

Teacher Professionalism And The Quality Of Student Graduates In Madrassa

Journal of Advanced Islamic
Educational Management

© Sisca Novalia 2023

DOI: 10.24042/jaiem.v3i1.16402

Received: 7 Maret 2023

Accepted: 3 Mei 2023

Published: 30 Juni 2023

Sisca Novalia¹, Siti Patimah², Amiruddin Amiruddin²

¹Sekolah Tinggi Keguruan & Ilmu Pendidikan PGRI, Lampung, Indonesia

²Universitas Islam Negeri Raden Intan, Lampung, Indonesia

Corresponding Author:

E-mail: siscanova1@gmail.com

Abstract:

Improving the quality of teachers is one of the fundamental factors in education that directly affects student learning achievement. The Law on Teachers and Lecturers explicitly defines teachers as professional educators with the main task of educating, teaching or guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. According to Regulation of the Minister of Education and Culture Number 20 of 2016, Graduate Competency Standards (SKL) are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills. The type of research that will be used in this study is a qualitative approach because according to the researcher, it is very appropriate to explore the problem and find out the professionalism of teachers in improving the quality of education by using interviews, direct observation in the field, and documentation. The results showed that there are 10 indicators of professional teacher competence in their fields at MAN 1 Bandar Lampung. and these 10 indicators must be carried out by teachers to achieve an optimal teacher role in schools.

Keywords: Graduate Competency Standards; Professional Teacher Indicators; Teacher Professionalism.

Introduction

The rapid development of our times in the era of globalization requires an increase in the quality of education (Li et al., 2020). Education is a very important part of a country's sustainable development (Agbedahin, 2019; Salvia et al., 2019). The nation has a good future if education succeeds in raising the nation's children as the nation's next generation; the future of the nation becomes dark if education fails to educate the nation's next generation (Hirsch, 2019).

Education, for example, requires the science of human resource management, the science of educational fund management, the science of curriculum development, the science of developing teaching and learning activities, the science of environmental management, the science of library development, and so on (Basri et al., 2022). The more advanced and developed the educational institution, the more knowledge is needed (Limani et al., 2019). Every education system must be able to make changes to improve the quality of education (Selvaraj et al., 2021). An education system must be able to empower various components of education, which include the curriculum, teachers (instructors), students, learning opportunities, infrastructure facilities, community environment, principal leadership, and others (Rahtikawatie et al., 2021). The most important factor in learning is the teacher (Filgona et al., 2020).

Teacher professionalism, especially in organizing teaching and learning activities, is expected to be that of a professional who knows how to direct learning well so that it can affect the quality of student learning (Lorensius et al., 2022). A qualified teacher is a teacher who can act as an ideal teacher (Connell, 2020).

The presence of teachers in the education process is a very important factor (Blaine, 2019). Teachers are the most important part of the learning process (Bruggeman et al., 2021). Then, of course, all issues related to teachers regarding the quality and improvement of education cannot be ignored (Yip et al., 2019). The quality of teachers is seen as a determinant of school quality, both in terms of the quality of the process in the form of the learning process and the quality of the output in the form of the quality of graduates (Sanchez et al., 2021; Sutherland et al., 2019).

Madrassa is a campus and academic community that excels in academic and non-academic achievements and has a noble character, accompanied by a managerial teamwork mechanism, professional teaching and education personnel, and the standardization of students, who are measured from input, process, and output to outcome (Kusuma & Gautama, 2023). Teachers are required to convey knowledge by the times (Damşa et al., 2021). In connection with the quality of education, of course, what must be done is to improve educators for the continuity of education (Reimers et al., 2020). As a result, his main focus at the moment is on enhancing teacher professionalism, which can help raise the caliber of the madrasa by producing exceptional students and producing qualified graduates (Siddiqui et al., 2021).

In line with this, the word "professional" is also widely mentioned in Indonesian education legislation, where the Teacher and Lecturer Law Number 14 of 2005, Chapter 1, Article 1, states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education channels as well as at primary and secondary education levels (Murkatik et al., 2020). Not only teaching, a teacher is required to be a moral educator who is also able to provide objective assessments and is good at self-evaluating for future professional development (Porter & Peters-Burton, 2021).

With the Teacher and Lecturer Law, the government wants to improve the professionalism of teachers in organizing education in schools and madrasahs(Saihu, 2020).

Teaching is a profession or job that requires special skills or teacher professionalism(Cooc, 2019; Sancar et al., 2021). Professionalism is a profession that cannot be done by just anyone(Kohli, 2019). Teachers and educators have an important role in supporting and motivating learners(Cooc, 2019; Kohli, 2019; Saihu, 2020; Sancar et al., 2021). Because the main purpose of learning is to prepare students to become successful workers in the world of work(Haleem et al., 2020; Sousa & Rocha, 2019).

Professionalism is a need that cannot be postponed any longer(Hammerschmidt et al., 2021; Van Ha & Murray, 2021). With the increasing competition that is getting tighter in the era of globalization, the professionalism of a teacher needs to be improved(Alam et al., 2020). Professionalism is a job or activity carried out by a person that becomes a source of lifetime income that requires expertise or skills that meet certain qualities or norms and requires professional education(Suhairom et al., 2019). This research is supported by Waqfin who states that teacher professionalism is reflected in the implementation of tasks characterized by expertise in both providing material and learning methods(Waqfin, 2022).

The study of teacher professionalism through learning innovation is very important in the world of education today(Miranda et al., 2021). Because the demand for the presence of professional teachers in the millennial era has never subsided, And because of the process of humanity and humanizing, he is present as the most reliable subject, which is often referred to as Miranda(Miranda et al., 2021). so that teachers can keep up with current educational developments and make new and better innovations to meet the demands of education in this era of globalization(Lubis, 2019). Teacher professional development is an important thing to pay attention to anticipate changes and the magnitude of demands on the teaching profession, which are mainly emphasized on mastery of science(van Rooij et al., 2019).

Fuadi's research shows that the management of developing teacher professionalism in madrasahs is directed at efforts to develop teacher professionalism in the form of increasing expertise, and skills, broadening horizons, and coaching carried out on the initiative and in collaboration with local governments and the Ministry of Religion through planning, implementation, supervision and evaluation activities contained in various forms of activities, including K-13 socialization training and KTSP curriculum, computer training, MGMP, supervision, seeking teachers to attend seminars, workshops, and seeking to increase the collection of books in the library(Fuadi et al., 2023). Asmarani's research also shows that there is a positive and significant relationship between professional competence and teacher work productivity, the amount of effective contribution of professional competence variables with teacher work productivity variables is 70.2%. Thus, the better the teacher's professional competence, the more teacher work productivity will increase(Asmarani et al., 2021). Later research conducted by Susanto showed that the quality of madrasah education in the era of globalization in the 21st century in western, eastern, and central Indonesia has differences in the quality of quality education by the National Education Standards (SNP). Teacher professionalism is one of the main factors affecting the quality of education. Professional teachers must have the ability to: master teaching materials and materials; master and apply learning philosophies, methods, techniques, and practices; utilize ICT developments to improve learning quality; develop themselves and develop performance professionally; and increase commitment to community service(Susanto et al., 2021). Based on the previous explanation, this research aims to describe the professionalism of teachers, the competency standards of graduates, and indicators of

professional teachers who have competence in their fields at MAN 1, Bandar Lampung, Indonesia.

Methods

The type of research that will be used in this study is a qualitative approach because, according to the researcher, it is appropriate to explore the problem and find out the professionalism of teachers in improving the quality of education using interviews, direct observation in the field, and documentation. Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. In qualitative research, the methods commonly utilized are interviews, observations, and document utilization. The type used in collecting data is a descriptive method designed to obtain information in the form of words, pictures, and not numbers regarding the Professionalism of MAN 1 Bandar Lampung Teachers. Descriptive research is research designed to obtain information about the status of a symptom when research is conducted. It is usually not directed to test hypotheses. With a descriptive approach, the analysis of data is obtained in the form of words, pictures, or behavior and not poured in the form of numbers or statistical figures, but by providing exposure or description of the situation or condition studied in the form of narrative descriptions. The presentation must be done objectively so that the subjectivity of the researcher in making interpretations can be avoided. The type of research that the author refers to is descriptive qualitative research (content analysis). The object of research in this thesis is MAN 1 Bandar Lampung teachers.

Results and Discussion

Professionalism comes from the word "profession," which means expert or skilled in their field. The word "professional" comes from an adjective that means "lives" and a noun that means a person who has the expertise, such as teachers, doctors, judges, and so on. In other words, professional work is work that can only be done by those who are specially prepared for it and not by those who cannot get other jobs(Hargreaves & Fullan, 2020).

Professionalism is the attitude of a professional, and professional means doing something as a main job called a profession(Trappenburg & van Beek, 2019). This means that the work is not merely a diversion or a pastime. If the profession is defined as work and ism as a way of life, then professionalism can be interpreted as a view to think, have a stance, behave, and work seriously hard, full time, with discipline, honesty, high loyalty, and full dedication to the success of his work.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education, formal primary education, and secondary education pathways(Rusilowati & Wahyudi, 2020). A professional teacher is a teacher who knows about himself, namely that he is a person who is called to assist students in learning(Pradana et al., 2020). Teachers are required to continuously find out how students should learn(Spiteri & Chang Rundgren, 2020). So, if there is learner failure, the teacher is called to find the cause and find a way out with the learner, not to ignore it or even blame it.

Teacher professionalism means "an approach to education reform because improving the quality of teachers is seen as the key to student achievement..."(Sancar et al., 2021) Thus, improving teacher quality as one of the fundamental factors in education directly affects student learning achievement. Every country in the world has its way of developing teacher professionalism(Popova et al., 2022).

MAN 1 Bandar Lampung teachers already have a good level of professionalism because the 102 teachers who teach who already have educator or professional certification amounted to 74 teachers, while those who have not been certified amounted to 28 teachers. There were 76 teachers with S1 educational qualifications among the 102 teachers and 26 teachers with S2 educational qualifications.

At MAN 1 Bandar Lampung, teachers are required to attend training, workshops/seminars held at MAN 1 Bandar Lampung or other schools or places. The training, workshop, or seminar can improve teachers' professionalism, insight, and skills in providing learning to students.

A professional teacher is someone who has taken a teacher education program, has a master's degree, has received a state diploma, and has experience teaching large classes. In Indonesia, starting in 2006, the Ministry of Education held a teacher certification program to develop teacher professionalism and produce more qualified teachers (Nuryana, 2022). However, teacher certification is only one of the means to develop teacher professionalism in Indonesia.

Meanwhile, the Law on Teachers and Lecturers explicitly defines teachers as professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (Rusilowati & Wahyudi, 2020).

To produce quality graduates, MAN 1 Bandar Lampung teachers do various ways of educating, teaching, fostering, guiding, directing, and training students, namely by taking a pedagogical approach, using varied learning methods and strategies, and providing motivation so that it can make students enthusiastic about learning. Motivation is closely related to the stimulus that makes students become motivated and encouraged to do something positive.

In addition, in assessing students to become quality graduates, MAN 1 Bandar Lampung teachers provide written, oral, and assignment assessments. In evaluating students to become quality graduates, MAN 1 Bandar Lampung teachers evaluate from three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects.

One of the most important factors in achieving the goals of education in Indonesia is the professionalism of teachers in the implementation of teaching and learning activities in schools. The problem today is that many students are confused after completing their education. Where to go? What kind of work do you want to do with this diploma? The more unemployment there is, the more education there is, which shows a lack of quality. Educational institutions that should produce ready-to-use and knowledgeable students are lost due to the quality of unprofessional teachers. The results show that professionalism is very important for teachers and is a demand in a profession, so there are laws that regulate the obligations of professional teachers, several assumptions that underlie the need for teacher professionalism in education, and several special requirements that must be met by professional teachers in education.

According to Regulation of the Minister of Education and Culture Number 20 of 2016, the Graduate Competency Standards are criteria regarding the qualifications of graduates' abilities, which include attitudes, knowledge, and skills. That is why, every time a teacher conducts learning, they must refer to these standards. At MAN 1 Bandar Lampung, the attitudinal ability of graduates to be adequate by applicable standards is to have good spiritual and social attitudes. In addition, graduates at MAN 1 Bandar Lampung must have good factual knowledge, good conceptual knowledge, and good procedural and metacognitive knowledge.

To have adequate skills and abilities by the applicable standards at MAN 1, Bandar Lampung, graduates must be able to think critically and creatively and be able to solve problems well. Graduates must also be able to communicate, cooperate, and negotiate skillfully. Being able to make good decisions must also be possessed to become quality graduates.

Graduate competency standards play a very important role in developing the curriculum each year. Graduate competencies are measured by the ability to think, behave, and act or the skills of each student to assess their knowledge and skills. Graduate competency standards are often known among schools as the Curriculum. The curriculum is a mandatory path for every student, if students cannot complete the education curriculum, they are not declared graduates. Graduation is also marked by giving a diploma from the school concerned. The curriculum as a teaching program device in education is required to be able to compete with technological sophistication every year, curriculum changes will continue to be made according to the times and according to the needs of the community.

The teacher's ability to learn has a very big influence on education. As a person who provides knowledge directly to students, the teacher must be able to master the material to be delivered. Learning will not go well if the teacher cannot master the learning material, so what has been determined cannot be achieved optimally.

Teachers, as one of the components in learning activities, have a position that greatly determines the success of learning because their main function is to design, manage, implement, and evaluate learning. Teachers are professional educators who have important duties, functions, and roles in planning the nation's life. The position of teachers in learning activities is also very strategic and decisive. One of the factors that influence the success of the teacher's task is his performance in planning, implementing, and evaluating the teaching and learning process.

Teachers in education can plan to learn by carrying out the learning process at school; this learning is designed by the teacher to succeed in learning objectives with the interaction in the transfer of knowledge from teachers to students.

Indicators are signs of a person's abilities. The indicators of professional teachers who have competence in their fields at MAN 1 Bandar Lampung include: 1) Able to implement various forms of learning into various forms of delivery. 2) Able to formulate cognitive learning objectives, such as analysis, synthesis, and evaluation. Through these objectives, students' learning activities will be more active and comprehensive. 3) Master various effective ways of learning according to the type and style of learning possessed by individual learners. 4) Having a positive attitude towards his professional duties, and the subjects he teaches so that he always strives to improve his abilities and carry out his duties as a teacher. 5) Skilled in making simple learning aids in accordance with the needs and demands of the subjects they teach and their use in the learning process. 6) Skilled in using various learning models and methods that can foster interest so that optimal learning results are obtained. 7) Skilled in interacting with students, taking into account the objectives and subject matter, the condition of the students, the learning atmosphere, the number of students, the time available, and factors related to the teacher himself. 8) Understand the nature and characteristics of students, especially their learning abilities, learning methods, and habits, motivation to learn, and learning outcomes. 9)

Be skilled in using existing learning resources as learning materials or media for students in the learning process. 10) Skilled in managing the class or leading students in learning so that the learning atmosphere becomes interesting and fun.

Today's modern education requires modern teachers to follow the same process. The emphasis is not only on the curriculum and what to teach, but affective moments also hold a significant place. The way the teacher manages the class, the climate in the classroom, the relationships among entities actively participating in the educational process, etc. Something that is highly appreciated today is the effectiveness of teachers and their ability to be good leaders. This paper will focus on indicators that demonstrate teacher effectiveness in the educational process: the ability to develop trusting and compassionate relationships with students; a patient, caring, and kind personality; professionalism (dedication to teaching); subject matter knowledge; and learner knowledge. These indicators are taken as the benchmark and starting point of Pearson's Global Survey of Educator Effectiveness.

Conclusion and suggestion

Based on the results of research and discussion regarding teacher professionalism in improving the quality of student graduation at MAN 1 Bandar Lampung, the following conclusions can be drawn: MAN 1 Bandar Lampung teachers already have a good level of professionalism because of the 102 teachers who teach who already have educator certification or profession amounted to 74 teachers, while those who have not been certified amounted to 28 teachers. Of the 102 teachers, 76 have S1 educational qualifications, and 26 have S2 educational qualifications. At MAN 1 Bandar Lampung, teachers are required to attend training, workshops/seminars held at MAN 1 Bandar Lampung or in other schools or places. In assessing students to become qualified graduates, MAN 1 Bandar Lampung teachers provide written, oral, and assignment assessments. In evaluating students to become qualified graduates, MAN 1 Bandar Lampung teachers evaluate from three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects. Indicators of professional teacher competence in their fields at MAN 1 Bandar Lampung include: 1) Able to implement various forms of learning into various forms of delivery. 2) Able to formulate learning objectives that are cognitive, such as analysis, synthesis, and evaluation. 3) Mastering various effective learning methods according to the type and learning style of each student. 4) Have a positive attitude towards their professional duties and the subjects they teach. 5) Skilled in making simple learning aids. 6) Skillfully use various learning models and methods. 7) Skilled in interacting with students. 8) Understand the nature and characteristics of students. 9) Skilled in using learning resources. 10) Skilled in managing the class or leading students in learning.

Acknowledgement

We are grateful for the support of the Raden Intan State Islamic University in facilitating research, further thanks to the MAN 1 Bandar Lampung, Indonesia which has given space and time to conduct this research.

References

- Agbedahin, A. V. (2019). Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future. *Sustainable Development*, 27(4), 669-680.
- Alam, G. M., Forhad, A. R., & Ismail, I. A. (2020). Can education as an 'International Commodity' be the backbone or cane of a nation in the era of fourth industrial revolution?-A Comparative study. *Technological Forecasting and Social Change*, 159, 120184.
- Asmarani, A., Sukarno, S., & El Widdah, M. (2021). The relationship of professional competence with teacher work productivity in Madrasa Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 220-235.

- Basri, B., Ridwan, M., Maudin, M., & Asykur, M. (2022). Madrasa Strategic Management in Improving The Quality of Human Resources. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(2), 408-420.
- Blaine, A. M. (2019). Interaction and presence in the virtual classroom: An analysis of the perceptions of students and teachers in online and blended Advanced Placement courses. *Computers & Education*, 132, 31-43.
- Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2021). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education. *The Internet and Higher Education*, 48, 100772.
- Connell, R. W. (2020). *Teachers' work*. Routledge.
- Cooc, N. (2019). Teaching students with special needs: International trends in school capacity and the need for teacher professional development. *Teaching and Teacher Education*, 83, 27-41. <https://doi.org/10.1016/j.tate.2019.03.021>
- Damşa, C., Langford, M., Uehara, D., & Scherer, R. (2021). Teachers' agency and online education in times of crisis. *Computers in Human Behavior*, 121, 106793. <https://doi.org/10.1016/j.chb.2021.106793>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37.
- Fuadi, A., Nasution, W. N., & Wijaya, C. (2023). Management of Teacher Professionalism Development: A Multi-Site Study of State Madrasa Aliyah in Langkat Regency. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 180-199.
- Haleem, A., Javaid, M., Vaishya, R., & Deshmukh, S. G. (2020). Areas of academic research with the impact of COVID-19. *The American Journal of Emergency Medicine*, 38(7), 1524-1526.
- Hammerschmidt, J., Durst, S., Kraus, S., & Puumalainen, K. (2021). Professional football clubs and empirical evidence from the COVID-19 crisis: Time for sport entrepreneurship? *Technological Forecasting and Social Change*, 165, 120572.
- Hargreaves, A., & Fullan, M. (2020). Professional capital after the pandemic: Revisiting and revising classic understandings of teachers' work. *Journal of Professional Capital and Community*, 5(3/4), 327-336.
- Hirsch, E. D. (2019). *Why knowledge matters: Rescuing our children from failed educational theories*. Harvard Education Press.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39-50.
- Kusuma, C., & Gautama, S. A. (2023). Learning media based-explainer animated model development for primary school students. *Air Pollution Links With Traffic and Respiratory Health*, 36.
- Li, J., Ghosh, R., & Nachmias, S. (2020). In a time of COVID-19 pandemic, stay healthy, connected, productive, and learning: Words from the editorial team of HRDI. In *Human Resource Development International* (Vol. 23, Issue 3, pp. 199-207). Taylor & Francis.
- Limani, Y., Hajrizi, E., Stapleton, L., & Retkocer, M. (2019). Digital transformation readiness in higher education institutions (HEI): The case of Kosovo. *IFAC-PapersOnLine*, 52(25), 52-57.
- Lorensius, L., Anggal, N., & Lukan, S. (2022). Academic Supervision in the Improvement of Teachers' Professional Competencies: Effective Practices on the Emergence. *EduLine: Journal of Education and Learning Innovation*, 2(2), 99-107.
- Lubis, F. (2019). Education in the disruption era. *Britain International of Linguistics Arts and*

- Education (BioLAE) Journal*, 1(2), 183–188.
- Miranda, J., Navarrete, C., Noguez, J., Molina-Espinosa, J.-M., Ramírez-Montoya, M.-S., Navarro-Tuch, S. A., Bustamante-Bello, M.-R., Rosas-Fernández, J.-B., & Molina, A. (2021). The core components of education 4.0 in higher education: Three case studies in engineering education. *Computers & Electrical Engineering*, 93, 107278.
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58–69.
- Nuryana, Z. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. *International Journal of Educational Development*, 89, 102534.
- Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher professional development around the world: The gap between evidence and practice. *The World Bank Research Observer*, 37(1), 107–136.
- Porter, A. N., & Peters-Burton, E. E. (2021). Investigating teacher development of self-regulated learning skills in secondary science students. *Teaching and Teacher Education*, 105, 103403.
- Pradana, D. A., Mahfud, M., Hermawan, C., & Susanti, H. D. (2020). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute Journal (BIRCI Journal) Volume*, 3, 4026–4034.
- Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating the Role of Religious Leadership at Indonesia's Islamic Boarding Schools in the Sustainability of School Management. *Eurasian Journal of Educational Research*, 96, 51–65.
- Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). Supporting the continuation of teaching and learning during the COVID-19 Pandemic. *Oecd*, 1(1), 1–38.
- Rusilowati, U., & Wahyudi, W. (2020). The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies. *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)*.
<https://doi.org/10.2991/assehr.k.200225.095>
- Saihu, S. (2020). The urgency of total quality management in academic supervision to improve the competency of teachers. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02), 297–323.
- Salvia, A. L., Leal Filho, W., Brandli, L. L., & Griebeler, J. S. (2019). Assessing research trends related to Sustainable Development Goals: local and global issues. *Journal of Cleaner Production*, 208, 841–849. <https://doi.org/10.1016/j.jclepro.2018.09.242>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305.
- Sanchez, M. del C. G., De-Pablos-Heredero, C., Medina-Merodio, J.-A., Robina-Ramírez, R., & Fernandez-Sanz, L. (2021). Relationships among relational coordination dimensions: Impact on the quality of education online with a structural equations model. *Technological Forecasting and Social Change*, 166, 120608.
- Selvaraj, A., Radhin, V., Nithin, K. A., Benson, N., & Mathew, A. J. (2021). Effect of pandemic based online education on teaching and learning system. *International Journal of Educational Development*, 85, 102444.
- Siddiqui, K. A., Mughal, S. H., Soomro, I. A., & Dool, M. A. (2021). Teacher training in Pakistan: Overview of challenges and their suggested solutions. *IJORER: International Journal of Recent Educational Research*, 2(2), 215–223.
- Sousa, M. J., & Rocha, Á. (2019). Digital learning: Developing skills for digital transformation of organizations. *Future Generation Computer Systems*, 91, 327–334.

- Spiteri, M., & Chang Rundgren, S.-N. (2020). Literature review on the factors affecting primary teachers' use of digital technology. *Technology, Knowledge and Learning*, 25, 115–128.
- Suhairom, N., Musta'amal, A. H., Amin, N. F. M., Kamin, Y., & Wahid, N. H. A. (2019). Quality culinary workforce competencies for sustainable career development among culinary professionals. *International Journal of Hospitality Management*, 81, 205–220.
- Susanto, H., Sasongko, R. N., & Kristiawan, M. (2021). Teachers' Professionalism in Improving the Quality of Madrasa Education in The Era of Globalization. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 135–141.
- Sutherland, D., Warwick, P., & Anderson, J. (2019). What factors influence student satisfaction with module quality? A comparative analysis in a UK business school context. *The International Journal of Management Education*, 17(3), 1003–12.
- Trappenburg, M., & van Beek, G. (2019). 'My profession is gone': how social workers experience de-professionalization in the Netherlands. *European Journal of Social Work*, 22(4), 676–689.
- Van Ha, X., & Murray, J. C. (2021). The impact of a professional development program on EFL teachers' beliefs about corrective feedback. *System*, 96, 102405.
- van Rooij, E. C. M., Fokkens-Bruinsma, M., & Goedhart, M. (2019). Preparing science undergraduates for a teaching career: Sources of their teacher self-efficacy. *The Teacher Educator*, 54(3), 270–294.
- Waqfin, M. S. I. (2022). Professionalism of Aqidah Akhlak Teachers in the Utilization of Digital-Based Learning Media. *SCHOOLAR: Social and Literature Study in Education*, 2(1), 5–9.
- Yip, J., Wong, S.-H., Yick, K.-L., Chan, K., & Wong, K.-H. (2019). Improving quality of teaching and learning in classes by using augmented reality video. *Computers & Education*, 128, 88–101.