**Implementation of the Implementation of the Teacher Professional Education Program (PPG) for Elementary School Teacher Education at LPTK University of Kuningan**

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**Abstract:** This study evaluates the implementation of the Teacher Professional Education Program (PPG) at Kuningan University with a focus on its role in improving the quality of PGSD teachers. Using qualitative methods, data were collected through literature reviews, questionnaires, and interviews with relevant stakeholders. The results of the study show that PPG succeeds with a high graduation rate; Of the 150 participants, 147 passed the Knowledge Test (UP), 149 passed the Achievement Test (Ukin), and 147 passed the PPG Student Competency Test (UKMPPG). Success factors include effective communication, adequate resources, positive disposition, and smooth bureaucracy. However, this study has limitations, including a limited sample at the University of Kuningan. The conclusion shows that PPG improves the competence of PGSD teachers and recommends a follow-up study to compare the implementation of PPG in various universities. This research contributes to the understanding and management of educational programs in LPTK.

***Keywords****: Teacher Professional Education Program (PPG, Teacher Quality, Qualitative Method, Evaluation, Teacher Competency*

**INTRODUCTION**

Education is the main foundation in the development of the quality of human resources in Indonesia. In achieving this goal, the role of professional teachers is crucial. Law Number 20 of 2003 Article 39 emphasizes that teachers are professionals who are responsible for planning learning, carrying out the teaching and learning process, and evaluating learning outcomes. This shows that teachers' competencies are not only measured based on academic knowledge, but also by their ability to apply that knowledge effectively in the context of education. It is hoped that professional and competent teachers can meet the ever-changing educational needs in society.

Improving the quality of education is one of the main agendas of the Indonesian government to face the challenges of globalization. With trained and professional teachers, it is hoped that the quality of education in Indonesia can improve, so as to produce graduates who are ready to compete at the national and international levels. In this case, the Teacher Professional Education Program (PPG) is one of the strategic steps that is expected to be able to answer these challenges. Therefore, an in-depth understanding of the implementation of PPG is essential for improving the quality of education.

In recent years, there has been a trend of increasing the implementation of PPG in various Education Personnel Education Institutions (LPTK). However, many institutions experience various obstacles in the implementation of this program, such as a curriculum that is not fully in accordance with practical needs in the field. Research by Rafidah and Kailani (2020) shows that despite progress, obstacles related to collaboration between LPTK and partner schools and the lack of supporting facilities are still a problem. This shows that although PPG is a positive step, its implementation still needs further evaluation and improvement.

Several relevant studies show that the development of teacher competence through professional education has a positive impact on the quality of education. Widya (2024) noted that professional teachers must have good academic mastery and pedagogical skills. Meanwhile, Rambitan and Hardoko (2016) emphasized the importance of management support in the implementation of PPG to achieve optimal results. Therefore, this research is based on concepts that support the improvement of teachers' professionalism through appropriate training. Training and upskilling must be continuous and integrated in learning practices. This is in line with the need to create teachers who are not only academically competent, but also able to apply those skills in real-world contexts in the classroom.

Although there has been a lot of research on PPG, there is still a gap in the in-depth understanding of specific implementation in LPTK, especially in the context of cooperation between LPTK and partner schools. This study offers a contribution to provide a specific analysis of PPG at Kuningan University, which has not been widely researched before. This research also focuses on the study of Law Number 20 of 2003 as the legal basis of the education system in Indonesia, as well as Law Number 14 of 2005 concerning Teachers and Lecturers, which regulates teacher professionalism. The study involves a literature analysis through a literature review of reputable scientific articles in the last five years, which provides a deeper understanding of the latest developments in teacher professional education. In addition, this study examines Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teacher Certification, which emphasizes the importance of educator certification as a condition to improve the quality of teachers. This certification is obtained through professional education programs organized by accredited universities, both organized by the government and the community.

This study differs from previous studies in that it highlights the linkages between legal policy and educational practice, and integrates a variety of relevant and current literature sources. This novelty lies in a comprehensive approach that combines legal studies with the latest literature analysis, so that it can provide a clearer picture of the regulations and practices of teacher professional education in Indonesia. This study also examines the role and challenges in the implementation of teacher certification, so that it can provide relevant recommendations for the improvement of the education system. Thus, this research not only contributes to the development of theories regarding teacher professionalism, but also provides practical insights that can be applied in education policy in Indonesia.

This research will examine the implementation of the Teacher Professional Education Program (PPG) for Elementary School Teacher Education Teachers (PGSD) at LPTK Kuningan University. The main purpose of this study is to describe the implementation of PPG PGSD, examine its role in improving the quality of teachers, analyze input components that include participant readiness, lecturer quality, and infrastructure, and evaluate the learning process through an online learning system in developing participant competencies. The research questions that will be answered are: (1) What is the role of the Teacher Professional Education Program (PPG) in improving the quality of Elementary School Teacher Education (PGSD) teachers? (2) How do input components, such as participant readiness, lecturer quality, and infrastructure, affect the implementation of the Teacher Professional Education Program (PPG) at LPTK Universitas Kuningan? and (3) How does the learning process through the online learning system in the Teacher Professional Education Program (PPG) contribute to the development of participants' competencies?

Through a thorough analysis, this study provides a clear picture of the condition of PPG implementation at Kuningan University and produces recommendations that can support the development of future programs. It is hoped that the results of this research will make a significant contribution to improving the quality of teacher education and professionalism in the LPTK environment. This research not only contributes to the academic understanding of teacher professionalism development in Indonesia, but also provides guidance for LPTK managers and related parties in formulating policies and strategies to improve the quality of PPG. The theoretical implications of this study are expected to enrich the literature on the development of teacher professionalism, while the practical implications provide direct benefits for educational institutions in designing more effective and relevant training programs.

**METHOD**

This research adopts a qualitative method and is carried out at the Institute of Education Personnel Education (LPTK) of the University of Kuningan, located in West Java. The selection of this location is based on the fact that Kuningan University has just been given the trust to organize the Teacher Professional Education Program (PPG) in 2023, making it a relevant object for this research. The data collection process is carried out in several ways, including literature review, which is related to the management of PPG at LPTK Kuningan University. In addition, this study also involves filling out questionnaires and using interview guidelines aimed at PPG operators. This step aims to obtain deeper information about the implementation of PPG activities. The sources of data for this study are 1) Policy makers, who have influence in decision-making related to education, 2) PPG managers in LPTK and PPG lecturers, 3) Partner school principals, who collaborate with educational institutions in this program, 4) PGSD teachers, who are involved in the education process, and 5) Pamong teachers, who have an important role in guiding PPG participants. The data analysis of this study includes data reduction, which is the process of summarizing, sorting, and categorizing information obtained from informants. The results of this analysis are then formulated into an article, which is expected to contribute to the understanding of the implementation of PPG at LPTK Universitas Kuningan.

**DISCUSSION**

1. Implementation of the PPG Program for PGSD Teachers, Kuningan University

The Curriculum Structure of the In-Service PPG Program at Kuningan University can be linked to the results of research related to the implementation of the program, especially in terms of improving the competence of Elementary School Teacher Education (PGSD) teachers. Based on curriculum information that includes three main courses (Material Deepening, Learning Tool Development, and Field Experience Practice) with a total of 36 credits, this program has a comprehensive approach in developing participants' skills.

The implementation of this program, which is carried out synchronously and asynchronously through the Zoom platform and LMS, plays an important role in ensuring the flexibility and affordability of learning. The PPG program at Kuningan University is implemented systematically, with each group divided into small groups guided by supporting lecturers and pamong teachers, reflecting the focus on personalized support in learning.

The results of the study show that the PPG program at Kuningan University is a good success, indicated by the high graduation rate of participants. Of the 150 participants, 147 passed the Knowledge Exam (UP), 149 passed the Performance Test (Ukin), and 147 passed the PPG Student Competency Test (UKMPPG). Only 3 participants did not pass UP and 1 participant did not pass Ukin. These findings show that the majority of participants are able to meet the competency criteria set by the program and support the effectiveness of the curriculum structure.

The implementation of this program uses synchronous and asynchronous methods through the Zoom and LMS platforms, which provides flexibility and affordability in the learning process. The division of study groups (rombel) into small groups guided by supporting lecturers and teachers shows that there is attention to personalization of learning, which ultimately strengthens the support provided to participants.

The factors that cause the success of the Teacher Professional Education Program (PPG) at the University of Kuningan are very diverse and interrelated. First, effective communication between organizers and participants plays an important role, as the presence of good interaction allows for constructive feedback that can improve and adjust the learning process. Second, the existence of adequate resources, such as complete facilities and high-quality teaching staff, greatly supports the learning process, creating an environment conducive to the development of participants' competencies. In addition, the positive disposition of participants and program managers, characterized by high attitudes and commitments, also contributes significantly to the success of the program, because strong motivation encourages the achievement of educational goals. Finally, smooth bureaucracy and efficient administrative processes remove barriers to learning and evaluation, so participants can focus on learning and improve their competencies without interruption. With these four factors, the PPG program at Kuningan University can run successfully and achieve its goals

This success is also in line with the theory presented by previous researchers such as Hanun Farida (2021), which emphasizes the importance of careful program planning and implementation. Rismasari (2021) added that other factors such as effective communication between the organizer and participants, adequate facilities, and positive dispositions from the participants also supported positive results. This is in accordance with the elements in the PPG Daljab curriculum structure which emphasizes the importance of support from lecturers and adequate learning facilities. In addition, these results support the view of Muhajir (2024) who emphasizes the importance of clear policies in the implementation of education programs. This comparison shows consistency in the literature stating that elements such as good management and a supportive academic environment contribute to the success of the program.

The findings of this study add to the empirical evidence regarding the theory of implementation of educational programs, by emphasizing the importance of elements such as planning, communication, and resource support. These results can be used as a reference for further research on the factors that affect the success of educational programs, as well as to develop more effective implementation models. The practical implications of this study show that the Curriculum Structure of the In-Service PPG Program at the University of Kuningan can be related to the results of research related to the implementation of this program, especially in improving the competence of Elementary School Teacher Education (PGSD) teachers. The curriculum, which includes three main courses, namely Material Deepening, Learning Tool Development, and Field Experience Practice, with a total of 36 credits, offers a comprehensive approach in developing participants' skills.

Although the study succeeded in revealing many positive findings, some limitations remain, such as a sample that only included the University of Kuningan and a lack of qualitative data to delve into the participants' experiences. Therefore, further research with qualitative approaches, such as in-depth interviews and case studies, is recommended to gain a deeper understanding of the participants' experiences and the long-term impact of PPG programs.

In addition, the PPG Program at Kuningan University can be a model that can be adapted by other educational institutions. It is recommended that there be a continuous evaluation of the implementation of the program, and add qualitative methods to further explore the experience of participants. These findings also support the idea that effective implementation of PPG relies heavily on good communication, resource support, and motivation from all parties involved.

In conclusion, the Teacher Professional Education Program (PPG) at Kuningan University has succeeded in improving the competence of PGSD teachers, which is shown by a very high graduation rate. For further research, it is recommended to use a longitudinal approach to observe the long-term impact of the program on the quality of teaching in schools. In addition, the use of qualitative methods is expected to provide a deeper understanding of the participants' experiences, which may not be revealed from quantitative data alone. Comparative studies between PPG programs at other universities are also important to identify best practices that can be adapted to improve the quality of teacher education in Indonesia as a whole.

2. The role of the PPG Program in improving the quality of PGSD teachers

This study shows that the implementation of the Teacher Professional Education Program (PPG) at Kuningan University has a high graduation rate, namely 147 out of 150 participants who passed the Knowledge Exam (UP), 149 participants who passed the Performance Test (Ukin), and 147 participants who passed the PPG Student Competency Test (UKMPPG). These findings show that the program significantly improves the competencies and skills of the participants, emphasizing the importance of structured and systematic program implementation.

The results of this study are in line with the opinion of Ma'rifah (2024) who states that a well-designed and systematic program will produce positive outputs. Also, in accordance with Tintingon (2023) which states that implementation that follows the decided policies will facilitate the achievement of goals. Sulaiman H (2021)) also explained that the implementation of the PPG In-service teachers program is greatly influenced by several factors such as the academic environment, administrative support, and communication play an important role in the success of education. These findings provide theoretical implications that the PPG program at the University of Kuningan has successfully applied these principles, resulting in a high graduation rate. So it can be concluded that good program implementation can improve the quality of education.

Practically, the results of this study show the importance of careful planning and management of educational programs. Universitas Kuningan can use these results to improve the PPG program and maintain elements that have been successful, such as strengthening communication and developing quality teaching resources. This will ensure that the program remains relevant and effective in improving the quality of PGSD teachers in the future.

The limitations of this study include a limited focus on the University of Kuningan only, so the results may not be generalized to other institutions. In addition, the study did not explore external factors that might affect the success of the program, such as support from the government or broader education policy.

Overall, the PPG Program at Kuningan University shows a significant contribution in improving the quality of PGSD teachers with a high graduation rate. The recommendation for further research is to conduct a broader study that includes multiple educational institutions to compare the effectiveness of PPG programs in different contexts. Additionally, research can further explore the influence of external factors and how they can contribute to the success of educational programs.

3. The influence of input components on the PPG Program at Kuningan University

The results of the study show that the success of the implementation of the Teacher Professional Education Program (PPG) at the University of Kuningan is influenced by three main input components: infrastructure, participant readiness, and lecturer quality. The majority of participants showed high graduation results at each evaluation stage, namely 147 out of 150 participants passed the Knowledge Test, 149 passed the Performance Test, and 147 passed the PPG Student Competency Test (UKMPPG). These findings show that the PPG program is successful in creating competent PGSD teachers.

These findings are in line with the literature that states that adequate input components play an important role in the success of educational programs. According to Fitriani et al. (2024), adequate physical and technological facilities are the main requirements for learning effectiveness. This is also in line with the opinion of Lathif (2023) who emphasizes the importance of participant readiness in achieving educational goals. The quality of lecturers, as expressed by Kasim (2011), has also proven to be a key factor in improving the competence of participants. The success mechanism of this program is influenced by the synergy between the three input components, including:

a.Infrastructure

Adequate facilities and infrastructure are the foundation that supports the implementation of the PPG Program at the University of Kuningan. According to Rismawati et al. (2022), the availability of sufficient resources, both in the form of physical and technological facilities, greatly affects the smooth and effective implementation of the program. At Kuningan University, the availability of classrooms equipped with modern learning technology such as projectors, internet access, and digital learning resources provides great benefits for participants. This facility allows the learning process to run effectively and supports participants in preparing themselves for each stage of the necessary evaluation. In addition, adequate laboratories also provide opportunities for participants to gain practical experience that is relevant to their duties as prospective teachers.

Tekage M (2017) explained that the use of technology in the learning process also accelerates access to information and teaching materials, making it easier for participants to understand the material being taught. The support of this facility has proven crucial in helping participants achieve optimal results in the PPG program, where the majority of participants successfully passed the Knowledge Exam (UP), Performance Test (Ukin), and PPG Student Competency Test (UKMPPG).

b. Participant Readiness

The readiness of participants is also one of the main factors that determine the success of the PPG Program at Kuningan University. As explained by Haryani (2024), the selection of the right target beneficiaries is the key to successful program implementation. In the context of PPG, Lestari (2020) explained that the readiness of participants was assessed from various aspects, such as educational background, previous teaching experience, and motivation to participate in the program.

From the results of the study, it can be seen that the majority of participants who take part in the program have good readiness. This is shown by the high graduation rate of participants at each stage of evaluation. A total of 147 out of 150 participants successfully passed the Knowledge Test, 149 participants passed the Performance Test, and 147 participants passed the PPG Student Competency Test. This indicates that the participants have prepared themselves mentally, intellectually, and emotionally well to improve their competence as Elementary School Teacher Education (PGSD) teachers.

Participants who are ready are not only able to participate in learning effectively, but are also more responsive to guidance from lecturers and instructors. High motivation to improve oneself and improve competence as a professional teacher plays an important role in achieving satisfactory results in the PPG program.

c. Lecturer Quality

The quality of lecturers is one of the most decisive input components in improving the competence of PPG participants. According to Anggraeni (2022), a well-designed program requires the support of competent and experienced teaching staff. In the PPG Program at Kuningan University, the involvement of lecturers who are experts in the field of basic education and have extensive experience in educating prospective teachers is a key factor in the success of the program.

Competent lecturers are able to deliver material effectively, combining theory with practical applications that are relevant to the world of work of teachers. They also act as mentors who guide participants in understanding their roles and responsibilities as educators. In addition, these lecturers not only provide knowledge, but also inspire and motivate participants to continue to develop as professionals.

The teaching provided by high-quality lecturers allows participants to gain an in-depth understanding of the material being studied, as well as practical skills that can be applied in their work. With the right guidance, participants not only learn academically, but also acquire the pedagogic skills necessary to become effective teachers in the classroom.

Adequate infrastructure provides physical and technological support for an effective learning process. Good participant readiness includes a high educational and motivated background, which allows them to adapt to the program. The high quality of lecturers supports effective teaching and provides motivation and guidance to participants. Positive interaction between participants and lecturers, as well as support from existing facilities, creates a conducive learning environment.

The findings of this study contribute to the understanding of the competency-based education model, especially in the context of teacher education. This study strengthens the theory that quality input components will have a direct effect on educational output. It also provides empirical evidence of the importance of good education management, in accordance with the theory of the education system which focuses on the integration between inputs, processes, and outputs.

From a practical point of view, the results of this study can be used as a guide for other educational institutions in designing and implementing teacher education programs. Improving facilities, technological support, selecting the right participants, and developing the quality of lecturers are steps that need to be considered. In addition, recommendations for program organizers are to improve communication between lecturers and participants and provide ongoing training for lecturers.

The limitations of this study include a limited sample size, which is only 150 participants, so the results cannot be generalized to the entire teacher population in Indonesia. In addition, this study focuses more on the quantitative aspect, so it does not delve deeper into qualitative factors that may affect the results. The study also did not consider external factors, such as support from parents or the community environment, that could affect participants' readiness.

In conclusion, the PPG Program at Kuningan University shows that infrastructure, participant readiness, and the quality of lecturers have a significant influence on the success of the program. The recommendation for further research is to conduct a longitudinal study that explores the long-term impact of PPG programs on teacher performance in the field. In addition, the study can also expand the variables studied, including the influence of external factors and the socioeconomic conditions of participants, as well as enlarge the sample to produce more representative findings.

4. The contribution of the online learning system in the PPG Program to participants

This study shows that the online learning system has a significant contribution to the success of the participants of the Teacher Professional Education Program (PPG) at the University of Kuningan. Of the 150 participants, most of them successfully passed the evaluation carried out, with a high pass rate at each stage (Knowledge Test, Performance Test, and PPG Student Competency Test). The main contributions of online learning systems can be seen in terms of accessibility and flexibility, interaction and collaboration, technological skills development, and evaluation and feedback mechanisms.

The results of this study are in line with the findings of Wahyuni (2024) which emphasizes the importance of flexibility in online learning. Wahyuni stated that this flexibility encourages participants to be more active in the learning process. In addition, positive interaction between participants and teachers in online learning is also evidenced by Mutiaramses (2021), which shows that interaction can increase participant engagement and learning outcomes. The development of technological skills is also supported by Bagou (2020), who mentioned that ICT mastery by educators can improve the quality of learning.

Some of the factors that cause the success of the online learning system contribution include:

1. Learning Accessibility and Flexibility

The online learning system provides wider and flexible access for participants to follow the learning process. With an online learning platform, participants can access subject matter anytime and anywhere. This is especially beneficial for those who have other commitments, such as work or family responsibilities. According to Mappangara (2023), the flexibility offered by online learning allows participants to manage their study time according to their personal needs.

In the context of PPG, this accessibility also encourages participants to actively seek additional information and deepen their understanding of teaching materials. For example, participants can use digital learning resources available online, such as video tutorials, discussion forums, and scientific articles, which improve their understanding of the concepts being taught.

1. Interaction and Collaboration

The online learning system also provides an opportunity to improve interaction between participants and teachers. By using various communication tools, such as discussion forums, video conferences, and chats, participants can interact directly with their lecturers and peers. This supports collaboration in learning, where participants can exchange ideas, experiences, and learning resources.

The results showed that the majority of participants felt the positive impact of this interaction. They feel more involved in the learning process, which increases their motivation and understanding of the material. According to Al Hakim (2021), good interaction in online learning can increase participants' sense of belonging and involvement in the program, which has an impact on their learning outcomes.

1. Technology Skills Development

With the implementation of the online learning system, PPG participants also have the opportunity to develop technological skills needed in the modern world of education. In the learning process, participants are trained to use various tools and applications that support teaching, such as learning platforms, presentation tools, and collaborative applications.

This ability is very relevant to the needs of teachers in today's digital era, where the use of technology in learning is very important. Participants who are skilled in the use of information and communication technology (ICT) will be better prepared to implement innovative and effective learning methods in the classroom. Research by Budiana (2015) states that ICT mastery by educators can improve the overall quality of learning.

d. Evaluation and Feedback

The online learning system also provides a faster and more effective evaluation mechanism. Participants can take the competency test online, which allows them to find out their learning progress more quickly. Feedback from lecturers can also be provided directly through the online platform, helping participants understand their weaknesses and strengths in learning.

This contributes to the improvement of participants' performance at each stage of evaluation, which is evidenced by the high graduation rate in the PPG Program. A total of 147 out of 150 participants passed the Knowledge Test (UP), 149 passed the Performance Test (Ukin), and 147 passed the PPG Student Competency Test (UKMPPG). Constructive feedback also provides encouragement for participants to continue to strive for self-improvement.

These findings reinforce the theory of learning that emphasizes the importance of accessibility and interaction in improving learning effectiveness. By showing that online learning systems can improve participants' learning outcomes, this study provides empirical support for technology-based learning approaches in higher education, especially in the context of teacher training.

Practically, the results of this study show that educational institutions must integrate online learning systems in teacher training programs to increase learning effectiveness. The application of technology in teaching and the provision of online learning resources must be optimized to support better learning. Training for teachers also needs to be carried out to maximize the use of technology in learning.

The limitations of this study include several aspects that need to be considered. First, the limitation of the sample is an important factor, because this study only involved participants from the University of Kuningan, so the results may not be generalized to other institutions or different educational contexts. This limits the ability to draw broader conclusions about the effectiveness of programs in various educational settings. Second, the limitations of the methodology are also a concern, where this research focuses more on quantitative methods. This method may not fully capture the subjective experience of participants regarding the online learning system. More in-depth qualitative research, such as interviews or case studies, can provide additional insights into participants' perceptions and experiences, which is invaluable for a more comprehensive understanding of the impact of such learning systems.

The conclusion of the results of this study shows that the online learning system contributes significantly to the success of the participants of the Teacher Professional Education Program (PPG) at Kuningan University. The increased accessibility offered by online learning allows participants to learn anytime and anywhere, while better interaction between participants and teachers supports higher collaboration and engagement. In addition, the development of technological skills acquired by participants is very relevant to the needs of the modern world of education, and effective evaluation helps participants understand their strengths and weaknesses in the learning process. Therefore, for further research, it is recommended that a longitudinal study be conducted to see the long-term impact of the online learning system on the quality of the teachers produced. The research should also apply qualitative methods to explore participants' experiences more deeply related to online learning, as well as compile a comparison between online and face-to-face learning systems to understand the differences in effectiveness in the context of teacher education.

**CONCLUSION**

This study shows that the implementation of the Teacher Professional Education Program (PPG) at the University of Kuningan is successful with a high graduation rate of participants; Of the 150 participants, 147 passed the Knowledge Test (UP), 149 passed the Performance Test (Ukin), and 147 passed the PPG Student Competency Test (UKMPPG). These findings are in line with the literature that emphasizes the importance of careful program planning and implementation. The success factors of the program include effective communication, adequate resources, positive disposition, and smooth bureaucracy. These findings add empirical evidence to the theory of implementation of educational programs and provide practical guidance for PPG organizers to improve the quality of the program. However, this study has limitations, such as a limited sample at the University of Kuningan and the dominance of quantitative data. The conclusion shows that PPG has succeeded in improving the competence of PGSD teachers, with recommendations for further research to conduct longitudinal studies, use qualitative methods, and compare PPG programs in various universities to find best practices in implementation.

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