

# Effectiveness of Service Training Based on Education and Training Model On-In-On-In for Dual Skills Program

<sup>1</sup>Dian Julianto Wahyudi, <sup>2,\*</sup>Purnomo, <sup>3</sup>Yoto, <sup>4</sup>Johan Wayan Dika

<sup>1,2,3</sup>State University of Malang, Malang, Indonesia

<sup>4</sup>Nahdlatul Ulama University of Blitar, Blitar, Indonesia

\*corresponding author: purnomo@um.ac.id

---

## Available Online:

<http://www.jurnal.unublitar.ac.id/index.php/briliant>

---

## History of Article:

Received on November 2021

Accepted on November 2021

Published on November 2021

Pages 822-832

---

## Keywords:

Effectiveness, on-in-on-in training, dual skills program

---

## DOI:

<http://dx.doi.org/10.28926/briliant.v6i4.838>

---

**Abstrak:** The focus in this article is to reveal: (1) The purpose of participating in dual skills programs; (2) Effectiveness of In Service Training 1 (In-1); (3) Effectiveness of In Service Training 2 (In-2); (4) Competence Pedagogic and Dual Professional Teacher Skills. Dual Skills Program is the addition of assignments and functions of teachers from normative and adaptive teachers plus the task of teaching productive expertise competencies, carried out for 12 months using the On-In-On-In learning model. Type of case study research with multi-case study design. The results of this study (1) Motivation of teachers to participate in dual skills programs to obtain educator certificates and anticipate shortages of hours; (2) Implementation of In-Service Training 1 is quite effective; (3) Implementation of In Service Training 2 (In-2) is quite effective; (4) In general On-In-On-In training is quite effective; (5) Teacher competency after training is quite good. Constraints that occur are difficult to divide the teaching time

and tasks from training dual skills programs which are quite a lot. To the development of science, especially vocational education, the results of this study are expected to be used as one of the comparative studies on the theory of the effectiveness of On-In-On-In training in obtaining dual related skills: (a) The purpose of participating in a dual expertise program (b) Effectiveness of In Service Training 1 (In-1), (c) Effectiveness of In Service Training 2 (In-2), (d) Competence of Dual Skills Teachers Post-On-In-On-In Training.

## INTRODUCTION

Quality education, requires qualified teachers. Teachers are the main pillar, because qualified teachers are able to improve well fine education. The benefits of quality education are highly expected, because it is able to produce skilled and adequate individuals for future generations (Phin, 2014: 64-65). According to Msangya (2016: 113) teachers are agents of change, because teachers are the center of quality education distribution. This opinion is in line with Maclean & Wilson (2009: 1187) that an important factor in determining the success of the learning process in vocational education is the professional skills that teachers have. Teachers are also required to continue learning because change continues to occur in the midst of society that has an impact on teaching (Vangrieken, et al., 2017: 48)

The position of vocational productive teachers is very strategic in educating the life of the nation, so the teacher supply should fulfil the demand

(Purnomo, et al., 2017). This implies that the availability of the number and quality of competent productive teachers will have a synergic impact in realizing quality vocational education. According to Harris (2011: 798) Improving teacher quality is key in improving primary and secondary education. Law No. 14 of 2005 concerning Teachers and Lecturers explicitly mandated the development and continuous development of the teaching profession as an actualization of an educating profession. Teacher Competency Standards are developed in their entirety from 4 main competencies, namely pedagogic competence, personality competence, social and professional. Besides that, the position of the teacher as a professional person serves to improve the dignity of the teacher as well as his role as an agent of learning to improve the quality of national education (Marienda, 2015: 147).

The 2015 BPS data records several problems that must be resolved, namely: (1) only 22.3% of vocational teachers teach according to their fields of competence (productive teachers); and (2) Vocational education (SMK) has not been link-and-match with DUDI. On the other hand, the enactment of Law Number 23 Year 2014 raises several important issues, including the difficulty of getting competent teachers, especially skills competencies for productive teachers (Suharno, 2015).

Based on data from the Ministry of Education and Culture (2017: 1) conditions in 2016 there were still a shortage of vocational productive teachers totaling 91,861 with details of 41,861 in State Vocational Schools and 50,000 in Private Vocational Schools. There are several ways to fulfill the teacher's shortcomings, namely by adding vocational productive teachers through the Dual Skills Program.

Dual expertise programs were carried out for 12 months using the On-In-On-In learning model (Saputro, et al., 2019). 12 months for this dual expertise program raises a new challenge, because the time needed to complete a Bachelor (S1) study to become a productive teacher of SMK is around 4 years or more, while this program is implemented for one year. This raises questions regarding the achievement of competence and how effective this dual expertise program is.

Effectiveness according to Nasir (2012: 350) is a goal that is realized and implemented. Research conducted by Badlihisham (2012: 349) stated that there was effective industrial training and had a positive impact on the formation of trainee attitudes. Crowley (2017: 477) states that training is needed by educators for professional development. This opinion also supported Harris (2011: 798) professional development and productivity of teachers need to be supported by training. The training conducted according to Klug (2017: 2) is based on knowledge and practice. Teacher training is one factor in achieving learning outcomes according to the curriculum (Shawer, 2017: 296).

The research focus in this article is to reveal: (1) The purpose of participating in dual skills programs, (2) Effectiveness of In Service Training 1 (In-1), (3) Effectiveness of In Service Training 2 (In-2), (4) Competence Pedagogic and Dual Professional Teacher Skills.

## **METHOD**

In this study the type of research used is a type of case study. Ulfatin (2015: 66) research using more than one case, the term used is Multiple Case

Studies. In qualitative research, the presence of researchers is more emphasized and researchers are also used as research instruments (Sutopo & Slamet, 2017: 8). In qualitative research researchers are key instruments (Sugiyono, 2016: 60).

This research will be conducted at State Vocational School 3 of Jombang, having its address at Jalan Pattimura No. 6 Jombang, East Java and SMK Negeri 1 Mojokerto which are addressed at Jl. Kedungsari Mojokerto. Moleong (2016: 157) explains that the main data source in qualitative research is the words and actions of the people who are observed or interviewed

The sample of research from State Vocational School 3 of Jombang, having its address at Jalan Pattimura No. 6 Jombang, East Java and SMK Negeri 1 Mojokerto which are addressed at Jl. Kedungsari Mojokerto. The research subjects used as data source informants were: Teachers who had participated in On-In-On-In training, accompanying Teachers, Deputy Principals, Principals.

In qualitative research, the main data collection techniques are observation, interview and documentation study. Data collection can also be done with a combination of the three or also called triangulation (Sugiyono, 2016: 62). Because this study uses a multi-case study design, in analyzing the data there are two stages, namely: (1) analysis of individual case data, and (2) cross-case analysis (Ulfatin, 2015: 237). The validity of the data checking technique uses three criteria, namely: (1) credibility (trust), (2) Confirmability, and (3) dependence (Moleong, 2016: 327).

## **RESULTS AND DISCUSSION**

The four focus of the study in this article are as follows: (1) The purpose of participating in dual skills programs, (2) Effectiveness of In Service Training 1 (In-1), (3) Effectiveness of Service Service 2 (In-2), (4) Pedagogic Competencies and dual skills Teacher Professionals, the results are as follows.

### **Objectives of Participants in the Dual Skills Program**

In the first focus on the objectives of participant participation in the Dual Skills Program the following research findings were obtained: (1) Motivation of participants participating in the skills certification program and educator certification for high school / vocational teachers (dual expertise) is to obtain an educator certificate and anticipate shortages for subject teachers normative, adaptive due to changes in the 2013 curriculum; (2) One way to overcome the shortage of teaching hours is to take part in a skills certification program and educator certification for high school / vocational school teachers (dual expertise), so that they can still teach early subjects plus productive skills so that they remain teaching at least 24 hours; (3) Increasing knowledge, insight, and developing interests and talents in selected dual expertise competencies.

The purpose of the participation of participants in the dual skills program at SMK 3 Jombang and SMK 1 Mojokerto can be seen in Figure 1

## Purpose of following Dual Skills Program

### Motivation

- Not certified educator
- Anticipating lack of hours
- Increase knowledge, insight, and channel talent

### Teaching duration needs

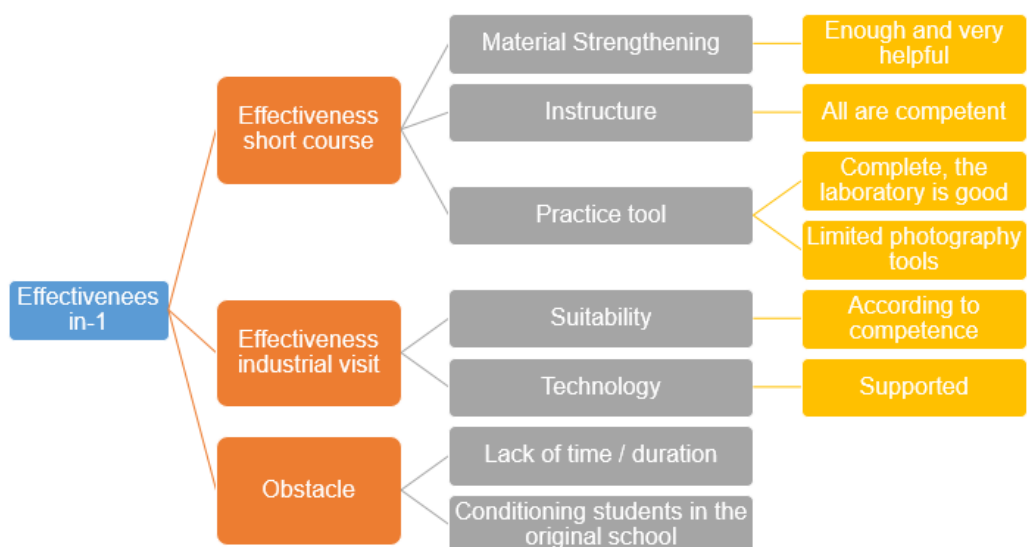
- Some are already 24 hours and some even 40 hours
- Some still lack of teaching hours

**Figure 1 - Objectives of Participants in the Dual Skills Program**

### Effectiveness In Service Training 1 (In-1)

The second focus is on the Effectiveness of In Service Training 1 (In-1), the research findings are as follows: (1) Strengthening is enough to increase understanding of the material so that it can be the basis for modules in In-1, all instructors and PPPPTKs are competent, able to explain the material according to their competence, practice tools that are in a complete learning center, the laboratory is good, so learning is very supported. Industrial visits are carried out in a place that matches the competency of the chosen expertise; (2) Obstacles that occur during the In-1 process with less time duration, many modules whereas time is limited, still condition students in the original school by sending assignments and this is not optimal.

Case finding Effectiveness of In-Service Training 1 (In-1) in SMK 3 of Jombang and SMK 1 of Mojokerto can be seen in Figure 2.



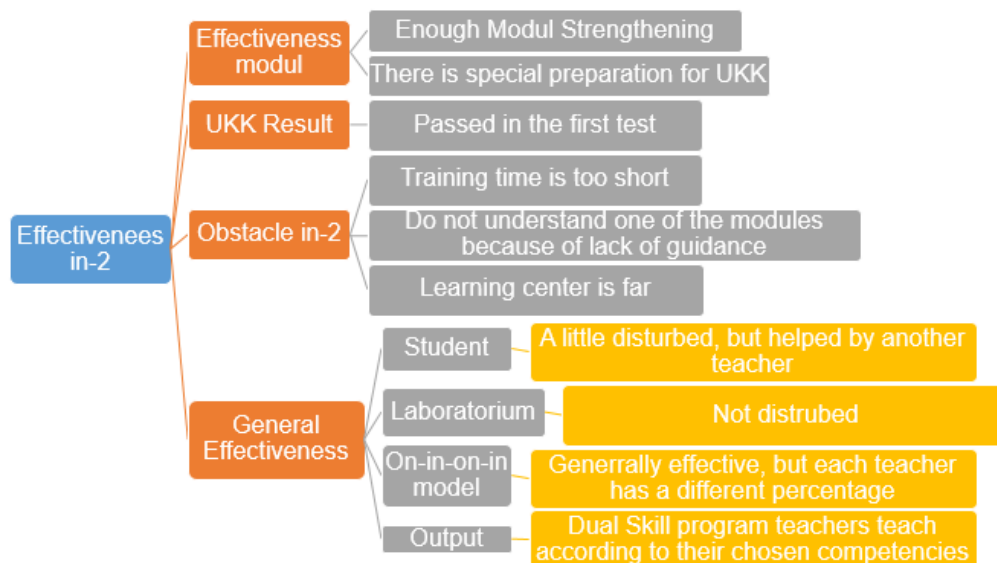
**Figure 2 - Effectiveness of In-Service Training 1**

### Effectiveness In Service Training 2 (In-2)

The third focus is on the effectiveness of In Service Training 2 (In-2), the research findings are obtained as follows: (1) Strengthening in In-2 is sufficient to

increase understanding of the material in the module for preparation of expertise competency tests. All dual skill program participants directly pass the skills competency test conducted by LSP in the first test; (2) The On-In-In-In training in a way will definitely interfere with learning, because the teacher left behind during In. some can be replaced by other teachers teaching the same subject because of the parallel system. Solutions other than that, online learning is given a deadline when tasks must be collected; (3) In general, On-In-On-In training is quite effective, this model requires participants to master technology and information. How to upload tasks, there is an independent process when On, there is a training when In, according to the current conditions; (4) The level of effectiveness of On-In-In-In training if that comes from subjects that are truly different, of course the obstacles are more severe. Mastery of material from different subjects, the basics only. The same background is more effective than truly different

Case finding Effectiveness of In-Service Training 2 (In-2) in SMK 3 of Jombang and SMK 1 of Mojokerto can be seen in Figure 3.



**Figure 3 – Effectiveness In-Service Training 2 (In-2)**

### **Pedagogic Competence and Dual Expert Professional Teacher**

The fourth focus is on Pedagogical and Professional Competence of Dual Skills Teachers, the following research findings were obtained: (1) Pedagogical mastery of dual expertise participants in Jombang District is good, mastering, no problem. They are senior teachers from educational backgrounds, so the companions also learn from each other and share knowledge, while in Mojokerto research findings are obtained, pedagogic mastery of dual expertise participants is good, senior teachers, have often taught, so understanding how to treat children, doing such students What. First direction, then when teaching also accompany children when practicing. Need to add learning strategies; (2) Mastery of dual skills participant professional competencies, in Jombang Regency, research findings were found. The mastery of dual expertise teacher skills needed to be added. To teach the theory is possible, while teaching practice needs to be trained again. If the interest in learning is good, happy with the competency of expertise,

of course the competency is supported, it certainly increases. In the field, teachers who have taught skills competencies from the start must adjust, dual skills teachers are given teaching assignments according to those taught in dual skills programs, while in Mojokerto research findings are obtained, Mastery of dual skills teacher skills needs to be added. Competence for middle and lower may be enough, but for the advanced level you need to add more. Skills competency material is obtained, practices that need to be added. Skills competencies such as catering services and agricultural product processing techniques are easier to master than other competency skills

## **Discussion**

The four focuses of the study in this article, namely: (1) The purpose of participating in dual skills programs, (2) Effectiveness of In Service Training 1 (In-1), (3) Effectiveness of Service Service 2 (In-2), (4) Pedagogic Competencies and dual skills Teacher Professionals, are discussed as follows:

### **The purpose of participation of participants in the dual skills program**

According to Hutabarat (2016: 33) besides training it is also supported by high work motivation in order to achieve maximum results. In line with this, according to Widijanto (2017: 1) motivated employees can work more focused and make the work they do can be completed with more optimal results. To increase the potential and motivation of teachers, support creativity, develop knowledge, and improve qualifications training programs are needed (Blaskova et al., 2014: 117). According to Julia (2018) teaching certificates are needed to improve teacher professional competence and increase motivation and commitment of teachers to teach. Increased teacher commitment to professional teaching in accordance with Bourke's opinion (2018: 87) commitment as a professional educator must be seen in the process of education with high-quality teaching. The motivation of participants in the skills certification program and educator certification for high school / vocational school teachers (dual expertise) is in accordance with the objectives of the Directorate General of Teachers and Education Personnel (Ditjen GTK) of the Ministry of Education and Culture that organizes expertise programs that suit the needs of the business and industry. Vocational education becomes effective.

### **Effectiveness of In Service Training 1 (In-1)**

According to Darmawan (2016: 109) Instructors are one of the important elements that must be present in a learning activity in training. This is in line with the opinion conveyed by Hatimah (2014: 4) that Educators have a very important role, because they have to translate and describe the values contained in the curriculum, then transform these values to trainees through the learning process. Holbrook (1987: 185) states in his writing about the importance of industrial visits in teaching. Nordin (2012: 271). In an effort to produce skilled and competent engineers, a program that involves participation and cooperation from industry, needs to make industrial visits. Based on the research that has been done at SMK 3 of Jombang and SMK 1 of Mojokerto, industrial visits are carried out in a place that is in accordance with the competency of the chosen expertise. So that

participants get the knowledge and experience according to the purpose of the industry visit.

### **Effectiveness of In Service Training 2 (In-2)**

Based on the research that has been carried out at SMK 3 of Jombang and SMK 1 of Mojokerto, strengthening in In-2 is enough to increase the understanding of the material in the module for preparation of skills competency tests. The Expertise Competency Test is an important stage of this dual expertise program because it is the determination of teachers as competent or not.

Based on the research that has been carried out at 3 Jombang Vocational High Schools and Mojokerto 1 State Vocational High School, all dual skill program participants directly pass the skill competency test conducted by LSP in the first test, so that participants can be competent in the field according to their chosen competency skills. This is in accordance with the research conducted by Wardhani (2017: 83) that the pedagogic competence and professional competence of vocational teachers are good but still need to be improved. This can be seen from the pedagogical and professional competencies that have been implemented according to the indicators of the Minister of National Education No. 16 of 2007, the average UKG value in pedagogical competencies is 51.13 and professional competencies are 58.32.

In terms of improving the results of competency tests, the Government can pay more attention to efforts to improve the quality of performance of educators. These efforts can be carried out through training, workshops, and other teacher activity programs, namely the Learning Teacher Program (Kusumawati, 2015: 11)

### **Pedagogic Competence and Dual Expert Professional Teacher**

Based on the research that has been carried out at SMK 3 in Jombang and SMK 1 Mojokerto pedagogical mastery of multiple good skill participants, senior teachers, have often taught, so that they understand how to treat students. According to Nousiainen (2018: 85) the pedagogical development of teachers with teacher education and training in positions will improve professional skills and teacher skills. Empirical studies have shown the importance of teacher professional competencies, and more specifically about their pedagogical competencies, for the quality of education and student learning outcomes. (Evens, 2018: 244).

Based on the research that has been done at SMK 3 of Jombang and SMK 1 of Mojokerto the mastery of the skills of dual expertise teachers needs to be added. To teach theory it is possible, while teaching practice needs to be trained again. Teacher competency is very influential on student competence (Dolezalova, 2015: 525), in line with the statement by Prasertcharoensuk (2015: 566) teacher competence and student life skills have a significant effect on student achievement. Master's mastery in making teaching aids for both products and services is quite good. In making teaching aids, participants always consult the accompanying teacher so that their mastery can be monitored and can improve if it is not in accordance with the standard. In accordance with the research conducted by Risdiani (2013: 121) there was an increase in teacher competency in the use of teaching aids before an action of 34% in the first cycle increased to 50% and in the second cycle 83%, exceeding the indicator set at 66%. Teacher

mastery in the learning method is quite good, the method used is the plus lecture method, namely the lecture method plus demonstration and practice. So that the teacher explains the material, gives examples of how to do the task, then the students practice and practice doing the assignment given by the teacher. This is consistent with the research conducted by Nasution (2017: 10). It can be said that the existence of high and quality student learning outcomes can be produced from a quality learning process, to produce a quality learning process that educators need the ability to apply appropriate learning methods with the needs in the classroom, the incompatibility of the applied learning methods can reduce the quality of the learning process itself, thus the improvement and improvement of student learning outcomes in the school can be carried out with the use of appropriate learning methods by the teacher, thus in this study want to know and analyze regarding the use of learning methods in improving student learning outcomes in schools.

Based on the discussion of the results of the research described above, so that the more effective On-In-On- In training is suggested as follows: (1) To the principal, it is expected to develop and improve the effectiveness of On-In-On-In training by involving teachers who have participated in On-In-On-In training in the preparation of teaching materials, teaching and learning processes, according to the chosen competency when participating in a dual skills program, giving the portion of teaching hours according to the chosen competency when participating in a dual skills program, involving dual skills teachers in the process of mentoring industry student work practices to improve teacher understanding of the industry, for the head of the SMK outside the case being studied (similar / cognate Vocational School) the results of this study can be used as portraits, so that they can be used as consideration in taking the best steps he leads; (2) To the Companion Teacher, it is expected to be able to improve and develop the implementation of debriefing, mentoring and monitoring the implementation of independent guided learning modules so that they are more effective; (3) To the next researcher, the results of this study are expected to be used as reference materials and studies for similar studies that are broader and deeper in the future; (4) To the development of science, especially vocational education, the results of this study are expected to be used as one of the comparative studies on the theory of the effectiveness of On-In-On-In training in obtaining multiple related skills: (a) The purpose of participating in a dual expertise program (( b) Effectiveness of In Service Training 1 (In- 1), (c) Effectiveness of In Service Training 2 (In-2), (d) Competence of Dual Skills Teachers Post-On-In-On-In Training; (5) To the Directorate General of Teachers and Education Personnel, the results of this study are expected to be used as input in taking policy steps to improve the dual expertise program through the process of improving the On-In-On-In training model. For example, focusing on training participants only on the training process, teaching assignments and burdens is reduced during the training process so that the training results are more effective and the objectives of the dual expertise program to meet the shortages of productive teachers are maximally achieved



## CONCLUSION

Based on the research conducted at State Vocational High School 3 of Jombang and Mojokerto 1 State Vocational School, the Effectiveness of In Service Training on On-In-On-In Training in the Dual Skills Program can be summarized as follows: (1) Motivation to get an educator certificate and anticipate lack of hours, (2) In Service Training 1 (In-1) is quite effective, (3) In Service Training 2 (In-2) is quite effective, (4) In general On-In-On-In training is quite effective. (5) Teacher competency after training is quite good. Constraints that occur are difficult to divide teaching time and assignments from training dual skills programs.

## ACKNOWLEDGEMENTS

This work has received funding from PNBPN Research Grant form State University of Malang, 2021.

## REFERENCES

- Badlihisam, M. N, Zamri, A. et.al. 2012. Industrial training: a survey on its effectiveness among undergraduates from the Faculty of the Islamic Studies. UKM Teaching and Learning Congress 2011. *Procedia - Social and Behavioral Sciences*. 59 (2012) 349 – 356.
- Blašková, M., Blaško, R., & Kucharčíková, A. (2014). Competences and competence model of university teachers. *Procedia-Social and Behavioral Sciences*, 159, 457-467.
- Bourke, Terry, Ryan Mary, Ould Paul. 2018. How do teacher educators use professional standards in their practice?. *Journal Teaching and Teacher Education*. 75 (2018) 83-92.
- Crowley, C. B. 2017. Professional development as product implementation training. *Journal Teaching and Teacher Education*. 67 (2017) 477-486
- Darmawan, D. 2016. Kompetensi Instruktur dan Efeknya terhadap Kecakapan Vokasional Peserta Pelatihan. *Jurnal Untirta*. Vol. 1. No 2 Hlm. 107 - 120 Agustus 2016
- Doležalová, J. (2015). Competencies of teachers and student teachers for the development of reading literacy. *Procedia-Social and Behavioral Sciences*, 171, 519-525.
- Evens, M., dkk. 2018. Promoting the development of teacher professional knowledge: Integrating content and pedagogy in teacher education. *Teaching and Teacher Education*. 75 (2018) 244-258
- Harris, D. N., Sass, T. R. 2011. Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95 (2011) 798-812.
- Hatimah, Ihat. 2014. *Metode Pembelajaran*. Bandung: Rizqi Press
- Holbrook, J.B. 1987. *Education, Industry and Technology*. United Kingdom: Pergamon Press
- Hutabarat, R. 2016. *Pengaruh Pelatihan, Motivasi dan Disiplin Kerja terhadap kinerja Guru di SMP Negeri 3 Sibolga*. Tesis. Jakarta. Program Pasca Sarjana Universitas Terbuka
- Julia, J. (2018). *Orientasi Estetik Gaya Pirigan Kacapi Indung dalam Kesenian Tembang Sunda Cianjuran di Jawa Barat*. UPI Sumedang Press.

- Kementerian Pendidikan dan Kebudayaan. 2016. *Petunjuk Teknis Pengenalan Kompetensi Guru Produktif (ON-1) dan Penguatan Pengalaman Lapangan (ON-2)* Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Kementerian Pendidikan dan Kebudayaan. 2017. *Petunjuk Teknis Pelaksanaan In Service Training (IN-1) dan In Service Training 2 (In-2)*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Kusumawati, R., dkk. 2015. Faktor – Faktor Yang Mempengaruhi Rendahnya Nilai Pada Uji Kompetensi Guru (UKG). *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, Volume 1 Nomor 1.
- Klug, J., Schultes, M. T., Spiel, C. 2017. Assessment at school e Teachers' diary-supported implementation of a training program. *Journal Teaching and Teacher Education*. xxx (2017) 1-11
- Marienda, W. 2015. Kompetensi dan Profesionalisme Guru. *Jurnal Unpad Prosiding KS: Riset&PKM*. Vol.2 No.2 147-300.
- Maclean, R. & Wilson, D. N. 2009. *International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning*. German: Springer.
- Moleong. J. Lexy. 2016. *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: Rosdakarya.
- Msangya, B.W., Mkoma, S.L., & Yihuan, W. 2016. Teaching Practice Experience for Undergraduate Student Teachers: A Case Study of the Department of Education at Sokoine University of Agriculture, Tanzania. *Journal of Education and Practice*, 7 (14): 113-118.
- Nasir, M. 2012. A Survey on its effectiveness among Undergraduates. *Procedia - Social and Behavioral Sciences*. 59 (2012) 349 – 356
- Nasution, K. M. 2017. Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa. *Jurnal Ilmiah Bidang Pendidikan*. Vol. 11, No. 1, 2017
- Nordin, Rosdiadee., dkk. 2012. Preliminary Study on the Impact of Industrial Talks and Visits towards the Outcome Based Education of Engineering Students. *Procedia - Social and Behavioral Sciences*. 60 (2012) 271 – 276
- Nousiainen, Tuula, dkk. 2018. Teacher competencies in game-based pedagogy. *Journal Teaching and Teacher Education*. 74 (2018) 85-97
- Phin, C. 2014. Teacher Competence and Teacher Quality in Cambodia's Educational Context Linked to In-Service Teacher Training: An Examination Based on A Questionnaire Survey. *International Journal of Educational Administration and Policy Studies*, 6 (4);62-69.
- Prasertcharoensuk, Thanomwan, dkk. 2015. Influence of Teacher Competency Factors and Students' Life Skills on Learning Achievement. *Procedia - Social and Behavioral Sciences*. 186 (2015) 566 – 572
- Purnomo, Slamet and Soenarto (2017). A supply and demand analysis of engineering teachers. *World Transactions on Engineering and Technology Education*, 15 (4).
- Risdiani. 2013. *Peningkatan Kompetensi Guru dalam Penggunaan Alat Peraga Pembelajaran PAI Melalui In House Training di SD Muhammadiyah 01*

- Wuled Kecamatan Tirto Kabupaten Pekalongan Tahun Pelajaran 2012/2013.Tesis. Semarang:PPs IAIN Walisongo Semarang*
- Saputro, N. E., Purnomo, P., & Tuwoso, T. (2019). Knowledge, Mechanical Aptitude, and Age on Double-Expertise Teacher Competence: A Correlational Study. *Jurnal Pendidikan Sains*, 7(4).
- Shawer, S. F. 2017. Teacher-driven curriculum development at the classroom level:Implications for curriculum, pedagogy and teacher training. *Journal Teaching and Teacher Education*. 63 (2017) 296-313
- Suharno, S., & Fatimah, T. (2015). MANAJEMEN SUMBER DAYA GURU (Studi Kasus Di Madrasah Aliyah Negeri 2 Model Palu). *Istiqra: Jurnal Hasil Penelitian*, 3(1), 179-196.
- Sugiyono. (2006). *Statistika Untuk Penelitian*. Bandung: CV. Alfabeta.
- Sutopo, E. Y., & Slamet, A. (2017). *Statistik Inferensial*. Penerbit Andi.
- Ulfatin, N. (2015). *Metode Penelitian Kualitatif di Bidang Pendidikan: Teori dan Aplikasinya: Studi Kasus, Etnografi, Interaksi Simbolik, dan Penelitian Tindakan Pada Konteks Manajemen Pendidikan*. Malang: Media Nusa Creative.
- Wardhani, N. S., Farida, E., & Yudha, E. S. (2019). Profil kompetensi pedagogik dan profesional guru bimbingan dan konseling SMA di Kota Bandung. *Indonesian Journal of Educational Counseling*, 3(2), 147-154.
- Wijayanto, D. (2017). Pengaruh Motivasi Dan Kualitas Sumber Daya Manusia Terhadap Kinerja Pendamping Program Keluarga Harapan Kementerian Sosial Kabupaten Lampung Timur. *e-JKPP*, 2(2), 12-18.
- Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and teacher education*, 61, 47-59.