

The strategy of Madrasa Ibtidaiya Principal in human resource development for increasing teachers' professional and academic competency

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DOI: 10.18326/mudarrisa.v10i1.127-147

Abstract

The purposes of this research were to know the strategy of teachers' professional development and to know teachers' academic competence development conducted by the principal to the teachers of Madrasa Ibtidaiya (MI) in Wonosegoro Boyolali. The research type used in this thesis was qualitative research. The location of the research were some MI in Wonosegoro Boyolali, they were MI Muhammadiyah Ringinanom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem. The data sources used were primary and secondary. The methods of the data collection were observation, interview, and documentation. The data analysis was done by using inductive method of thinking. The results of the research showed that the strategy of the principal of MI Muhammadiyah Ringinanom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem in improving the teachers' professional competence were by creating teacher training plan, arranging budget allocation, observing or assessing teachers' performance, supervising or examining, giving exemplary, and socializing vision and mission of Madrasa. Human resource development efforts undertaken in developing the professionalism of teachers by conducting teachers' performance management, Madrasa Working Group (KKM), education and training (diklat), seminar, and supervision to develop teachers' academic competence by conducting profession development and further studying.

Keywords: strategy, human resources, professional and academic competence

INTRODUCTION

Based on the statement of Umar Tirtaraharja and La Solu (1994: 20), education is an effort to improve the welfare of human life from national development. Education is expected to contribute in developing the qualified nation's generation. One of the important components in an educational system is the educator, because the educator is the party responsible for the implementation of education related to the direction for the participants to appropriate established goals. A teacher as an educator who is working professionally has a role to provide students with cognitive and emotional directions in order to achieve learning goals (Avalos, 2011: 10).

According to E. Mulyasa, education has a strategic role to prepare the qualified young generation in term of education level. Improving the quality of human resources has to be started early and can be realized by schools with component of qualified and professional teachers. In addition, teachers continually develop their professionalism in accordance with the progress of science. Professionalism of teachers is a way to overcome the weaknesses in the learning system associated with the leadership attitudes and the ability of teachers in the classroom (Taylor et al, 2011: 85). Program policies to improve the quality of education include three main aspects: the development of a sustainable curriculum at all levels and types of education; the improvement of teachers' welfare and professionalism; and the utilization of educational facilities and infrastructure (Zeichner, 2005: 118).

Human resource development is a process of improving the nation's culture which aims to improve the quality of Indonesian human beings who master the knowledge, skill, ability and insight appropriate with the development of science and technology. In accordance with the globalization era, there should be the need for the development of insight in accordance with the latest conditions. The insight into the ability to look ahead, the insight of quality and work, and the insight of innovation and change are the values of insights in line with the values and attitudes developed in society in the era of globalization.

Guidance and development conducted by the principal to the educator profession is to improve the development of a continuous system, then the program that has to be passed is the Pre Service Program and In Service Education Program (Anwar and Sagala, 2009: 222-223). Professionalism is a commitment of profession members to improve their professional skills and continuously develop the strategies used in doing the appropriate works (Ibrahim et al, 2012: 521-522). The constitution No.14 of 2005 on teachers and lecturers article 10 paragraph (1), a teacher is said to have good competence when he has mastered four competencies; pedagogic competence, personality competence, social competence and professional competence.

Human resource development objectives can be spelled out from the lowest to the highest as follows: improving the ability of individuals; increasing competence indirectly; improving yield quality; and increasing organizational productivity (Nurul and Triwiyanto, 2016: 33). Thus, the

development of teachers as professional human resources in education must be continued as an implementation of quality improvement of one of the components in learning system. In educational work, human resource development methods can be undertaken with equalization and certification program; integrated competency-based training program; supervise program; empowerment program. Activities undertaken to support the development include subject teachers forum (MGMP), symposium, writing scientific paper, participating in scientific forums, conducting research, apprenticeship, keeping up with actual news in media, participating in professional organization, and collaborating with colleague (Ibrahim et al, 2012: 513; Nurul and Triwiyanto, 2016: 33).

Competence is a set of knowledge, skill, and behavior that must be owned, lived, and mastered by teachers or lecturers in performing professional duties. While a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education program of formal education, basic education, and secondary education. The constitution No. 14 of 2005 emphasizes that a teacher is recognized as a professional position. This elevates the dignity of the teacher extraordinarily compared to other professions. However, to become an ideal teacher, it needs a fairly complex requirements; a teacher must have academic qualification, competence, certificate of educator, healthy physically and spiritual, and ability to realize the goals of national education. The academic qualifications referred to in Article 8 are obtained through higher

education or undergraduate diploma program. Indicators in this study are: a teacher has a diploma certificate, a teacher has a certificate of educator, a teacher has a teaching certificate, and educational support certificates.

METHODS

Data collection methods used in this research were conducted through the stages of observation, interview, and documentation. The data used in this research were primary and secondary data. Primary data were obtained through direct field observation using interview technique on three principals of Madrasa Ibtidaiya in Wonosegoro and Boyolali district, by Ahmad Jaelani (MI Muhammadiyah Ringinanom), Ali Mahmud (MI Darul Ulum Karangasem), and Saifudin (MI Miftahul Ulum Bandung).

Secondary data were obtained through the documentation of various informations or institutions related to the scope of the study. This research used the validity test of data with the method of stimulation, the method of data synthesis to the truth of the data, and the truth of the data obtained must be checked by using other sources. The technique of the data validity used was source trigger. Source extrudes were used to extract the truth of information and compare information obtained from different sources (Begley, 1996: 689). This compared the result of observations with interview data, and compared the result of interviews with the content of related documents.

DISCUSSION

In this study, samples were taken from three schools namely MI Muhammadiyah Ringinanom, Miftahul Ulum Bandung, and Darul Ulum Karangasem.

Table 1. General condition and status of the investigated schools

School (Madrasa)	Condition & Status
MI Muhammadiyah Ringinaom	Accredited B. 1500 square meters of waqf area and 280 sqm of building.
MI Miftahul Ulum Bandung	Accredited B. 540 square meters building on 3307 sqm of government area.
MI Darul Ulum Karangasem	Accredited B. 1847 square meters of waqf area and 694 sqm of building.

Profile of MI Muhammadiyah Ringinanom Principal

Ahmad Jaelani, S.Pd.I, born in Boyolali, June 3th, 1978, is a principal in MI Muhammadiyah Ringinom with non-civil servant certification status. Jaelani had been appointed as principal since July 2009. In 2009, there were two teachers of MI Muhammadiyah Ringinanom who had not completed the undergraduate program, namely Ngatno and Tuminah, S.Pd.I and successfully completed the undergraduate program in 2016.

Profile of MI Muhammadiyah Ringinanom Teachers

The profile of MI Muhammadiyah Ringinanom teachers is listed in Table 2, related to the position and competence of the education indicated by the degree.

Table 2. Profile of MI Muhammadiyah Ringinanom Teachers

Name	Position	Initial Diploma	Latest Diploma	Certification
Isti Mustaqiyah	Classroom Teacher		Bachelor of Islamic Education (PAI).	Civil servant

	(CR.T)		2009	
Sumirah	CR.T		PAI. 1996	Certified
Ngatno	Subject Teacher (Sub.T)	Diploma 2 of Islamic Education. 2004	PAI. 2016	Certified
Muh Yasin	CR.T		PAI. 2003	Certified
Ari Supartini	Sub.T		PAI. 2007	Certified
Tuminah	CR.T	Islamic Highschool 2007	PAI. 2010	Certified
Khamidah Aryani	Sub.T	Diploma 2 of Elementary Teacher Education. 2005	Bachelor of Elementary Teacher Education. 2007	Certified
Ahmad Muzamil	Sub.T	Diploma 2 of Elementary Teacher Education. 2000	Bachelor of Syaria. 2005	Subserved

Profile of MI Miftahul Ulum Bandung Principal

Saifudin, S.Ag., born in Boyolali, August 10th, 1970, is a principal of MI Miftahul Ulum with non-civil servant certification status in 2012. He became principal since 2011. When he was appointed as principal, there were four teachers who had not completed the undergraduate program (S-1). After he became the principal, there were three teachers who completed the undergraduate program, they were Halimatussa'diyah, Sri Hastutik, and Eni Susiati.

Profile of Madrasa Ibtidaiya Miftahul Ulum Bandung Teachers

The profile of MI Miftahul Ulum Bandung teachers is listed in Table 3, related to the position and competence of the education indicated by the degree.

Table 3. Teacher profile MI Miftahul Ulum Bandung

Name	Position	Initial Diploma	Latest Diploma	Certification
Umi Khoeriyah	CR.T		PAI 1996	Civil Servant
Juwariyah	CR.T		PAI 1997	Civil Servant
Halimatus Sa'diyah	CR.T	Islamic Highschool 1994	PAI 2014	Subserved
Muhammad Muttaqin	CR.T	Islamic Highschool 1998	PAI 2008	Subserved
Indah Nurul Qomariyah	CR.T		PAI 2002	Subserved
Sri Hastutik Istikariyah	CR.T	Highschool 1996	Bachelor 2011	Subserved
Imam Rofi'i	CR.T		PAI 2008	Subserved
Eni Susiati	CR.T	Highschool 2008	PAI 2016	Subserved
Desce Safitri	Sub.T	Highschool 2008	PAI 2016	Subserved

Profile of MI Darul Ulum Karangasem Principal

Drs. Ali Mahmud, born in Boyolali, April 12th, 1965 is a principal of MI Darul Ulum Karangasem school with IV-A civil servant status. He was appointed as a principal since February 1st, 2013. When he was appointed, there were three teachers who had not completed the undergraduate program. In the same year, some teachers successfully completed their undergraduate program.

The Condition of Madrasa Ibtidaiya Darul Ulum Teachers

The profile of MI Darul Ulum teachers is listed in Table 4, related to the position and competence of the education indicated by the degree.

Table 4. The profile of MI Darul Ulum Teachers

Name	Position	Initial Diploma	Latest Dip	Certification
Muntatiah	CR.T		PAI 2009	Certified
Kibtiyah	CR.T	Diploma 2 PAI 2001	PAI 2001	Non certified
Saiful Bahri	Sub.T		PAI 2003	<i>Inpassing</i>
Abdul Rois	CR.T		PAI 2003	<i>Inpassing</i>

Imron	Sub.T		PAI 2007	<i>Inpassing</i>
Siti Qomsiyatun	CR.T	Diploma 2. Elementary Teacher Education 2002	PAI 2014	Certified
Mutmainnah	Sub.T	Diploma 2. Elementary Teacher Education 2007	PAI 2014	Certified
Linda Sawalina	Sub.T	Diploma 2. Elementary Teacher Education 2005	PAI 2014	Certified
Musta'in	CR.T		Bachelor of Arabic Lang Education 2005	Certified

Human Resource Development

Teachers professionalism development is an effort to improve the technical, theoretical, conceptual, and moral skills of the employees according to the needs of the job / position through education and training. Education enhances the theoretical, conceptual, and moral skills of the employees, while training aims to improve technical skills for the improvement of the professionalism of teachers' work.

Development of human resource is a process of nation's culture aims to improve the quality of Indonesian people who master knowledge, skill, expertise and insight in accordance with the development of science and technology. The appropriate insights of the era of globalization are the ability to look ahead, the insight of quality and work, and the insight of innovation and change that match the values and attitudes developed in society.

Education as one of the elements of social dynamics has contributed to the improvement of human resource. Human resource implies the importance of the meaning of education as a vehicle and instrument for development and social change, even at the same time it is considered as future human resource investment. Human resource development is a process of educational planning, training and energy management (Soekidjo Notoajmodjo, 2003: 4).

Professional Competencies

Competence is a set of knowledge, skill, and behavior that must be owned, lived, and mastered by teachers or lecturers in performing professional duties. Professional is a work or activity undertaken by a person and becomes a living source of income that requires expertise, skill or ability that meets certain quality or norm standards and requires professional education. Professionalism is the commitment of members of a profession to improve their professional skills and continuously develop the strategies they use in doing work appropriate with the job (Buchari Alma, 2011: 129-130). Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education of formal education, basic education and secondary education (Constitution of Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, 2)

A teacher's professionalism is a profession in which there are tasks that must be executed by a teacher with a dedicative, in accordance with

the field of expertise and always do self-improvisation. It can be traced to the extent to which he or she has mastered general pedagogical principles as well as specific doactic-methodologies that apply to each subject. Teacher's professionalism is a manifestation of devotion, and upholds the code of ethics of the teaching profession/ teacher. According to Constitution No.14 of 2005 on teachers and lecturers article 10 paragraph (1), teachers are said to have good competence if they have mastered the four competencies of pedagogic competence, personality competence, social competence and professional competence.

Pedagogic competence is the ability in learning management of learners including: understanding of insight or educational foundation; understanding of learners; curriculum/syllabus development; learning design; implementation of educational and dialogical learning; evaluation of learning outcomes; and development of learners to actualize their potentials. Personality competence is a personality ability that includes being steady, stable, adult, wise and prudent, authoritative, noble, and role models for learners and society; evaluating own performance; and developing themselves sustainably.

Social competence is the ability of educators as part of the community to communicate orally and writtenly; to use communication and information technology functionally; to socialize effectively with learners, fellow educators, education personnel, parents/ guardians of learners; and to socialize with the surrounding community. According to the Constitution of Republic of Indonesia No. 14 of 2005 on teachers and

lecturers chapter iv article 8, professional competence is the ability of mastery of learning materials widely and deeply including concepts, structures, and methods of science/ technology/ art which are coherent with the teaching material; teaching materials provided in the school curriculum; conceptual relationships among related subjects; application of scientific concepts to everyday life; and competition professionally in a global context while maintaining national values and culture.

The Directorate General of Primary and Secondary Education of the Ministry of National Education mentions several alternative developments of teacher/ educator professionalism as follows: Teacher Education Improvement Program; Integrated Competency Based Training Program; MGMP Empowerment Program (Subject Teachers' Forum) by conducting Classroom Action Research and Teacher Working Group (KKG/KKM) Program.

Academic Competence

Competence is a set of knowledge, skill, and behavior that must be owned, lived, and mastered by teachers or lecturers in performing professional duties. While teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education of formal education, basic education, and secondary education. Constitution No. 14 of 2005 emphasizes that teachers are recognized as professional positions.

Academic qualification is a degree of academic education that must be owned by teachers or lecturers in accordance with the type, level, and formal education unit at working assigned place. A teacher must have a certificate of educator as a formal proof of recognition given to teacher and lecturer as professional. Indicators in this research are: teacher already has bachelor degree; has an educator certificate; has teaching certificate; and has supporting educational certificates.

The Strategy

MI Muhammadiyah Ringinom

The strategy of Madrasa Principal in improving teachers' professional competence in MI Muhammadiyah Ringinom was done by developing teacher training plan, budgeting cost allocation, observing, supervision or assessing teachers' performance, modeling, and, socializing vision and mission of Madrasa. The efforts of the principal of Madrasa Ibtidaiya Muhammadiyah Ringinanom in developing the professional potential of teachers are as follows. 1) Improving the teachers' performance in MI Muhammadiyah Ringinanom, starting from being discipline when coming to school, while teaching and when going home and providing guidance before teaching activities. 2) Developing the profession gained by getting higher position, which requires more responsibility and particular ability (promotion), i.e. from a teacher to become a Madrasa principal; 3) KKM (Madrasa working group). This forum was established with the aim of becoming a media for teachers to improve their ability to perform their

duties as educators, to share their experiences, knowledge, information about the development of education; (4) Becoming a supervisor. Supervision is done to provide assistance to teachers about the professionalism of human resources as educators. Supervision is related to the assessment of teacher performance attitudes (SKP) in each semester.

MI Miftakhul Ulum

The strategy of Madrasa Principal in improving teacher professional competency in MI Miftakhul Ulum Bandung by creating teacher training plan, budgeting cost allocation, observing, supervision or assessing teachers' performance, and giving reward and punishment. The principle of MI Miftahul Ulum Bandung has some strategies in motivating teachers to support the professionalism of educators by: (1) Management of teacher performance. The principal of MI Miftahul Ulum Bandung in improving teacher performance starting from being discipline when coming to school, while teaching and when going home, and giving guidance before doing teaching activity in the classroom; 2) professional development, the principal of MI Miftakhul Ulum Bandung in conducting professional development gives the teachers chances in improving their profession, either through their own efforts or assistance from the principal of Madrasa by using Madrasa budget; 3) supervision, the principal of MI Miftakhul Ulum Bandung in supervision relates to the attitude assessment of educator performance (SKP) done by the principal of Madrasa in every semester and in teaching in the classroom; how educators are able to cope with the skills they have if there were cases in the classroom.

MI Darul Ulum Karangasem

The strategy of the principal of MI Darul Ulum Karangasem are: (a) creating teachers' training plan by assigning teachers in KKG/ KKM activities and participating in routine guidance through the head of KKM in PPAI of Wonosegoro, and conducting routine guidance and teachers development 2 times in 1 semester conducted together by the principals; (b) Cost allocation budgeting by facilitating of making syllabus, RPP, prota monthly attendance promotion, daily journal, leger filling and others budgeted from Madrasa funds or BOS management in each year, and for those certified in making RPP are financed by themselves. It is also encouraging teachers to create simple artificial props at low cost, proclaiming the study tours with teachers and students once every year for the upper classes of 5 and 6 only, and conducting comparative studies or visiting developed Madrasa; (c) Conducting observation, supervision or assessment of teacher performance by: (1) Checking and correcting the completeness of class administration in the form of presence journal and learning tool of RPP every month; (2) Checking the attendance of teachers through daily attendance recaps every month; (3) Observing and examining the teachers' way in doing their teaching and learning process with their lesson plan every week; (4) Assisting in learning process with teachers with props during practice; (d) Provision of rewards and punishment by deducting salary or honorarium of his own needs and giving awards in the form of certificates.

The vision of Madrasa Ibtidaiya Darul Ulum Karangasem is to respond the development and challenges in science and technology in the era of information and rapid globalization. With the objective of increasing students' knowledge to continue at higher education level and equip them with religious science, the principal of MI Darul Ulum Karangasem adds learning activities with superior program of tahfidz 30 juz, technology, skill, and art. The missions of Madrasa Ibtidaiya Darul Ulum Karangasem are to realize the Islamic Madrasa culture, to form competitive human resources and to equip the children to a higher level of education.

Ali Mahmud, the principal of MI Darul Ulum Karangasem in his interview said, "Educator is a profession which means a position that requires special skill as a teacher and can not be done by anyone outside the field of education. Educator has a strategic role in developing the potential of his students. For that a teacher is required to always develop his competence both in academic field and professionally as educator, for example completeness of administration, whether classroom teacher or administration subject teacher from leger, prota promes, lesson plan, learning schedule, syllabus, score list, attendance list, daily plans, and others. The development of human resource applied in educational institution refers to the adult development theory, which more leads to the quality improvement, refinement or function maximization, and not the addition of physical amount of weight.

Table 5. Special Program Trigulation on 3 Madrasas

Name of Madrasa	Additional Program	Extracurricular
MI Muhammadiyah Ringinanom	The habit of chanting Asma'ul Husna, prayer, Dhuha prayer, al Qur'an Education Madin.	Drumband, Hisbul Wathon
MI Miftahul Ulum Bandung	Memorizing short letters of al Qur'an, prayer	Speech in 3 languages, (Indonesian, Arabic, English), drumband, Scout
MI Darul Ulum Karang Asem	Tahfidz 30 juz, Asmaul Husna, Dhuha prayer	MTQ, Pramuka

The Development of Teachers' Academic Competence

A teacher is one of the most important components of teaching and learning process and in the formation of potential human resource in the field of development. Even a person is considered to be a teacher not just "know" something that will be taught, then teaches the students, but a teacher is able to train some skills and mental attitude of the students (transfer of value) as well as build it.

To know the quality of a teacher can be seen from the academic qualification, competence, certification of educator, healthy physically and mentally, and the ability to realize the goals of national education. The intended qualification is a higher education of undergraduate program or diploma 4 program. A teacher's intended competences are pedagogic competence, personality competence, social competence, and professional competence gained through professional education. There are two ways conducted by the principal of MI Muhammadiyah Ringinanom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem related to the

development of human resources as educators in the academic realm, including: professional development, and further study.

The efforts of MI Muhammadiyah Ringinom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem in improving human resource development are highly respected by Madrasa members. The principal of MI Muhammadiyah Ringinom said that there are several reasons why teachers should develop their profession including: (a) the development of science and technology; (b) the demands of educational institutions; (c) the demands of the world of work; (d) the global competition; (e) the low professionalism of teachers; and (f) self esteem.

The principal of MI Muhammadiyah Ringinom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem said that the administrative staff coincidentally do not have any competence in the academic field because although they are the bachelor graduates but their majors are religious education and classroom teacher who also become administration officers. The sincerity in teaching discipline, the fulfillment of teaching hours and the obedience to Madrasa management are the teachers' efforts in developing their profession.

The purpose of development is to provide opportunities for all individuals to develop and improve the quality of human resources according to the demands of the era, which among others through further study to continue education to higher level. The principal of Madrasa in this case provides motivation and dispensation to teachers who continue their studies in order to concentrate on learning and complete their

studies on time. This was evidenced in 2016 at MI Muhammadiyah Ringinom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem that all educators had completed undergraduate program.

Teacher must support the principal's policy in developing competence through the opportunity to complete the undergraduate program by giving a positive response to the Madrasa principal who does not stop motivating. By 2016 all teachers of MI Muhammadiyah Ringinom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem had obtained bachelor degree (S1) although it was not linear yet, for those who have certification and inpassing proved by educator certificate and inpassing certificate.

CONCLUSION

The strategies of teachers' professional development by the principal of MI Muhammadiyah Ringinanom Wonosegoro Boyolali are teacher training, budgeting cost allocation, supervision or assessing teachers' performance, modeling, socializing vision and mission of Madrasa. While MI Miftakhul Ulum Bandung Wonosegoro Boyolali principals' strategies are creating teacher training plan, budgeting cost allocation, supervision or assessing teachers' performance, giving reward and punishment. And the strategies of Darul Ulum Karangasem Wonosegoro Boyolali principal are teacher training, budgeting cost allocation, supervision or assessing teachers' performance, and giving reward and punishment.

Human resource development conducted by the principals of MI Muhammadiyah Ringinanom, MI Miftahul Ulum Bandung and MI Darul Ulum Karangasem in developing teachers' academic competence are by doing professional development in discipline teaching, teaching hours fulfillment, the obedience to Madrasa management, and continuing education to a higher level. The researcher realizes that this research is not perfect yet, therefore the researcher hopes that there should be further research about the efforts of the Madrasa principal in developing human resource to improve teachers' professionalism both in professional field as educator and in academic competence.

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