

Level of Professional Competence of State Madrasah Ibtidaiyah (MIN) Teachers in Palembang City

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Abstrak

Penelitian ini untuk menjawab permasalahan bagaimana tingkat kompetensi profesionalitas guru di Madrasah Ibtidaiyah Negeri (MIN) Kota Palembang. Hal ini diharapkan berguna sebagai bahan kajian bagi pihak pengelola dan pemangku kebijakan serta stakeholder lainnya. Jenis penelitian ini adalah *field research* dengan populasi guru MIN Kota Palembang. Seluruh anggota populasi berjumlah 85 orang guru. Pengumpulan data melalui teknik angket, wawancara, observasi, dan studi dokumentasi. Data dianalisis dengan teknik statistik deskriptif. Sedangkan penilaian berupa *skala likert*. Analisis data menggunakan *skor* pentabulasian data kategori sangat baik, baik, cukup, kurang, dan sangat kurang dengan terlebih dahulu menentukan nilai indeks minimum, maksimum, intervalnya serta jarak intervalnya. Penelitian ini ditemukan bahwa kompetensi profesional guru MIN Kota Palembang kategori cukup (skor rata 281,98). Dimensi kompetensi profesional yang dalam kategori baik adalah memanfaatkan teknologi informasi dan komunikasi untuk berkomunikasi dan mengembangkan diri. Kompetensi profesional yang lain, yaitu: (a) menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu; (b) menguasai standar kompetensi dan kompetensi dasar mata pelajaran/bidang pengembangan yang diampu; (c) mengembangkan materi pembelajaran yang diampu secara kreatif; (d) mengembangkan keprofesionalan secara berkelanjutan dengan melakukan tindakan reflektif, kategori cukup.

Kata Kunci: Tingkat Kompetensi Profesionalitas Guru, Madrasah Ibtidaiyah Negeri (MIN) Kota Palembang, Pengembangan Diri

Abstract

This study holds to answer of how the level of professional competence of teachers in the State Madrasah Ibtidaiyah (MIN) Palembang City. It is expected to be beneficial as study materials for the managers and other stakeholders. The type of this research is field research with the State Madrasah Ibtidaiyah (MIN) teachers' population of Palembang City amount to 85 teachers. The writer collected the data through questionnaires, interviews, observation, and documentation study and analyzed using a descriptive statistical technique. The assessment is done by the Likert scale. The data analysis describes how much teachers' level of competence. The descriptions and categorization of data used the guidelines of tabulation data considering the minimum, maximum, interval index values, and distance intervals. This study found that the professional competence of MIN teachers in Palembang city in the category was enough (average score 281.93). The only dimension of professional competence was in a good category is to utilize information and communication technologies to communicate and self-development. Meanwhile, other professional competencies: (a) mastering the materials, structures, concepts, and scientific mindsets support the subjects that are taught; (b) mastering the competency standard and basic competency of the subject/field of development that is supported; (c) developing creatively-taught learning materials; and (d) developing professionalism in a sustainable way by taking reflective action categorized fairly enough.

Keywords: Level of Professional Competence of Teachers, State Madrasah Ibtidaiyah (MIN) Palembang City, Self-Development

INTRODUCTION

Every teacher at the education level urgently possesses teachers' professional competence, including teachers at State Madrasah Ibtidaiyah (MIN) I and II Palembang. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, the competencies that need to be possessed by teachers include: pedagogic competence, personality competence, social competence, and professional competence which can be obtained through professional education (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005).

According to Uno (2007), teacher professional competence is a set of abilities that teachers must possess so that they can carry out teaching tasks successfully. Meanwhile, according to Tilaar (2002), every teacher's professional competencies include developing students' personalities, especially intellectual abilities, and bringing students to become members of a unified Indonesian society based on Pancasila. Moreover, Dudung (2019) stated that teacher competency development is as one of the important factors in the teaching and learning process along with the development of science and technology for educational learning.

The opinion above indicates that a professional teacher has mastered national education philosophy and broad knowledge, especially the subject matter which is given to students. Therefore, teachers can develop learning programs and implement their comprehensive knowledge. In addition, as professional teachers, they can conduct assessments in the learning process, guide students to achieve learning program goals, and be administrators and communicators.

Professional teachers are teachers who can manage themselves in carrying out their daily tasks. Competent teachers will be better able to create an effective learning environment and be able to carry out tasks optimally to achieve student learning outcomes in particular and achieve quality education in general.

A teacher has a more comprehensive obligation in carrying out his professionalism as stated in the 2005 Law on Teachers and Lecturers; (1) plan learning, implement quality learning processes, as well as assess and evaluate learning outcomes, (2) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art, (3) act objectively and non-discriminatory based on consideration of gender, religion, ethnicity, race, and specific physical conditions, or family background, and economic status of students in learning, (4) upholding laws and regulations, laws, and teacher code of ethics, as well as religious values and ethics, and (5) maintain and foster national unity and integrity.

Sardiman as cited in Uno (2007) stated that teachers are required to have ten basic abilities, namely: (1) mastering materials, (2) managing learning programs, (3) managing classes, (4) mastering media or learning resources, (5) mastering educational foundations, (6) managing teaching and learning interactions, (7) assessing student achievement, (8) recognizing the functions and programs of guidance and counseling, (9) recognizing and administering school administration, and (10) understanding the principles and interpreting research results for educational purposes and teaching.

From the opinions above, it can be concluded that the components of teacher professional competence are: (1) mastering of teaching materials, (2) having the ability to manage to learn, and (3) understanding knowledge of evaluation. These three competency groups are the result of a teacher's cognitive work. Thus, the professional competence of teachers is the ability possessed by teachers, which is the result of cognitive work to carry out tasks so that students can obtain optimal learning outcomes then quality education is created. These abilities include: (1) mastering of teaching materials, (2) having the ability to manage to learn, and (3) understanding knowledge of evaluation.

Referring to the explanation above, the professional competence of teachers is crucial to creating quality education. But on the other hand, along with the intense competition between educational institutions at the elementary level, the Madrasah Ibtidaiyah in Palembang city is not yet the primary choice for parents to send their children to school to the many problems that occur in their environment. Besides having issues with the ever-changing curriculum, MIN Palembang City also has difficulties with

teaching staff or teachers because the students' performances have not yet significantly increased.

According to the National Education Standards Agency (BSNP), article 29 stated that the SD/MI level or other equivalent forms must have; 1). Minimum academic education qualifications are diploma (D-IV) or bachelor's degree; 2). Higher education background in SD/MI education, other educations, or psychology; and 3). Teacher professional certification for SD/MI. It is alleged that in the MIN Palembang City, there are still teachers who teach not based on their fields; for example, the teachers majoring in social studies teach science. Besides, some teachers teach more than one subject because the subjects they teach are not enough hours in which they are required to teach 18 hours of lessons, and in the end, it is a sufficient lack of hours. And another example is the teacher teaches other subjects and additional assignments. Therefore, the competence of teachers at MIN Palembang City is quite interesting to study concerning on how the level is the pedagogic competence of teachers in Madrasah Ibtidaiyah Negeri (MIN) Palembang City. It is hoped that this will be useful as study material for the Palembang City MIN managers, policymakers, and other stakeholders.

Definition of Competence

The difference definition based on Orazbayeva (2016) between the concepts of "competence" and "competency" in English-language sources is vague, while their correlation is determined by the context: the term "competence" is used if the focus is on the functional aspects (requirements of the occupation) and the concept of "competency" – the focus is on the behavioral aspects (traits of the personality that is doing the work). Herry (1998: 9) stated competence is interpreted as knowledge, skills, and fundamental values that are reflected in the habits of thinking and acting. Competence can also serve as the ability to carry out tasks obtained through education and/or training. The same thing was stated by other experts, Dahlan (2003: 248) said that competence is an indicator that points to observable actions and as a concept that includes aspects of knowledge, skills, values, attitudes, and the stages of implementation as a whole. These competencies are transactional formed, depending on the actual conditions and parties involved. So concerning the learning process, competence refers to rational actions that meet certain specifications in the learning process.

According to E. Mulyasa (2004: 38), competence is a combination of knowledge, skills, values, and attitudes reflected in thinking and acting habits. Several aspects of domains contained in the concept of competence include; 1) Knowledge, namely awareness in the cognitive field; for example, a teacher knows how to identify student learning needs in how to do the learning; 2) Understanding, namely the cognitive and affective depth possessed by the individual, for example, a teacher who will carry out learning must have a good understanding of the characteristics and conditions of students to carry out learning effectively and efficiently; 3) Value, which is a standard of behavior that is psychologically integrated within a person, for example, standards of behavior in

learning include honesty, openness, objectivity, democracy, etc.; 4) Ability is a set that individuals must possess to carry out their tasks, for example, the teacher's ability to select and make teaching aids and design varied learning media; 5) Attitude, namely feelings of pleasure or displeasure, likes or dislikes, or reactions to a stimulus from outside, for example, reactions to moral crises, feelings about teacher salary increases, etc.; and 6) Interest, namely the tendency of a teacher to do an action.

So, it could be said that competence is a description of what a person should do in a job in the form of activities, behaviors, and results that should be displayed or shown. To do something at work, of course, people must have the ability in the form of knowledge, attitude, and skills related to the field of work. Or in other words, the notion of competence is the knowledge, abilities, attitudes, and skills possessed by a person, which is reflected in the habit of thinking and acting, consistently having high performance in the organization or workplace to achieve the expected results.

The Definition of Teacher

The definition of a teacher is contained in Law no. 14 of 2005 concerning Teachers and Lecturers, chapter 1, which cited by Chalil, A. and Latuconsina, H. (2008: 67), "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, primary, and secondary education." Chapter IV, article 8 explains that teachers must have academic qualifications, competencies, education certificates, be physically and mentally healthy, and realize national education goals. Furthermore, Article 9 demonstrates that the qualification in question is that teachers must have academic qualifications through a university degree program (S1) or diploma four (D-IV).

In addition, the teachers also have several main tasks: educating, teaching, guiding, directing, training, assessing, and evaluating students. The jobs are a series of tasks that must be carried out thoroughly, not partially. Therefore, according to Sumantri and Whardani (2017), teachers should be able to competently facilitate the learning process; they should show the ability to plan and to foster learning and skills in personal relations, and they should also be supported by adequate facilities.

In connection with carrying out his duties as a teacher, an educator must have several abilities, namely: First, the ability to make teaching plans: a) formulating teaching objectives; b) selecting teaching aids; c) drawing up a schedule of activities, and d) making an evaluation plan. Second, the ability to carry out teaching tasks: a) the ability to master teaching materials or materials; b) ability to use teaching aids; c) the ability to use various teaching methods; d) the ability to pay attention to students; e) the ability to control the classroom atmosphere, and f) the ability to start and end lessons. Third, the ability to assess learning outcomes: a) the ability to make and to use evaluation tools. Fourth, the ability to organize guidance programs: a) the ability to guide students who have difficulties in learning and b) the ability to guide students with unique talents.

Teachers Competence

In line with the challenges of global life, the roles, and responsibilities of teachers in the future will be more complex, thus requiring teachers to make improvements and adjustments to their mastery of competencies constantly. Teachers must be more dynamic and creative in developing student learning processes. Teachers in the future will no longer be the only people who are most well-informed about various information and knowledge that are growing and interacting with humans in this universe.

In the future, teachers are not the only ones who are more brilliant among their students. If the teacher does not understand the mechanism and pattern of disseminating information quickly, they will fall professionally. If this happens, they will lose the trust of both students, parents, and society. To face these professional challenges, teachers need to think anticipatively and proactively. Therefore, teachers must update their knowledge continuously.

The Government Regulation No. 19 of 2005 article 4 stated that the national standard of education aims to ensure the quality of national education in educating the nation's life and shaping the character and civilization of a dignified nation (*Peraturan Pemerintah Nomor 19, 2005: 35*). In achieving the national education standards mentioned above, professional and competent teachers are needed.

Teacher competence is the skills, abilities, and skills possessed by a person in charge of educating students to have a noble personality as the purpose of education itself (Usman, 1990: 48). Teacher competence is a competency possessed by every professional educator who demonstrates quality in teaching and consistently carries out the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education to achieve educational goals.

According to Law no. 14 of 2005 article 10, teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. It is further explained that 23 stated in the Elucidation of Government Regulation Number 14 of 2005 concerning National Education Standards, namely 16 First, pedagogic competence, which is the ability to manage students, including a) understanding of educational insights or foundations; b) understanding of students; c) curriculum/syllabus development; d) learning design; e) implementation of educational and dialogical learning; f) evaluation of learning outcomes; and g) developing students to actualize their various potentials. Second, personality competence, namely personality abilities that are: a) stable; b) stable; c) mature; d) wise and prudent; e) authoritative; f) noble character; g) be a role model for students and the community; h) evaluate own performance; and i) sustainably develop themselves. Third, social competence, namely the ability of educators as part of the community to a) communicate orally and in writing; b) use communication and information technology functionally; c) interact effectively with students, fellow educators, education staff, parents/guardians of students; and d) associating politely with the surrounding community. Fourth, professional competence, the ability to master

learning materials broadly and deeply which includes: a) concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials; b) teaching materials in the school curriculum; c) conceptual relationships between related subjects; d) application of scientific concepts in everyday life, and e) professional competition in a global context while preserving national values and culture.

12

Professional Competence

Professional competence is a wide concept that reflects the internal and external images of educators in today's modern era which means as Musurmanov and Sheramatov (2020) said that teachers working in educational institutions are expected to be mature in all respects, potential, have deep knowledge and skills in their field, and have a broad socio-political outlook.

In practice, a person who wants to be a professional teacher according to Harefa (1999: 22), needs to fulfill thirteen indicators, namely: 1) being proud of work and showing personal commitment to quality; 2) trying to achieve responsibility; 3) anticipating and not waiting for orders, but showing initiative; 4) doing what needs to be done to complete the task; 5) engaging actively and not just sticking to the roles assigned to them; 6) Always looking for ways to make things easier for the people they serve; 7) having great desires for learning as much as possible; 8) listening to the needs of the people they serve; 9) learning to understand and thinking like the people they serve so that they can represent when those people are not there; 10) being team players; 11) being trusted to hold secrets; 12) being honest, trustworthy and loyal; and 13) being open to constructive criticism on how to improve oneself.

According to Arikunto (1993: 38), mastery of professional competence includes the following abilities, namely: 1) mastering the field of study materials in the applicable syllabus and mastery of teaching materials for deepening and enrichment; 2) manage learning programs, formulate instructional objectives, recognize and use learning methodologies, select and develop appropriate learning procedures, implement programs, recognize entry behavior and plan and implement remedial measures; 3) managing the class which includes arranging the layout for learning and creating a conducive learning atmosphere; 4) designing, creating and using learning media and resources, making affordable teaching aids, using learning facilities such as laboratories, micro teaching, libraries; 5) mastering the educational foundation; 6) manage teaching and learning interactions; 7) assessing student achievement for teaching purposes; 8) getting to know functions and programs of academic guidance; 9) recognize and carry out academic administration; and 10) mastering educational principles and research for learning purposes.

By carrying out all the activities related to the ten activities above, it is ensured that the level of qualification of a teacher can be ascertained. Because with the mastery of these professional abilities, the teachers concerned has carried out the whole learning process which includes preparation activities, implementation processes, and assessments. Furthermore, one important thing is that improving professional competence

for teachers is very urgent so they can be sensitive and responsive to the changes, updates, and developments of science of knowledge and technology which are growing quite fast (Naro, 2017).

METHOD

This study type is field research with a population of MIN teachers in Palembang City. The members of the population amounted to 85 teachers as respondents. The data were collected through questionnaires, interviews, observation, and documentation studies. Furthermore, the data then were analyzed by descriptive statistical techniques. While the assessment is done with a Likert scale, a scale used to measure attitudes, opinions, and perceptions of a person or group of people about the research variables.

With a Likert Scale, the variables to be measured are translated into variable indicators. Then the indicators are used as a starting point for compiling instrument items in the form of statements or questions. The answer to each instrument item using a Likert scale has a gradation from very positive to very negative, which can be seen in a form of categories as shown in the following table:

Table 1. Measurement Scale

No.	Category	Score
1	Very Good (VG)	5
2	Good (G)	4
3	Enough (E)	3
4	Less (L)	2
5	Very Poor (VP)	1

Meanwhile, data analysis was used to describe how high the level of teacher competence in Madrasah Ibtidaiyah Negeri (MIN) Palembang City using data tabulation guidelines of tabulation data which is according to Panuju (2000) says that to determine into very good, good, enough, less, and very poor, the writer needs to fully consider the minimum, maximum, interval index values, and distance intervals which define: a) the minimum index value is the minimum score multiplied by the number of questions multiplied by the number of respondents; b) the maximum value is the highest score times the number of questions multiplied by the number of respondents; c) the interval index value is the difference between the maximum index value and the minimum index value; and d) the distance interval is the interval divided by the desired number of levels.

The variables, dimensions, and indicators limit this teacher competency research in the Minister of National Education Regulation Number 16 of 2007 concerning Teacher Competency Standards. However, parties or education experts have different views on teacher competence in the Regulation of the Minister of National Education. In addition, the research sample is MIN Palembang City teachers, both classroom teachers, Islamic

religion teachers, and subject teachers. There are only two Madrasahs Ibtidaiyah in Palembang City. Of course, it cannot be generalized to MIN or MIS outside the research setting.

This study took place from 2008 to 2011 because teacher competence is a process that grows and develops. Therefore, this study conducted in this year may be different from the implementation of another study in the future.

FINDINGS AND DISCUSSION

Brief Profiles of MIN I dan MIN II of Palembang City

Madrasah Ibtidaiyah Negeri (MIN) I and II of Palembang City are two elementary-level madrasahs (6 years of basic education) with State status in Palembang City. MIN I and II of Palembang City are government educational institutions under the Regional Office of the Ministry of Religion of the Province of South Sumatra. The curriculum used by the Madrasah Ibtidaiyah Negeri, I and II of Palembang City, is a combination of the curriculum from the Ministry of National Education (according to the Content Standards of the Minister of National Education Regulation 22 of 2006) and the curriculum of the Ministry of Religion (Permenag No. 2 of 2008).

As a brief description, the teaching and learning process at MIN I Palembang City is managed by 40 teachers consisting of 36 civil servant (PNS) teachers and four non-civil servant (honorary) teachers, one librarian, and three education staff. At this time, 576 students of MIN I Palembang City occupy nine study groups. In addition to extracurricular activities, MIN I Palembang City also has extracurricular activity programs including 1) Quran recitation guidance; 2) drum bands; 3) the art of Hadrah; 4) scouts; 5) Music art; 6) tilawati guidance (class I); and 7) intensive tutoring (class VI). While the teaching and learning process at MIN II Palembang City is currently managed by 45 teachers consisting of 35 civil servant (PNS) teachers and ten non-civil servant (honorary) teachers, one librarian, and two education staff. And now, 545 students of MIN II Palembang City occupy eight study groups.

Description of the Categorization of Values on Each Scale

Based on the population used as respondents, the description of this research category is divided into four groups; four subject teachers, 17 class teachers, 36 Islamic Religious Education (PAI) teachers, and 85 overall City MIN teachers in Palembang city. The formula for determining the distribution of the interval values for each group is:

Minimum Index Score	=	Minimum Score x Number of Respondents
Maximum Index Score	=	Maximum Score x Number of Respondents
Interval	=	Maximum Index Value – Minimum Index Value
Distance Interval	=	Interval : Level (5)

So that the results obtained:

1. The total of MIN Teachers in Palembang City: 85 teachers

$$\text{Minimum Index Score} = 1 \quad \times \quad 85 = 85$$

Maximum Index Score	= 5	x	85	= 425	
Interval	= 425	-	85	= 380	
Interval Distance	= 340	:	5	= 68	
2. The total of MIN Islamic religion teachers in Palembang City: 36 teachers					
Minimum Index Score	= 1	x	36	= 36	
Maximum Index Score	= 5	x	36	= 180	
Interval	= 180	-	36	= 144	
Interval Distance	= 144	:	5	= 28,8	
3. The total of MIN classroom teachers in Palembang City: 17 teachers					
Minimum Index Score	= 1	x	17	= 17	
Maximum Index Score	= 5	x	17	= 85	
Interval	= 85	-	17	= 68	
Interval Distance	= 68	:	5	= 13,6	
4. The total of MIN subject teachers in Palembang City: 4 teachers					
Minimum Index Score	= 1	x	4	= 4	
Maximum Index Score	= 5	x	4	= 20	
Interval	= 20	-	4	= 16	
Interval Distance	= 16	:	5	= 3,2	

Based on the interval distance of each group of respondents, a description of the categories is obtained, as shown in the following table.

Table 2. Distribution of Teacher Competency Measurement

No.	Total of Respondents				Category
	85 teachers	36 teachers	17 teachers	4 teachers	
1	357 - 425	151,2 - 180	71,4 - 165	16,8 - 20	Very Good
2	289 - 357	122,4 - 151,2	57,8 - 71,4	13,6 - 16,8	Good
3	221 - 289	93,6 - 122,4	44,2 - 57,8	10,4 - 13,6	Enough
4	153 - 221	64,8 - 93,6	30,6 - 44,2	7,2 - 10,4	Less
5	85 - 153	36 - 64,8	17 - 30,6	4 - 7,2	Very Poor

Source: Hermawan (2006)

Analysis of Research Results

The dimension of professional competence include: (a) mastering the materials, structures, concepts, and scientific mindsets that support the subjects taught; (b) mastering the competency standards and basic competencies of the subjects/fields of development being taught; (c) developing creatively the guided learning materials; (d) taking reflective actions for professional development in a sustainable manner, and (e) utilizing information and communication technology to communicate and create self-development.

The recapitulation of the analysis results of each dimension of the professional competence of MIN teachers in Palembang City, as follows:

Mastering the Materials, Structures, Concepts, and Scientific Mindsets that Support the Subjects Taught

The dimensions of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects taught, the researcher mapped into four teachers: class teachers by the total of teachers are 17, Islamic religion teachers by the total of 36, and subject teachers are 4.

Competency of Classroom Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subjects taught by the classroom teachers is as follows;

Table 3. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Support the Subjects Taught by Classroom Teachers

Dimension	Indicator	Average
Mastering the materials, structures, concepts, and scientific mindsets that support the subjects taught by the Classroom Teacher	a) Understanding the nature of language and language acquisition	58
	b) Understanding the position, function, and variety of the Indonesian language	54
	c) Mastering the basics and rules of the Indonesian language as a reference for the use of good and correct Indonesian language	52
	d) Having Indonesian language skills (listening, speaking, reading, and writing)	56
	e) Understanding the theory and genre of Indonesian literature	56
	f) Able to appreciate Indonesian literary works, receptively and productively	55
	g) Mastering conceptual and procedural knowledge as well as their interrelationships in the context of arithmetic, algebra, geometry, trigonometry, measurement, statistics, and mathematical logic materials	51
	h) Able to use horizontal and vertical mathematization to solve mathematical problems and problems in the real world	49

i) Able to use conceptual, procedural, and related knowledge in solving mathematical problems, as well as its application in daily life	50
j) Able to use teaching aids, measure instruments, calculate tools, and computer software	59
k) Able to observe natural phenomena either directly or indirectly	52
l) Utilizing the concepts and laws of natural science in various situations of daily life	51
m) Understanding the structure of the natural sciences, including functional relationships between concepts, related to natural science subjects	53
n) Mastering scientific material, which includes the dimensions of knowledge, values, and social studies skill	53
o) Developing materials, structures, and scientific concepts of social studies	52
p) Understanding expectations, values, concepts, and basic principles of the social sciences in the context of the diversity of Indonesian society and the dynamics of global life	51
q) Understanding the phenomenon of the interaction of the development of science, technology, art, religious life, and the development of society as well as global interdependence	52
r) Mastering scientific material which includes the dimensions of knowledge, attitudes, values, and behaviors that support learning activities	60
s) Mastering the concepts and principles of the national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the homeland, and defending the country	62

t) Mastering the concepts and principles of protection, promotion of human rights, fair, and correct law enforcement	63
u) Mastering the concepts, principles, values, morals, and norms of democratic Indonesian citizenship in the context of citizenship and the world	61
Average Amount	54,76

Based on the table above, for the six indicators, namely: understanding the nature of language and language acquisition, being able to use teaching aids, measuring tools, calculating tools, and computer software, mastering scientific material, which includes the dimensions of knowledge, attitudes, values, and behaviors that support activities. Civics learning, mastering the concepts and principles of national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the homeland and defending the country, mastering the concepts and principles of protection, promotion of human rights, as well as law enforcement in a fair and correct manner, and mastering concepts, principles, values, morals, and the norms of democratic Indonesian citizenship the context of citizenship and the world in the dimensions of the ability to master the material, structure, concepts, and scientific mindset that support the subjects taught by the Palembang City MIN classroom teachers are good. While the other 15 indicators are enough.

Competency of Islamic Religion Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subjects taught by the Islamic religion teachers is as follows:

Table 4. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subjects Taught by Islamic Religion Teachers

Dimension	Indicator	Average
Mastering the materials, structures, concepts, and scientific mindsets that supports the subjects taught by Islamic religion teachers	a) Interpreting the materials, structures, concepts, and mindsets of the sciences that are relevant to learning Islamic Religious	114
	b) Analyzing the materials, structures, concepts, and mindsets of the sciences that are relevant to learning Islamic Religious Education	118
Average Amount		116

Based on the table above, the overall indicators of the ability to master the materials, structures, concepts, and scientific mindset that support the subjects taught by the Islamic religion MIN teachers in Palembang City are sufficient. Likewise, the average value of this dimension is 116, which is in the range of values of 93.6 - 122.4, in the category enough.

Competency of Cultural Art Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the teacher of arts and culture is as follows:

Table 5. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by Cultural Art Teachers

Dimension	Indicator	Average
Mastering the materials, structures, concepts, and scientific mindsets that supports the subject taught by cultural art teachers	a) Mastering materials, structures, concepts, and scientific mindsets that support the subjects taught by Arts and culture teachers (covering materials that are conceptual, appreciative, and creative/recreational) that support the implementation learning of arts and culture (fine arts, music, dance, theater) and skills.	14
	b) analyze the material, structure, concept, and mindset of the relevant sciences with learning arts and culture	12
Average amount		13

Based on the table above, the indicators analyzing the material, structure, concept, and mindset of the sciences that are relevant to learning arts and culture in the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects taught by the arts and culture MIN teachers in Palembang City is enough. In contrast, the other indicators are good. If combined, the average score of this dimension is 13 which is in the range of score 10.4 - 13.6, in the category enough.

Competency of Physical Education, Sports, and Health Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the teachers of physical education, sports, and health is as follows:

Table 6. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Physical Education, Sports, and Health Teachers

Dimension	Indicator	Average
Mastering the materials, structures, concepts, and scientific mindsets that supports the subject taught by physical education, sports, and health teachers	a) Explaining the philosophical dimension of physical education including ethics as a rule and profession	12
	b) Explaining the perspective of the history of physical education	14
	c) Explaining the dimension of human anatomy, including the structure and function	13
	d) Explaining the aspects of kinesiology and human physical performance	14
	e) Explaining the aspects of human physiology and the effects of exercise performance	14
	f) Explaining the psychological elements of human performance, including motivation and goals, anxiety and stress, and self-perception	13
	g) Explaining the sociological aspects of self-performance, including social dynamics, ethics, moral behavior, cultural, ethnic, and gender differences	12
	h) Explaining the theory of movement development, including the aspects that influence	13
	i) Explaining the theory of learning motion, including basic and complex skills, the interrelationships among the cognitive, affective, and psychomotor domains	12
Average Amount		13

Based on the table above, three indicators, namely: explaining the historical perspective of physical education, explaining aspects of kinesiology and human physical performance, explaining human physiological elements and the effects of exercise performance on the dimension of the ability to master materials, structures, concepts, and scientific mindsets that support the lessons taught by the teacher of physical education, sports, and health subjects are good. The other six indicators are enough. If combined, the

average score of this dimension is 13, which is in the range of score 10.4 - 13.6, in the category enough.

Competency of Foreign Language Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the foreign language teachers is as follows:

Table 7. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Foreign Language Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and scientific mindsets that support the subject taught by foreign language teachers	a) Having knowledge of various aspects of language in English (linguistics, discourse, sociolinguistics, and strategic)	14
	b) Mastering spoken and written English, receptive and productive in all its communicative aspects (linguistic, discourse, sociolinguistic, and strategy)	13
Average Amount		13,50

Based on the table above, the indicator shows knowledge of various aspects of language in English (linguistics, discourse, sociolinguistics, and strategy) in the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subject taught by foreign language subject teachers is enough; while the other indicators are enough. If combined, the average score of this dimension is 13.50 which is in the range of score 10.4 - 13.6, in the category enough.

Competence of Indonesian Language Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the Indonesian language teachers is as follows:

Table 8. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Indonesian Language Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and scientific mindsets that support the subject taught	a) Understanding the nature of language and language acquisition	13
	b) Under the position, functions, and variety of Indonesian	12

by Indonesian language teachers	c) Mastering the basics and rules of the Indonesian language as a reference for the use of good and correct Indonesian	12
	d) Having Indonesian language skills (listening, speaking, reading, and writing)	14
	e) Understanding the theory and genre of Indonesian literature	14
	f) Able to appreciate Indonesian literary works, receptively and productively	13
	Average Amount	13

⁴³ Based on the table above, there are two indicators, namely: having Indonesian language skills (listening, speaking, reading, and writing) and understanding the theories and genres of Indonesian literature in the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subject taught by the Indonesian MIN teachers in Palembang City is good. The other four indicators are enough. If combined, the average score of this dimension is 13, which is in the range of score 10.4 - 13.6, in the category enough.

Competence of Mathematics Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the Mathematics teachers is as follows:

Table 9. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Mathematics Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and scientific mindsets that support the subject taught by Mathematics teachers	a) ¹⁹ Mastering conceptual and procedural knowledge and their interrelationships in the context of arithmetic, algebra, geometry, trigonometry, measurement, statistics, and mathematical logic materials	12
	b) Being able to use horizontal and vertical mathematization to solve mathematical problems and problems in the real world	13
	c) Being able to use conceptual, procedural, and related knowledge in solving mathematical problems, as well as its application in daily life	12

d) Being able to use teaching aids, measuring instruments, calculating tools, and computer software	11
Average Amount	12

Based on the table above, the overall indicators on the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subject taught by the Mathematics MIN teachers at the Palembang City is enough. Similarly, the average score of this dimension is 12, which is in the range of score 10.4 - 13.6, in the category enough.

Competence of Science Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the Science teachers is as follows:

Table 10. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject taught by the Science Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and scientific mindsets that support the subject taught by Science teachers	a) Being able to observe natural phenomena either directly or indirectly	14
	b) Using the concepts and laws of natural science in various situations of everyday life	13
	c) Understanding the structure of the natural sciences, including functional relationships between concepts, which are related to science subject	13
Average Amount		13,33

Based on the table above, the indicator of observing natural phenomena, either directly or indirectly on the dimension of the ability to master the material, structure, concept, and scientific mindsets, supports the subjects taught by the MIN science subject teacher in Palembang City is good. The other two indicators are enough. When combined, the average score of this dimension is 13.33, which is in the range of score from 10.4 to 13.6, in the category enough.

Competence of Social Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the Social studies teachers is as follows:

Table 11. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Social Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and scientific mindsets that support the subject taught by Social studies teachers	a) Mastering scientific materials, which includes the dimension of knowledge, values, and social studies skills	14
	b) Developing materials, structures, and scientific concepts of Social studies	12
	c) Understanding the goals, values, concepts, and basic principles of the social studies in the context of the diversity of Indonesian society and the dynamics of global life	13
	d) Understanding the phenomenon of the development interaction of science, technology, art, religious life, and society as well as global interdependence	13
Average Amount		13

Based on the table above, the indicators of mastering scientific material which include knowledge, values, and social studies skills in the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects taught by the Social MIN teachers at Palembang City is considered good. The other three indicators are enough. If combined, the average score of the dimension is 13, which is in the range of score 10.4 - 13.6, in the category enough.

Competence of Civics Teachers at MIN

The dimension of the ability to master the materials, structures, concepts, and scientific mindsets that supports the subject taught by the Civics teachers is as follows:

Table 12. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports Subject Taught by the Civics Teachers

Dimension	Indicator	Average
Mastering materials, structures, concepts, and	a) Mastering scientific materials, which include the dimension of knowledge,	14

scientific mindsets that support the subject taught by Civics teachers	attitudes, values, and behaviors that support Civics learning activities	
	b) Mastering the concepts and principles of national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the homeland, and defending the country	13
	c) Mastering the concepts and principles of protection, promotion of human rights, fair, and correct law enforcement	13
	d) Mastering the concepts, principles, values, morals, and norms of democratic Indonesian citizenship in the context of citizenship and the world	12
Average Amount		13

Based on the table above, the indicators of mastering scientific materials which include knowledge, attitudes, values, and behaviors that support Civics learning activities in the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects taught by the Civics MIN subject teacher Palembang city is good. The other three indicators are enough. If combined, the average score of the dimension is 13, which is in the range of score 10.4 - 13.6, in the category enough.

So, the dimension of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects can be concluded as follows:

Table 13. The Ability to Master Materials, Structures, Concepts, and Scientific Mindsets that Supports the Subject Taught

Dimension	Indicator	Adjustment	Average
Mastering the materials, structures, concepts, and scientific mindsets that support the subjects taught	a) Classroom MIN teachers of Palembang City	54,76 x 85 : 17	273,8
	b) Competence of Islamic religion MIN teachers	116 x 85 : 36	273,89
	c) Competence of Cultural Art MIN teachers	13 x 85 : 4	276,25
	d) Competence of Physical Education, Sports, and Health MIN Teachers	13 x 85 : 4	276,25
	e) Competence of Foreign Language MIN teachers	13,50 x 85 : 4	286,88
	f) Competence of Indonesian Language MIN teachers	13 x 85 : 4	276,25

g) Competence of Mathematics MIN teachers	12 x 85 : 4	255
h) Competence of Science MIN teachers	13,33 x 85 : 4	283,26
i) Competence of Social Studies MIN teachers	13 x 85 : 4	276,25
j) Competence of Civics MIN teachers	13 x 85 : 4	276,25
Average Amount	85	275,41

Based on the table above, the overall indicators of the ability to master the materials, structures, concepts, and scientific mindsets that support the subjects taught by MIN teachers in Palembang City are enough. The average score of this dimension is 275.41, which is in the range of score 221 - 289, in the category enough.

9 Mastering The Standards and Basic Competencies of The Subjects/Fields of Development That Are Taught By Teachers

The recapitulation of the analysis of research results on the dimension of the ability to master standards and basic competencies of subjects/fields of development that are taught by teachers are:

Table 14. Ability to Master Standards and Basic Competencies of Subjects/Development Fields that are Taught by Teachers

9 Dimension	Indicator	Average
Mastering the standards and basic competencies of the subjects/development areas that are taught	a) Understanding the standard competencies of the five madrasah subjects	278
	b) Understanding the basic competencies of five madrasah subjects	285
	c) Understanding the learning objectives of the five subjects	280
Average Amount		281

Based on the table above, the overall indicators on the dimensions of the ability to master standards and basic competencies of subjects/fields of development that are taught by MIN teachers in Palembang City are enough. Likewise, the average score of this dimension is 281, which is in the range of score 221 - 289, in the category enough.

Creative Development of Guided Learning Materials

The recapitulation of the analysis of research results on the dimension of the ability to develop creatively of guided learning materials are:

Table 15. The Ability to Develop Creatively of Guided Learning Materials are:

Dimension	Indicator	Average
Being able to develop Creatively of Guided Learning Materials	a) Choosing five subjects that are taught according to the level of students' development	276
	b) Processing the materials for five subjects that are taught in an integrative and creative way according to the level of students' development	275
Average Amount		275,50

Based on the table above, the overall indicators of the ability to develop creatively of guided learning materials by MIN teachers in Palembang City are enough. Likewise, the average score of this dimension is 275, which is in the range of score 221 - 289, in the category enough.

Developing the Sustainable Professionalism by Taking Reflective Actions

The recapitulation of the analysis of research results on the ability of developing the sustainable professionalism by taking reflective actions is:

Table 16. The Ability of Developing the Sustainable Professionalism by Taking Reflective Actions

Dimension	Indicator	Average
Developing the sustainable professionalism by taking reflective actions	a) Doing reflection on one's performance continuously	281
	b) Taking advantages of the results of the reflection to improve professionalism	282
	c) Conducting classroom action research to improve professionalism	282
	d) mengikuti kemajuan zaman dengan belajar dari berbagai sumber Keeping updates with this period by learning from various sources	283
Average Total		282

Based on the table above, the overall indicators of developing professionalism sustainably by taking reflective actions for MIN teachers in Palembang City are enough. Likewise, the average score of this dimension is 282, which is in the range of score 221 - 289, in the category enough.

Utilizing Technology of Information and Communication to Communicate and Create Self-Development

Recapitulation of the analysis of the research results on the dimension of ability to use technology of information and communication to communicate and create self-development shows:

Table 17. Utilizing Technology of Information and Communication to Communicate and Create Self-Development

Dimension	Indicator	Average
Utilizing technology of information and communication to communicate and create self-development	a) Utilizing technology information and communication in communicating	298
	b) Utilizing technology information and communication for self-development	294
Average Amount		296

Based on the table above, all indicators of ability to utilize technology of information and communication to communicate and create self-development for MIN teachers in Palembang City are good. Likewise, the average score of this dimension is 296, which is in the range of scores 289 - 357, in the category good.

Based on the previous discussion, the following describes the average recapitulation of each competency of the MIN teachers in Palembang City.

Table 18. Recapitulation of Research Results

Variable	Dimension	Average
Professional Competence	a. Mastering the materials, structures, concepts, and scientific mindsets to support the subjects that are being taught	275,41
	b. Mastering the standards and basics competencies of the subjects/development areas that are being taught.	281
	c. Creative Development of guide learning materials	275,50
	d. Developing the sustainable professionalism by taking reflective actions	282

e. Utilizing technology of information and communication to communicate and create self-development	296
Average Professional Competence	281,98

The table above shows that the professional competence score of the MIN teachers in Palembang City is 281.98, which is included in the category enough due to four of the five dimensions of professional competence in the category enough. The only dimension in the category good is utilizing technology of information and communication to communicate and create self-development. So, in general, the professional competence of MIN teachers in Palembang City is in the category enough.

CONCLUSION

Based on the overall descriptions above, we can conclude that the professional competence of the MIN teachers in Palembang City is in the category enough which showed the mean score 281.98. The only dimension of professional competence in the good category is utilizing information and communication technology to communicate and create self-development.

Meanwhile, other professional competencies, namely: (a) mastering the materials, structures, concepts, and scientific mindsets that support the taught subjects; (b) mastering the standards and basic competencies of the subjects/fields of development of the taught subjects; (c) developing creatively of guided learning materials; and (d) developing a sustainable professionalism by taking reflective actions, in the category enough.

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