

Training Management To Enhance Teachers' Competence: A Systematic Literature Review

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Abstract

Efforts to increase teacher professionalism can provide improvements in the field of education that are always implemented in order to advance the nation along with advances in science and technology. Several efforts are made to increase the competency of teaching staff through training. This is carried out to improve the quality of the nation's education and the creation of complete Indonesian people. The method used in this research is systematic literature review or SLR. The use of the SLR method aims to help unite different theoretical perspectives and in depth. A systematic literature reference search was carried out to identify relevant previous research as a review for this research. The analysis method in this article uses 2 methods, namely selecting texts that are relevant to the research objectives and the second is comparing them with best practice. In theoretical studies from several sources analyzed, it can be concluded that the training given to teachers/educators has an important role. in increasing competence and professionalism in facing future challenges. Educators are professional staff who are obliged to plan and implement the learning process, assess learning outcomes, provide guidance and training. Educators also have a professional commitment to improving the quality of education.

Keywords: Training Management; Competency Improvement; Teacher educators

Abstrak

Upaya peningkatan profesionalisme guru dapat memberikan perbaikan dalam bidang pendidikan yang selalu dilaksanakan dalam rangka memajukan bangsa seiring dengan kemajuan ilmu pengetahuan dan teknologi. Beberapa upaya dilakukan untuk meningkatkan kompetensi tenaga pengajar melalui pelatihan. Hal ini dilakukan untuk meningkatkan kualitas pendidikan bangsa dan terciptanya manusia Indonesia seutuhnya. Metode yang digunakan dalam penelitian ini adalah tinjauan literatur sistematis atau SLR. Penggunaan metode SLR bertujuan untuk membantu menyatukan perspektif teoritis yang berbeda dan mendalam. Pencarian referensi literatur secara sistematis dilakukan untuk mengidentifikasi penelitian terdahulu yang relevan sebagai tinjauan penelitian ini. Metode analisis pada artikel ini menggunakan 2 metode yaitu memilih teks yang relevan dengan tujuan penelitian dan kedua membandingkannya dengan best practice. Dalam kajian teori dari beberapa sumber yang dianalisis, dapat disimpulkan bahwa pelatihan yang diberikan kepada guru/pendidik mempunyai peranan penting. dalam meningkatkan kompetensi dan profesionalisme dalam menghadapi tantangan masa depan. Pendidik adalah tenaga profesional yang berkewajiban merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, memberikan bimbingan dan pelatihan. Pendidik juga mempunyai komitmen profesional dalam meningkatkan mutu pendidikan.

Kata Kunci: Manajemen Pelatihan; Peningkatan Kompetensi; Pendidik Guru

1. Introduction

Teachers as one of the components of educational provision play an important role. As the vanguard in the educational process at the school level, teachers must meet adequate competencies that are in line with the educational needs of the school. The role and profession

of teachers are protected by law, namely Law Number 14 of 2005 concerning Teachers and Lecturers, which is detailed in Article 1. Indonesia still experiences a crisis of incompetent and problematic teachers. The issues include teachers who have not met educational expectations: there are still many teachers who are not graduates. Even a number of 300 thousand teachers do not have a Bachelor's degree, and up to 50% of the three million ten thousand teachers in Indonesia are not certified (Kusumaryono, 2020).

Regarding the large number of uncertified teachers, there are still issues within the teacher certification process, namely the low competence of teachers undergoing certification. In the initial competency test (UKA), an average low competency score of only 42.25 was obtained (Kompas, 2023). Based on this, teachers must undergo and obtain competency strengthening acceleration to support their professionalism in carrying out their main task, which is teaching, as stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Competence Standards and Teacher Competence.

To face this era of massive technological advancement, teachers are required to upgrade their knowledge and abilities in line with the learning needs of their students. This increase in professionalism is expected to contribute to the sustainable improvement of education quality. With qualified teachers, it will create a quality learning process and lead to quality education as well. In accordance with the mandate of Law Number 14 of 2005 Article 20, teachers are obliged to continuously improve and develop their academic qualifications and competencies in line with the development of science, technology, and the arts. Competency development and improvement can be achieved through practical professional training in curriculum development programs, teaching methods, and professionalism.

Out of the many training programs available, only a few focus on teaching the vision of learning and teaching to teachers. As a result, these trainings often become wasteful in terms of time, cost, and energy (Darling-Hammond et al., 2005). Therefore, there is a need for effective training methods or managerial approaches to maximize the effectiveness and efficiency of training in enhancing the quality, competence, and professionalism of teachers. Besides strengthening effective training management, there are three supporting factors for the development of teacher competence: the commitment of leadership, expertise, financial resources, and training facilities and infrastructure (Musfah, 2012).

2. Method

The method used in this research is a systematic literature review (SLR). The utilization of the SLR method aims to help integrate different theoretical perspectives in-depth. Systematic literature search is conducted to identify relevant previous studies as the basis for this research review. The systematic review in this research is carried out following the guidelines for writing and reporting systematic reviews and meta-analyses (Prisma 2021).

The steps of SLR in this research are as follows: Firstly, reorienting the research focus into research questions (RQ) as follows: (1) How does training management for teachers contribute to enhancing the quality of education and learning? (2) What role does effective and efficient training management play in improving the quality of education and learning? Secondly, determining the inclusive criteria by specifying a set of research outcomes to be sought and setting review boundaries to determine the elimination of literature. The inclusive criteria used in this study include: (1) Identification of the types of literature, including articles in scientific research journals and published seminar proceedings, encompassing research, reviews, books, or book chapters. (2) Utilization of literature published within the last five years

(2017-2024). (3) Inclusion of the keywords "training for teachers," "training for teacher professionalism," and "training management" in the abstract, title, and keywords. Finally, employing the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) algorithm to analyze and evaluate the literature identified. Through these steps, the research conducts a systematic analysis and comprehensive evaluation of the literature to address the research questions effectively.

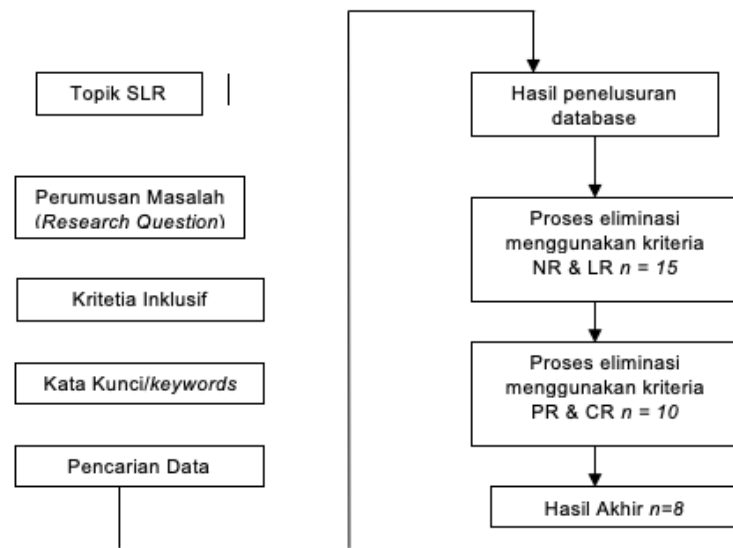


Figure 1. Adapted and Adjusted Stages of SLR for this Study

The analysis method employed in this study consists of two steps. Firstly, relevant texts pertaining to training management for teachers are selected and compared with best practices. The authors also refer to developing theories and the role of teacher training management as a step to support the improvement of education and learning quality in line with the demands and rapid developments of this era. The second step involves codification based on the explicit content of the text by identifying words, phrases, statements, and arguments related to the topic of this research inquiry (Imron et al., 2023).

3. Result and Discussion

3.1. Result

The findings from this systematic literature review (SLR) study are presented in the following Table 1.

| Sumber dan Judul | Metode Penelitian | Temuan |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pengaruh pelatihan motivasi kerja dan kompetensi profesional terhadap kinerja guru Mohamad Yudha Gutara1 , Tajuddin Pogo2 Ahmad Badawi Saluy3 Universitas Mercu Buana, Jakarta, Indonesia 2021 | Metode penelitian ini adalah penelitian explanatory research menggunakan pendekatan kuantitatif. Penelitian yang menjelaskan kedudukan variabel-variabel yang diteliti serta pengaruh antara satu variabel dengan variabel lain. | Pelatihan memiliki pengaruh yang signifikan terhadap kinerja guru. Motivasi kerja memiliki pengaruh yang signifikan terhadap kinerja guru. Kompetensi profesional memiliki pengaruh yang signifikan terhadap kinerja guru. Pelatihan, motivasi kerja, dan kompetensi profesional secara bersama-sama memiliki pengaruh yang signifikan terhadap kinerja. Motivasi Kerja mempunyai pengaruh yang positif dan signifikan terhadap Kinerja Guru. |
| Manajemen pengembangan | Metode penelitian yang digunakan | Kebijakan pengembangan kompetensi profesional guru |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>kompetensi professional guru Panji Alam Muhamad Ikbal. 2018</p> | <p>dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif, metode ini digunakan untuk pemecahan masalah yang diteliti ditujukan untuk menggali data dan informasi yang berkaitan dengan manajemen pengembangan kompetensi profesional guru</p> | <p>berasal dari pemerintah melalui PKG, dan sertifikasi pendidik, juga kebijakan kepala madrasah dengan memberikan supervisi dan memfasilitasi guru. Perencanaan pengembangan kompetensi profesional guru dengan membuat pemetaan terhadap guru sesuai kebutuhan pengembangannya, merencanakan program sesuai kebutuhan. Pelaksanaan pengembangan kompetensi profesional guru melalui penataran, pelatihan, supervisi, dll, Faktor pendukung ialah pemerintah menyediakan program memberikan tunjangan sertifikasi profesi, kepala madrasah memberikan supervisi dan program pengembangan</p> |
| <p>Pelatihan penulisan artikel ilmiah dan manajemen referensi bagi guru SMA di bandar lampung Siti Samhati, Muhammad Fuad, Munaris, Rahmat Prayogi 2021</p> | <p>Metode yang digunakan adalah metode explanatory, demonstrasi dan praktek tanya jawab.</p> | <p>Peserta mengetahui cara untuk mencari sumber artikel yang bisa dijadikan sumber dalam membuat makalah, bagi peserta dari survey yang di lakukan Mendeley merupakan tools manajemen referensi yang mudah digunakan (User Friendly). Hasil Penelitian berikutnya dari survey didapatkan peserta juga Ingin tahu cara menggunakan Vosviewer dan Publish or Perish.</p> |
| <p>Efektivitas manajemen Pendidikan dan pelatihan berbasis kompetensi bagi guru Joko Ahmad Julifan 2015</p> | <p>Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Jenis pendekatan penelitian kualitatif yang akan digunakan adalah studi kasus yang proses pengumpulan datanya dilakukan melalui observasi, wawancara dan studi dokumentasi</p> | <p>Model Hipotetik Diklat Berbasis Kompetensi Model hipotetik merupakan model eksplorasi hasil dari studi pendahuluan dan hasil temuan penelitian di lapangan. Model hipotetik ini diajukan dengan asumsi bahwa PPPPTK BMTI dapat menjalankan fungsinya sebagai lembaga diklat berdasarkan visi, misi, nilai-nilai, dan tujuan strategisnya. PPPPTK BMTI mempunyai tugas pokok melaksanakan pengembangan dan pemberdayaan pendidik dan tenaga kependidikan bidang mesin dan teknik industri.</p> |
| <p>Pelatihan Inovasi Pembelajaran tentang Model Pembelajaran dan Simulasi PHET bagi Guru-guru MAN 3 Banjar Fitriah, Lutfiyanti, et al. (2023)</p> | <p>Metode yang digunakan dalam pelatihan berupa pelatihan inovasi pembelajaran dan simulasi PhET (Physical Education and Technology).</p> | <p>Pelatihan inovasi pembelajaran tentang model pembelajaran dan simulasi PhET bagi guru-guru MAN 3 Banjar berhasil memperkenalkan berbagai model pembelajaran inovatif dengan simulasi PhET kepada para guru MAN 3 Banjar. kegiatan pelatihan dapat dilaksanakan kembali dengan materi-materi yang sesuai kebutuhan para guru dan perkembangan inovasi dan teknologi pendidikan.</p> |
| <p>Pelatihan manajemen referensi menggunakan Mendeley untuk menulis artikel ilmiah bagi guru-guru MGMP SMP Negeri di pekanbaru Asnawi1 , Sri Wahyuni2 , Alber3 , Fauzul Etfita4 2021</p> | <p>Metode pelatihan yang digunakan berupa terbimbing panduan</p> | <p>acuan manajemen pelatihan menggunakan aplikasi Mendeley untuk menulis ilmiah artikel untuk MGMP SMP Negeri Pekanbaru sangat efektif. Itu efektifitas kegiatan ini disebabkan adanya peningkatan kecerdasan dalam aspek yang lebih spesifik, seperti meningkatkan peserta pemahaman dan keterampilan dalam mengelola referensi dengan menggunakan Aplikasi Mendeley. Dengan Mendeley, guru bisa mengefektifkan dan mendokumentasikan beberapa sumber referensi dengan mudah. Selain itu, Mendeley juga sangat membantu guru dalam menulis ilmiah artikel yang akan diterbitkan di Open Journal System (OJS). Secara keseluruhan dapat dikatakan bahwa kegiatan ini memegang peranan penting bagi guru karena secara efektif dapat meningkatkan profesionalitasnya kompetensi guru dalam menghadapi tantangan masa depan</p> |
| <p>Pelatihan Model Pembelajaran <i>Multiple Intelligences</i> bagi Guru SMA LPP UMI Makassar Puspitasari, A., & Hamsa, A. (2022)</p> | <p>Pendekatan dengan metode pelatihan berupa ceramah, tanya jawab, diskusi, latihan, dan pemberian tugas</p> | <p>Dengan adanya kegiatan pelatihan model pembelajaran multiple intelligences, guru lebih maksimal lagi dalam memodifikasi model pembelajaran multiple intelligences dalam pembelajaran di kelas sehingga mudah membimbing siswa untuk mengembangkan jenis kecerdasan yang dimiliki oleh siswa.</p> |
| <p>Teacher trainers' and trainee teachers' understanding towards the curriculum philosophy regarding soft skills embedment in the Malaysian Institute of Teacher Education Hassan, A., Maharoff, M., Abiddin, N. Z., & Ro'is, I. (2015).</p> | <p>Metodologi studi kasus yang digunakan melalui pendekatan kualitatif</p> | <p>Hasil penelitian ini memungkinkan pihak-pihak yang terlibat dalam pengembangan soft skill siswa-guru dapat menghasilkan ide untuk mengembangkan model penanaman soft skill yang sejalan dengan interpretasi soft skill PISMP (Program Sarjana Pengajaran).</p> |
| <p>Peningkatan Kompetensi Guru Melalui Pelatihan Pemrograman Aplikasi Mobil Menggunakan Flutter di SMK Muhammadiyah 1 Yogyakarta Ulfı Saidata Aesyı1, Puji Wınar Cahyo2*, Kharısma3, Arif Himawan(2024)</p> | <p>Pelatihan dilakukan secara luring dengan menggunakan tahapan wawancara, studi literatur, pelaksanaan pengabdian dan evaluasi hasil</p> | <p>Kegiatan pengabdian kepada masyarakat di SMK Muhammadiyah 1 Yogyakarta berjalan dengan baik dan lancar. Para guru mulai mengenal cara pemrograman mobil menggunakan platform secara daring dan paham cara menciptakan aplikasimultiplatform. Pelatihan ini karena sifatnya teori dan praktik dapat meningkatkan kopetensi guru melalui pelatihan tersebut.</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Peningkatan Profesionalitas dan Kompetensi Guru Melalui Pelatihan Penulisan Artikel Ilmiah</p> <p>Atiek Winarti, Syahmani, Almubarak*, Iriani Bakti, Leny, dan Restu Prayogi(2019)</p> | | <p>Hasil kegiatan menunjukkan bahwa para guru telah mengetahui secara tepat mekanisme dan sistematika penulisan artikel ilmiah, serta proses publikasi artikel ilmiah. Hasil kegiatan ini diharapkan para guru mampu mengaktualisasikan pengetahuan yang diperoleh selama kegiatan sehingga dapat meningkatkan profesionalitas dan kompetensi guru.</p> <p>Maka dapat disimpulkan bahwa kegiatan pelatihan guru yang sifatnya praktik dapat mendapatkan pengalaman guna meningkatkan kompetensi guru.</p> |
| <p>Pelatihan Dalam Rangka Pengembangan Keprofesional Berkelanjutan Guru: Suatu Tinjauan Literatur</p> <p>Yustinus Windrawanto</p> | <p>Artikel ditulis mengikuti langkah dasar proses pelatihan yang dikemukakan oleh Furjanic dan Trotman (2000), yaitu analisis kebutuhan pelatihan (assessing the need for training), perancangan pelatihan</p> | <p>model pelatihan dalam rangka pengembangan keprofesional berkelanjutan yang paling sesuai adalah model School focused: University School Partnerships (Berkfokus sekolah: kemitraan sekolah dan perguruan tinggi).</p> |
| <p>Deskripsi Pengembangan Model Manajemen Pelatihan Berbasis Teknologi Informasi Dan Komunikasi (TIK) Untuk Meningkatkan Kompetensi Profesional Guru Di SMK</p> <p>Fatima Sari Nasution*, Irwandi, dan Arif Rahman(2021)</p> | <p>Metode yang digunakan dalam penelitian ini adalah studi kepustakaan</p> | <p>Berdasarkan kajian teori, hasil penelitian bahwa yang dilaksanakan bahwa tujuan pelatihan adalah untuk meningkatkan mutu dan mempertahankan sumber daya manusia yang kompeten. Pelatihan guru disesuaikan dengan kebutuhan di lapangan. Pentingnya pengembangan model manajemen pelatihan memerlukan proses dan tahapan untuk mencapai tujuan. Pelatihan perlu dikelola oleh organizer pelatihan. Pengelolaan pelatihan secara tepat dan profesional dapat memberikan makna fungsional pelatihan terhadap individu, organisasi maupun masyarakat.</p> |
| <p>Program Pengembangan Manajemen Diklat Peningkatan Kompetensi Profesionalisme Di Sekolah Dasar Kabupaten Bogor.</p> <p>Helina Apriyani , Hilda Rachmi (2020)</p> | <p>Penelitian ini merupakan penelitian atau riset Kualitatif</p> | <p>Dalam menunjang pengembangan kemampuan profesionalisme guru atau tenaga pendidikan, Indonesia telah mengembangkan sejumlah diklat. Diklat utama adalah melalui gugus sekolah dan pembinaan profesional di masing-masing sekolah.</p> |

3.2. Discussion

In accordance with the mandate of Government Regulation Number 19 of 2005 concerning National Education Standards, teachers must possess four main competencies: pedagogical, professional, personality, and social competencies. In addition to these four main competencies, in the current era, there is a need for digital competence to support learning and educational technology. To support and ensure the quality of teacher competencies, there is a need for teacher training management. Furthermore, Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies stipulates that one of the pedagogical and professional competency standards for educators is the obligation of educators to engage in reflective practices to enhance the quality of learning and promote continuous professional development. This implies that educators are required to have competencies that are continuous in nature to improve the quality of education.

Based on the findings of several articles from accredited journals, it is agreed that training provided to educators plays a crucial role in enhancing competence and professionalism in facing future challenges. It is important to understand that training that can achieve its targets and goals will not be separated from the presence of training management itself. This is based on the fact that good training management will facilitate the implementation of training, starting from planning, execution, monitoring, and evaluation. This is in line with the research. Fitri dkk (2019) It is mentioned that there are three criteria that must be met by a training program to be recognized: the training must enhance competence, bring about changes, and be related to the job being performed. Therefore, considering these criteria, there is a need for training management that is expected to achieve the desired goals.

Rosid & Ahadiyah (2021) Manajemen pelatihan is elaborated as a human resource management effort aimed at enhancing the quality of human resources' work in an organization to produce high-quality outputs based on planned targets and objectives. The

human resources referred to are the central actors in the implementation of the learning process, namely educators. In fact, human resources play a crucial role in determining the productivity of an educational institution, such as a school. Educators will be one of the keys to the success of improving the quality of the school. Therefore, it is important to understand that the competence and professionalism possessed by educators are crucial factors to consider.

Mawardi dkk (2019) Explaining that there are five fundamental elements in training management that must be considered, including training needs analysis, training planning, training material development, training implementation, and training evaluation. Additionally, according to (Sulistiono & Biru, 2020) In training management, there are several components, including training program models and design, identification of organizational needs, task determination, identification of learning needs, goal setting, curriculum identification, selection of learning strategies, and training implementation. Artha dkk (2021) Explaining training management as a series of training processes managed through various activities including training planning, training implementation, and training evaluation, utilizing available resources to produce training that aligns with participants' objectives. Therefore, training management can be understood as a process that involves planning, organizing, implementing, and evaluating training activities, utilizing available resources to achieve desired goals.

Another definition is elaborated oleh Fajar & Heru (2010) Explaining that training management is a process of coordinating work activities aimed at enhancing competencies through training, thereby improving abilities and skills and facilitating progress and change. Based on this definition, it is mentioned that training management is carried out with the expectation of achieving progress and change, which aligns with the findings of research by Fitriyah et al (2023) with the result that training is able to meet the needs of educators and adapt to future learning innovations. Additionally, the research findings from Asnawi et al (2021) It also describes that the training provided to educators has high value and benefits, enabling educators to write scholarly articles. These changes and advancements are essential and should be considered in every training management process. Because the education sector will not be unaffected by time and must continuously adapt to current and future needs. Teachers in other countries are also required to receive training. In Malaysia, teacher training is crucial for implementing a student-centered approach in cultivating soft skills among teaching graduates. (Hassan et al., 2015).

4. Conclusion

In order to enhance the quality and competence of teachers, structured training activities are necessary. Training provided to teachers/educators plays a crucial role in enhancing competence and professionalism in facing future challenges. Considering the significant role of training for teachers, there must be effective training management to help achieve training objectives. This Training Management can begin with planning, implementation, monitoring, and evaluation.

There are five fundamental elements in training management that must be considered, including training needs analysis, training planning, training material development, training implementation, and training evaluation. Besides training management, there are other aspects to consider to ensure that training can enhance and support teachers' competence and professionalism, namely addressing teachers' needs. This means that the training provided to teachers must be well-structured and well-managed so that it has direct benefits. Therefore,

training management is needed to observe and map changes in the needs for improving teachers' competence.

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