Andriani (2015), teacher coaching is frequently viewed as a series of professional services provided by administrators, school supervisors, and other coaches to enhance learning processes and outcomes. On the basis of this assessment, schools and responsible parties are tasked with enhancing instructors' skills in activities, coaching, education, and professional development. In providing assistance in the form of professional services to teachers, it is possible, among other things, to instruct teachers on how to formulate learning objectives, on how to use the appropriate teaching methods, on how to

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select and utilize the appropriate learning media, and on how to create a conducive classroom environment or climate so that students are comfortable participating in teaching and learning activities.

METHOD

This research utilized a qualitative research with a phenomenological approach, with a type of multi-site study at SMAN 1 Juai and SMAN 1 Awayan. The research instruments were the researchers themselves. The information collection techniques through interviews, observations and documentation. The data validity was carried out by triangulating data by means of engineering triangulation and source triangulation. The data analysis used was interactive analysis of the Huberman model consisting of data collection, data display, data reduction and verification/ inference. The key informants were principals, vice principals and teachers determined by purposive sampling. The instruments in this study contained a needs analysis including analysis of the results of the school quality report card and follow-up of the results of the analysis of the quality report card report. It planned for improving the professional competence of teachers including the principal's strategy, who is involved and when and where to implement the strategy. Program implementation included the implementation of programs and programs implemented. Evaluation included program evaluation, implementation mechanisms and impacts on learning and learning outcomes students, and follow-up in the improvement of the professional competence of teachers.

RESEARCH RESULTS

Based on the results of data analysis, this study showed that the needs analysis. The needs analysis began with an analysis of the quality report card discussed through a meeting held at the beginning of the academic year. The second focus is planning for the improvement of the professional competence of teachers. The plan that will be carried out is through the principal's strategy by implementing supervision, IHT, and training outside the school. The activity involved all school residents including the principal, teachers, and education staff. Then, the third focus was implementation of strategies to improve teacher professional competence. The implementation of the teacher professional competency improvement program is seen from the implementation of supervision, IHT and training from outside. The implementation of supervision is carried out every semester by the principal and senior teachers. IHT is held 1 to 2 times a year with resource persons being principals, supervisors and teachers who have attended the training. Training activities outside the school adjust the invitation.

The fourth focus was evaluation of the improvement of the professional competence of teachers. The results of the evaluation showed that supervision, IHT and sending teachers to various external trainings proved effective in improving teacher competence at SMAN 1 Juai and SMAN 1 Awayan. If the activities of supervision, IHT and sending n teachers to various trainings are carried out continuously and become routine activities in schools, then increasing teacher competence will be easy to realize. The last focus was following-up in improving the professional competence of teachers. The obstacles encountered were lack of time and network problems and teachers lacking motivation to participate in training. The solution is to carry out activities by compacting materials and increasing practice as well as fostering and motivating teachers who do not want to participate in training outside of school. Based on the findings above, a Continuous Professional Development Model can be described to improve the professional competence of teachers.

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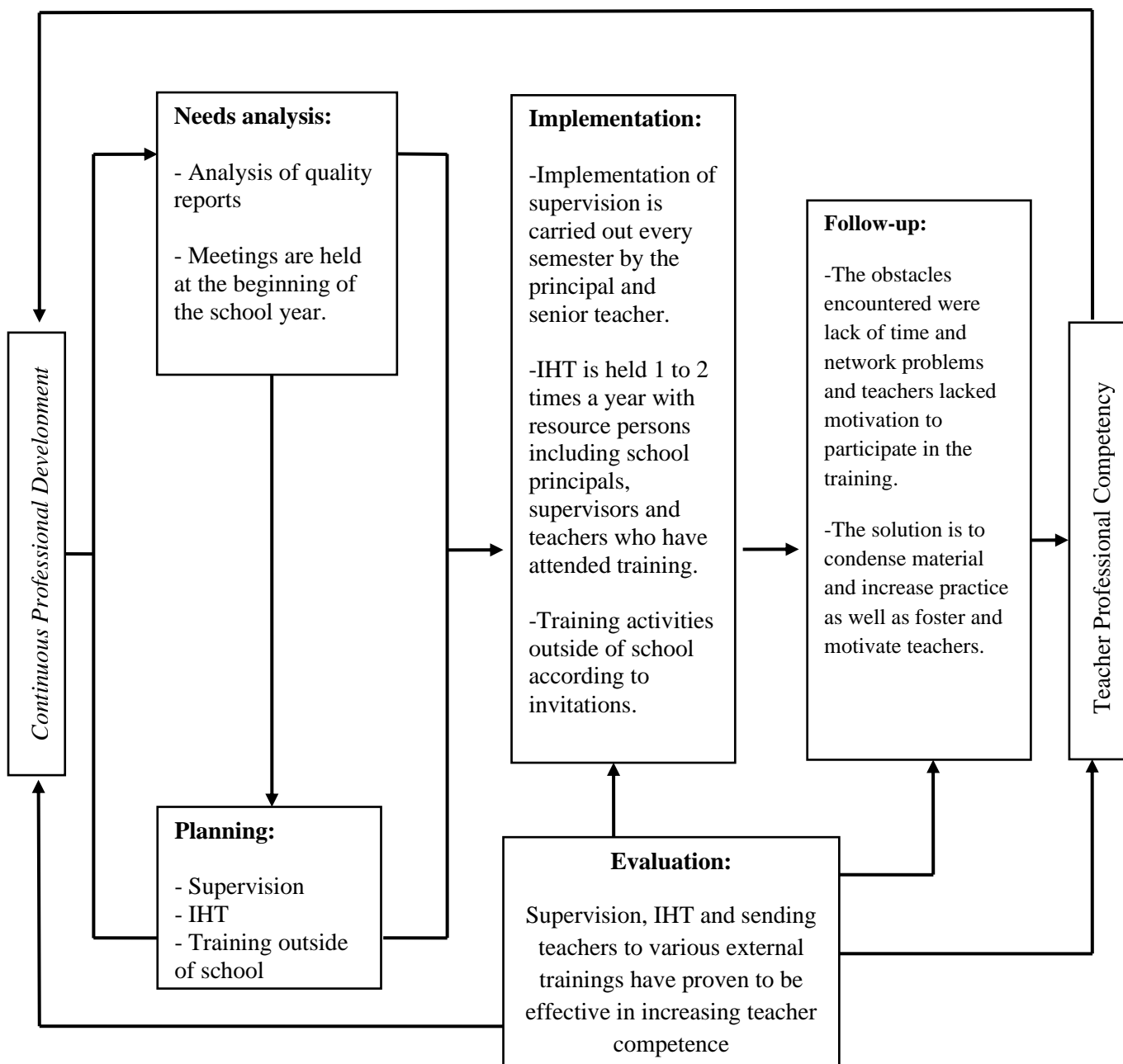


Diagram 1. The Flow of Continuous Professional Development Model

A description of the findings on Site 1 and Site 2 regarding the continuous professional development model in improving the professional competence of teachers at SMAN 1 Juai and SMAN 1 Awayan can be seen in the following research findings.

A. The Needs Analysis Carried Out

The results showed that the analysis of needs related to improving the professional competence of teachers both at SMAN 1 Juai and at SMAN 1 Awayan began with an analysis of the quality report card discussed through a meeting held at the beginning of the academic year involving principals, teachers, supervisors and education personnel to study standards that have low scores and then determine follow-up to improve the findings. If the results of the analysis of the quality report card indicate that there are standards with low values, these standards must be prioritized for improvement and enhancement. If the follow-up is conducted according to the demands, it will be possible to optimize the professional competence of teachers.

Sustainable Professional Development (SPD) is used to bridge the gap between teachers' current knowledge, skills, social competencies, and personality and the future demands of their profession, as mandated by government regulation number 19 of 2005 concerning national education standards. The development of SPD activities is based on teacher performance profiles derived from teacher performance assessments and supplemented by self-assessment or self-evaluation. Self-assessment is a

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technique of evaluation in which the examinee is asked to evaluate himself in terms of the state, process, and level of achievement of his competence. This strategy can have a positive effect on the development of the individual's personality.

Rudiansyah et al., (2022) stated that professional teachers, in carrying out their professional duties, according to Law No. 14 of 2005 concerning Teachers and Lecturers Article 20, teachers must have the obligation to plan learning, carry out quality learning processes, and assess and evaluate learning outcomes so that it will improve teacher performance. Overall, professional competence has an effect on teacher performance because professional competence is one of the main capitals in realizing optimal learning in accordance with the desired performance of a teacher.

The advantages of using self-assessment including cultivating students' self-confidence because they are given the confidence to judge themselves. They are aware of his/ her strengths and weaknesses for when they make an assessment, must introspect on the strengths and weaknesses he/ she possesses. They can encourage, familiarize, and train to do honestly because they are required to be honest and objective in making judgments.

B. Planning for Improving Teacher Professional Competence

Planning for improving the professional competence of teachers which was seen through three indicators ranging from the principal's strategy in improving the professional competence of teachers, who is involved in implementing the strategy, when and where to implement the strategy. The results showed that the planning to improve the professional competence of teachers at SMAN 1 Juai existed during the quality report card analysis meeting. It was then followed by a separate meeting involving the principal, curriculum representative, treasurer, administrative staff and teachers to discuss strategies in improving the professional competence of teachers. The strategy carried out by the principal is to carry out supervision, IHT and send teachers to various trainings, webinars, and workshops. Meanwhile, planning to improve the professional competence of teachers at SMAN 1 Awayan began with the implementation of the principal's strategy, namely carrying out academic supervision accompanied by coaching which was continued by including teachers in a development program in the form of IHT which was carried out once a year at the beginning of the school year by involving all school members including principals, teachers, and school administration personnel.

The results of this study are in line with the opinion of Imron et al., (2019) which states that the planning strategy for teacher competency development is actually an integral part of the general higher education development program. The success of the program would affect the quality of the college itself. These programs need to be implemented regularly and continuously in order to truly create qualified teachers and be able to encourage the progress of higher education. On that basis, the professional development of teachers is an important effort in order to improve the quality of higher education.

Martini et al., (2022) stated that the professionalism of teachers can be seen from the attitudes or treatment of their colleagues. As stipulated in the teacher's code of ethics which states that teachers maintain professional correlations, family spirit, and social disputes. This means that teachers are required to maintain correlations with teachers in their work environment, as well as outside their work environment. If the teacher maintains communication and interaction with peers, it means that the teacher is acting in accordance with the teacher's code of conduct and this can be categorized as a disciplinary action. The professionalism of the teacher can be seen from the teacher's attitude towards students. Devoted teachers guide students to form a whole Indonesian who has the spirit of Pancasila. In addition, the principle of teachers who must guide students, not only teaching and learning, but also educating and guiding students by paying attention to the character of each student.

The principal's strategy in improving the professional competence of teachers can be successful if academic supervision, teacher coaching, and teacher participation in teacher development programs are held. The strategy of increasing the professional competence of teachers will be successful if it is supported by the involvement of all school residents ranging from principals, teachers, school administration personnel. The implementation of strategies to improve the professional competence of teachers will be effective if they are implemented in frequent intensity and implemented in the location closest to the school.

Novita et al., (2022) stated that teacher professionalism is an important aspect because it determines the quality of the teaching and learning process. However, the fact is that there are still many teachers who are considered to have professionalism that is not as expected. From an input-process-output perspective, factors influencing professionalism include transformational leadership, school climate, work motivation, and teacher professionalism.

Suhaimi (2021) stated that the goal of sustainable professional development is, "on the one hand to improve student learning performance, and on the other hand to improve the quality of school services as a whole." Thus in general, the purpose of holding sustainable professional development activities is to improve the quality of educational services in schools.

More specifically, the Human Resources Development Agency for Education and Culture and Education Quality Assurance formulated the specific objectives of sustainable professional development activities, namely (1) Improving teacher competence to achieve competency standards set forth in applicable laws and regulations, (2) Updating teacher competencies to meet teacher needs in the development of science, technology, and art to facilitate the learning process of students, (3) Increasing the commitment of teachers in carrying out their main duties and functions as professionals, (4) Fostering a sense of love and pride as a person with a teacher profession, (5) Improving the image, dignity, and dignity of teachers in society, (6) Supporting teacher

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career development, (7) Rewarding professional teachers, among which is the promotion of class, (8) Giving high motivation to reach the top rank of civil servant, namely the main coach, Room Group IV/e (Priatna & Sukamto, 2013).

The goal of sustainable professional development would be achieved optimally if implemented as well as possible and in accordance with applicable regulations. On the other hand, if the implementation is less than optimal, the results would also not be as expected.

C. Implementation of Strategies to Increase Teacher Professional Competence

The implementation of the teacher professional competency improvement program was carried out through two indicators namely the implementation of the teacher professional competency improvement program and the efforts or programs implemented. The implementation of the teacher professional competency improvement program at SMAN 1 Juai and SMAN 1 Awayan was seen from the implementation of supervision, IHT and training from outside, both held online and offline. Of the entire program, the priority was IHT and training from outside. In these activities, the resource persons were principals, supervisors and teachers who had attended the training.

Teacher professional competency improvement programs would be effective if implemented offline and online. The more schools that participate in the development program, the greater the success in improving the professional competence of teachers. Based on Permendiknas Number 35 of 2010, it is stated that self-development was an effort to improve self-professionalism in order to have competencies in accordance with laws and regulations or national education policies as well as the development of science, technology, and art. This self-development activity consisted of two kinds of activities, namely participating in functional training and participating in teacher collective activities (Rachmawati & Daryanto, 2013).

Functional training can be in the form of courses, training, upgrading, or various other forms of training (Priatna & Sukamto, 2013). Teachers who participated in functional training activities are on the basis of management by the principal or other institutions. In the teacher performance appraisal system, there are several functional education and training patterns that can be clarified as part of the SPD. The training aims, among others, to improve the competence and performance of substandard teachers, maintain/ improve and develop the competence and performance of standard/ above standard teachers, as well as a form of activity to meet the credit score of promotion or functional positions and career development of teachers.

The second element of self-development activities is to participate in the collective activities of teachers. According to the Director General of PMTK (2012), teacher collective activities are teacher activities in participating in scientific meetings or participating in joint activities carried out by teachers aimed at improving the professionalism of the teacher concerned. According to Darmawati in Suhaimi (2021), there are three activities are classified into teacher collective activities, namely (1) Attending workshops or MGMP group activities or In House Training, (2) Attending seminars, colloquiums, discussion panels or other forms of scientific meetings, both as discussants and as participants and (3) Scientific Publications.

The results of this study are in line with the research of Mulyana (2009) stated that the professional development of teachers has been carried out quite adequately. Teacher professional development is carried out through upgrading activities, exercises; teacher working group; and class supervision. 2) The leadership of teachers has a fairly decisive role in efforts to improve the quality of teachers' teaching abilities. The principal's role in developing the abilities of teachers is facilitator, motivator, and supervisor. In that context, the principal undertakes the following efforts: (a) include teachers in every upgrading and training opportunity, (b) encourage teachers to continue their education, (c) require teachers to participate in teacher work group activities and (d) assist teachers who have difficulty in managing the teaching and learning process.

Hairiyati et al., (2022) stated that the efforts made by school managers in this case the principal in improving teacher performance, teacher job satisfaction in schools is largely determined by the principal's managerial activities in motivating, encouraging them to be involved in all work in schools, encouraging the creation of good organizational culture behavior, building a common commitment that will further improve the performance and job satisfaction of educational personnel, both teachers and other educational personnel.

Akbar et al., (2022) stated that to achieve good learning outcomes, it is necessary to have the principal's ability to carry out academic supervision both in planning, implementing, monitoring and following up so that all activities that take place can be measured and directed in accordance with the expected goals.

The results of this study are in line with the research of Hidayah et al., (2022) stating that routine supervision activities are carried out by the principal on teachers as one of the activities that are viewed positively in improving the quality of the learning process and efforts to improve teacher teaching performance. Wiewanthi et al., (2022) stated that academic monitoring is a method of assisting teachers in improving the professionalism of the educational process. This success will increase if the principal's academic supervision skills are used not only to evaluate the teacher's performance in controlling the teaching and learning process, but also to assist the teacher in improving his performance.

D. Evaluation of Teacher Professional Competence Improvement

Supervision, IHT, and teacher delivery in various external trainings proved beneficial in enhancing teacher competence at SMAN 1 Juai and SMAN 1 Awayan, according to the study's findings, particularly in terms of evaluation results. If monitoring, IHT, and

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teacher delivery activities to various trainings are conducted consistently and become routine in schools, it will be simple to improve teacher competency. The results of this study are consistent with the findings of Mujiati et al. (2019), who found that supervision has a beneficial effect on teacher competency, as measured by the quality of teacher instruction.

A report on the results of teacher participation in training can assure an increase in instructors' comprehension, knowledge, and expertise following training. Evaluation of the improvement of teachers' professional competence is more effective when accompanied by supervision of the growth of teachers' teaching skills. The development program has a favorable effect on the professional competence of teachers if the teacher learning model improves and improves. This is consistent with the notion from Suriansyah et al., (2021) that teachers can build both formal and informal professional attitudes by participation in seminars and other scientific activities. In the meantime, the information approach can be accomplished by being a person who does not miss information, which is easily accomplished through mass media and social media. The pattern of the teacher's comprehension, internalization, and application of his professional abilities and attitudes.

The results of this study are in line with the opinion of Karwati & Priansa (2016) who stated that the principal's role as a supervisor towards the creation of teacher professionalism is to create a Conducive Institutional Climate, namely by providing opportunities and opportunities for optimizing teacher potential. In this case, the principal must involve the teacher, without discriminatory, to engage in activities that will support the teacher's professionalism. The principal provides opportunities and opportunities for teachers to create and innovate so that the teacher can actualize himself. This can create a creative culture in the school environment, which has an effect on the maturity of teachers in carrying out their duties professionally. Agustina et al., (2021) stated that the professionalism of educators is closely related to the quality of education, because the learning process as the core of education will depend on professional educators.

A supervisor must be able to optimize leadership roles that are spread within the hierarchical school organization. Leadership roles greatly effect the professional maturity of teachers, where the principal as conductor, motivator, and coordinator, needs to have a clear leadership role. The principal is in charge of leading teachers to foster harmonious cooperation between teachers so as to raise morale and work motivation (Sabri et al., 2022). The findings of this study are in line with the research of Puspitasari & Saleh, (2022) stated that the implementation of clinical supervision is one of the principal's efforts in maturing teacher professionalism, where clinical supervision aims to improve the basic abilities of teachers related to their teaching competencies. In this case, a supervisor must be an individual who knows very well the didactic aspects of methodology, which in fact is the main prerequisite of the teacher's duties.

Irawati & Saleh (2019) stated that school principals at least have a role and function as educators, managers, administrators, supervisors, leaders, innovators, motivators, figures, and mediators (EMASLIM-FM). The principal is a person who has professionals who work with a mutually agreed professional pattern to support and support successful learning. The results of this study revealed that teacher participation in training, both in-house training and external training, can improve the professional ability of teachers. This finding is in line with previous research by (Saleh et al., 2021) which stated that training is able to develop the professional abilities of teachers. The role of the principal as a supervisor is expected to improve the professionalism of teachers, which will have an effect on school performance. Thus, the principal has a strategic role in improving the professionalism of teachers.

E. Following-up in Teacher Professional Competence Improvement

Increasing the professional competence of teachers at SMAN 1 Juai does not always run smoothly due to several obstacles. The obstacle to implementing a professional competency improvement program at SMAN 1 Juai is a matter of time and network. Since the implementation of IHT, it is usually more to deliver material while the implementation time is only three days while the practice becomes very little. Thus, the solution is to condense the material and multiply the practice because the delivery of the material can be delivered while practicing. While the obstacle to implementing a professional competency improvement program at SMAN 1 Awayan is that there are teachers who are not willing to take part in the training. Then, the solution is to provide coaching and motivate the teacher to be willing to participate in the training. However, it will be in replace it with another willing teacher for very important reasons. In addition, there are also teachers who although they have participated in various development programs, but they have not experienced significant improvements which are then followed up by doing billing continuously. Besides that, I also provide the way for teachers in completing task bills for those who cannot use computer/ laptop that can be solved by handwriting. The achievement of educational goals in schools is greatly effected by the attitude of teachers in carrying out their professional duties. This reality requires teachers to have high competence and professionalism in carrying out their duties and functions because teachers are figures who become role models for students and their environment (Norbaiti et al., 2022).

Daryanto in Alimmudin et al., (2022) explained about the personal competence of a teacher. One of which is about the implementation of guidance and counseling, such as guiding students who have learning difficulties and guiding students with problems so that when viewed from personal competence, a teacher must take part in the student management process. Teachers are the type who are considered capable of improving performance, not only paying attention to the needs of self-actualization and appreciation but also increasing their awareness to do their best by paying more attention to human factors, performance, and

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organizational growth. Teachers as one of the resources in schools have an important role in improving the quality of education. The teacher is in charge of guiding and directing students' learning in order to achieve optimal results. In the world of education, teachers are the spearhead in learning. The better the teacher's performance, the better the quality of learning in the classroom. Teacher performance is the success of teachers in carrying out their teaching duties.

Teachers are the type who are considered capable of improving performance, not only paying attention to the need for self-actualization and appreciation but also cultivating awareness for them. to do our best by paying more attention to human factors, performance, and organizational growth (Alimmudin et al., 2022). The strong value of collaboration and collegiality makes every individual in this community feel comfortable not only in terms of learning from other individuals, but also sharing experiences of success and failure with colleagues. Furthermore, Lunenberg said that in schools where professional learning communities have been formed, teachers are accustomed to communicating and discussing openly various problems or difficulties teaching them to others teachers without fear, hesitation, or shame (Aslamiah et al., 2019).

Norbaiti et al., (2022) stated that the professionalism of teachers at work will determine the smooth running of tasks in schools. The professionalism of the teacher demands expertise, responsibility and loyalty in work. Teachers who have professionalism will easily adapt to advances in information technology and educational changes that occur and are able to face every challenge that exists. Teachers will also be easy and able to accept change and be able to face existing challenges with great responsibility and dedication. On the other hand, teachers who have low professionalism will find it difficult to adapt to the changes and job challenges they face.

The results of the study revealed that professional development is continuously effective in developing and improving teacher competencies. This finding is in line with the research study conducted by Suriansyah et al., (2019) that sustainable professional development (SPD) is a form of continuous learning for teachers. It is important in making desired changes in student success. In theory of SPD, it is an opportunity given to teachers, other professionals, and support personnel to gain new knowledge and attitudes which will lead to a change in behavior, thereby improving achievement.

Improving the professional competence of teachers will not go as expected if they are constrained by internal factors, namely there are still teachers who have low motivation to participate in development programs, as well as external constraints, namely network and time. If there is a teacher who is not willing to take part in the training, then what can be done is to replace him with another teacher. If the implementation time of the development program is too short, then material compaction can be carried out and increase practice.

CONCLUSIONS

In conclusion, the results of this study showed that 1) the needs analysis was carried out through analysis of school quality report card results and follow-up of the results of quality report report report analysis, 2) planning to improve teacher professional competence was carried out through supervision, IHT and sending teachers to attend external training, 3) the program implementation includes the implementation of programs and programs implemented, 4) the evaluation includes program evaluation, implementation mechanisms and effect on learning and learning outcomes students, 5) the follow-up in improving the professional competence of teachers. From the series of activities that have been carried out, it can be concluded that the heads of SMAN 1 Juai and SMAN 1 Aawayan in improving the professional competence of teachers are to use a continuous professional development model.

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