

# Increasing Teacher Professionalism In The Learning Leadership Process

Annisa Rahmadita\*, Ibrahim Bafadal, Ali Imron, Imron Arifin

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: annisa.rahmadita.2001316@students.um.ac.id

## Abstract

This research was carried out to find out in depth the learning leadership characteristics of the Principal of SMAN 2 Malang in increasing teacher professionalism, strategies for increasing teacher professionalism carried out by the Principal of SMAN 2 Malang as a learning leader, and the results of implementing activities to increase teacher professionalism carried out by the Principal of SMAN 2 Malang as a learning leader. This research uses qualitative research methods with a case study type. The conclusion of this research is that the learning leadership characteristics of the Principal of SMAN 2 Malang in increasing teacher professionalism are demonstrated by a caring attitude towards the school community and participating in learning management. The strategy to increase teacher professionalism carried out by the Principal of SMAN 2 Malang as a learning leader includes holding monthly evaluations to increase teacher professionalism, workshop increasing teacher professionalism, supervision, MGMP, benchmarking to increase teacher professionalism, as well as seminars and dissemination to increase teacher professionalism. The results of the implementation of activities to increase teacher professionalism carried out by the Principal of SMAN 2 Malang as a learning leader are assignment reports prepared by teachers, an increase in teacher performance, achievement of teacher achievement, student achievement and school achievement

**Keywords:** improvement; teacher professionalism; learning leadership

## 1. Introduction

Teachers as educators have an important role in carrying out learning activities. Teachers are professional educators whose duties are not only teaching, but also responsible for educating, guiding, evaluating, and ensuring student learning outcomes (Oktavia, 2019). Along with the times, there needs to be an effort for teachers to improve their quality. It is intended that teachers are able to adapt to developments so that these teachers can improve their professionalism. The form of teacher professionalism is quite important in order to achieve school goals so as to improve the quality of education. Teacher professionalism in the opinion of Sutiono (2021) is defined as a situation that includes direction, value, purpose, and quality of competence and authority in the world of education related to one's profession. Currently, the development of teacher professionalism is an ongoing development. This happens because of the many changes in the era of globalization and the understanding of various educational policies continues to develop. Teachers are required to be able and concerned about various issues related to their professional responsibilities. In addition, teachers also need to have professional qualifications that are tailored to the learning process being carried out (Sari, et al., 2022). It is intended that teachers continue to innovate in learning activities.

Teacher professionalism can be created because of the role and encouragement of the school principal. The principal is a functional staff whose duty is to lead in an educational

institution. In improving teacher competence and professionalism, principals need to apply their duties and functions such as educator, manager, administrator, supervisor, leader, innovator, motivator, formal official, and entrepreneur (Azharuddin, 2020). According to Imron (2015), the principal as a manager plays a role in streamlining all school resources, especially teacher resources to achieve planned goals. Meanwhile, as a supervisor, the principal has a role in improving and determining the quality of learning carried out by teachers. Thus, principals are expected to play a strategic position to improve education through teacher improvement activities.

In improving the quality of learning carried out by teachers, principals play a very strategic role as learning agents to improve the quality of education and produce superior human resources. One of the competencies that is considered to fulfill the strategic role of the principal to achieve school goals is through learning leadership. Learning leadership in the opinion of Ridaningtyas (2021) is defined as a good principal strategy to create optimal education services. Learning leadership by principals is a way to create a more productive school environment and increase teacher satisfaction so as to create a positive school environment.

SMAN 2 Malang is a school with professional teachers. These professionals are achieved from various experiences such as having academic qualifications, certification, following the Teacher Competency Test (UKG), supervision, passing P3K, and so on. On the other hand, the Head of SMAN 2 Malang as a leader also applies learning leadership. It is evident that the Principal of SMAN 2 Malang always provides an example for the school community, organizes various activities for teachers and education personnel, participates in learning management, and others. Behind the professional teachers and principals, there are still obstacles felt by some teachers at school such as the lack of student learning motivation. This occurs due to the factor of the large percentage of the zoning system in the admission of new students. However, this obstacle is used as a challenge for teachers and the Head of SMAN 2 Malang to maintain the quality of education in order to produce quality graduates. Thus, the principal as a learning leader is responsible for paying attention to improving teacher professionalism so that the learning activities carried out can achieve the expected student learning outcomes and realize educational success.

Based on previous research conducted by Saptori, et al., (2021) found that the strategies carried out by school principals in improving teacher professionalism are by developing a vision and mission, adjusting knowledge to their work, providing training, conducting monitoring and evaluation, providing motivation, checking school financial management, and supervising with supervisors. Another study conducted by Faishol Ahmad & Muhammad Ubaidillah (2023) found that the principal's efforts in developing teacher professionalism at SMP Plus Al-Mashduqiah Kraksan Probolinggo by involving teachers in MGMP, workshops, training, and providing rewards or punishments. Meanwhile, another study conducted by Anwar & Alfina (2019) found that the leadership type of the Head of IT Nur Al Izhar Kebonsari Kindergarten in developing teacher professionalism exercised a democratic leadership type and the development of teacher professionalism was carried out through training, technical guidance, collective activities of teacher organizations, seminars, workshops, and workshops.

Based on the previous research above, the researcher is interested in studying more deeply related to the increase in teacher professionalism caused by learning leadership

implemented by the Head of SMAN 2 Malang. This study was conducted with the aim to: (1) to describe the characteristics of learning leadership of the Head of SMAN 2 Malang in improving teachers' professionalism; (2) to describe the strategy of improving teachers' professionalism conducted by the Head of SMAN 2 Malang as a learning leader; (3) to describe the results of the implementation of activities to improve teachers' professionalism conducted by the Head of SMAN 2 Malang as a learning leader.

## 2. Method

This research uses qualitative research methods with a type of case study research. Qualitative research according to Abdussamad (2021) is defined as research that aims to explain the nature and value of a particular object or symptom. Meanwhile, according to Rahardjo (2017) case study research is an in-depth study of a program, agenda, or activity carried out at the level of individuals, groups, institutions, and organizations with the aim of obtaining in-depth information related to a particular case. This research was conducted at SMAN 2 Malang with the intention of collecting information related to improving teacher professionalism in the learning leadership process.

In this study, the data collection techniques used include observation techniques, interviews, and documentation studies. The observation technique was conducted by the researcher at the research location to reveal the truth. The interview technique was conducted by interviewing the principal as the main source and five teachers to deepen the information obtained. The documentation study technique was carried out by collecting supporting school documents. Data analysis used in this study is in accordance with the opinion of Miles, et al. (2014), namely through data collection, data condensation, data presentation, and verification and conclusion drawing. The validity of the data used in this study by conducting a credibility test which includes extending the observation time, triangulation, member checking, adequacy of reference material then continued with the stages of transferability, dependability, and confirmability.

## 3. Results and Discussion

### 3.1 Result

#### **Characteristics of Learning Leadership of the Head of SMAN 2 Malang in Improving Teacher Professionalism**

The principal of SMAN 2 Malang as the leader of learning in the school applies several characteristics in improving teachers' professionalism. The characteristics applied by the Principal of SMAN 2 Malang are through caring attitude towards the school community and his participation in learning management. The first caring attitude towards the school community is shown by the Head of SMAN 2 Malang by giving a good example. Then the second is shown by nurturing the school community. Furthermore, the third is shown by participating in developing achievements.

The characteristics of learning leadership of the Head of SMAN 2 Malang in improving teacher professionalism through his participation in learning management are first shown by *updating the* learning information. Furthermore, the second is shown by the Head of SMAN 2 Malang by participating in learning planning such as participating in reviewing a set of guidelines for teachers to carry out learning activities. Then the third is the Head of SMAN 2

Malang assesses the performance of teachers through learning supervision activities. The fourth characteristic is to conduct evaluation and reflection in learning. The fifth characteristic is that the principal of SMAN 2 Malang involves the school committee and parents in learning.

### **Strategies for Improving Teacher Professionalism carried out by the Head of SMAN 2 Malang as a Learning Leader**

The Head of SMAN 2 Malang as a learning leader has several strategies implemented in improving teachers' professionalism. The first strategy to improve teachers' professionalism by the Head of SMAN 2 Malang as a learning leader is to conduct monthly evaluations to improve teachers' professionalism. The purpose is to determine the success, obstacles, or constraints that occur in carrying out a particular activity. Furthermore, the second strategy is to hold a *workshop* or *In House Training* to improve teacher professionalism. The purpose of the workshop is to develop teachers' competencies, improve teachers' professionalism, and broaden teachers' horizons and experiences. The third strategy is to conduct supervision. The aim is to provide an assessment and find out the learning process carried out by the teachers directly.

The fourth strategy carried out by the Head of SMAN 2 Malang is the existence of Subject Teacher Conference (MGMP) activities. These activities are carried out by joint discussions and exchanging good practices in learning activities. The fifth strategy is to organize *benchmarking* to improve teacher professionalism. This activity aims to increase the insight, knowledge and experience of teachers both at the national and international levels. The sixth strategy is to hold seminars and disseminate the improvement of teacher professionalism. This activity aims to disseminate the results of scientific papers from the teachers of SMAN 2 Malang.

### **Results of the Implementation of Teacher Professionalism Improvement Activities carried out by the Head of SMAN 2 Malang as a Learning Leader**

The first result of the implementation of activities to improve teacher professionalism carried out by the Head of SMAN 2 Malang as a learning leader is the assignment report prepared by the teacher. The assignment report is a form of task bill that must be done by each MGMP group after attending the *workshop* activities held by the school. The second result is the improved performance of the teachers of SMAN 2 Malang. This happens because through various activities held, the teachers will understand the extent of their abilities so that they make improvements to improve these abilities.

The third result is the achievements made by the teachers. This achievement was achieved as a result of participating in competitions held for teachers or education personnel. Furthermore, the fourth result is an increase in student achievement. Student achievement is achieved both in terms of academic and non-academic. The fifth result is the achievement achieved by the school. These school achievements can be achieved because of the good cooperation of all school members.

The results of the research on improving teacher professionalism in the learning leadership process at SMAN 2 Malang are presented in Figure 1.

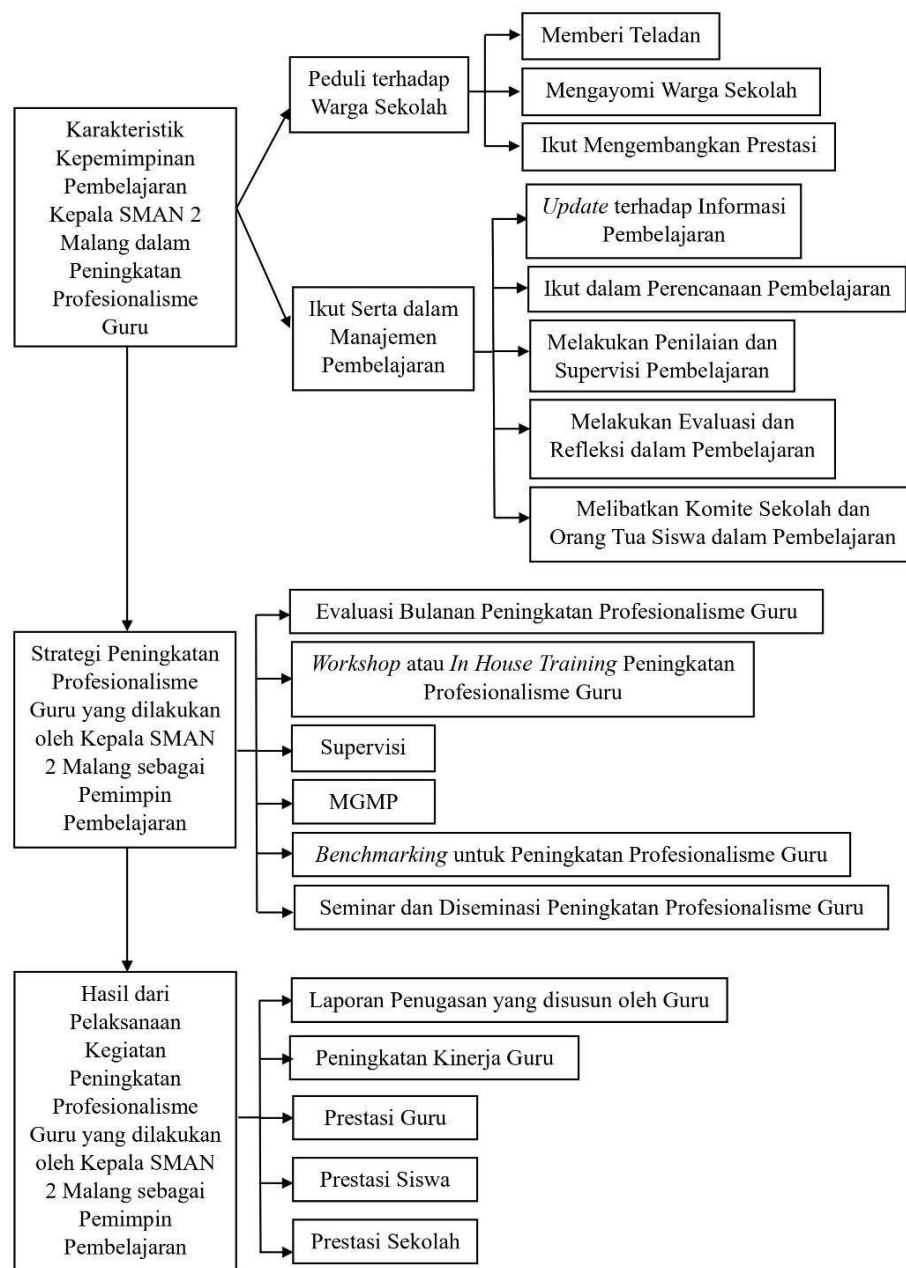


Figure 1: Overall Findings Chart

### 3.2 Discussion

#### Characteristics of Learning Leadership of the Head of SMAN 2 Malang in Improving Teacher Professionalism

The principal is a leader who has an important role in educational institutions. The principal is responsible for realizing the vision, mission and goals of the school. In achieving and realizing it all, the principal needs to be assisted by the school community, especially the teachers. Teachers in addition to playing a role in the learning process must also be able to survive and compete with globalization changes. In improving the quality of learning carried out by teachers, the principal plays a role in assisting in it. Principals play a role in streamlining

all school resources, especially teacher resources, to achieve planned goals (Imron, 2015). One of the competencies that is considered to fulfill is through learning leadership. Learning leadership according to Tanama, et al. (2017) is defined as an activity carried out by the principal to build a good working environment, satisfying for teachers, and building learning conditions that can improve student learning outcomes.

The learning leadership characteristics of the Head of SMAN 2 Malang in improving teacher professionalism are shown by two characteristics. The first is the caring attitude towards the school community which is shown by setting an example. This example is exemplified by the Head of SMAN 2 Malang with a disciplined attitude through his presence that does not come late to school. Then at SMAN 2 Malang there is also a welcoming activity in the morning by the party on duty, namely several teachers by checking the uniform and completeness of the attributes worn by students. These activities are carried out as a form of habituation to apply discipline by obeying school regulations. The second caring attitude towards the school community is shown by the Head of SMAN 2 Malang by nurturing the school community. An example of nurturing is by providing encouragement and support to teachers to participate in educational programs such as participating in the driving teacher program, guest teachers, and participating in training through the Merdeka Teaching Platform (PMM). The third caring attitude towards school members is shown by the Head of SMAN 2 Malang by participating in developing achievements. In this case, the Head of SMAN 2 Malang encourages education personnel to pursue a bachelor's degree for those who have not, encourages teachers to take part in scholarship programs to continue their education to master's and doctoral levels, and facilitates teachers who conduct research and self-development. The second characteristic of learning leadership of the Head of SMAN 2 Malang in improving teacher professionalism is by participating in learning management. This is shown by the Head of SMAN 2 Malang by *updating* the learning information such as news, Ministerial Regulations, Law Regulations, articles, and other education policies. This is considered quite important so that when the principal conveys information to the teachers it is already understood.

The second is shown by participating in lesson planning, such as participating in reviewing a set of teachers' teaching guidelines. Furthermore, the second is shown by participating in lesson planning such as participating in reviewing a set of teacher teaching guidelines. It is intended that the principal knows a series of lesson plans that will be implemented by the teachers. Then the third is shown by the Principal of SMAN 2 Malang by assessing teacher performance through learning supervision activities. The activity was carried out to find out directly the suitability between the lesson plan that had been prepared and the reality of its implementation. After that, the fourth is the Head of SMAN 2 Malang conducts evaluation and reflection in learning. The purpose is so that teachers can know their strengths and what they need to improve in teaching. Then the fifth is the Head of SMAN 2 Malang involves the school committee and parents in learning. This is done to clarify the school program and to support student learning so that it can have a positive impact on the development of education at school.

Based on the explanation above, it can be seen that the characteristics of the principal's learning leadership have an important role in improving teacher professionalism. It is also explained by Kusmintardjo (2014) that the important role of learning leadership in fostering teacher professionalism should have a connection, so school leadership must change the focus from just carrying out administrative coaching to professional coaching with the center of

attention on improving learning performance in schools. A quality school is obtained from teacher performance and professional principal leadership. Teachers' performance can be influenced by the attitude, behavior, or motivation of the principal through their competencies, especially learning leadership. Building an effective school can be done by the principal's leadership through various policies that support the creation of learning, managing learning, and building a school climate in improving teacher professionalism (Dzikrulloh & Karwanto, 2016).

### **Strategies for Improving Teacher Professionalism carried out by the Head of SMAN 2 Malang as a Learning Leader**

In improving the quality of learning, the most important thing in a school is to improve the quality of its teachers. It is useful to face various educational advances with globalization changes. In this case, the principal must have the right strategy to improve the professionalism of teachers so that the teacher is able to implement learning by effective and efficient (Oktavia, 2019). The head of SMAN 2 Malang as a learning leader has several strategies to improve teacher professionalism, among others, the first is by holding monthly evaluations to improve teacher professionalism. This activity is carried out by evaluating the work programs of each section in the school or the learning activities carried out by the teachers. The second strategy carried out by the Head of SMAN 2 Malang as a learning leader is to organize *workshops* or *In House Training* to improve teacher professionalism. This activity consists of two kinds, namely mandatory workshops held every semester and *workshops* organized by several work programs in the school. In addition, the Head of SMAN 2 Malang also directs the teachers to attend outside training. By participating in *workshop* activities, it is hoped that it can develop teacher competence, improve teacher professionalism, and add insight and experience to the teachers which can later be implemented in learning activities. Then the third strategy carried out by the Head of SMAN 2 Malang is conducting supervision. Supervision activities are carried out once a semester to provide an assessment of the performance of the teachers and also to determine the suitability between the lesson plan that has been prepared with the reality of its implementation. Through this supervision activity, the principal can provide an actual assessment.

The fourth strategy carried out by the Head of SMAN 2 Malang is the existence of Subject Teacher Conference (MGMP) activities. This activity is held once a month by discussing together and exchanging good practices in learning activities. In addition, the principal of SMAN 2 Malang also facilitated the teachers to participate in MGMP activities in the city or province. By participating in these activities, the experience and knowledge gained by the teachers is increasing so that it can be transmitted to others. The fifth activity is *benchmarking* to improve teachers' professionalism. This activity is carried out by means of comparative studies abroad with the intention of increasing the knowledge, knowledge and experience of teachers in the international scope. Through these activities, if there are good practices that can be applied, they can be imitated or adopted at school by taking into account the situation, conditions, and needs. The sixth strategy carried out by the Head of SMAN 2 Malang is the existence of seminars and dissemination activities to improve teacher professionalism. This activity is a form of facilitating teachers who have SKP assessment obligations to disseminate the results of their scientific papers. It also aims to encourage and motivate other teachers to develop their competence through scientific writing.

Based on the explanation above, it can be seen that principals need to have a strategy in improving teacher professionalism. The strategy is important because it is a process carried out by the principal with the intention of helping to achieve the desired goals and focus. Principals play a major role in improving the quality of teacher professionalism to encourage and build the creativity of creative, innovative and professional teachers (Indah Puspitaningtyas, et al., 2017). Principal learning leadership positions teachers as an important component in achieving learning goals. This is because teachers are the determinants in improving student learning outcomes (Astuti, 2011). If the school has qualified teachers, then the *output of* the students is also qualified. Conversely, if the school does not have qualified teachers, then the *output of* the students is also not qualified. Thus, principals as learning leaders must pay attention to improving teacher professionalism so that the quality of learning produced can be in accordance with the objectives.

### **Results of the Implementation of Teacher Professionalism Improvement Activities carried out by the Head of SMAN 2 Malang as a Learning Leader**

Teachers as educators must master four competency standards, including personality competence, pedagogical competence, social competence, and professional competence. Professional competence is an important competency to apply because it is useful in improving the quality of the teacher. Teachers are responsible for planning and carrying out learning activities (Ratnasari, 2019). Thus, teachers must be professional and competent in order to improve the quality of education. In realizing the quality of education through professional teachers, principals can make efforts by carrying out various strategies in improving teacher professionalism.

Various strategies to improve teacher professionalism carried out by the Head of SMAN 2 Malang as a learning leader brought significant results. The first result obtained is the assignment report prepared by the teacher. The assignment report was formed as a form of product reporting from each school MGMP group after attending *workshops* held at school. The aim is that the knowledge gained by the teachers is not lost and can be implemented in learning activities. The second result is the improvement of teacher performance. Through various strategies implemented by the Principal of SMAN 2 Malang, the knowledge and knowledge possessed by teachers will increase. Apart from that, teachers can also find out the extent of their abilities. With these various activity strategies, teachers can be motivated to make improvements so that their performance productivity also increases.

The third result is the achievements made by the teachers of SMAN 2 Malang. The teachers of SMAN 2 Malang were encouraged and directed by the Head of SMAN 2 Malang to be active in competition activities intended for teachers. Through these competitions, some teachers achieved achievements such as winning the learning film category, winning the learning media innovation category, and becoming the best laboratory staff at the national and East Java levels. Furthermore, the fourth result is an increase in student achievement. Student achievements are achieved in terms of academic and non-academic both from the city, national and international levels. The fifth result is the achievements made by the school. The achievements achieved by SMAN 2 Malang are as a resilient school during the Covid-19 pandemic because it is one of the schools that conducts limited face-to-face learning. Then SMAN 2 Malang is also a reference school so that several schools visit SMAN 2 Malang to conduct comparative studies. In addition, SMAN 2 Malang is an *adiwiyata* school.

Based on the results of the implementation of activities to improve teacher professionalism carried out by the Principal of SMAN 2 Malang, it is evident that many positive impacts were obtained. The positive impact was achieved due to the cooperation between the principal and teachers. Without the professionalism of teachers and the role of adequate principals in managing schools, improving the quality of education will be difficult to achieve (Gaol & Siburian, 2018). Thus, principals need to develop teacher professionalism so that the abilities of these teachers increase so that they can achieve the expected results.

#### 4. Conclusion

Based on the results and discussion that has been presented, it can be concluded that: (1) The learning leadership characteristics of the Head of SMAN 2 Malang in improving teacher professionalism are applied through two characteristics. The first characteristic is through caring attitude towards school community. The caring attitude towards the school community is shown by the Head of SMAN 2 Malang by giving examples, nurturing the school community, and participating in developing achievements. The second characteristic is through his participation in learning management. This is shown by the Head of SMAN 2 Malang by *updating* the learning information, participating in learning planning, conducting assessment and supervision of learning, conducting evaluation and reflection in learning, and involving the school committee and parents in learning; (2) The strategy of improving teachers' professionalism conducted by the Head of SMAN 2 Malang as a learning leader consists of conducting monthly evaluations of improving teachers' professionalism, organizing *workshops* or *In House Training* (IHT) to improve teachers' professionalism, conducting supervision, holding Subject Teacher Consultation (MGMP), organizing *benchmarking* to improve teachers' professionalism, and holding seminars and dissemination of improving teachers' professionalism; (3) The results of the implementation of activities to improve teacher professionalism carried out by the Head of SMAN 2 Malang as a learning leader include the existence of assignment reports prepared by teachers, the improvement of teacher performance, the achievement of teacher achievement, student achievement, and school achievement.

#### References

- Abdussamad, Z. (2021) *Qualitative Research Methods*. Edited by P. Rapanna. Syakir Media Press.
- Anwar, R. N. and Alfina, A. (2019) 'Principal's Leadership In Development of Teacher Professionalism at Tk It Nur Al Izhar Kebonsari', *Proceedings of Conference on Research and Community Services*, 1(1), pp. 51-56. Available at: <https://www.neliti.com/publications/292042/kepemimpinan-principal-in-developing-teacher-professionalism-in-tk-it-nur>.
- Astuti, I. (2011) *Inclusive School Learning Leadership*. Malang: Bayumedia Publishing.
- Azharuddin (2020) 'The Role and Function of the Principal in Improving Teacher Competence', 3(2), pp. 158-168.
- Dzikrulloh, I. and Karwanto (2016) 'Principal's Learning Leadership in Improving Teacher Performance at SMP Negeri 1 Sidoarjo', *Journal of Education Management Inspiration*, 4(1), pp. 1-12.
- Faishol Ahmad and Muhammad Ubaidillah (2023) 'The Role of the Principal in Developing Teacher Professionalism at Smp Plus Al-Mashduqiah Kraksan Probolinggo', *Innovative Journal of Islamic Education Management*, 2(1), pp. 35-50. doi: 10.38073/jimpi.v2i1.726.
- Gaol, N. T. L. and Siburian, P. (2018) 'The Principal's Role in Improving Teacher Performance', *Kelola: Journal of Education Management*, 5, pp. 66-67. doi: <https://doi.org/10.24246/j.jk.2018.v5.i1.p66-73>.

- Imron, A. (2015) 'Improving Teacher Professionalism by Principals through School Action Research', *Proceedings of the National Seminar. Malang: State University of Malang*. Available at: [http://ap.fip.um.ac.id/wp-content/uploads/2015/04/01\\_Ali-Imron-AP.pdf](http://ap.fip.um.ac.id/wp-content/uploads/2015/04/01_Ali-Imron-AP.pdf).
- Indah Puspitaningtyas, Rachmat Satria, Maisyaroh, R. B. S. (2017) 'Implementation of Learning Leadership in Education Units', *Implementation of Learning Leadership in Education Units*, pp. 126-134.
- Kusmintardjo (2014) 'Learning Leadership by Principals', *Journal of Education Management*, 24(3), pp. 203-212.
- Miles, M. B., Huberman, A. M. and Saldana, J. (2014) *Qualitative Data Analysis A Methods Sourcebook*.
- Oktavia, A. (2019) 'Leadership Strategy of Madrasah Heads in Improving the Professionalism of Teachers and Education Personnel at Madrasah Aliyah Hidayatul Muhtadiin Sidoharjo Jati Agung South Lampung', <http://journal.an-nur.ac.id/>, 7, pp. 9-25.
- Rahardjo, M. (2017) 'Case Studies in Qualitative Research: Concepts and Procedures', pp. 6-18. Available at: <http://repository.uin-malang.ac.id/1104/>.
- Ratnasari, Y. T. (2019) 'Teacher Professionalism in Improving the Quality of Education', *National Seminar - Department of Educational Administration, Faculty of Education, State University of Malang, Revitalization of Early Childhood Education Management in the Era of Industrial Revolution 4.0*, pp. 235-239.
- Ridaningtyas, A. (2021) 'Principal's Learning Leadership In Improving Learner Learning Outcomes', *Journal of Inspiring Educational Management*, 9(4), pp. 1036-1051.
- Saptori, Muhamad Yoman, Anis Fauzi, M. A. (2021) 'Principal's Strategy in Improving Teacher Professionalism', *Perspektif Pendidikan dan Keguruan*, 6. doi: 10.25299/perspektif.2022.vol13(1).9004.
- Sari, Jihan, Risda Tidore, Y. U. (2022) 'The Importance of Teacher Professionalism in Improving the Quality of Education', *Journal of JBES: Journal Of Biology Education And Science*, 2. doi: 10.46963/alliqo.v5i02.245.
- Sutiono, D. (2021) 'Teacher Professionalism', *Tahdzib Al-Akhlaq: Journal of Islamic Education*, 4(2), pp. 16-25. doi: 10.34005/tahdzib.v4i2.1569.
- Tanama, Yulia Jayanti, Ibrahim Bafadal, I. N. D. (2017) 'The Importance of Leadership Learning in Schools', *Proceedings of the National Student Seminar in collaboration with the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture 2016*. Available at: <https://core.ac.uk/download/pdf/196255896.pdf>.