



THE ROLE OF SEMINARS & WORKSHOPS IN DEVELOPING TEACHERS' PROFESSIONAL COMPETENCE AND ITS IMPACT ON CAREER PATHS AT AISYIYAH JUNIOR HIGH SCHOOL MUHAMMADIYAH 3 MALANG

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Abstract

The purpose of this study was to see how workshops and seminars play a role in improving teachers' professional competence and how this impacts on teachers' career paths at Aisyiyah Junior High School Muhammadiyah 3 Malang. The research was conducted using a qualitative approach that utilized interviews and observations from non-participating individuals. The research showed that teachers' pedagogical, professional, social, and personality competencies were significantly improved through seminars and workshops held by the subject teachers' meeting (MGMP). In addition, teachers' participation in these activities had a positive impact on their career paths: they improved their qualifications, earned promotions and became more competitive in the workplace. Therefore, workshops and seminars are important tools to improve teachers' professionalism.

Keywords: Competency Development, Education Seminar and Workshop, Teacher Career Path

1. Introduction

The era of globalization and advances in digital technology are increasingly unstoppable due to the need for higher quality human resources in the education sector. The role of teachers as the spearhead of the learning process in the classroom has a strategic step in producing a superior and highly competitive generation. The development of teacher professional competence is a necessity that must be carried out continuously. Of course, teacher competence does not only include mastery of material, but also pedagogical, social, personality, and professionalism skills when teaching. In this advanced era, teachers' demand for technology is very important, besides that teachers also need to increase their responsiveness to changes that often occur quickly. Without directed self-development efforts, it is feared that teachers will be stagnant in their performance, and of course this has an impact on the low quality of education in a country.

Teacher competence is a fundamental factor in improving the quality of learning and student learning outcomes, therefore competency development is very important for every educational institution. According to (Indonesian House of Representatives 2005) Law Number 14 of 2005 concerning Teachers and Lecturers, educators should have 4 main competencies, namely pedagogical, personality, social and professional competencies. Of course, these main competencies are not static but there must be renewal along with curriculum development and changes in educational needs. According to Lestari, Bahrozi, & Yuliana (2023) the competence of an educator is closely related to the curriculum applied to each educational institution, the group of educational units needs to develop a curriculum in accordance with regional potential and human resources. Therefore, the development of teacher competencies in conjunction with curriculum development is an important need in the

world of modern education today, considering that Indonesia often experiences curriculum changes accompanied by reasons because the government wants to find a curriculum that suits the way students learn. The competence of educators needs to be improved through a development that is held at each educational institution, teachers who do not receive additional training often have difficulty adjusting to educational technology, the latest learning methods, and effective classroom management strategies. Ro`is et al. (2025) argued that teachers are very important human resources in an educational organization. So that the development of human resources is carried out to provide results that match the goals or focus of the organization with predetermined performance standards (Diwiyani & Sarino 2018). According to Finch, an effective learning process can provide motivation and preparation for students to become qualified human resources, so the role of teachers when teaching becomes very crucial in realizing qualified human resources to realize the important role of education in the development of a country (Putri and Imaniyati 2017).

The role of teachers today must be very different from the role of teachers in the past because change or transformation always occurs in every era (Gunawan & Ramadhani, 2024). However, it is unfortunate that in this modern era of technology, teachers still provide many lessons in the form of books. Whereas in this day and age the deep learning model, also known as deep learning, is popular and technology is very important to implement this model. In this technological era, teachers must improve their teaching skills to prepare superior human resources who are ready to face challenges along with the times (Gunawan 2022). Based on data from the Ministry of Education and Research (2022), teachers in Indonesia are still relatively low in using technology as reference material and teaching media. The success of a creative and innovative learning process, of course, a teacher needs to integrate the technology he has. Based on the results of research conducted by Lumban Gaol & Simanjuntak 2023 that there are several indicators in their research that are classified as low, namely the teacher's age factor is categorized with a score of 37.5% so that with the older teacher's age factor results in teachers lacking the ability to operate digital technology they consider that younger teachers should be able to operate technology rather than older senior teachers. In addition, it appears that teachers have low skills in using digital media. This is due to the lack of comprehensive training that enables teachers to maximize the functions of digital media.

One effective way to address teachers' lack of competence in supporting their profession is to increase the role of educational seminars and workshops. Seminars and *workshops* not only provide teachers with information on issues in education, but allow teachers to work together through *sharing sessions* and talking scientifically with each other. *Workshops* and seminars allow teachers to update their knowledge and adopt new learning approaches, thus indirectly building professional networks among teachers and creating a community of quality among teachers. Moreover, participation in these forums shows how committed teachers are to their career development as lifelong educators. Therefore, participation in seminars and *workshops* not only helps teachers become more proficient personally, but also helps teachers in their continuous career development.

Providing training in the form of seminars and workshops for teachers is very important to support teachers' abilities when teaching. In this context, the Subject Teacher Conference (MGMP) has an important strategic role to support teachers' careers through improving teacher competencies. According to (Astuti et al., 2024) MGMP is a forum where similar

teachers in one subject gather to share experiences, share knowledge, and improve their ability to implement learning. Sari & Maulidin (2024) argue that MGMP can be a forum for teacher professional development, especially in terms of mastery of subject matter, application of learning methods and strategies, and use of information technology in the learning process. This study was conducted to explore information on the role of seminars and workshops in improving teachers' competencies and their impact on their career paths. The importance of teacher competence in ensuring the quality of learning and the sustainability of teachers' careers is the main purpose of this research to provide an empirical picture of the effectiveness of seminars and workshops from Aisyiyah Muhammadiyah 3 Malang Junior High School teachers who are willing to be research sources. In addition, this research is expected to be useful to provide recommendations for educational institutions in improving teacher competence.

2. Method

This study uses a qualitative research approach that aims to find information and data in more detail regarding the role of seminars and workshops in developing teachers' professional competencies and their impact on their career paths. Sugiyono in Mustafa, et al. (2020) uses a qualitative research approach to examine the natural conditions of objects. This research activity consists of data collection, triangulating data collection. Triangulation is an attempt by researchers to see the validity of research data through several points of view (Alfansyur and Mariyani, 2020). The next step is for researchers to analyze the data qualitatively, and evaluate the research results. This approach provides a broad perspective for qualitative research and allows a deeper understanding of the speech, writing, or behavior that can be observed in a particular situation. Data collection techniques carried out by researchers using interview techniques and non-participant observation. Non-participant observation is an activity that only observes or sees activities carried out without participating directly in the activity process. According to Ulfatin (2022) interviews are interactions that can help decipher complex problems through in-depth discussions, researchers use two types of interviews, namely structured and semi-structured. Structured interviews are conducted with specific guidelines to answer the research focus, while semi-structured interviews are more flexible with open-ended questions.

This research was conducted at Aisyiyah Junior High School Muhammadiyah 3 Malang, which is located on Jalan Husni Tamrin Number 3, Klojen District, Malang City. The target sources interviewed by researchers consisted of several Educators at the school. The data analysis technique in this study uses the Miles and Huberman model. According to Sugiyono (2022) the Miles and Huberman model data analysis technique consists of data collection, data reduction, data presentation and conclusion drawing. The flow of research activities using this qualitative approach is adjusted to the Miles and Huberman model as shown in the following figure.

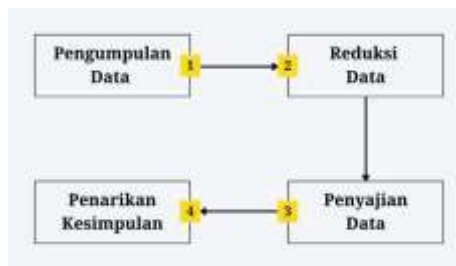


Figure 2.1 Steps of the Miles and Huberman Model Data Analysis Technique

Source: Author's Document

The initial stage of the research was to collect data on the role of seminars and workshops in developing teachers' professional competencies and their impact on teachers' career paths. The data collection process was carried out through an online and offline interview process with questions that fit the focus of the research such as teachers' experiences when attending seminars and workshops held by schools, teachers' motivation to attend seminars and workshops, changes in the teaching process after attending seminars and workshops and the role of seminars or workshops in improving teachers' teaching competencies. In the next stage after the data is collected, data reduction or sorting is carried out using data triangulation in accordance with the research focus. According to Sugiyono (2022) data reduction is an activity of selecting, sorting and focusing qualitative data results on important things according to the research focus. After data reduction, the next stage is data presentation and analyzing all the data obtained so that conclusions can be drawn from the research results.

3. Results and Discussion

Seminars and workshops are one part of the teacher competency development program organized by educational institutions. Based on the results of interviews with one of the teachers at SMP Aisyiyah Muhammadiyah 3 Malang named Mrs. Badi`ul Munawaroh that every month the teachers will hold a meeting at the MGMP (Subject Teacher Conference) to discuss the development of learning models that will be applied by teachers. According to Yahiji, et al (2025) MGMP is an association of subject teachers in which they will work together to improve their abilities and competencies in the subjects they study. In addition to discussing the subjects they teach, MGMP meetings also act as sharing sessions for teachers to share stories about their teaching experiences when in class, so that from these discussions teachers can learn and develop their abilities independently by evaluating some of the experiences that have been told by fellow educators. According to Arafah in Yahiji, et al., (2025) Conversations between teachers will generate knowledge and experiences that can be used to become better and more directed teachers.

It is difficult for teachers at Aisyiyah Muhammadiyah 3 Junior High School to teach alpha generation students in class. Interviews with teachers at Aisyiyah Muhammadiyah 3 Junior High School show that educating the alpha generation is a challenge because of their diverse characteristics, so teachers need to allocate more energy to teach them. According to Ibu Badi'ul Munawaroh, being a teacher in the current era requires the ability to adapt to the various problems faced by their students as guardians and parents continue to report their children's behavior to their respective teachers when they experience problems at school or

outside of school. This is far beyond the ability of teachers to monitor their students' behavior. So teachers need to improve their ability to monitor the behavioral development of their students, because parents assume that changes in their children's behavior have something to do with how the teacher teaches in the classroom.

Organization of Seminar and Workshop of Aisyiyah Junior High School Muhammadiyah 3 Malang

Teachers are one of the important factors in shaping quality human resources, the strategic position of teachers to improve the quality of teaching is influenced by their professional abilities and welfare levels. According to Munawir in Maulida (2025) teachers should have four main competencies namely pedagogic, personality, social and professional. Based on the results of the interviews, seminars and workshops are often held by the education office and the teachers' association in their MGMP, even though the private school strongly recommends for its teachers to take part in training activities held by the education office and their MGMP. The organization of seminars and workshops for teachers in MGMP associations can be held at any time according to the agreement of the teachers who follow the association. The seminars and workshops attended by teachers at SMP Aisyiyah Muhammadiyah 3 Malang are held most often once a month, but sometimes within 1 month the seminars and workshops can be held 2-3 times depending on the needs and problems experienced by the teachers. According to Emaliana in Ritonga (2024) training and learning evaluation should indeed need to be held regularly in various accurate and fair assessment techniques, so that from the results of these assessments teachers can design more optimal lesson plans (Ritonga, 2024).

Seminars and workshops in MGMP associations often bring in reliable presenters who will certainly bring new insights for teachers. Based on the results of interviews, seminars often discuss the increasing role of technology in the form of digital applications. According to Sulastri (2024) 21st century learning, teachers are expected to revolutionize learning patterns that are centered on teachers and students as well. This modern era does force teachers to be proficient in using technology when teaching, seminars on the introduction of digital applications to teachers are carried out so that educators are not ignorant of technology and teach effective and efficient teaching methods. According to Supentri, et al. (2025) based on the results of his observations in the field with MGMP in Indragiri Hulu Regency, it was found that many teachers did not use digital teaching materials or learning media but used conventional teaching media, besides that it was found that their lack of understanding related to making digital media such as PowerPoint, Zoom Meeting, and so on. The use of digital teaching media can certainly increase students' interest in learning and indirectly improve teachers' teaching competence (Kuway et al., 2023). This is the main reason for teachers to take part in seminars and workshops, in addition to improving their teaching competence, of course, with this MGMP association teachers will get a lot of lessons from several other teachers so that their experience will also automatically increase.

Analysis of the Role of Seminars and Workshops to Develop Teacher Competence at Aisyiyah Muhammadiyah 3 Junior High School in Malang

Seminars and workshops play an important role in developing teachers' teaching competencies, and Aisyiyah Muhammadiyah 3 Malang Junior High School teachers are no exception. Based on the results of interviews with several Aisyiyah Muhammadiyah 3 Malang Junior High School teachers, they argue that the seminars and workshops they have attended have been very beneficial for the sustainability of their careers, because from these experiences they can collaborate and share their teaching practices so that they indirectly create a forum for teachers to learn from each other and adopt teaching methods that are more proven to be effective. This is in line with the opinion of Aripin, et al (2024) that improving teacher competence through training is a crucial step to ensure that learning programs have a clear direction and can be evaluated for success. The materials shared through the seminar were also adjusted based on the teaching module and the needs of the times, this adjustment was made so that teachers could develop their learning strategies through an innovative and adaptive approach. Teaching modules are made to serve as the foundation of the curriculum that is applied with the aim of reaching the predetermined competency standards (Wijaya, 2023). According to Ritonga (2024) the provision of seminars and workshops at the MGMP forum has several important roles to develop teacher competence, namely the first teaching media in implementing digital learning MGMP can be a facility for teachers to train them in the use of the latest technology in education. Based on the results of interviews with an English teacher at SMP Aisyiyah Muhammadiyah 3 Malang, at MGMP English meetings in Malang City at several meetings they were taught to use digital applications such as Canva to provide interesting teaching visuals to students. According to Purwati (2021) in delivering digital learning there are several digital learning media which include images, audio, video, and educational animations. Because through technology learning will be carried out very pleasantly, according to Prasetyo (2019) if the teacher becomes a pleasant educator in providing a sense of enthusiasm for learning, the teacher indirectly creates pleasant learning as well. The benefits of technology in addition to providing convenience in providing teaching, technology also makes it easier for teachers to collaborate and discuss online every day. The provision of MGMP can certainly accelerate and increase the effectiveness of the implementation of teaching innovations using digital technology. For example, Aisyiyah Junior High School Muhammadiyah 3 Malang has its own website to support classroom learning such as online exams through the website and accessing material that has been explained by the teacher on the website. So that teachers' efforts in adapting and optimizing the role of technology in classroom learning can help them evaluate their teaching skills. Secondly, as a forum for optimal collaboration and practice sharing, it is important for teachers to share their teaching practices and experiences with other teachers. Badi'ul Munawaroh, one of the teachers at Aisyiyah Muhammadiyah 3 Junior High School in Malang, said that at every MGMP meeting, all teachers will form an automatic discussion forum and they share their most memorable teaching experiences and can be used as motivation for other teachers. Ritonga (2024) argues that effective collaboration can be realized through joint discussions and workshops where teachers come together to discuss upcoming teaching challenges. Finally, the most important role of seminars and workshops is the provision of training programs to develop teacher competencies. The MGMP forum should certainly develop an agenda and training program for teachers according to their teaching needs. This includes identifying what is needed by teachers to develop competencies such as educational technology, new teaching

strategies, good evaluation techniques, and so on. According to Ritonga (2024) in MGMP forums there are several trainings that should be emphasized, namely training on the latest teaching strategies and pedagogical methods, this training includes innovative techniques in the use of technology when teaching and how to integrate best practices in improving the role of students when learning. Second, training on learning evaluation needs to be conducted regularly. As this training can provide assistance to teachers in designing assessment rubrics and constructive feedback to learners. Finally, training in classroom management and interpersonal skills. This training can give teachers the ability to create conducive classroom conditions, both in classroom interaction, good classroom dynamics, a supportive learning climate and a harmonious learning process.

Implications and Impact of Seminars and Workshops on Teachers' Career Paths at Aisyiah Muhammadiyah 3 Junior High School in Malang



Figure 3.1 Interview Process with Teachers of SMP Aisyiah Muhammadiyah 3 Malang

Source: Author's Document

Based on the results of direct interviews with several teachers, it was found that they stated that seminars and workshops had a tremendous impact on their teaching style. According to Rizkiyana et al (2025), teacher participation in seminars and workshops held through MGMP has a huge influence, namely: the first is the improvement of teacher teaching skills. According to Kusnandi (2019) in organizing effective and efficient learning, an innovation or novelty is needed which aims to make something really good through the invention process. In an interview with one of the teachers at SMP Aisyiah Muhammadiyah 3 Malang online said that through seminars and workshops held by MGMP, teachers get a lot of access to the latest teaching methods and the use of innovative learning media. Based on the results of research conducted by Maghfira in Rizkiyana et al (2025), it was found that the increase in teacher performance increased by 53, 5%. This shows that the more often teachers attend training, the better the quality of their teaching. The results of research by Suryani (2020) also show that teacher training through workshops can improve pedagogical skills by 25% for junior high school teachers in Yogyakarta City. Then the second is the implementation of practical teaching in the classroom, the provision of seminars and workshops has a positive influence that is not only seen in improving the quality of their teaching but its implementation in the classroom will also be seen. This can happen because teachers who often attend training tend to be more prepared to apply the learning strategies they have obtained after attending the training. Mrs. Badi`ul Munawaroh also emphasized that there are changes in teaching style after attending seminars and workshops, namely teachers are more confident in presenting material in front of students. Teacher confidence when teaching will result in more creative teaching and increase students' enthusiasm for learning, thus teachers are also required to be

active and innovative so that students do not feel bored when learning (Yantoro, et al. 2021). And finally, having the motivation to always excel, teacher participation in MGMP has a very close relationship with teacher achievement motivation. Because teachers who often attend training tend to feel more motivated to improve their teaching skills independently with the aim of improving their careers in the future.

High motivation for teachers' willingness to improve their professional competence as teachers certainly has an impact on their career path. Wachidah (2019) states that teachers as individuals must have high motivation to want to develop, because from high motivation the teacher has a strong reason to achieve what he wants when teaching. The teacher's teaching process is highly supervised by the institution or principal to provide regular evaluations of the teacher, the evaluation given can be in the form of independent supervision conducted by the teacher. Based on the results of interviews with teachers, especially at Aisyiyah Muhammadiyah 3 Junior High School in Malang, they often report their teaching results through a digital platform in the form of a website called "Merdeka Mengajar Platform" from this platform, teachers can carry out supervision independently and effectively because teachers only attach online files of their learning outcomes and can be directly supervised by institutions such as the Muhammadiyah headquarters or the local Education Office.

Regular supervision through online supervision on PMM (Merdeka Mengajar Platform) can make it easier for the principal or central institution to know the development of the quality of teacher pursuit. This has a positive influence on teachers to get a more qualified position in any educational institution. In a school, a teacher will certainly get a promotion that occurs due to the quality of their work, according to Wansit, et al (2024), teacher promotion is the result of a teacher's performance and professionalism in teaching, of course, all of this cannot be obtained automatically but teachers need to show good performance through regular training. Alliyah in Wansit, et al (2024) argues that teacher success is measured based on the ability of a teacher to carry out his role as a teacher optimally. Meanwhile, to be a professional teacher, a teacher needs to have an understanding of the subject matter and technical skills to contain learning strategies that help students learn very well. Based on the previous explanation, we can take the value that being a professional teacher cannot be achieved automatically but requires regular and continuous training, the training they have is certainly obtained through seminars and workshops from an MGMP forum which is a discussion forum for teachers. So that from these various trainings teachers have optimal abilities and get great opportunities for promotion and this can be a glorious teacher career journey.

4. Conclusion

Teacher competence is a major factor in improving the quality of learning and learning outcomes in the classroom. The development of teaching competence is one of the influences in determining the quality of learning. The results show that workshops and seminars have a strategic role in improving teachers' competencies at Aisyiyah Junior High School Muhammadiyah 3 Malang. In addition to improving teaching skills and curriculum understanding, these activities provide opportunities for teachers to develop their careers. Qualifications improve, promotion opportunities increase, and teachers' competitiveness increases thanks to involvement in seminars and workshops. Therefore, schools and policy makers should continue to support seminars and workshops on an ongoing basis to improve teachers' professionalism.

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