

Strategies for Increasing Teacher Competence and the Quality of Islamic Education Learning at State Middle School 8 Medan

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Abstract

School principals have difficulties and face many challenges to improve teacher performance in the learning process of Islamic Religious Education. This study aims to determine the strategies for increasing teacher pedagogical competence and strategies to improve the learning quality of students at State Middle School 8 Medan. The study uses a qualitative approach. Data collection techniques are interviews, observation, and document reviews. It is found that, school principal's strategies in improving the learning process and quality of education are: (1) improve teacher expertise in carrying out the learning process (2). optimize the use of learning media in the learning process and the quality of education (3). supervise the overcoming problems related to professionalism by teachers in carrying out assignments (4). collaborate with stakeholders and the community, and (5). implement strict discipline for all components of the school. School principals also face challenges and obstacles arise when PAI teachers are not creative in carrying out the learning process to improve the quality of education with religious programs. Therefore, students' performance is not consistent in religious learning. Moreover, student diversities also add in to the challenges in the development of learning aspects. Parents' awareness is also important in assisting the learning process of students. With the strategies and cooperation of parents, teacher competence could be improved and hence, the quality of Islamic Education learning.

Keywords: Teacher Competence, Learning Quality,

1. Introduction

Teachers are vital for students learning. Teachers have tasks that are directly related to students to support their learning in the increasingly challenging world. In response to increasingly complex society and rapidly changing technology-based economy, the learning objective remains: to develop individuals and educate them to higher standard. Abdullah., (2020;71). Therefore, teachers must be updated and competence in many areas related to the teaching and learning process. For example, teachers' ability to control the learning class is very important. Teaching is not just about conveying subject matter but is a purposeful and complex work. Teachers play an important role in preparing a generation of people who can live and play an active role in society. Teachers, to be able to carry out the tasks effectively according to the area of expertise, must acquire an adequate level of expertise.

In addition, basic skills are an absolute requirement so that teachers can implement various strategies in teaching and learning process. Nuryanti, Sri., (2020). Teacher skills will affect the learning process implemented. Teachers' basic teaching skills are important to attracts students to actively participate in the teaching and learning process. But if teachers have not mastered the skills, students may have bad/negative perception about teachers which can cause them to deviate from the teaching and learning process.

The teacher competence as educators to carry out their duties and responsibilities professionally is vital and becomes an issue if it is not fulfilled. Rusman., (2017). states that the teacher's position and competence in teaching and learning activities include the duties and responsibilities of the teacher as a teacher, a leader, and as a substitute for parents. The duties and roles of the teacher as a competent educator are very complex, not limited to the educational interactions taking place in the classroom which is commonly called the teaching and learning process, but beyond that. Teachers also serve as motivators, facilitators, mediators, administrators, and others according to their competence.

2. Research methods

This field research employs a qualitative approach. In qualitative research, the data collected is not in numbers, but in the form of words or pictures (reference). Creswell, John., (2016;89). The data come from interviews, field notes, photographs, personal documents, and others. Qualitative research is used to reveal descriptive data from information about what they do and what they experience towards the focus of the research. Therefore this study uses a descriptive approach.

2.1. Data collection technique

To obtain data, Mukhid, Abd., (2021). researchers used several techniques listed as follows:

- a. Interviews are conversations with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked questions and the interviewee (interviewee) who gave answers to the questions.
- b. Observation is systematically observing and recording the symptoms or phenomena being investigated. Observations and recordings made on objects where events occur or take place so that observations are with the object being investigated are called direct observation. While indirect observation is an observation made not at the time of the event to be investigated.
- c. The study of documentation through written heritage, such as archives and including books on opinions, theories, propositions or laws, and others related to research problems is called documentary techniques or documentary studies. In qualitative research, this technique is the main data collection tool because the proof of the hypothesis is proposed logically and rationally through opinions, theories, or accepted laws that either support or help the hypothesis.

3. Results and Discussion

3.1. School Description

The vision of State Middle School 8 Medan is to create high-achieving students who are independent based on faith and piety and as a high-quality and superior educational institution so that they can produce quality human beings from a scientific point of view. Buan, Y. A. L., (2020). The mission of State Middle School 8 Medan is as follows:

- a. Carry out learning and guidance effectively, so that each student can develop optimally according to their potential.
- b. Conditioning a healthy, clean, and Islamic school environment.
- c. Fostering public awareness to improve the quality of education.
- d. Encourage and help students to recognize their potential so they can develop optimally.
- e. Implement participatory management by involving all school members and interest groups related to the school.

3.2. Strategy for Increasing the Competence of Islamic Religious Education Teachers at State Middle School 8 Medan

The results of interviews with PAI teachers, that: The principal has motivated us by agreeing to all the programs that we have, one of these programs is the Hajj rituals program which is an active learning strategy, namely the demonstration method owned by religious education teachers Islam to increase the learning of Islamic religious education for students so that students can understand and understand how to perform Hajj. Anwari, Mohamad., (2020). Effective leadership requires totality with a creative approach to work, independence, clear goals, originality, flexibility, and broad interests. In the future, education requires the principle of creativity. Creative leaders are leaders who are passionate, enthusiastic, steady, flexible, and efficient. Creative leaders can serve others, dare to uphold the truth, dare to try something new, take initiative, and make it happen.

Increasing the professionalism of Islamic religious education teachers through seminars, workshops, upgrading courses, Learning Subject Teacher Consultations, and English and computer training. As the results of interviews with PAI teachers, namely: Rukajat, Ajat., (2018). The implementation of increasing teacher professionalism at Medan 8 Middle School has increased from year to year. This increase was indicated by the results of its implementation, namely that Islamic religious education teachers were able to provide good educational services to students and improve the performance of their teachers in improving the material and learning methodology.

The effectiveness of the principal of State Middle School 8 Medan in implementing this strategy is that teachers can apply the ten basic competencies needed in carrying out teaching assignments, namely mastering teaching materials, being able to manage learning resources, managing classes, using media, mastering educational foundations, managing teaching and learning interactions, assessing achievement student learning for the sake of teaching, understanding the principles and applying research results for teaching purposes. Pamungkas, Joko., et al., (2016). Thus, the principal's activity encourages Islamic religious education teachers to attend seminars and training with the aim that Islamic religious education teachers are always aware of the latest developments and improve their professionalism.

3.3. Strategy for Increasing the Pedagogic Competence of Islamic Religious Education Teachers at State Middle School 8 Medan

This has been implemented by the school principal as evidence of an increase contained in one of the missions of State Middle School 8 Medan, namely to develop an experience of Islamic teachings that shape a person with good morals. In addition, the results of the researchers' observations found that the exemplary principal of the school was seen in the form of his attitude which was respected by teachers, employees, and students because he set good examples such as leaving school early and leaving late and shaking hands with teachers. and students. Bashori, Akmal., (2020). Thus, what has been done by the principal of State Middle

School 8 Medan is the implementation of the competency of the principal in the personality dimension, namely having a noble character, developing a culture and tradition of noble character, and being a role model of noble character for the community in the school/madrasah. So, the principal as a manager is a way to improve personality competence, including by providing role models for existing teachers and staff, encouraging good behavior, having noble character, being honest, and being able to emulate students.

The principal is a determinant of the success of a school institution. Every school principal must have high attention to improving the quality of education in his school. This attention must show in the willingness and ability to develop themselves and their schools democratically. As well as being required to have high dedication and achievement and give the initiative to all parties to improve the quality of teaching. The principal at State Middle School 8 Medan has the potential in a democratic attitude. This means that the principal is overcoming problems and making decisions by deliberation or involving all school members. E. Mulyasa, Fina., (2020;121). Teachers who teach at State Middle School 8 Medan before delivering lessons always prepare a learning syllabus as reference material in analyzing subject matter and in planning learning programs. The learning syllabus is listed; competency standards and basic competencies, scientific structure, the material, relevance, and time allocation. This shows that Islamic religious education teachers can understand the preparation of learning tools that must be prepared in teaching. The results of the interview were strengthened by the author's observations in class, when the Islamic religious education teacher at State Middle School 8 Medan conveyed the subject matter, he was able to convey it well without any difficulties in terms of the material, so the material delivered could run smoothly.

The results of observations from one of the PAI teachers indicated that the planned learning program could be managed properly. This is evidenced by the learning materials that are structured and organized correctly and carried out according to the planned program. Octavia, A., Shilphy., (2020). Based on an interview with one of the PAI teachers, it is known that the learning program that has been prepared can be implemented according to the plan, such as the Learning Program Plan, that has been made, and is used as a reference in learning. From interviews with PAI teachers, it is known that the learning program is managed properly, starting from setting goals to carrying out evaluations. Thus, PAI teachers at State Middle School 8 Medan, can manage the learning program according to what has been prepared.

The results of interviews with informants, namely PAI teachers, revealed that creating a calm classroom atmosphere, namely by conditioning or controlling the class, and focusing children on the material to be delivered. Likewise, what was expressed by (the teacher), is that in creating a class atmosphere to remain calm, by mastering class conditions and being able to understand student situations. Rifma., (2019). Based on the results of the interviews above, it can be seen that teachers at State Middle School 8 Medan create a class atmosphere to remain calm, by conditioning or controlling the class/mastering class conditions and being able to understand student situations. How to create a learning atmosphere that is not boring The results of interviews with informants revealed that to create a learning atmosphere that is not boring for students, students must be involved to always be active. In addition, as expressed by Feronita (Class VIII student), so that the learning atmosphere is not boring for students, they must invite students to take an active role in the teaching and learning process.

Based on the results of the interviews above, the learning resources used by the teacher in delivering PAI subjects at State Middle School 8 Medan have met the needs of students. Among these are textbooks related to Islamic history, jurisprudence, and morality. Teacher competence in using learning resources in conveying subject matter is the result of research in delivering subject matter using learning resources, such as textbooks, LKS, Al-Qur'an, and tajwid books. Suardi, Moh., (2018). Based on the results of the interview above, Islamic religion teachers in delivering subject matter at Medan 8 Public Middle School always use

learning resources to support the learning process, such as PAI textbooks, the Koran, and tajwid books. In addition, the results of interviews with informants revealed that the learning resources developed met the learning needs of students, such as textbooks related to Islamic history, besides that the material used audiovisual, where students were told to witness the history of the events of the golden age of Islam.

Based on the results of interviews with religious teachers, they said that the material presented, such as Bank material, stated that the standard of competence was so that students could understand buying and selling, buying and selling laws, and this had been adjusted to the syllabus, competency standards, and basic competencies had been given guidelines. Kirom, Askhabul., (2017). So it was from the guide that it was developed into teaching materials or materials. In the same vein, other respondents stated that the material presented was following the competency standards and basic competencies that had been set out in the syllabus. 100 Based on the results of the interview, the material to be delivered by PAI teachers at SMP Negeri 8 Medan has adapted the syllabus. This is due to the guidance provided to be developed the material and learning materials.

Based on the results of an interview with one of the PAI teachers, they said that it was well received because it could be seen from the final results of learning such as essay tests, question, and answer, it turned out that they were able to complete and answer them well, examples of material on zakat, they were able to answer them well. Heriyansyah., (2018). Likewise, what was expressed by Feronita (Class VIII student), was that the material presented, such as material on the Qur'an, Fasting, Prayers, and Islamic history could be well received because the average student scores were good and high. Based on observations, PAI teachers at State Middle School 8 Medan in delivering subject matter, do not only use one method but use various teaching methods, such as lectures, discussions, questions and answers, assignments, exercises, and demonstrations. Teacher competence develops the type of assessment of student learning outcomes according to the results of interviews according to the material, for example, the Qur'an with the type of assessment of reading practice, and prayer with the type of assessment of the practice of praying. Meanwhile, according to the PAI teacher, it was revealed that by using group assignments about the development of Islam.

Based on the results of the interview above, the determination of the type of assessment of student learning outcomes in PAI subjects at State Middle School 8 Medan is adjusted to the subject matter presented, to realize an optimal assessment. Joglosemar., (2017). An interview with one of the teachers said that: The formulation of indicators in assessing student learning success was made in consultation with the subject teachers. Personally, a teacher can be helped in having difficulty determining the formulation of success indicators. So in essence, the indicator of success is following the center of Jakarta, while the teacher adjusts to the conditions of the school whether it is suitable or not, if not, it can be discussed again, for example, the indicator on the material Faith in Allah, where students can believe in Allah's attributes.

Based on the results of the interviews above, the formulation of indicators for student learning success in PAI subjects at State Middle School 8 Medan was made in deliberation with fellow subject teachers. As also stated by one of the class teachers said that the formulation of success assessment indicators must be following the material and conditions of students, otherwise, it will be difficult to achieve teaching success, for example, indicators in material about the pilgrimage, where students can find out the pillars of pilgrimage, obligatory pilgrimage, etc. Indrawan, Irjus, et al., (2020). Based on the results of the interviews above, the assessment of indicators of student learning success in PAI subjects at State Middle School 8 Medan has been adjusted to the material presented and students' abilities. Because if not, then the success and completeness of learning will not be achieved properly. With the determination of learning resources and types of assessment/evaluation at State Middle School 8 Medan, it means that Government Regulation Number 19 of 2005 concerning National Education

Standards has been implemented, which among other things concerns facilities and infrastructure, as well as educational assessment.

3.4. Strategy for Improving the Quality of Learning for Islamic Religious Education Teachers at State Middle School 8 Medan

- a. Optimizing the use of learning media and facilities is carried out by making policies to oblige every teacher to carry out their learning using the available media or educational facilities, to be able to realize optimal teaching results. Pudjianto, Udik, et al., (2021). The principal seeks to foster and direct ways to use media and educational facilities that support learning so that as a result of this guidance and direction each teacher can use these media and Educational facilities properly in learning. To empower the use of media and educational facilities as well, school principals try to implement good management.
- b. Implementation of Supervision on Another strategy implemented by school principals in improving the quality of education, namely by carrying out routine supervision. As expressed by the PAI teacher, namely: This situation is carried out considering the existence of teachers who have relatively the same education, namely SPG so coaching and direction are very required in improving the quality of learning.
- c. Collaborating with the community is a significant relationship in providing influence and assistance to the smooth implementation of learning. especially if it is related to the current situation that the community has a role as a supervisor and contributor to school needs with the establishment of a "School Council. However, in reality, the community is still less sensitive to school needs. Because of that, as a first step to improving the relationship between the school and the community, the school principal held a strategy in the form of cooperation with the community.
- d. The application of this discipline is important in connection with the low level of discipline of teachers and students, including arriving late, dressing less neatly, and leaving teaching and learning not yet on time. This discipline is carried out to condition all school members to perform optimally in carrying out their duties and roles. Where through this disciplinary education personnel are expected to be able to provide optimal performance. While the discipline that is applied to students is expected to be able to create order and order in carrying out or participating in learning.

As well as the results of the observations of researchers that, disciplining the school climate is carried out by making rules for students and rules for teachers in schools. This discipline is enforced objectively so that it can contribute to improving the quality of learning. Hanafi. Halid., (2019). The school principal monitors the discipline of teachers and students every day by observing attendance, tidiness of clothing, and displaying leadership behavior that is exemplary or emulated. More concretely, if some teachers and students are undisciplined, then the principal gives a verbal warning, summons, and gives sanctions if the teacher or students remain stubborn. Apart from that, specifically for students if some are not disciplined, the principal calls parents of students to school to ask for help in fostering their children.

More concretely the disciplining of teachers is carried out, the principal evaluates the timeliness of teaching, attendance, and tidiness of clothes. Nurdin., Anhusadar, La. Ode., (2021). The principal is used to calling teachers who are late in teaching, not neatly dressed and often absent. This condition is followed up with coaching and teaching so that teachers are still able to uphold their discipline. The principal thinks that through this discipline, he will be

able to have an impact on learning outcomes. Thus this discipline needs to be created properly, to be able to contribute well to the quality of learning as well.

3.5. Obstacles in Improving the Competence and Quality of Teachers Learning Islamic Religious Education at State Middle School 8 Medan

The results of the observations of researchers, that in State Middle School 8 Medan environment, there are still Islamic religious education teachers who pay little attention to togetherness. This is an important task for the principal of State Middle School 8 Medan to finish immediately so that it doesn't drag on and result in delays in improving the quality of Islamic religious education learning. One example of these obstacles is during Hajj rituals, Islamic religious education teachers are less cohesive with one another due to a lack of socialization in their performance. Hairun. Yahya., (2020). In addition, to the results of interviews with Islamic religious education teachers, namely: The school principal with his professionalism conducts outreach to improve the quality of education in various work areas, both in official meetings and through initial training before carrying out activities. This will add to the understanding of improving the quality of education, especially in learning Islamic religious education.

As has been done by the head with guidance on how teachers should carry out their assignments in class. Coaching for teachers who get new assignments gets great attention, in line with the changes in the working conditions they face. In addition, students are disobedient in carrying out the practice of religious activities. Development of the learning quality of Islamic religious education is an effort to improve the quality of Islamic religious education. Cenderawati., et. al., (2020). The main purpose of education is to form a personality. In this case, it aims to improve the quality of Islamic religious education, developing students to become Muslim individuals is not as easy as turning the palm, due to the many differences and similarities that exist among students.

The results of the researcher's interviews with other Islamic religious education teachers said that: As is known, a person's physical ability is not the same as other people, as well as spiritual things, are not the same as other people's. Pratiwi, D. Nur., (2020). Another opinion says that if we pay attention to students, we will immediately know that they are of the same calendar age and their mental abilities are not the same.

4. Conclusions and recommendations

4.1. Conclusions

Based on the findings and discussion above, the researcher draws several conclusions as follows:

- a. The principal's strategy in increasing teacher competence in the PAI learning process at State Middle School 8 Medan, namely: Motivating teachers to be creative and innovative, to increase teacher professionalism, Implement teacher, staff and student discipline and improve the quality of student learning by participating in competitions existing and increase curricular and extracurricular activities.
- b. The principal's strategy in improving the quality of Islamic Religious Education learning at State Middle School 8 Medan, namely; by increasing the ability of teachers, optimizing the utilization and use of media and educational facilities, carrying out routine supervision, and applying strict discipline to school members
- c. Obstacles faced by school principals in improving teacher competence and the quality of Islamic Religious Education learning at State Middle School 8 Medan, namely; Islamic religious education teachers are less compact in carrying out activities in

religious programs, students are less consistent in practicing religious activities at home, the differences that exist within these students can also be an obstacle to the development of aspects of the students themselves, which are obstacles in developing the quality of religious education Islam, as well as the lack of awareness of parents in motivating student learning..

4.2. Suggestion

Based on the conclusions above, some suggestions could be drawn namely as follows:

- a. School principals, it is necessary to give awards to teachers who meet standards and have good performance with the results of observation or supervision which are used as the basis for consideration of giving these awards to teachers.
- b. Teachers need to be cooperative with the supervision carried out by the school principal. because the supervision carried out by the principal has the goal of increasing teacher competence in conducting learning on students
- c. For the supervision of school principals in terms of implementing learning, it is hoped that they will not only see the implementation of learning by way of class visits, but also have to carry out teaching demonstrations by providing examples of good learning methods.
- b. For future researchers, it is hoped that they can provide input related to the assessment instruments prepared by the teacher, but the principal is also the teacher's instrument regarding making learning questions and providing assessments in correct learning.

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