



Synergy Among Institutions in the Development of Professional Teachers

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ABSTRACT

The purpose of this research is to develop professional teachers by involving the real roles and synergy of relevant institutions. Teacher development has so far tended to be carried out by universities and the central government, but has not yet meaningfully involved the roles of professional organizations and local governments. This research uses a qualitative with a grounded method. The data collection method employs interviews and documentation. Interviews were conducted with the management of the Bachelor of Education program and the Professional Teacher Education program, representatives of teacher professional organizations, and teachers in schools. This research found the importance of synergy among higher education institutions, professional organizations, schools, and the government in the development of professional teachers. A design outlining the roles of each institution in every process of teacher development needs to be created. With good cooperation, a sense of responsibility, and high loyalty, the development of the teaching profession will proceed in a clear, planned, and targeted manner. Like other established professional organizations, periodic recertification of teachers is necessary, with the hope that the quality of teachers will increase.



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INTRODUCTION

In the theory of professionalism, it is stated that professional teachers are required to meet several minimum requirements, including: having adequate professional educational qualifications, having scientific competence according to their field of expertise, being able to communicate well with their students, having a creative and productive spirit, having a strong work ethic and high commitment to their profession, and continually developing themselves through professional organizations, the internet, books, seminars, and so on (Kunandar, 2011). In collaboration theory, it is stated that collaboration is needed at every level of an organization and can take place in two contexts: within the organization and in external cooperation or interorganizational relations conducted by several organizations (two or more) to achieve certain goals. (Noor et al., 2022). In learning community theory, it is mentioned that teacher learning communities emerge as a modern embodiment of the spirit of gotong royong, which has long been rooted in Indonesian culture. These

communities provide a potential space to support the development of teacher professionalism, in line with Ki Hajar Dewantara's idea about the importance of togetherness and collaboration in education (Sekar, R. Y, & Kamarubiani, N., 2020).

Efforts to develop professional teachers through the portfolio pathway, Teacher Professional Education and Training (PLPG), and now transitioning to the and the Teacher Professional Education (PPG) scheme have been carried out by the government since the enactment of Law Number 14 of 2005 on Teachers and Lecturers. The change in scheme was made to improve the teacher certification system mechanism, which is expected to produce professional teachers. The Minister of Education and Culture Regulation No. 87 of 2013 concerning states that the PPG is an educational program organized to prepare undergraduates of undergraduate education and S1/DIV non-education who have the talent and interest in becoming teachers in order to fully master teacher competencies according to national education standards, so that they can obtain a professional teaching certificate for early childhood education, primary education, and secondary education. Teacher professional education must be completed for 1-2 years after a candidate graduated from an educational or non-educational bachelor's program. The PPG is a replacement for the IV teaching certificate, which became invalid starting in 2005. This teacher professional education will legitimize the teaching profession. Professional education will add the title 'Gr' after the teacher's name, because according to the law, teaching is a profession, just like doctors, notaries, pharmacists, and others. Through the PPG program, it is expected that teachers' competence and professionalism will be truly ensured by undergoing an education period of two semesters or one year. The PPG program applies to those who want to become teachers, whether they are graduates from the faculty of education or non-education fields. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has finally legalized non-education graduates to become professional teachers. Based on the teacher education standards, the study load of the PPG program is 36-40 credits. The PPG currently implemented still has several weaknesses. The main weakness in the PPG is that the program uses the same material for both Education graduates and non-Education graduates. In this PPG, during one semester, Education graduates take several courses related to teaching preparation, which creates a sense of overlap with what they have already learned during their undergraduate studies, whereas non-Education graduates greatly need the courses for teaching preparation since they have not studied these subjects at all during their undergraduate education.

From the results of the pre-survey, it was found that the teacher professional organization, in this case the Indonesian Teachers Association (PGRI), has so far not been involved in the development and professional education of teachers. This is in line with the findings of Nurmayanti et al. (2023), which found that a teaching professional organization is a platform that serves as a place for accommodating and resolving problems that are encountered and solved together concerning the world of education, the establishment of professional educational organizations in Indonesia is relatively recent, and they have only begun to carry out professional development and advocacy functions. Regulatory functions (standardization and accreditation, certification, and/or licensing) are only carried out by a few professional organizations and are still limited to formulating professional codes of ethics, while supervision over implementation and sanctions for violations of the code of ethics have not been effectively carried out. In general, regulatory functions are also under the control and coordination of institutions established by the Ministry of Education and Culture and/or the Educational and Teaching Staff Institutions (LPTK). Unlike several other professional organizations, such as the Indonesian Medical Association, the Indonesian Notary Association, the Indonesian Accountants Association, and the Indonesian Pharmacists Association, which have been involved in their respective professional education, there are some weaknesses in teacher professional education in Indonesia that need to be addressed.

Previous studies have examined teacher certification and teacher professional development programs; however, limited research has investigated an integrated model that systematically involves higher education institutions, teacher professional organizations, schools, and government agencies throughout the teacher professional development continuum. Therefore it is necessary to review the professional teacher education program with the continuous development of professional teachers, which requires the synergy of various relevant institutions. The development of a

professional teacher education model, from the undergraduate level to the PPG, is important to ensure that the quality of teachers in Indonesia improves in the future.

METHOD

This study employed a qualitative descriptive study to explore institutional roles and inter-organizational collaboration in professional teacher development. The research is used to find the synergy between institutions in the development of professional teachers. Data were collected through interviews with parties involved in teacher education, including administrators of the PGRI in the Yogyakarta region, the chairman of the Indonesian Medical Association, the chairman of the Indonesian Accountants Association, the chairman of the Indonesian Pharmacists Association, the chairman of the Indonesian Notaries Association, teachers at schools where Introduction to the School Field (PLP) and PPG from 3 universities with LPTK are conducted, and managers of undergraduate education programs and PPG at each university serving as the research locations. These three universities are Yogyakarta State University, Sanata Dharma University, and Sarjanawita Tamansiswa University. The sampling technique used is purposive sampling, a technique for determining samples based on certain considerations (Sugiyono, 2019). A certain consideration here is by selecting parties who are actively involved in professional teacher education, namely several lecturers from LPTK managing the preparation of professional teacher education in DIY, several PGRI officials in Yogyakarta, and several teachers involved in PLP and PPG in DIY.

RESULTS AND DISCUSSION

The study addresses a highly relevant issue in teacher professional development and teacher education reform. The involvement of multiple stakeholders (LPTKs, schools, professional organizations, and government) provides a comprehensive perspective on teacher development.

1. Teacher Education Model in Indonesia

Up until now, the preparation to become a professional teacher involves pursuing an undergraduate degree followed by participating in the PPG program. The requirements for the PPG program can be met by graduates from education majors as well as non-education majors. The material provided in the PPG program is the same for both education and non-education graduates. The number of credit hours taken by students at the undergraduate level is 144–160 credits, while for the PPG program, students must complete 40 credits. The selection system for undergraduate students in education is the same as the selection system for other non-education study programs, which for public LPTK includes the Scholastic Potential Test, Literacy in Indonesian and English, and Mathematical Reasoning. Meanwhile, for private LPTKs, the selection system uses the Potential/Academic Ability Test. Therefore, the selection for education study programs does not yet include an aptitude and interest test for becoming a teacher. The selection system for pre-service PPG includes tests on subject matter mastery, literacy, numeracy, and interviews.

2. Some Shortcomings of Teacher Education

Based on interviews with the sources, several shortcomings of teacher education have been identified, including:

- a. At the undergraduate (S1) education level, the current curriculum is actually already good; the improvement needed is not in the curriculum itself but in its implementation, which needs to be strengthened. The current PPG curriculum that requires attention is the fact that both education and non-education graduates study the same material. There is some overlap between the PPG courses and the undergraduate education courses, specifically the Philosophy of Education course. Several sources stated that the PPG curriculum has been changing rapidly without prior evaluation. Currently, the Classroom Action Research (PTK) course, which is important for prospective teachers, has actually been reduced, so a curriculum review of PPG is necessary. The implementation of MBKM (Merdeka Belajar-Kampus Merdeka) in PPG places a heavier burden on students because their workload has increased. PPG students, when carrying out teaching

practice (PPL) in schools, are already better prepared and more ready compared to undergraduate students; however, some sources pointed out that in fact, PPG students' mastery of the material is still not sufficient.

- b. Recruitment of prospective teachers at the undergraduate (S1) and PPG levels. Recruitment of prospective teachers at the undergraduate (S1) level has not included tests for interest, talent, and the calling to be a teacher, so it needs to be reviewed for recruitment at the S1 level. Meanwhile, PPG recruitment has included tests for interest, talent, and the calling to be a teacher, as well as interviews. However, PPG student recruitment is still open to non-education graduates, and in practice, non-education graduates face difficulties in educational assessments. Another issue is the lack of clarity regarding the future of PPG graduates. PPG graduates do not have certainty about being appointed as teachers in public schools. This results in low attractiveness of the teaching profession. The interest in participating in PPG will also be low. In addition, if PPG graduates do not work as teachers in public schools, it will also be detrimental to state finances, considering that the cost of PPG education is covered by the government. The PPG quota has still not been fulfilled, which indicates one of the factors that the teaching profession is not yet attractive. Another concerning issue is that the government has given permission to many LPTKs to open PPG Study Programs, but in reality, these LPTKs cannot implement the PPG due to the number of applicants being lower than the allocated quota. Ideally, the opening of PPG study programs should be adjusted according to the number of teachers needed.
- c. Coordination between LPTK and schools where students carry out field practice is not yet effective. The systems for requesting permission, deployment, monitoring, and withdrawal vary between LPTKs. Some LPTKs have collaborated with schools through MOUs, making coordination smoother, and students only need to follow the placement assigned by the LPTK. However, some LPTKs require students to find their own practice sites. This approach can impact the schools, which become busy with students coming and going to request permission for practice. Sometimes, after permission is granted, different students end up actually practicing. This situation makes it difficult for schools to coordinate the students during their practical training. Regarding deployment, monitoring, and the withdrawal of undergraduate students to different schools, the varying systems also confuse teachers. Teachers at schools believe there should be a uniform and clear SOP regarding the placement of students for school practice. Another issue found is the lack of supervision by lecturers; some lecturers never monitor their students at schools. In more extreme cases, there are groups of students who go to schools for practice and return to campus after completing their practice without being accompanied by a lecturer. In addition, currently, the terms and systems for school practice also vary between teacher education institutions. Unlike in the past, before the existence of PPG, undergraduate students attended schools under the term PPL. Currently, some refer to this undergraduate practice with the terms PLP, internship, and educational practice. The diversity of terms and systems confuses school teachers, because teachers not only guide and accompany the practice from one LPTK. Some teachers are still not effective in supervising the practice, and even tend to take over tasks from the teacher in teaching.
- d. Teacher development trainings provided by the government for teachers still need improvement. Training for teachers by the government exists, but it is more project-oriented and does not start by gathering teachers' opinions to understand the materials they need. The training materials are more focused on dissemination, such as changes in policies and curriculum. Training materials for teachers are not continuous and sustainable. After the teachers are trained, there is also no evaluation, so there is no follow-up. The problem lies in the inadequate teacher development policies, specifically the Minimum Completion Criteria (KKM) system, which leads teachers to focus on students achieving the KKM. Government policies are not based on complete data, input, or academic aspects. The culture of learning among teachers is still weak, and teachers' work ethic has declined. The struggle of teachers before certification existed was greater than that of teachers after certification. The issue with teachers lies in the culture; their sense of responsibility as professional teachers to develop their abilities and efforts to ensure all students succeed is still lacking. In terms of take-home pay, teachers lag behind non-teacher civil servants because the performance allowance for non-teacher civil servants is much higher compared to the teacher

certification allowance. This reality makes people more inclined to become non-teacher civil servants.

- e. Schools still recruit honorary teachers and support staff. Schools conduct their own teacher recruitment because of a shortage of teachers, even though this actually violates regulations. Schools dare to break the rules because the government has so far been unable to promptly provide civil servant teachers to replace those who retire or pass away. It has been found that in some remote areas, the number of civil servant teachers is very minimal, so many schools employ honorary teachers with very low salaries. The low salaries of honorary teachers cause problems, as they are still insufficient to meet their basic needs, making it difficult to demand that they become professional teachers.
- f. Map of Civil Servant Teachers (ASN) The government has a map of ASN teachers; data on teachers at every educational level and study field is already available, while private schools have so far not received much attention regarding the provision of certified professional teachers.
- g. Discourse on the appointment of PPG graduates as civil servants. There is a discussion that PPG graduates will be appointed as civil servants after they have served for 2 years, which means all PPG graduates will work in public schools. The problem that arises is how private schools will obtain professional teachers who graduated from PPG, considering there is already a regulation that civil servant teachers are not allowed to work in private schools.
- h. The Role of Professional Organizations. There are many teachers' organizations in Indonesia, but they tend to focus on efforts to improve teachers' welfare and advocacy. Until now, teachers' organizations have not reached the level of authority to issue professional certificates and guarantee the quality of teachers. Teachers' organizations have not played a role like other established professional organizations, which are actively involved in issuing professional certificates and conducting periodic monitoring and evaluation to determine whether someone is still qualified to hold a professional title and perform professional duties. For teachers, it can be said that the professional certificate is valid as long as the teacher is still actively working, so teachers tend to remain in their comfort zone. PGRI is the oldest and largest teacher professional organization in Indonesia, which has long been striving in the fields of employment, teacher welfare, and improving the quality of education in Indonesia. Up to now, PGRI has played a role in advocating or providing opinions to the government if there are government policies in the field of education that are not appropriate. In addition, PGRI also protects fellow teachers who are facing problems related to their professional duties. Results from a preliminary survey found that PGRI has not been actively involved in the preparation of professional teachers. Professional teachers in Indonesia are prepared by LPTK.
- i. Schools as Student Teaching Practice Sites Schools used as sites for student teaching practice are only those within areas not too far from the campus. Schools that are somewhat distant from the LPTK are not used as student practice sites due to financial, time, and supervising lecturers' energy constraints. By only using certain schools as practice sites, overcrowding of students occurs in some schools, which causes inconvenience for the schools.
- j. The active involvement of teachers and supervising lecturers in student teaching practice is not optimal. There are still supervising teachers at schools used as student practice sites who do not have a strong sense of responsibility, even though the role of teachers in schools is very significant. Until now, the schools where students practice feel that they mostly assist the LPTK and think as if the LPTK are selfish. There has been no synergistic cooperation, so the LPTK and schools do not yet share joint responsibility in preparing professional teachers.

From the above explanation, it can be concluded that synergy and integration among institutions, namely LPTK, schools, and professional organizations responsible for the development of professional teachers, do not yet exist. In addition, support from the Central Government (Ministry of Education, Culture, Research, and Technology) as the policymaking authority is also not yet optimal, particularly in encouraging LPTK, schools, and professional organizations to integrate their respective roles.

3. Synergy of Universities, Schools, Teacher Professional Organizations, and the Government in Developing Professional Teachers

Based on the results of the interviews, for the effectiveness of teacher development, there needs to be a system created to clarify the roles of each institution and their coordination with other institutions. Coordination between institutions and the stages of teacher development, starting from the recruitment of prospective education graduates to the continuous professional development of teachers, quality assurance, and teacher recertification, are presented in the table below.

Table 1. Bachelor's Degree in Education Recruitment

Duties and Functions	The Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
The drafting of regulations regarding undergraduate recruitment includes tests for interests, talents, and calling.	Formulating regulations on undergraduate (S1) recruitment.		Providing input in the formulation of regulations regarding undergraduate recruitment	Providing input in the preparation of regulations regarding undergraduate recruitment. Based on these regulations, preparing the entrance exam test instruments for undergraduate programs and conducting the entrance exams.

Table 2. Development of the Undergraduate Education Curriculum and Implementation of Educational Practice in Schools

Duties and Functions	The Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
The preparation of regulations/regulatory provisions regarding the national curriculum framework, the basic framework and structure, as well as	Formulating regulations regarding the national curriculum framework, the basic framework		Providing input on regulations regarding the national curriculum framework, the basic framework and	Providing input on regulations about the national curriculum framework, the basic framework and structure, as well as the

Duties and Functions	The Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
procedures for educational practice in schools, includes among others:	and structure, as well as the procedures for educational practice in schools, including:		structure, as well as the procedures for educational practice in schools.	procedures for Educational practice in Schools
a. Integrating pedagogy with technology in teaching.	a. Integrating pedagogy with technology in teaching.		Providing input in the preparation of the operational curriculum.	Developing an operational curriculum, including:
b. Improving practical education courses in schools.	b. Improving the educational practice courses in schools.			a. Integrating pedagogy with technology in learning
c. Improving school practice procedures, which requires MOUs, SOPs, and school capacity.	c. Improving the procedures for practice in schools, requiring MOUs, SOPs, and school capacity.			b. Improving Educational Practice courses in schools
d. School teachers teaching on campus and lecturers teaching in schools.	d. School teachers teaching on campus and lecturers teaching in schools.			c. Requiring an MOU and SOP for the implementation of Educational practice in schools

Table 3. Mapping, Planning of Teacher Needs, and Determination of PPG Quotas

Duties and Functions	The Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
Formulation of regulations/regulatory system for Mapping, Teacher Requirement Planning, and Determination of PPG Quota	Developing regulations for the Teacher Mapping System, Teacher Needs Planning, and PPG Quota Determination Based on regulations and in accordance with the national teacher database, conduct mapping and planning of teacher needs nationwide (electronically) Based on the national mapping and planning of teacher needs, determine and set the PPG quota according to regional needs	Based on regulations and according to the database of teachers in their area, conduct mapping and planning of teacher needs in their area (electronically)	Providing input in the formulation of regulations for the Mapping System, Teacher Requirement Planning, and Determination of PPG Quotas Providing input in determining and setting PPG quotas	Providing input in the preparation of regulations/rules for the Mapping System, Teacher Needs Planning, and Determination of PPG Quotas

Table 4. PPG Recruitment

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
Preparation of regulations regarding	Formulating regulations		Providing input in the preparation of	Providing input in the drafting of

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
the procedures for PPG recruitment and the preparation of entrance exam instruments for PPG, requirements for non-Education Bachelor's degree holders in certain majors who are allowed to participate in PPG	regarding the procedures for PPG recruitment and the preparation of entrance exam instruments for PPG, requirements for non-education Bachelor's degree holders for certain majors who are allowed to participate in PPG.		regulations regarding the procedures for PPG recruitment and the development of PPG entrance exam instruments Providing input in the development of PPG entrance exam instruments	regulations regarding the procedures for PPG recruitment and the preparation of PPG entrance exam instruments Providing input in the preparation of PPG entrance exam instruments
Preparation of PPG entrance exam instruments				Accepting PPG exam participants who have passed the entrance exam
Selection of PPG candidate participants	Based on these regulations, preparing the PPG entrance exam instruments. Based on the mapping and planning of teacher needs at the national level, determining and setting the PPG quota according to regional needs. Selecting prospective PPG students. Distributing the PPG entrance exam participants who pass to LPTKs.			

Table 5. Development of the PPG Curriculum and Implementation of PPG

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
Formulation of regulations regarding the basic framework and structure of the national PPG curriculum, namely:	Drafting regulations about the basic framework and structure of the national PPG curriculum, namely:		Providing input in the preparation of regulations regarding the basic framework and structure of the national PPG curriculum	Based on these regulations, developing the PPG operational curriculum
a. Elective PTK courses become core courses under the name Educational Innovation course	a. Elective PTK courses become core courses under the name Educational Innovation courses		Providing input in the preparation of the operational PPG curriculum	Places for conducting the PPG competency tests
b. Emphasis on the use of technology in teaching	b. Emphasis on the use of technology in teaching			
c. Encouraging students to conduct research and development d. Pedagogy material matriculation for participants from non-Education Bachelor's degrees e. Implementation of PPG competency tests	c. Encouraging students to conduct research and development d. Pedagogical material matriculation for participants with non-education Bachelor's degrees e. Implementation of the PPG competency test			

Table 6. Internship/Community Service and Teacher Appointment

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
Formulation of regulations regarding internships/service	Drafting regulations/rules regarding internships/service programs	Monitoring the implementation of the internship	Providing input in the drafting of regulations regarding internships/community service	
Formulation of regulations regarding the appointment of professional teachers and the placement of teachers in schools	Drafting regulations/rules regarding the appointment of professional teachers and the placement of teachers in schools Appointing teacher candidates after completing their internship according to their authority.	Appointing prospective teachers after completing the internship according to their authority	Providing knowledge and skills for the implementation of internships	

Table 7. Sustainable Teacher Professional Development and Teacher Quality Assurance

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
The development of regulations/rules regarding the Continuous Professional Development of Teachers and Teacher Quality Assurance, namely that professional teachers are required to fulfill their	Formulating regulations for the Development of Sustainable Teacher Professionalism and Teacher Quality Assurance	Conduct supervision and monitoring of the implementation of continuous teacher professional development and teacher	Providing input in the formulation of regulations regarding the Sustainable Professional Development of Teachers and Teacher Quality Assurance	

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
obligations for continuous teacher development.		quality assurance	Conducting supervision and monitoring of the implementation of sustainable teacher professional development and teacher quality assurance	

Table 8. Professional Teacher Recertification

Duties and Functions	the Ministry of Education, Culture, Research and Technology	Regional Government	Professional Organizations	Teacher Training Institutions
Formulation of regulations/rules regarding the recertification of professional teachers	Formulate regulations/rules regarding the re- certification of professional teachers Conduct the re- certification of professional teachers every five years periodically		Conducting professional teacher recertification every ten years periodically	

The integration of several institutions in professional teacher development can be summarized in the model below

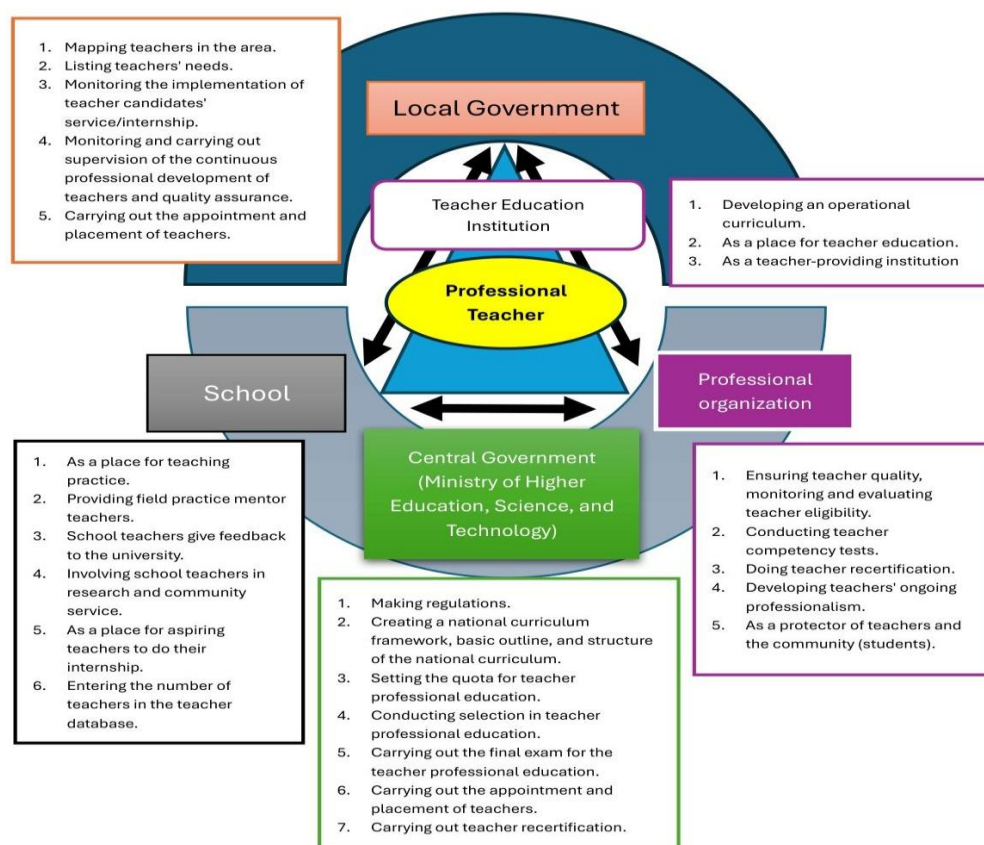


Figure 1. Integrated Professional Teacher Development Model

The novelty of this research is the creation of a model for developing professional Indonesian teachers that is integrated and effectively coordinated, along with the discourse on teacher recertification. The discourse on recertification refers to the development of professional teachers in other countries, such as China and Finland. This recertification is necessary so that teachers can continuously develop themselves and be adaptable, but managing recertification requires further study and research.

Teacher preparation in Australia is carried out seriously, where prospective teachers must have a four-year Bachelor of Education degree, or a combination of a three-year bachelor's degree plus a teaching qualification such as a Graduate Diploma or Master of Teaching for 1-2 years. Before becoming a teacher, prospective teachers are required to complete 45 days of teaching practice. In addition, teachers must have English language skills with a minimum score of 7.0 in reading and writing, and a minimum score of 8.0 in speaking and listening. A teacher must be fully registered with a five-year validity period. Registration renewal is carried out with certain requirements, namely having a certain number of teaching hours, completing 20 hours of professional training per year for continuing professional development, undergoing a criminal record check, and having a permit to work with children. Teacher preparation in Australia is carried out through collaboration between universities and schools with authentic learning experiences. Authentic learning is an important part of teacher preparation, where in this authentic learning prospective teachers are increasingly prepared

to teach in the classroom, increase self-confidence, and further strengthen the teacher's professional identity. (Jones, Stacey E & Deb Clarke, 2025). Teacher education students in Australia are required to carry out teaching practice in schools for 60 to 80 days. (Darling-Hammond, 2017). To prepare certified professional teachers, prospective teachers in Australia also teach colleagues, practice teaching in schools, invite resource persons from the industry, conduct interviews with school principals, and conduct authentic assessments. (AITSL, 2019)

In Finland, teacher qualifications are stringent, requiring a master's degree. Teaching in Finland is a highly prestigious profession, with only about 10% of the top graduates gaining entry to teacher education programs. Teacher education emphasizes not only teaching skills but also scientific research. Prospective teachers are trained as practitioners and researchers capable of analyzing and implementing appropriate teaching methods. After becoming teachers, they are required to develop themselves through ongoing professional development. This ongoing professional development involves completing teaching training every five years. There are no national standardized teacher exams in Finland. The Finnish Development Programme for Teachers' Pre- and In-service Education (TEDP) in Finland is a set of professional standards for teachers, teacher standards, and teacher education standards that emphasize improving the quality of teacher education and teacher professionalism (Panda, 2019). In Finland's decentralized teacher education system, universities have a high degree of autonomy in planning teacher education programs, with the state not accrediting or evaluating student teachers. Therefore, implementing national-level strategies at autonomous universities is difficult (Lavonen, Jari et al., 2021). In a study conducted by Elina Kuusisto and Kirsi Tirri (2021), it was found that 46% of prospective teachers and teachers (55%) in Finland only showed a self-orientation, lacking a long-term moral commitment to serving students, the school community, and society. The results of this study have implications for contemporary teacher education in Finland. Both pre-service and current teachers need to understand and be aware of the responsibility of teachers, namely committing to providing service to students, the school community, and society. The research findings of Awal Saikh and Dibyendu Bhattacharyya (2023) emphasize the concept of teacher education in the era of digitalization and technology, where teachers must possess an investigative mind, be able to adapt to transformations, and respond to universal needs. This research emphasizes the importance of innovation and teacher education program models that can respond dynamically to new challenges in the field of education, thereby contributing to national development. To ensure strong professional practices and instill professionalism in teacher development, a teacher education model was developed that encompasses the development of teacher education, the development of teacher preparation, and the development of continuing professional teacher development.

Since 1993, teachers in China have been required to hold an official teaching certificate. This certificate is obtained after prospective teachers pass the National Teacher Qualification Examination. In 2021, a regulatory reform was implemented, allowing postgraduate students majoring in Education and students at teacher training universities receiving tuition-free scholarships to be exempt from the National Teacher Qualification Examination. They are required to pass an internal exam developed by the state-recognized university. Teacher qualification certificates are issued by the state education authority. They are not valid until the teacher retires but must be renewed every five years. To renew the certificate, teachers must meet standards for hours of professional training, school performance assessments, and adherence to the professional code of ethics. At Shaoxing University, the curriculum is designed to integrate practical teaching experiences across multiple stages. In the third year, students undertake on-campus teaching practice, a week of field observation in the first semester, and a two-week teaching practice in the second semester. These experiences provide direct insight into real-world classroom dynamics. Off-campus teaching practice occurs in the first semester of the fourth year, where students are assigned to partner schools affiliated with Shaoxing University. This teaching practice lasts twelve weeks under the guidance of mentors at various schools. This in-school experience provides invaluable real-world insights into classroom situations, which are expected to develop pedagogical skills and classroom management techniques. (Agye et al., 2024).

Since 1993, teachers in China have been required to hold a teaching certificate obtained through the National Teacher Qualification Examination. This certificate is not valid until the teacher

retires, but must be renewed every five years. To renew the certificate, teachers must meet standards regarding the number of hours of professional training, school performance assessments, and adherence to the professional code of ethics (Guofeng et al., 2024).

To become a professional teacher, a certificate as professional teacher is required to show that the teacher is qualified to teach. This research is also in line with the study by Munawir (2022), which states that teachers should have certification because certification is important as it demonstrates the professionalism of teachers as instructors and educators. Teachers who already have a teaching certificate must also continuously improve their skills in planning, implementing, and evaluating learning activities. In addition, teachers are required to develop the four competencies they possess to enhance their quality in teaching and educating. For that reason, various efforts are needed to improve teachers' abilities, such as organizing training sessions or seminars held by various educational institutions to create professional and competent teachers. Thus, Munawir's research stated the necessity of ongoing professional development for teachers. Similarly, research conducted by Hoesny (2021) indicates that improving teacher quality can be achieved through professional development, whether in the form of seminars and workshops or conducted online via social media. In addition, to address the challenges of the digital revolution era, teachers also need to enhance their skills in using digital technology to improve the quality and appeal of learning. The provision of teacher certification and certification allowances can also be used to improve teacher quality. Furthermore, teachers need to be encouraged to improve their research skills and proficiency in English. Ultimately, all of these efforts require the role of the government as a policymaker to promote improvements in teacher quality, which will impact the enhancement of human resource quality. Teacher professional development should be implemented by both schools and organizations such as the Subject Teacher Conference (MGMP) association. Referring to Mashau's (2017) research, which stated that teacher professional development is the best practice, teachers should actively participate in professional development activities. This is closely related to the knowledge and skills teachers need to improve the quality of their teaching (Hoesny, 2021). This research aligns with the findings of this study, which suggest that teachers should be provided with a platform for continuous self-development, organized by teacher organizations with government facilitation. Susanti et al. (2025), based on a literature review of various previous studies, concluded that teacher certification, professionalism, and work discipline have a significant influence on teacher performance. Juniardi & Yuniati (2024) concluded that teacher certification has a significant impact on improving teacher professionalism and performance. Teacher certification needs to be evaluated periodically to ensure its effectiveness, with evaluations conducted at a minimum by the school principal. Prayoga et al. (2025) found that teachers need to have several key qualifications, namely pedagogical competence, a positive personality, social skills, and professionalism.

Hindaryatiningsih et al. (2025) found that internal factors are those that have a significant impact on teachers' professional development. One aspect of internal factors that affects teachers' professional performance is the development of interests, which stimulates teachers' motivation to improve their teaching competencies. From these findings, the development of interests encourages teachers to adapt and build their competencies, particularly in mastering the latest technology for classroom teaching. Furthermore, the development of interests plays an important role in teacher engagement in self-development through advancements in knowledge and technology. Thus, the improvement of teachers' performance development quality must be driven by the level of their interest development so that they can take advantage of other supporting factors such as schools, stakeholders, or facilities provided by the school to offer various competency development activities. Therefore, teachers can not only meet the competency requirements stipulated in the regulations but also possess additional competencies in line with the development of science and technology. Situmorang et al. (2025) found that the professional code of ethics for teachers plays a very important role in maintaining the integrity and professionalism of teachers in carrying out their duties. This code of ethics not only serves as a guideline for actions but also as a moral foundation that regulates interactions between teachers and students, colleagues, and the community. In addition, professional organizations, such as PGRI, play a very significant role in advocating for teachers' rights and enhancing their competencies through training and other activities. Professional organizations also

act as mediators between teachers and the government, thus helping to achieve teachers' welfare and professionalism. Both the professional code of ethics and professional organizations are closely related in improving the quality of education in Indonesia. Habsy et al. (2024) concluded that the position of teachers as a profession is not a random outcome; rather, teachers must first complete various requirements to obtain professional certification. A profession typically has a professional association, a code of ethics, and a certification and licensing process specific to that field.

To ensure the quality of certified professional teachers, performance assessments must be carried out periodically and continuously. Kurniawan (2018), in his research, found that there needs to be an accountable teacher performance assessment system, as well as monitoring and evaluation of the performance of teachers who have received professional allowances so that they remain consistent in maintaining and improving their performance. There is also a need for commitment and awareness from teachers to continuously improve their performance and develop themselves as part of their responsibility as professional teachers, not merely for promotions or as a requirement for receiving professional allowances. The need to strengthen synergy between the central and regional governments to achieve the goal of improving teacher quality, as well as involving academics and professional organizations in formulating policies for teacher professional development. The need for periodic competency tests as a basis for mapping teacher competencies, and the results of these competency tests should be used as the basis for training according to needs as part of continuous professional development for teachers. The need for training needs analysis as support for professional development based on teacher performance in schools (in-house) so that training is more effective and efficient. Munawir et al. (2023) concluded that it is necessary to conduct teacher performance assessments that can be used to create a teacher performance profile, which serves as input for developing further professional development plans, and to improve and develop the abilities possessed by teachers. Subekti et al. (2024) found that in terms of lesson planning, lesson implementation, relationships with school members, and the implementation of assessments, remedial, and enrichment, there are certified teachers whose performance appears excellent and thus deserve certification, yet still need to optimize their performance. Additionally, there are also certified teachers whose performance is less than optimal and therefore require various self-improvements to enhance their performance as certified teachers recognized for their professionalism. Yusniaini et al. (2025) found that there is a need for management of teacher performance assessment, which includes teacher performance planning, assessment implementation, and teacher performance evaluation. Teacher performance assessment is conducted for each item of the main tasks of teachers in order to support career development, rank, and position. Munawir et al. (2023) in their study found that teacher performance assessment must be implemented to develop professional teachers.

Education, development and guarantee of professional teachers will be realized through coordination and synergy between several institutions that play a role, namely schools, LPTK, professional organizations and the government. Mushthofa et al. (2022) concluded that the role of the school principal as a manager in enhancing teacher professionalism is very important, namely through empowering teachers, providing motivation, guidance, coordination, as well as conducting supervisory activities every semester and evaluating the results of teacher professionalism improvement activities. Professionalism activities include organizing in-house training (IHT), teacher working group activities (KKG), MGMP, and training outside the school.

Soraya & Suryadi (2019) found that in realizing professional teachers, it is necessary to have the role of LPTK as a crucible for the education of prospective teachers, the role of teachers' internalization that teaching is a chosen profession, and the role of the government in improving teacher management and implementing teacher management authority correctly, along with consistent implementation of rewards and punishments.

The research conducted by Istaqimi et al. (2024) states that the implementation of teacher certification in a government institution requires a good system and mechanism to produce professional teachers. The role of the government is very important in providing support and facilities to teachers to enhance their competence and professionalism. Hanum & Handayani (2025) found that regarding human resources in the agency, staff at the South Tangerang City Education Office felt dissatisfied with the skills training they received. This was due to inadequate training, particularly

with the transition to an online system and issues related to facility resources. The facilities provided to support the implementation of teacher certification policies were also deemed insufficient. Facilities such as the Merdeka Belajar Application are indeed available to support teacher training and learning. Another challenge that emerged is the limited access to adequate internet and devices, which teachers need to prepare independently. Aspyannur et al. (2018) found that the role of the Samarinda City Education Office in coaching, supervision, teacher performance development, providing motivation to teachers, and in administering teacher certification through competency tests has been carried out well. Isabella (2016) found that in the communication dimension, the making of the Certification Implementation Guidelines book and the dissemination of information via the internet are practical information media for certification policy implementers. In the resource dimension, committees formed at LPMP and LPTK are established according to the provisions in the 2012 Certification Implementation Guidelines. In the disposition dimension, the allocation of tasks and responsibilities as stipulated in the certification implementation instructions provides clear work directions that must be followed by every certification committee member. In the bureaucratic structure dimension, the implementation of certification according to Standar Operating Procedures (SOPs) has not been fully socialized to teachers in schools, so that the certification procedures in accordance with SOPs are not widely known among teachers, including high school teachers in Palembang. Winingsih (2013) found that increasing teachers' educational qualifications and meeting the required teaching hours are major concerns for the government and other stakeholders. Local governments are not alone, as LPMP and P4TK also play important roles, although due to ineffective coordination, each party tends to operate independently and is unaware of what the others have done.

Aidi et al. (2023) concluded that PGRI is expected to be more proactive in advocating for the welfare and improving the quality standards and professionalism of teachers, becoming a source of strength for the goals of the teaching profession and the improvement of members' living standards, and can facilitate and motivate its teacher members to enhance professionalism and improve their knowledge, quality, and credentials. Habsy et al. (2024) concluded that the status of teachers as a profession is not the result of arbitrary circumstances; rather, teachers must complete various requirements first to obtain professional certification. A profession usually has a professional association, a code of ethics, as well as a certification and licensing process specific to that profession. Lase (2023) concludes that professional organizations play a role as supporters of educational staff in the implementation of education and in enhancing teacher professionalism. The challenges faced by professional organizations include a lack of legal awareness and discipline among teachers in carrying out their profession, as well as low motivation among teachers to improve themselves. Kurniawati (2025) found that labor unions and professional organizations have definitions and basic principles that aim at protecting and enhancing the welfare of their members. Labor unions aim to fight for workers' rights, while professional organizations focus on developing the competencies and professional standards of their members. The main goal of labor unions is to ensure the protection of workers' rights, including wages, working conditions, and social welfare. On the other hand, professional organizations aim to enhance the quality of professionalism, recognition, and career sustainability of their members through education and training. Harahap (2024) concluded that teacher professional organizations play an important role in facilitating various activities that support the improvement of teachers' pedagogical, personal, social, and professional competencies, allowing teachers to continuously enhance the quality of the educational services they provide.

Teacher professionalism is developed through continuous professional development (PKB), although this PKB has not been optimally implemented to date. This study explains the need for periodic teacher recertification to motivate teachers to develop themselves and adapt to changing times. Sari et al. (2023) found that continuous professional development can enhance four teacher competencies, which ultimately lead to improved student quality, thereby increasing the efficiency, effectiveness, and equity of education quality. Research by Kastawi (2019) concluded that the implementation of Continuous Professional Development (CPD) has not been carried out effectively. To further improve the quality of education through CPD, several recommendations are proposed: CPD procedures need to be improved, starting from assessing teachers' needs to evaluation, methods, techniques, and models that are rarely used should be tested and applied, financial support from the

community should be sought, main obstacles that arise should be minimized, and more operational policies are needed in the Department of Education and Culture. Kastawi & Yuliejantiningasih (2019) found that in the Teacher Professional Development (PKB) program, needs assessment and evaluation have not been conducted. The implementation of PKB has been carried out, although without planning and activity evaluation. The main obstacles of PKB are the lack of resource persons, the busy schedule of teachers at school, the absence of programs from local government, lack of funds, lack of support from colleagues, no pressure to change after training, and no supervision from inspectors to the schools. Sari et al. (2023) concluded that continuous professional development is a form of teacher competency development carried out according to needs, gradually, and continuously to enhance their professionalism. Continuous professional development programs are related to the teaching profession, in which this continuous professional development is expected to improve pedagogical, professional, social, and personal competencies to meet future demands. Therefore, teachers are required to be able to follow and understand changes such as institutional policies in educational institutions, increasingly evolving curricula, learning systems that keep up with the times, as well as advancements in scientific knowledge. Hidayah et al. (2024) concluded that teacher training and development programs need to be conducted regularly and sustainably, both by schools and the government. Schools need to design teacher training and development programs that are well-planned and refer to the needs of teachers and the school. Manawwaroh et al. (2024) found that in some aspects of professionalism in education in Indonesia, systems are neglected and personal approaches are more prominent; therefore, a more systemic and creative approach is needed to integrate every new phenomenon related to education.

Various studies indicate that teacher development has not been optimal. After teachers receive professional certification as educators, there have been efforts for professional development conducted by the government; however, this development has not been effective because there is no proper coordination among the institutions that should be involved in professional development. Therefore, it is necessary to design a clear mechanism for the roles of each institution so that they can coordinate and synergize with each other. Teacher performance assessment needs to involve professional organizations, and the certificate is not valid for a lifetime. Like other professions, re-certification is necessary as an effort to maintain teacher quality.

CONCLUSION

To ensure the quality of teachers in Indonesia, it is necessary to organize teacher education from the undergraduate level, PPG (Teacher Professional Education), to continuous professional development by conducting teacher performance assessments that involve professional organizations. Thus, teacher certificates should not be valid until retirement, but need to be limited, for example, valid for ten years. After the certificate period ends, teachers need to be tested again to assess their eligibility to hold the title of professional certified teacher. With these regulations, it is expected that teachers will be more serious in developing themselves. To realize the development of professional teachers, regulations are needed to govern roles and coordination lines with other institutions. Synergy among institutions involved in teacher education and development is an initial step to produce qualified teachers and ensure their professionalism.

Facilitated by the Ministry of Education, Culture, Research, and Technology, existing teacher professional organizations should immediately engage in discussions to create a professional and reliable teacher organization that plays a role in the competency testing of PPG students and is fit to take responsibility in the periodic teacher recertification. The government needs to be firm regarding the admission requirements for PPG, namely only for graduates in Education and non-Education whose study programs are not available at LPTK. It is necessary to create a regulation that requires PPG participants who have a non-education bachelor's degree to undergo matriculation

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