

Improving Literacy Writing Competence and Scientific Publications for Elementary School Teachers Through Qoryah Thayyibah Community Service

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ABSTRACT

This paper examines community service activities with the aim of, (a) Increasing the willingness of teachers to write and publish scientific papers, and (b) Improving teachers' understanding and ability in writing and publishing scientific papers. To achieve the above objectives, it is carried out through lecture/questioning, simulation, and evaluation methods. After that, writing and publication assistance was carried out as well as an evaluation to see the results of the writing carried out by the participants, in this case, the teacher of State Elementary School 4 Sumberoto Donomulyo, Malang Regency. The results of this dedication show that participants have an awareness of the importance of writing and publishing scientific papers, because scientific work for an educator is an obligation, both as scientific development, supporting the learning process, and even as career support for teachers as civil servants. The conclusion from this service is that elementary school teachers in Malang Regency who take part in the writing and publication of scientific papers are very enthusiastic and enthusiastic about participating in the training, from the beginning to the end of the activity. In addition, teachers also gain experience and new knowledge, can write and publish scientific papers in reputable journals, and participants are familiar with various kinds of scientific journals.



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INTRODUCTION

The Ministry of National Education has formulated Law No. 14 of 2005 on teachers and lecturers and strengthened it with government regulation No. 19 of 2005 on National Education Standards

(High, 2019; Kristiawan & Rahmat, 2018). Explicitly, the Law and the PP actualize the duties of teachers and lecturers. One of the duties of teachers and lecturers is to write and publish scientific papers. The Ministry of National Education 2001 formulated formula for teacher professional development. The development of the teaching profession includes (a) making scientific papers in the field of education, (b) discovering technology in education, (c) making teaching aids or guidance tools, and (d) Creating scientific works, and participating in curriculum development activities. However, practically, the laws and government regulations have not run optimally (Smaldino & Muffoletto, 1997). This is due to the teacher's lack of understanding of the importance of scientific publications, or the teacher's duties are too piled up in the administrative process. In fact, for a teacher, be it a teacher or a lecturer, writing and publishing scientific papers is a very important thing for him to do. Because, through writing and scientific publications, the knowledge they have can be spread well. In addition, teachers and lecturers can also explore new knowledge through this research. Scientific writing skills do not happen instantly or come suddenly, but they must be honed or trained on an ongoing basis.

In other words, teachers and lecturers should train and hone their ability to write and publish scientific works in journals, both national and international scientific journals. However, in reality, the writing and publication of scientific papers for teachers are very minimal. Educators are the spearhead of success in achieving educational goals that can lead the younger generation to achieve their dreams and become the hope of the nation's successors (Roehrig, Kruse, & Kern, 2007; Mulyadi, 2019). Educators or commonly referred to as teachers have competencies, one of which is professional competence which includes the ability to write or publish scientific papers. A teacher will be more widely known when he has published writings. The teacher can write down the results of the experience during teaching which are compiled into scientific works and according to real conditions in the field so that they can be used as a reference if they experience the same situation both for themselves and for the wider community.

The importance of scientific writing workshops and scientific publication assistance is felt by Madrasah Ibtida'iyah (MI) and Elementary School (SD) teachers who become classroom teachers, so they must master subjects thematically (Jiménez et al., 2015) (Metelkina & Gezalyan, 2006). More effort may be made because it integrates the material in one lesson with another. To overcome the problems faced by MI and SD teachers, they have a Teacher Working Group (KKG) which is a forum for sharing, discussing, and planning development activities. However, most MI and SD teachers in Malang Regency still do not understand scientific publications. Given the importance of publication, MI and SD teachers must attend training to contribute experience and knowledge to the wider community from the results of creativity when teaching in class.

With the existence of scientific publications, all thoughts and experiences of teachers can be presented in the form of scientific papers systematically. Scientific publications are the right place to socialize scientific work to teachers so that they can inspire other teachers in the real learning process in the classroom and school. This is the basis that this activity is carried out at SD 4 Sumberoto Kec. Donomulyo, Malang Regency. This location is geographically located to the south of Malang City more than 47 km and to reach it needs to pass through mountains, valleys, and hills. Therefore, teachers in these places rarely get innovations in developing creativity and careers.

In this implementation, there are elementary school teachers who are very enthusiastic about bringing some of their existing scientific works. However, the teacher's creativity has no place. This assistance aims to continue to hone and provide a forum for teachers to develop their abilities.

In developing professional competence, the ability in scientific publications of teachers must continue to be trained because the ability to write scientific papers owned by a person or teacher does not come instantly but with training and hard work in mastering it. Mastery of writing scientific papers that are highly trained will affect the quality of students and the institution where the teacher carries out his duties. Writing scientific papers by teachers is very important because it can improve the career and activities of a teacher's knowledge and intellect. The importance of mastery of writing scientific papers is owned by teachers, so this service intends to conduct training in writing scientific papers for teachers of Islamic boarding schools in the Malang district.

MATERIALS AND METHOD

The method of implementing this activity is training, guidance and assistance for elementary school teachers in Donomulyo District, Malang Regency. The location of this service is located at SD Negeri 4 Sumberoto, RT 04 RW 10, Donomulyo District, Malang Regency, for that, the stages of the implementation method are as follows; 1. Preparation stage; this stage includes surveys, determining locations and targets (Owen, 2014) (Sofaer, 2002) (Hammarberg, Kirkman, & Lacey, 2016), and 2. Training implementation stage; this stage is carried out: an explanation of the importance of writing and publishing scientific papers, an explanation of the material, including identifying problems, selecting and formulating topics, compiling an outline, and so on (Thanh, Thi, & Thanh, 2015) (Rachmawati, 2007). The explanation of this material is done so that teachers have basic knowledge about the structure of scientific writing.

Learning Methods To facilitate the implementation of this Qoryah Thoyibah activity, the learning methods in this Qoryah Thoyibah activity are as follows; Lectures & Questions and Answers: This method was chosen to provide an explanation of the importance of publishing papers, and to make it easier for teachers to write scientific papers. After the team explained about writing and publication, a question and answer session was conducted. The teachers can ask what is not understood from the explanations of the teams. There was an interaction between the Qoryah Thoyibah team and the teachers. To allow exchange of ideas between the Qoryah Thoyibah team and the teachers, Simulation: This stage is carried out to train teachers in making scientific papers and mentoring is carried out by the Qoryah Thoyibah team. In addition, at this stage the teachers are also expected to be able to master the material that has been delivered by the Qoryah Thoyibah team. At this stage, it can also be seen the difficulties faced by teachers in making scientific papers, and Evaluation: Evaluation is carried out during the process until the end of the activity. This was done to find out the successes and weaknesses carried out during the Qoryah Thoyibah activity.

RESULTS AND DISCUSSION

The location of this service is at SD Negeri 4 Sumberoto, RT 04 RW 10, Donomulyo District, Malang Regency. Elementary school teachers in Donomulyo District are still weak in compiling scientific papers because on the other hand the access is steep which is not easy to reach and most

of the population works in the plantation sector considering its location at the southern tip and can be said to be remote so less attention is paid to the development of education especially for improvement of teacher quality. Thus the need for this training to help elementary school teachers so that teachers are motivated in writing scientific papers that can be used to improve the professional competence of teachers and can make teaching materials for the next which can produce articles and textbooks.

Current Condition of Service Location

The implementation of community service with the title of Training and Assistance in Writing Scientific Papers for Teachers of Madrasah Ibtidaiyah and Elementary Schools Through Community Service Qoryah Thayyibah 2022 in Malang Regency is carried out using qualitative methods, namely by identifying and analyzing situations about problems faced by the community related to needs. in fulfilling professionalism as a teacher so as to improve the professional quality of teachers and the quality of education.

The condition of the service location is in the southern region. The southernmost school where there are no other schools. The target of this service is teachers who are in the Malang district, precisely around SD 04 Sumberoto. Madrasa and elementary school teachers who develop their professional competence attend this service activity.

Kondisi Yang Diharapkan

As MI and SD teachers have professional competence, they are expected to fulfill their competencies by having the ability to write. Thus, there is a great need for education and training regarding the writing of scientific papers that can be published to improve their competence. One of them is by writing activities in the classroom such as classroom action research (CAR).

By carrying out Classroom Action Research, teachers are expected to be able to improve their learning activities in order to improve the quality of learning outcomes. With the increasing frequency of teachers carrying out CAR, it is expected that the level of professionalism of teachers will increase.

Facts in the field, teachers know the concept of classroom action research but still don't understand how to write them into scientific papers, so teachers need training in writing works and being able to publish them. The target of this activity is Madrasah Ibtidaiyah and Elementary School Teachers in Malang Regency through Qoryah Thayyibah 2022 Community Service to develop the ability of madrasa teachers in making scientific papers produced by teachers at the end of the activity.

Implementation Strategy

Training on writing and publishing scientific papers for madrasah ibtidaiyah teachers in Malang Regency was carried out by using a qualitative approach. The data collected is in the form of words, documents, pictures, and not numbers. The purpose of qualitative research is to explain aspects that are relevant to the observed reality and carry out the characteristics of the reality or existing problems. Researchers as a key instrument so as to conduct observations, interviews, and document retrieval during data collection in the field. In this study, researchers came directly to the location. By using existing approaches and methods, all teachers participate in these activities.

The data obtained were analyzed descriptively, this is from the development of indicators that are in acbyliterature review.

In this service program, elementary school teachers as trainees are not the object of research, but are the subject of research. Teachers can understand, identify, and provide solutions related to writing scientific papers (Roehrig et al., 2007) (Sepriyanti, 2012) (Kunandar, 2011) (Jamilah, 2020) (Royani, 2020). In practice, the researcher acts as a facilitator to the teacher in order to achieve the expected goals, and helps formulate strategies to find solutions to the problems found.

The implementation of this service program is useful for helping and increasing the motivation of elementary school teachers to write scientific papers as follows:

1. Able to understand the writing of educational research scientific papers;
2. Able to express ideas and everyday ideas for their performance;
3. Able to publish scientific works as scientific contributions and references for other teachers;
4. Realizing quality education by realizing scientific works on the experience of daily teacher performance in madrasas that support the careers of teachers and institutions.

The steps taken by researchers are as follows:

1. Before entering the field, the researcher first asked permission from the head of SDN 4 Sumberoto formally;
2. The researcher introduces himself to the Head of SDN 4 Sumberoto and then conveys the aims and objectives of the researcher;
3. Researchers make observations in the field to understand the real research setting;
4. The researcher makes a schedule of activities based on the agreement between the researcher and the subject being studied;
5. Researchers came to the location to collect data according to the agreed schedule.

The data in this study can be grouped into two, namely primary data and secondary data. Primary data is data obtained in the form of words or utterances from related subjects or informants, namely the Principal of SDN 4 Sumberoto and one teacher. While secondary data obtained from documents, photos, and objects that can be used as support for primary data. These activities are carried out using the methods of observation, interviews and documentation.

Observation activities are observing the implementation of training and mentoring in progress. To find the progress of the training, it was supported by interviews with school principals and teachers and during the activity documentation was carried out as real evidence of the conditions that occurred in the field.

After the data is obtained, then data analysis is carried out. The analytical techniques used are data condensation, presenting data (data display), and drawing conclusions or verification (conclusioning and verification) (Owen, 2014) (Hammarberg et al., 2016). There is a flow or chart component of the Interactive Data Analysis Model as follows:

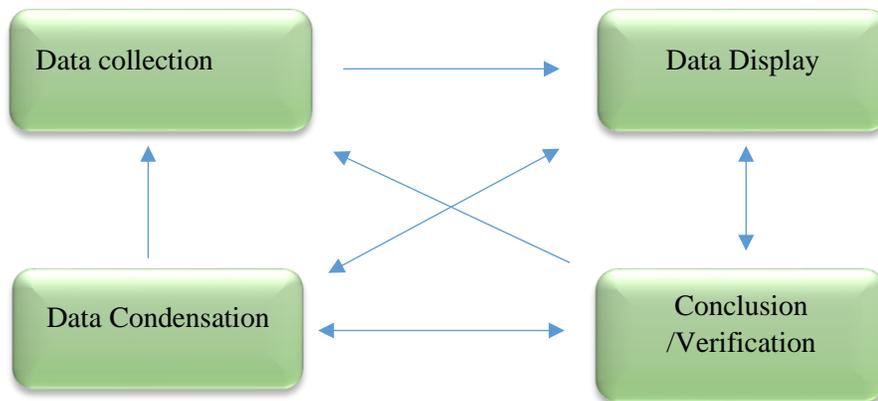


chart 1 Component Data Analysis Interactive Model

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and ,transforming the data contained in field notes and transcripts in this study, described as follows: a) Selection Researchers must act selectively, namely determining which dimension is more important, the relationship which is more meaningful, and what information can be collected and analanalyzed Focusing Focusing on data is a form of pre-analysis at this stage, the researcher focuses on data related to the research focus. This stage is a continuation of the data selection stage where the researcher only limits the data based on the research focus; c) Summary (Abstracting) The stage of making a summary, core, process, and questions that need to be maintained so that they remain in it. At this stage the data that has been collected is evaluated, especially without quality and scope of the data; d) Data Simplifying and Transforming The data in this study are further simplified and transformed in various ways, namely through strict selection and briefries or descriptions, classifying the data in a more subtle pattern, and so on.

Data collection from the methods used are observaisn, interviews, and documentation (Mellon, 2015) (Owen, 2014). This type of data has one key aspect in general, its analysis depends on the integrative and interpretative skills of the researcher. Interpretive is needed because the data collected is more detailed and long.

Data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action. The presentation of data in this study is also intended to find a meaning from the data that has been obtained, then arranged systematically, from complex information to simple but selective forms. By looking at the presentation of the data, the researcher will more easily understand what is going on and what must be done, continue the analysis or try to take action by deepening the findings.

Conclusion drawing/verification. The analysis activity in the third stage is drawing conclusions and verification. Since data collection, researchers have tried to find the meaning or meaning of the symbols, take notes, regular patterns, explanations, and causal paths that occur. From this activity, conclusions are made that are open, general in nature, then go to the specific/detailed. Final conclusions are expected to be obtained after data collection is complete.

Writing scientific papers by teachers is very important because it can improve the career and activities of a teacher's knowledge and intellect. The ability to write scientific papers owned by a person or teacher does not come instantly but with training and hard work in mastering it. Mastery of writing scientific papers that are highly trained will affect the quality of students and the institution where the teacher carries out his duties.

This training aims to improve the academic professional competence of teachers who make them more professional, active and creative. This is in accordance with Law no. 14 of 2005 concerning Teachers and Lecturers. The teacher is a professional educator with a field of duty. The importance of mastery of writing scientific papers owned by teachers, so this training intends to conduct training in writing scientific papers for teachers of Islamic boarding schools in Malang district. Class teachers or madrasah Ibtidaiyah teachers are required to teach all class materials that make students qualified in science and technology and IMTAQ. RI Law No. 14 of 2005 concerning Teachers and Lecturers chapter 1 article 1 explains that: Law no. 14 of 2005 concerning Teachers and Lecturers explained the duties of teachers.

Professional teachers always play a role in appearing personal and humane and teachers must have sensitivity to students because students have different absorption capacities. Therefore, teachers must choose the right strategies and methods because mistakes in choosing methods are not all effective for all subjects. Teachers are required to have complete preparation in the learning process, this is because the teacher is the manager of learning in the classroom in the teaching and learning process. Writing skills are very important to be mastered, especially intellectuals. (Allwood, 2012) (Owen, 2014) (Ling & Ho, 2020) (Sofaer, 2002) explained that someone who does not have writing skills is like a bird with only one wing so it cannot fly high to achieve a more successful life. (Kasdi, Farida, & Mahfud, 2020) stated that scientific work is a scientific essay that presents general facts and is written in a good and correct writing methodology, and can be proven whether or not it is true. He further stated that scientific works must be written in a concrete way, formal language style, and technical words.

Writing scientific papers by teachers has a function as a reference in increasing insight in disseminating knowledge. Therefore, teachers will always be encouraged to collect materials that become learning resources. Along with increasing teachers in producing many and quality written works, the position or career of teachers will also increase (Roehrig et al., 2007) (Ling & Ho, 2020). Teachers tend to be able to write scientific papers based on their scientific-based performance. The influence of writing scientific papers that are trained will indirectly affect the quality of the educators and the institutions they manage. Thus, we conduct training in writing scientific papers for students and teachers because they realize the importance of mastering scientific writing.

Writing scientific papers will be useful in improving reading and writing skills, practicing integrating various ideas and presenting them systematically, broadening horizons, and providing intellectual satisfaction, in addition to contributing to the expansion of knowledge horizons (Kompasiana, 2013).

Teacher professional improvement is expected to be positively correlated with improving the quality of education. Therefore, it is appropriate that professional teachers will get the coveted promotion opportunities and will get quite encouraging professional allowances. Community service is one part of the Tri Dharma of higher education that must be fulfilled by lecturers. The Tri Dharma consists of education, research, and community service. This service team consists of lecturers and is attended by participants, namely MI and SD teachers in Malang Regency who are gathered together in schools in the KKG activity.

The target of this training activity is to realize the ability of Madrasah Ibtidaiyah teachers in scientific writing to be able to publish scientific papers produced during the training. With this training, it is hoped that elementary school teachers in Malang Regency will be able to write scientific papers in accordance with the experiences that have been passed or thoughts that can be expressed in the form of scientific writings. With that, before the training activities began, an analysis of the ability of MI teachers and teachers was carried out, namely by holding a writing pretest to 25 teachers who were members of elementary school teachers.

From the results of the analysis, it was found that writing skills are still low but there are opportunities if scientific publication training is carried out. So the theme of the training focuses on educating the importance of publishing scientific papers, because seeing the experience of teacher creativity during teaching is diverse and innovative, so it needs to be published so that it can be used as a reference by other teachers.



Figure 1 Opening Activities by the Principal of SDN 4 Sumberoto and the Lecturer Team of UIN Maulana Malik Ibrahim Malang

The training activities were carried out at SD Negeri 4 Sumberoto Rt 04 Rw 10, Donomulyo District, Malang Regency. This activity was attended by 25 MI and SD teachers. The event was opened by the principal of SDN 4 Sumberoto, Mr. Sorin, S.Pd. and the training was guided by a team of lecturers at UIN Maulana Malik Ibrahim Malang, namely Dr. Hj. Samsul Susilawati, M.Pd and Prof. Dr. H. Triyo Supriyatno, M.Ag., P.hD. In the opening activity, he conveyed the purpose of the training activity, namely the importance of publishing scientific papers for MI and elementary school teachers to develop the ability to make scientific works to produce scientific works, namely published articles to textbooks. The composition of the training and mentoring materials is as follows: 1) Writing scientific papers with objects around them. After giving the material on the importance of writing scientific papers, the companion team continued the training

session on writing scientific papers. The teacher chooses objects that are around to be written according to their respective points of view, namely by making a title for the object to be written, after making the title, it is continued by explaining the general description or background of the object, benefits, and objectives of the selected object. How to write, the teacher is invited to make scientific work in accordance with the provision of experience and ideas possessed by the teacher with regard to writing good and correct articles (Roehrig et al., 2007) (De Moya Anegón, Jiménez Contreras, & De La Moneda Corrochano, 1998) (Najiya, 2021). 2) Publication of Teacher's Scientific Work The companion team explained about the publication of scientific papers in journals. The presenter conveys things that need to be considered in publishing, namely plagiarism and autoplagerism, as well as the procedures for writing articles (templates). In addition, the procedure for choosing a journal that is suitable for the media for publishing articles is also presented. The things that need to be considered in choosing a journal are focus and scope, time of publication, indexation, publishing costs and article templates. Publication training is carried out by explaining the procedure for submitting articles, up to the revision process. After socialization and training, mentoring was carried out to teachers outside of training hours.

This activity has helped participants to compile and improve the framework of their articles after being equipped with technical and theoretical knowledge on how to write articles for publication in academic journals. The results of the participants' writing development were sent to the presenters' emails to be re-consulted before the participants sent them to the destination journal. 2) The participants were very enthusiastic in listening to explanations regarding the procedure for publishing scientific papers; 3) The participants participated actively when given the time and opportunity to ask the resource persons; 4) Participants actively participate in small groups in the process of mentoring and publishing scientific papers.

This scientific paper publication training is expected to be able to improve writing and publication skills by MI and Elementary School teachers. During the training session there were several themes that were studied, discussed, and practiced by MI and SD teachers in Malang Regency including: Writing motivation; Writing strategy; Writing technique; Writing practice with objects around them; The results of writing were collected and then recorded. The five things above carried out lightly, namely using language that is easy to understand, and implemented in everyday life. motivating teachers to write is the key in teacher professional development and scientific publications are the target of expectations after the implementation of this training. In addition to a strong motivation in writing, the ability to publish scientific works is important, by mastering writing strategies and techniques, MI and elementary school teachers can practice writing which begins with writing objects that are around. The results of the writing are collected into one and then recorded. With this training, MI and SD teachers can implement the knowledge gained during the training by making scientific works.

The activity of compiling scientific papers in the field of education is in great demand by teachers from various professional improvement activities. Scientific writings that can be done by teachers are the results of research/study/surveys and or evaluations in the form of reviews or scientific reviews of the results of their own ideas. Based on experience in the field, one type of scientific writing that is in great demand by teachers is Classroom Action Research (CAR). By carrying out

Classroom Action Research, teachers are expected to be able to improve their learning activities in order to improve the quality of learning outcomes. With the increasing frequency of teachers carrying out CAR, it is expected that the level of professionalism of teachers will increase. The theory generated from this training contains theoretical formulations to start and publish scientific papers. The formulations are; 1) Have a strong motivation in writing scientific papers, 2) Consistency in writing and publishing scientific papers, 3) Having qualified skills in published scientific papers, 4) Being able to publish the results of scientific works

CONCLUSION

Scientific writing training activities are carried out with two training models, namely offline and online. The detailed stages of implementing the activities are as follows:

1. Planning stage: Planning begins with observations of MI and SD teachers in Malang Regency. From the results of observations, researchers obtained data that the weakness of Madrasah Ibtidaiyah teachers in compiling scientific works was felt by teachers in Malang Regency. The results of interviews conducted by Fahmi (2022) with several MI-AI Ikhlas teachers in Bululawang District, Malang Regency provide information that they are still weak in compiling scientific papers. From the results of these observations, researchers formulate a training program that is in accordance with the conditions of MI teachers in Malang Regency. Namely training in writing and publishing scientific papers.
2. Implementation stage
 - a) Offline implementation

The implementation stage of this service is carried out offline and also online. The offline implementation will be held on 27-28 May 2022 with a total of 25 MI and SD teachers in Malang Regency. After the opening, the main activities were training in writing scientific papers with the following materials: Writing motivation; Writing strategy; Writing technique; Writing practice with objects around; The results of the writings are collected and then published to become teaching materials.

Participants were very enthusiastic about participating in this activity. The presenters succeeded in providing a stimulus to increase the motivation of teachers to write which could support the improvement of a teacher's professional competence. In line with Purnamasari that scientific writing training can increase students' interest, enthusiasm and innovative creative ideas (Purnamasari et al., 2020) as well as increase professional competence and motivate teachers in writing and publishing scientific papers (Handayani & Dewi, 2020) .

- b) Implementation of online mentoring

The implementation of online activities is in accordance with the agreement, namely through WhatsApp groups because it is easier and everyone has the application installed on their cellphones, making it easier for the training process. Online training materials include consulting on the writing of scientific papers and the publication of these works. The consultation was carried out by looking at the progress of the results of writing made by MI and SD teachers, both writing

the results of CAR reports and the results of good teachers' thoughts so that they could be published.

c) Evaluation stage

Evaluation activities are carried out after the action and follow-up is given if after the training problems are found, then arrange the next stage of activities together, besides identifying madrasa learning facilities in the learning process to support the development of ideas and ideas. This stage is used as a reference for determining the next activity.

The follow-up of this activity is to provide facilities for consultation regarding the writing and publication of scientific papers. Researchers provide free consultation media through the whatsapp group both related to consultation on writing scientific papers, works of thought, and publication of scientific works. This aims to continue to improve the competence of teachers who not only have pedagogical competence but also professional competence of teachers.

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