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## TEACHER PROFESSIONAL COMPETENCY DEVELOPMENT MANAGEMENT AT MAS AL-WASHLIYAH 22 MEDAN TEMBUNG

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### **ABSTRACTS**

*This research aims to analyze the management of teacher professional competency development at MAS Al-Washliyah 22 Tembung. This research is a type of qualitative research using a descriptive approach. This research was carried out through a qualitative approach using descriptive methods. Data collection using interviews, observation and documentation studies. Data sources are madrasa principals, deputy principals and teachers. Data analysis with data categorization, data interpretation. The research results concluded that first, planning for the development of teacher professional competence has not been contained in strategic plans, operational plans and activity plans, where development activities are still in the form of training and supervision activities. Second, the policy for developing teacher professional competence is also still in the information stage. The policy has not been directed towards training and supervision policies. Third, the implementation of teacher professional competency development begins in February-May in the form of supervision of teaching implementation by the head of the madrasah, while it is carried out by external madrasahs, namely in February-November of the new school year in the form of training from the Madrasah KSKK Directorate which takes part in 15 people while e- Guru.id and the Ministry of Religion have not yet had any teachers participate. Fourth, evaluation of teacher professional competency development is carried out during training only by conveying warnings about the importance of training, while evaluation during supervision is carried out through face-to-face evaluation with each teacher in the field of study and evaluation at work meetings*

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## A. INTRODUCTION

Teaching is a profession that requires special skills in educating and developing students (Kristiawan & Rahmat, 2018). On this basis, one of the competencies that every teacher must have is professional competence. As a profession, teacher professional qualifications reflect the teacher's responsibility in carrying out the noble task of educating and developing students. Thus, the main dedication of a teacher is a form of responsibility for mastering the material area of his expertise so that he can become the main facilitator for students in developing their own potential.

A teacher's professionalism is a follow-up to continuing education for students (Dudung, 2018). This is because the obstacles experienced by almost every educational institution lie not only in the infrastructure aspect, but also in the human resources (HR) in schools/madrasahs. In this context, teachers have a central role as competent human resources who are considered role models for students. All of these processes take place in learning, because learning is a bridge to achieving educational goals (Helmi, 2015).

Educators in their face-to-face and direct learning experiences are expected to be able to identify student needs which are aligned with the learning curriculum. Furthermore, it is practiced in the pedagogical aspect so as to encourage students' academic and non-academic success (Yunus, 2016). In this context, teachers are required to be able to upgrade their abilities regarding advances in science and technology (IPTEK), master scientific concepts and practices, and be willing to take part in ongoing training or workshops to improve the quality of teaching in schools/madrasahs (Bagou & Sukung, 2020).

The effectiveness of education in madrasahs is greatly influenced by the quality of teaching from educators. Because teachers are asked to improve their quality in their field of expertise. This is also in line with the academic supervision of supervisors and madrasah heads regarding teachers' professional competence. Furthermore, it needs to be understood that students will be motivated to learn and continue to develop, along with the teacher's ability to continue to develop their own potential. In this regard, teachers must increase their professionalism in teaching (Saerang, *et.al.*, 2023).

The current era increasingly demands teacher professionalism. Not only in the use of conventional learning media, teaching strategies and approaches are practiced. More than that, teachers are expected to be able to adapt to digital-based learning. The use of sophisticated digital-based technology is still seen as an obstacle for teachers who are "engrossed" in conventional learning models (Mudarris, 2022). It has been proven that the integration of digital-based systems, starting from attendance, online learning and others, has not been evenly mastered by teachers. The presence of the internet and digitalization of learning is still seen as a "burden" for most teachers. Even though the use of technology is present as something that makes the learning process easier (Lestari & Kurnia, 2023).

The position of the madrasah head as a leader is very important in increasing the professionalism of madrasah teachers, which is very important in ensuring quality education. Students at madrasahs undergo a structured learning process with measurable goals and milestones that take into account their current stage of development, future aspirations, and existing skills. The government is actively working to improve educational standards by passing laws on teachers and lecturers, as well as developing competency and teacher qualification criteria. This is an effort to increase the level of

professionalism among educators, which is widely recognized as the most important factor in ensuring high-quality educational processes and outcomes (Bahri, 2014).

Without direction from various sources, teacher competence cannot develop. Professional teachers are required by Law Number 14 of 2005 to have a Bachelor's degree or equivalent and four main competencies: pedagogical competence, professional competence, personality competence, and social competence. Given these facts, the managerial responsibility of madrasah heads is to strive to increase teacher professionalism; After all, teachers are trained educators and are an integral part of the education system that requires top priority (Novelita, *et.al.*, 2023).

Based on preliminary studies, it was found that there were several educators who were considered not yet professional. With many educators uncertified (not yet certified), there is a dearth of professional development opportunities for educators both inside and outside the classroom, and students struggle to reach their full academic and personal potential. Teachers also often fail to participate actively in scientific endeavors, particularly those related to the subjects they teach, and lack interest in increasing their knowledge and understanding beyond what is required of them. As a result, students can only benefit from the teacher's knowledge and experience when it comes to the information they receive from the teacher.

Furthermore, educators still need a variety of professional development opportunities to acquire the skills necessary to effectively utilize the many online and offline resources available to them in the modern digital era. Educators play an important role in shaping the lives of citizens. This deviates from the context of the problems mentioned previously, it is interesting for researchers to study further which is summarized in the title, "Management of Teacher Professional Competency Development at MAS Al-Washliyah 22 Tembung, Percut Sei Tuan District, Deli Serdang Regency".

### ***Education Management***

The term "management" comes from the Latin words "manus" which means "hand" and "agere" which means "to do". In contrast, "education" semantically comes from the Greek word Paedagogia, which means involvement with children. Sagala (2011) defines educational management as the application of madrasa principles to every aspect of business, from large companies to small and basic companies. Danim (2011) defines educational management as the integration of science and art in the administration of educational resources with the aim of fostering an environment that is conducive to learning and facilitating the intelligent development of students' inherent qualities, religious and spiritual fortitude, self-discipline, intelligence, personality, and virtuous skills that are very necessary for the progress of students, society, nation and state.

Educational management, in its most general definition, is a scientific discipline concerned with the effective organization of resources to achieve predetermined goals and the cultivation of a positive environment for all individuals involved in achieving mutually agreed goals (Arifin, 2017). Despite the fact that there are many general and specific definitions regarding administration and management related to education, we can conclude the following regarding the meaning of educational management: namely an effort that utilizes various resources and strives to achieve certain goals. objective. Simply put, educational management includes a series of actions consisting of the

process of supervising collective efforts among members of an educational institution with the aim of achieving predetermined educational goals. This is achieved through the utilization of available resources and the implementation of management functions. efficiently and productively (Badrudin & Ruswandi, 2010).

### ***Teacher Performance Management***

Bacal in Wibowo (2013) argues that people and employees work together in a continuous communication process known as performance management. The steps in this approach are designed to help you understand what needs to be done and set reasonable expectations for yourself. Here we have a system. So, it's not a magic solution, but rather a multi-part system that, to benefit the company, its managers, and its staff, requires every component to work together.

The above statement highlights the close relationship between the madrasa head's duty to maintain constant contact, through partnership with all his madrasa instructors, and teacher performance management. To be effective, teacher performance management must outline specific goals and objectives, as well as shared knowledge about educators' core responsibilities, such as (1) To what extent do madrasa instructors' efforts contribute to the achievement of educational goals? (2) Collaborative efforts between teachers and madrasa administrators to maintain, improve and grow the effectiveness of current teachers. (3) Methods for evaluating employee performance in their work, as well as steps that must be taken to eliminate any obstacles to improving results (Suparlan, 2008).

### ***Management of Teacher Professionalism Development***

Individual teachers, teacher organizations, and educational institutions all have a role in shaping professional development opportunities for educators. Danim (2011) argues that from an institutional perspective, the goal of teacher development is to create, maintain and improve the quality of personnel to overcome organizational problems. It was further stated that although institutionally based teacher development is very important, teacher professionalization based on individual needs is more important. Teachers are expected to continue to improve their competence because both learning materials and learning situations develop over time and space (Rismawati, *et.al.*, 2021).

The efficiency of a madrasah depends on its administration, but its teachers are also a valuable asset to the institution. Madrasah administration and teachers work together to ensure the success of the school's academic program. To achieve the educational goals that have been set, it is necessary to develop and increase teacher professionalism in order to increase student achievement (Ramadhani & Zulela, 2020). Thus, the competencies a teacher possesses that are necessary for effective teaching, in addition to academic qualifications, provide insight into the quality of that instructor. For students to succeed academically, teachers must use all their skills and operate professionally.

## B. METHOD

### *Types and Research Approaches*

The type of research that the author uses is qualitative descriptive research. According to Assingkily (2021), qualitative research is based on a scientific framework, uses human subjects as research instruments, applies inductive qualitative analysis methods, focuses on processes rather than products, selects a set of standards to document the validity of data, uses interim research designs, and qualitative research. the research subjects themselves agreed with the findings.

### *Data collection technique*

*First*, Observation. In this observation method the researcher used to obtain an overview of the condition of MAS Al Washliyah 22 Tembung. *Second*, Interview Method. The various interview methods are structured interviews, semi-structured interviews and unstructured interviews. Informants in this interview include the head of the madrasah (as manager and decision maker), teachers and staff, and students at MAS Al Washliyah 22 Tembung.

*Third*, Documentation Method. The documentation method can be interpreted as a way of collecting data obtained from existing documents or stored records, whether in the form of transcripts, books, newspapers, and so on. With this method, the focus of data collection is carried out on each document or archive of activities and reporting in MAS Al-Washliyah 22 Tembung.

## C. RESULT AND DISCUSSION

### *Professional Competency Development Plan for MAS Al-Washliyah 22 Medan Tembung*

Targeting something requires planning, namely a series of steps to achieve it. To achieve success, one must plan ahead and adhere to a set of predetermined guidelines. In order to improve the professional competence of teachers at MAS Al-Washliyah 22 Tembung, the head of the madrasah made a number of plans, including for training and supervision which were all guided by the WKM I curriculum. Based on discussions with the head of the madrasah, representatives of the WKM I and WKM curriculum, facilities and infrastructure 2, as well as the head of TU and teachers, the following plan is prepared:

To improve educators' skills, what actions will you take?

“As part of my preparation, I created maps for each educator to help them become more proficient in various forms of professional development. So that lectures continue to run well, I also want all teachers to take online professional development courses offered by related organizations, such as the Ministry of Religion. Internally, I also planned, checking with supervisors to determine whether teachers were ready to start learning. Working sessions will be held with various parties in the madrasah to further realize this plan, which aims to improve teacher performance and help their career growth as educators”.

Interview findings with madrasa leaders revealed that they initially used mapping as a planning tool. Madrasa heads use mapping data to develop training programs that complement teachers' work plans. The madrasa head not only prepares training, but

also supervises each teacher. Here, we can examine the interview findings to see how we plan to help teachers improve their professional competency:

Can you tell me your training plan?

“During the course, I aim to improve educators' skills in three key areas: content mastery, technology integration, and evaluating the effectiveness of lesson plans. Several individuals from outside the madrasah will be responsible for organizing this course. Instructor voluntary participation is essential in the planning process that I manage. I am not mandating that educators must take part. However, my intention was for the instructor to just accompany me. The madrasa development plan does not need this as an agenda”.

The conversations mentioned above lead us to believe that the purpose of training planning is to provide educators with opportunities to hone their academic and technological skills. The results of the interview with Mr. Ngadirin, S.E., WKM Curriculum I, in an effort to observe the training plan at MAS Al-Washliyah 22 Tembung, provide confidence in the statement above.

Is the plan for the number of teaching staff who will take part in the training outlined in the plan, sir?

“The reason is, madrasas only allow teachers who are truly interested in working there. Besides, we reduce it because we know it will interfere with students' learning abilities, right? Based on the results of the madrasah planning coordination meeting, each MGMP only has one teacher. If the instructor is interested in participating in the program, the total number of participants will be eighteen. Training is not required at these private madrasas because it is not mandatory. Teachers were not always motivated to attend, especially when we came home late at night. As a result, educators become tired. Curriculum Representatives rely on me to help them carry out their responsibilities effectively, therefore I make sure to participate in training to improve their performance”.

Interview findings with WKM I curriculum teachers show that career development planning has not been a priority. As a medium-term goal, planning is also still in the early stages. Planning in madrasas also goes against stated goals, as it fails to meet the needs of educators in the classroom and weakens their capacity to do their jobs well. Additional discussions with educators regarding their training participation plans help reinforce the following:

What is the schedule for sending madrasa professors each year?

“Every year, there are the same 18 teachers at Kalaw. MGMP also determines them alternately. Additionally, once the legislation is finalized, we will require that participating educators serve as mentors to other educators. But that also didn't happen. The reason is, educators have been entrusted with sufficient responsibility. There has been no improvement in the implementation of training strategies. Apart from that, I also rarely participate in training”.

Interviews with curriculum representatives revealed that all training participants organized by madrasa heads strictly adhered to the MGMP. In the planning it was also determined that instructors were not required to take part in training, but it was hoped that there would be 18 instructors. Teachers do not need an assignment letter to take part in the training because they are involved in planning and receiving it online. The WA group will be notified if there is a teacher training plan. As an annual agenda, this

training plan serves as a reminder for teachers to prepare themselves for the learning process and is also presented at special supervision work meetings. The first few weeks of the school year are reserved for planning oversight.

Based on this, it can be said that madrasas are still in the planning stage in providing training and supervising their students. Because planning has not yet become the main goal in improving the professional competence of instructors in the classroom, it is still in the stage of following up on other matters.

### ***Policy for Professional Competency Development of Teachers at MAS Al-Washliyah 22 Medan Tembung***

There must be a good justification for not implementing the regulations in question, therefore the leadership makes provisions that are different from the regulations and imposes them on someone (Idris, 2020). According to Riyadin (2016), policies cover all organizational instructions because they are a set of goals, principles and regulations that govern business. The previous analysis leads us to the conclusion that leadership makes decisions regarding policies to achieve predetermined goals.

Based on our knowledge so far, the policy implemented by the Head of Madrasah MAS Al-Washliyah 22 Tembung is still in the initial stage, namely informing students and highlighting the importance of training in order to make PPG a success. Meanwhile, the head of the madrasah establishes a supervision policy by carrying out direct supervision at the beginning of each semester, both even and odd semesters. The following are the results of an interview with the marshah chairman which confirms this.

In terms of teacher training and supervision, what procedures do you implement to help them become more competent professionals?

“Currently, my approach to training is to disseminate details of training programs offered by the Ministry of Religion or the center to groups of madrasa heads, as well as information gathered from the internet. There are many programs out there that teachers may not be aware of. I hope teachers will quickly understand their shortcomings in terms of content explanation and class accuracy by going directly into the classroom to observe them teaching after conducting policy supervision. Additionally, I supervise students twice a year, at the beginning of the second and third semesters respectively”.

Based on the results of the interview, madrasa heads are still in the process of receiving information from the Ministry of Religion and other organizations in an effort to improve the professional competence of teachers through training. At the same time, the madrasa head will often visit the classroom to observe the teacher's actions. There are a number of decisions yet to be taken by madrasa heads that could help teachers become more capable learners. Based on the results of the interview, it appears that the head of the madrasah has not yet established a policy regarding training and supervision:

I was wondering if you offer funding for training programs?

“I'm sorry, but I don't have the money to provide a participating teacher. I have not distributed funds for these training activities because all BOS funds have been allocated to madrasas. In order not to spend money on training, I had to coordinate all my plans with the foundation, because I was also the head of a new madrasa. So,

when there is training, I only tell teachers who are willing. although not available to all educators outside MGMP”.

Interviews with fiqh subject teachers, such as Mrs. Dra. Siti Fatimah, confirmed the interview findings above. Do madrasas offer financial support for Buk teacher training? “Because teacher preparation is not required by law, no funding is available. As a civil service educator, I am exempt from training requirements; Therefore, we simply purchase the documents needed for salary distribution in advance so as not to cause problems later. Neither training for private teachers nor home visits to children are supported financially. Participation in training is encouraged, but only for individuals who express interest. Since I'm also a teacher, I'm too busy to keep up”.

The policies implemented by the madrasa head have nothing to do with training activities, based on discussions with teachers and madrasa heads. The madrasah principal's policy is not to encourage or facilitate any supervision or training. Based on this information, it is clear that the policy is still in the madrasa information and development stage, because the madrasa head has not yet determined the training planning strategy. Teachers should be able to take part in a variety of training and supervision opportunities thanks to established policies. Apart from that, the domain discussed is still related to duties because it is related to teacher performance, and there is no policy regarding promotion and advancement.

### ***MAS Al-Washliyah 22 Medang Tembung Teacher Professional Competency Development Program***

The program implemented at MAS Al-Washliyah 22 Tembung to develop teachers' professional competence includes educational supervision with class visits, training that includes teachers according to the MGMP, and interviews with the Madrasah Principal, WKM I curriculum, WKM 2 facilities and infrastructure, TU Chair, and representatives Teacher. The training curriculum shows that implementation is below standard. The lack of teacher enthusiasm for training is because the madrasah has not yet established a number of norms that can encourage them to do this.

Training sessions are held by internal and external madrasas from February to November. In the odd semester, teachers at MAS Al-Washliyah 22 Tembung receive professional competency development from February to May with the guidance of the madrasa head. In contrast, external madrasas hold training sessions from February to November of each new academic year. On the other hand, due to limited funds available, planned training is rarely implemented. Because these programs are still in the development stage, the Head of MAS Al-Washliyah 22 Tembung was given the task of implementing them. The results of the interview show that they have not been implemented optimally. According to Hermawan, *et.al.* (2020), schools also conduct training, supervise teachers, ask them to write scientific articles, and take part in Subject Teacher Conferences (MGMP).

The School Work Plan and Budget (RKAS) and Strategic Plan (Renstra) are the blueprint for these activities which are carried out in stages and periodically. This is in line with the opinion of Mulyawan (2012), that actuating is an effort to influence group members in the way they want and try to achieve group goals and individual goals in a way based on the fact that these goals are also desired by group members.



In contrast to what Siswanto (2018) found, the development of professional competency of teaching staff was carried out independently and according to departmental programs. Workshops, IHT, seminars, MGMP, and outbound activities related to skills are part of the program that takes place both inside and outside the classroom. Workshops and other programmed events are usually held once every six months, with the possibility of holding more frequent events with the help of invited resource persons (e.g. RPP workshops).

#### **D. CONCLUSION**

Based on the results of the analysis, it can be concluded that first, planning for teacher professional competency development has not been contained in strategic plans, operational plans and activity plans, where development activities are still in the form of training and supervision activities. Second, the policy for developing teacher professional competence is also still in the information stage. The policy has not been directed towards training and supervision policies. Third, the implementation of teacher professional competency development begins in February-May in the form of supervision of teaching implementation by the head of the madrasah, while it is carried out by external madrasahs, namely in February-November of the new school year in the form of training from the Madrasah KSKK Directorate which takes part in 15 people while e- Guru.id and the Ministry of Religion have not yet had any teachers participate. Fourth, evaluation of teacher professional competency development is carried out during training only by conveying warnings about the importance of training, while evaluation during supervision is carried out through face-to-face evaluation with each teacher in the field of study and evaluation at work meetings.

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