

Increasing Teacher Competency in Supporting Teaching Sustainability Challenges in the Global Era

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ABSTRACT: The era of globalization poses big challenges in the world of education, especially regarding the low quality standards of education in Indonesia, especially related to the lack of quality teachers. The aim of this research is to explore the role of teacher competence in facing the challenges of sustainable learning in the era of globalization. The research method used is a qualitative approach with literature study, involving identification, collection and analysis of relevant literature. The literature analyzed by the researcher was found using Google Scholar as the search engine, from the years 2015 to 2023, limited to the keyword "Teacher Competence". The research results highlight the urgency of improving teacher quality as the main key in overcoming the problem of low education quality standards in Indonesia. Emphasis on strengthening teachers' pedagogical, personal, social and professional competencies is the core of improving the national education system. The conclusion of this research confirms that strengthening teachers' pedagogical, personal, social and professional competencies is a priority in improving the national education system. By improving the quality of teachers, it is hoped that Indonesia can compete at the global level and achieve better achievements in the context of sustainable learning. By improving the quality of teachers, it is hoped that Indonesia can face the challenges of sustainable learning better, producing the nation's next generation who are qualified and able to compete globally. Based on this, the researcher recommends that teachers holistically strengthen their pedagogical, personality, social, and professional competencies to address the challenges of sustainable learning in the global era.

Keywords: Globalization, Teacher Competency, Sustainable Learning and Education.

ABSTRAK: Era globalisasi menimbulkan tantangan besar dalam dunia pendidikan, terutama terkait dengan rendahnya standar kualitas pendidikan di Indonesia, khususnya berkaitan dengan kurangnya kualitas guru. Penelitian ini bertujuan untuk mengeksplorasi peran kompetensi guru dalam menghadapi tantangan pembelajaran berkelanjutan di era globalisasi. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi literatur, yang melibatkan identifikasi, pengumpulan, dan analisis literatur yang relevan. Literatur yang dianalisis oleh peneliti ditemukan menggunakan mesin pencari Google Scholar, dari tahun 2015 hingga 2023, dengan batasan kata kunci "Kompetensi Guru". Hasil penelitian menyoroti urgensi peningkatan kualitas guru sebagai kunci utama dalam mengatasi masalah rendahnya standar kualitas pendidikan di Indonesia. Penekanan pada penguatan kompetensi pedagogik, personal, sosial, dan profesional guru merupakan inti dari upaya perbaikan sistem pendidikan nasional. Kesimpulan dari penelitian ini menegaskan bahwa penguatan kompetensi pedagogik, personal, sosial, dan profesional guru menjadi prioritas dalam meningkatkan sistem pendidikan nasional. Dengan meningkatkan kualitas guru, diharapkan Indonesia dapat bersaing di tingkat global dan mencapai prestasi yang lebih baik dalam konteks pembelajaran berkelanjutan. Berdasarkan hal tersebut, peneliti merekomendasikan agar guru secara holistik memperkuat kompetensi pedagogik, kepribadian, sosial, dan profesional mereka untuk menghadapi tantangan pembelajaran berkelanjutan di era global.

Kata kunci: *Globalisasi, Kompetensi Guru, Pembelajaran Berkelanjutan, dan Pendidikan.*

INTRODUCTION

The era of globalization has brought many changes to the world of education, including increasing demands for continuous learning. Education plays a crucial role in the progress of a nation's civilization, the impact of the era of globalization has a significant influence on the dynamics of the educational process, especially in Indonesia (Dewi, 2019). Continuous education developed as an educational concept to respond to the demands of contemporary developments, emphasizing continuous learning and the ability to adapt to developments in various sectors (Ansyar, 2017). As the main pillar of education, teachers are faced with the challenge of adapting to these demands and ensuring that students have the skills necessary for the future. Therefore, teachers must continue to develop themselves and update their knowledge in order to provide relevant and effective learning for students (Naro & Yuspiani, 2023).

Problems in Indonesia's national education system to date can be identified through low education quality standards, especially related to the inadequate quality of teachers in Indonesia. Based on an evaluation conducted by the World Education Agency (UNESCO), the quality of Indonesian teachers is ranked lowest among 14 developing countries in the Asia Pacific region. Data from the Education for All (EFA) Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) shows that the education development index (EDI) Indonesia in 2008 reached 0.934. This ranking places Indonesia in 69th place out of 127 countries throughout the world (Azmi, 2019). According to the 2022 PISA results, Indonesia is ranked 68th out of 81 countries (Kemendikbudristek, 2022). Also, data released by the World Population Review in 2021, where Indonesia was ranked 54th out of a total of 78 countries evaluated. Indonesia is still lagging behind compared to peer countries in the Southeast Asia region, such as Singapore which is ranked 21st, Malaysia is ranked 38th, and Thailand is ranked 46th (Larasati, 2022).

The facts revealed in research by Azmi (2019), Larasati (2022) and the release of PISA results by the Ministry of Education and Culture (2022) highlight the discrepancy in the quality of Indonesian education, which shows that there is a difference between the desired educational development goals and the reality on the ground. Thus, improving teacher quality is one of the main keys to overcoming this problem. Through efforts to improve teacher quality, it is hoped that the Indonesian education system can experience significant improvements and achieve better achievements in the global context. A low level of teacher quality triggers a negative impact on the learning process and student development. In line with this, improving teacher quality is a top priority in efforts to improve the national education system. By identifying and overcoming the obstacles that cause low teacher quality, Indonesia can move towards an education system that is superior, responsive and able to compete at the global level.

In the era of globalization, the challenges of adapting to sustainable learning include increasing access to technology, changes in curricula, and the need to prepare students for future careers. In response to the complexity of global challenges, the concept of sustainable education has emerged as a foundation for preparing young people to face changing realities. Thus, sustainable education does not only involve the transmission of information, but also emphasizes the development of skills and knowledge that are relevant to the demands of the times. Continuous learning for a teacher involves efforts to improve professional standards by strengthening the four main competencies, namely pedagogical, professional, personal and social competencies. This action aims to strengthen the definition of competency, so that it reflects values that are more practical, social in nature, and include aspects of personality. In this way, teachers can become individuals who excel, are liked by students, and are able to provide effective learning (Azmi, 2019). Teacher competence in facing the challenges of globalization is very important, where teachers must have competence as an aspect of fulfilling quality standards, which includes pedagogical, personal, social and professional abilities (Rahman, 2022). These competencies are obtained through professional education in the teacher learning process, designing relevant and interesting curricula, and supporting students in developing 21st century skills.

The four competencies that teachers must possess are mandated by Article 10, paragraph (1) of Law No. 14 of 2005 on Teachers and Lecturers, which stipulates that teachers must have pedagogical, personal, social, and professional competencies. According to Febriana (2021), pedagogical competency refers to a teacher's ability to design, implement, and evaluate the learning process. Teachers must be able to understand their students, design teaching materials, and assess student learning outcomes. The second competency that teachers must possess is personal competency, which is defined as the teacher's ability to exhibit good and appropriate behavior in developing students holistically. Teachers should have a positive demeanor and serve as role models for their students (Febriana, 2021). The third competency is social competency, which involves the teacher's ability to interact and collaborate with the community, parents, and colleagues. Teachers must be able to build good relationships with all parties involved in the educational process (Febriana, 2021). The fourth competency is, professional competency refers to the teacher's ability to perform their educational duties and functions professionally. Teachers must have the skills to manage the classroom, utilize technology, and engage in continuous self-development (Febriana, 2021). In facing this reality, improving teacher competence becomes a top priority in efforts to enhance the national education system. By strengthening the four main competencies of teachers: pedagogical, personal, social, and professional, Indonesia can move towards an education system that is superior, responsive, and capable of competing at a global level. Based on the background presented, this research aims to answer the question: "How can strengthening teacher competence support the challenges of sustainable learning?" Therefore, the

objective of this research is to explore the role of teacher competence in addressing the challenges of sustainable learning in the era of globalization.

RESEARCH METHOD

This study employs a qualitative research approach using the literature study method as outlined by Sugiyono (2018). This method is appropriate for the research topic because it allows for a comprehensive exploration of the role of teacher competence in addressing the challenges of sustainable learning in the global era. By reviewing and synthesizing existing literature, we gain a deeper understanding of how teacher competence impacts sustainable learning, which is crucial for identifying key insights and trends in this field. A qualitative literature study is chosen for its ability to explore the complexities and nuances of teacher competence in sustainable learning. This approach helps achieve the research objectives by providing a comprehensive review of existing knowledge and identifying key themes and insights.

Research Process

The research process involves the following steps: 1) Identification, the sources used in this study include scientific journals, textbooks, research articles, and other relevant publications. The criteria for selecting these sources were: publications from Google Scholar between 2015 and 2023 with the keyword "*Kompetensi Guru* (Teacher Competencies)" focusing specifically on literature that addresses teacher competence and sustainable learning; 2) Collection, gathering a wide range of sources including scientific journals, textbooks, research articles, and other pertinent publications; 3) Analysis, conducting a thorough analysis of the collected literature to extract and interpret key concepts and findings.

The analysis involves synthesizing and interpreting information from the selected literature through specific techniques. Thematic analysis is employed to identify common themes and patterns related to teacher competence and sustainable learning. Additionally, framework analysis is utilized to guide the interpretation of the literature, ensuring a structured approach to the analysis.

Validity and Reliability

To ensure the validity and reliability of research, the triangulation approach according to Moleong (2022) involves combining data from various literature sources that have reliable research methodologies. The basic assumption in this research is that the literature used can provide a representative picture of the role of teacher competence in facing the challenges of sustainable learning. Triangulation strengthens the validity and reliability of findings by comparing results from different studies and sources. This method helps confirm key insights and ensures a comprehensive understanding of the research topic. By following these methodologies, the research aims to provide a detailed exploration of teacher competence and its role in sustainable learning, contributing valuable insights to the field.

RESULT AND DISCUSSION

The Importance of Teacher Competence

The teaching profession is a profession that plays a significant role in the life of a nation because of the crucial position of education in the context of a nation's life, according to (Putri & Imaniyati, 2017). Educators are the dominant element or the most influential component in the educational process, so the quality of education is greatly influenced by the quality of the educators themselves in carrying out their roles and duties in society. Therefore, developing the teaching profession is an absolute necessity for the advancement of a nation. Improving the quality of educators will also lead to an increase in the quality of education, both in terms of process and outcomes (Yunus, 2016). Teachers with strong competencies in education are key to improving the quality of education. With robust teaching abilities, teachers can instill positive life values, enhance the quality of learning, and shape students' character. Teacher competence plays a crucial role in elevating the quality of education and achieving positive outcomes for students. Continuous professional development and competency enhancement are essential for teachers to effectively fulfill their roles in educating, guiding, and evaluating students (Been, 2021)

Teachers have a very important role in determining the success of the learning process. They are responsible for implementing various curriculum developments for students, and their ability to manage learning effectively will have a positive impact on the quality of graduates. Teachers indirectly contribute significantly to the success of development through efforts to produce quality human resources. Law no. 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators who have the main responsibility for educating, teaching, guiding, directing, training, assessing and evaluating students in various educational pathways. They are expected to have skills in accordance with quality standards, have completed professional education, and make teaching work the main source of income in their lives. Teachers are required to continue learning, where Azmi (2019) states that continuous learning is a continuous, dynamic and progressive professional development process carried out by each individual. When there are new developments that require teachers to know and understand changes, such as changes to the curriculum, educational policies, development or changes to learning materials, as well as more effective learning processes, teachers need to be active in searching and learning to understand them.

The increasingly complex challenges and dynamics of learning in the Era of Globalization require teacher competency as the main key to achieving quality education goals. In facing the challenges and dynamics of increasingly complex developments, teacher competence becomes very important. Mulyasa (in Febriana, 2021) said that teachers must have a certain amount of knowledge, skills and behavior that are internalized, mastered and possessed to carry out professional duties. Teacher competency also includes a combination of personal abilities, scientific, technological, social aspects and spiritual dimensions, which together form the essence of the teaching profession. Within this scope,

competency includes mastery of material, understanding of students, implementation of educational learning, as well as self- development and increasing professionalism.

In facing the era of globalization, the role of teacher competence becomes increasingly crucial. Teachers are required to have a deep understanding of various aspects of learning and the ability to adapt methods to suit student development. According to Gordon (in Mulyasa, 2020), the concept of competency involves six aspects or domains which include: 1) Knowledge (knowledge), which refers to awareness in the cognitive domain. For example, a teacher understands how to identify learning needs and how to implement learning according to student needs; 2) Understanding, which involves the individual's cognitive and affective depth. For example, a teacher who will teach must have a deep understanding of the characteristics and conditions of students; 3) Ability (skill), which includes individual expertise in carrying out a given task or job, such as the teacher's ability to select and make simple teaching aids to support student learning; 4) Values are standards of behavior that are believed to be psychologically integrated within a person. Examples are standards of teacher behavior in the learning context, such as honesty, openness and democratic principles; 5) Attitude, which refers to feelings or reactions to external stimuli. Attitudes can include feelings of pleasure, displeasure, liking or disliking various stimuli, such as responses to an economic crisis or feelings towards a salary increase; 6) Interest, which shows a person 's tendency to carry out an action or to learn about something. For example, someone's interest in learning or doing a certain action.

Teachers' success in developing their competencies, as stated by Gordon, not only influences the learning process, but also has an impact on students' abilities in dealing with global dynamics. So, the role of teachers who are skilled in understanding, teaching and guiding students holistically is very important to answer the demands of the times. Danim & Khairil (2015) said that the position of teachers as professionals aims to run the national education system and achieve national education goals. This goal includes developing the potential of students to become individuals who believe, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In order to achieve the required standards of professionalism, teachers must continuously undergo a process towards a true professional degree, with a focus on competence in managing the classroom. The greatness of a teacher can be seen from his ability in learning methodology and scientific knowledge, which is reflected in his performance during the learning transformation process. In this case, teachers need to have special competencies in managing the class, students and synergistic interactions within them.

Teacher competence is vital for the quality of education and national development. Teachers significantly influence educational outcomes through their roles in educating, guiding, and evaluating students. The teaching profession requires mastery of pedagogical, professional, social, and personal competencies,

which are essential for creating effective learning environments. Continuous professional development is necessary for teachers to stay updated with new educational challenges, especially in the era of globalization. Competent teachers not only enhance the learning process but also contribute to shaping students into knowledgeable, capable, and responsible citizens. Ultimately, teacher competence is crucial for achieving national education goals and addressing the demands of modern society.

Pedagogical, Personality, Social, and Professional Competencies of Teachers in Sustainable Learning

The national education system can function optimally if there are teachers who are professional to standards. Teachers who are competent in managing the classroom not only have a positive impact on student learning, but also help create a learning environment that supports students' holistic growth. By integrating moral values, scientific knowledge and skills in learning, teachers are able to make a meaningful contribution to achieving the vision and mission of national education. Thus, the role of teachers as professionals is key in shaping a bright future for the nation's next generation. Ideal competencies according to Law Number 14 of 2005 concerning Teachers and Lecturers, which consist of pedagogical competencies, personality competencies, social competencies and professional competencies, must be owned and mastered by teachers holistically, so that teachers can carry out their roles effectively and professionally.

The four teacher competencies, namely pedagogical competence, personality competence, social competence and professional competence, should not only be owned separately, but also mastered as a whole by the teacher. Holistic mastery of these four competencies forms an integral basis for carrying out the teacher's role effectively and professionally in the world of education. Not just having understanding or expertise in each competency, but also being able to integrate and apply all four in a balanced way, thus creating a harmonious unity in guiding and developing students. The importance of the position of teachers as professionals cannot be ignored in the national education system. Teachers are not only transmitters of lesson material, but also have a central role in forming character and directing students towards predetermined national education goals (Juhji, 2016).

The quality of a teacher has a big impact on the development and formation of a quality young generation. By mastering pedagogical competencies, a teacher can not only understand effective teaching methods, but is also able to design and implement learning strategies according to the needs and characteristics of each student. This is reinforced by research by Hasbi et al., (2021) and research by Andini & Supardi (2018) which states that pedagogical competence influences teacher performance in the learning process, where strong pedagogical skills influence the development of teaching materials. The teacher's ability to be a good role model, form a positive classroom climate, and guide students in developing moral and ethical values is also the result of mastering personality competencies.

The next competency, namely personality competency, according to Nurjan (2015), refers to personal abilities that reflect a strong and stable personality, integrity, maturity, wisdom, authority, and being a good example for students. By having strong personality competencies, a teacher is able to be a positive role model for students. In globalization, where social dynamics, culture and values change rapidly, teacher personality competence is the key to guiding students in facing various challenges and values that are developing in global society. This was confirmed by Agustin & Nafiah (2019) in their research which found that teacher personality competence is very vital in shaping student character. As a role model, teachers must have personality competence, because the formation of students' character is very dependent on the quality of the teacher's personality. Although noble values can be integrated through education, the effectiveness of this value transformation depends on harmony with the teacher's personality. In other words, efforts to transform values will fail if teacher behavior is not in line with the values being taught.

Social competence is another important competence, where social competence is the ability to interact and communicate effectively, both through verbal communication (with direct physical contact) and non-verbal (using sign language). This includes the ability to demonstrate positive behavior as well as good relationship skills with others. Social competence is used by a person to behave in accordance with social expectations (Gultom, 2021). Teachers who have social competence can create an inclusive and supportive learning environment, facilitate positive interactions between students, and build good relationships with all members of the educational community. This is reinforced by Fauziah (2021) who found in her research that teachers' social competence not only shapes students' social skills but also contributes to the development of positive social attitudes in shaping students' character as responsible members of society.

The final competency that teachers must have is professional competence, where Nurjan (2015) explains that professional competence includes the teacher's ability to master learning material in depth, including mastery of the material, subject curriculum at school, scientific substance which includes the material, and understanding of scientific structure and methodology. This is in line with the opinion of Sulastri et al., (2020) that teacher professional competence can improve the quality of education. By mastering scientific substance, teachers can provide a broad and contextual perspective on the topics taught, while understanding scientific structure and methodology allows for innovative learning design. All of this not only improves the quality of learning at the local level, but also prepares students to compete and adapt to global educational challenges.

Teachers as the main agents in the learning process, play a central role in supporting the challenges of sustainable learning in the Global Era. In facing the dynamics of increasingly complex developments, teacher competence is crucial in responding to ever-changing educational demands. Gordon (in Mulyasa, 2020) emphasizes six aspects of teacher competency, including knowledge, understanding, abilities, values, attitudes and interests, all of which play an important role in facing global challenges. In the era of globalization, changes to

the curriculum, education policies, and the development of learning materials that are responsive to developments in science and technology are a necessity. Teacher competence in mastering material, understanding students, and implementing educational learning is an indispensable basis for responding to this challenge.

Teacher personality competence also plays a key role in shaping student character, which is an essential element in sustainable learning. Agustin & Nafiah (2019) emphasized that teacher competence, which includes integrity, maturity, and being a good example, is determining in guiding students to face challenges and global values that continue to develop. Furthermore, teacher social competence not only creates an inclusive learning environment, but also contributes to the development of students' social attitudes. Fauziah (2021) highlights that teachers' ability to interact and communicate effectively stimulates the development of students' social skills, which are important in shaping their character as responsible members of society.

Teachers' professional competence, with a deep understanding of learning materials and the ability to design innovative learning, supports sustainable learning in the era of globalization. Sulastris et al., (2020) shows that teacher professional competence not only improves the quality of education locally, but also prepares students to face global education challenges. Permana et al., (2022) research also reveals that Teacher Working Groups (KKG) can influence teacher professionalism. KKG serves as a platform for teachers to share experiences, enhance competencies, and develop more effective teaching practices. By holistically strengthening the four teacher competencies, namely pedagogical, personality, social and professional, teachers become agents of change who are able to answer the challenges of sustainable learning in the global era. The role of teachers in producing quality human resources, in accordance with the vision and mission of national education, is becoming increasingly important in shaping a bright future for the nation's next generation (Zein, 2021).

The Implications of Teacher Competence in Sustainable Learning

In responding to the challenges of sustainable learning in the global era, the role of teachers as the glue of overall competence becomes increasingly important. Teachers must be able to integrate the four competencies in a balanced way, creating a harmonious unity in educating and developing students. Mastery of pedagogical competencies will enable teachers to understand effective teaching methods and design learning strategies according to the needs and characteristics of each student. Teacher competence plays a crucial role in determining the effectiveness of learning and student achievement. Research indicates that teacher competence positively affects learning effectiveness, regardless of educational background (Andini & Supardi, 2018). The role of teacher competence in supporting sustainable learning is vital, as it is crucial for enabling students to acquire knowledge, develop essential skills, and cultivate a lifelong passion for learning. Competent teachers not only have a deep understanding of

their subject matter but also possess the pedagogical skills to create engaging and effective learning environments (Biora et al., 2021).

Recent research emphasizes the importance of developing sustainability competencies among educators at all levels (Cebrián et al., 2020). This development is crucial for designing innovative teaching and learning approaches that promote sustainability literacy and empower individuals to become positive change agents in their personal and professional lives. However, defining a universal set of competencies for sustainability education remains challenging due to the varied interpretations of "sustainability" and "competence" in educational contexts (Cebrián & Junyent, 2015). Despite these challenges, scholars have identified key elements of sustainability competence, including personality competence, pedagogical competence, social competence, and professional competence (Febriana, 2021). These competencies enable educators to impart knowledge effectively while fostering critical thinking, problem-solving, and collaboration skills in their students—skills that are essential for addressing the complex challenges of sustainable development.

Teacher personality competency is the key in forming students' characters who are strong, mature and have integrity amidst the dynamics of changing values and global challenges. Teacher competence is vital in guiding students through noble values that can be integrated into learning. Quality teachers have a central role in shaping the quality of education, because through mastering competence, both in knowledge, skills and professional attitudes, they are able to produce students who quality and make a positive contribution to the overall quality of education (Nur & Fatonah, 2022). Then, teacher competence not only builds good relationships with students, but also creates an inclusive learning environment. With the ability to interact and communicate effectively, teachers can become facilitators of positive interactions between students, contribute to the formation of positive social attitudes, and shape students' character as responsible individuals in a global society. Meanwhile, teachers' professional competence, especially in mastering learning material in depth, has a broad impact. Mastery of scientific substance by teachers allows them to provide contextual and relevant perspectives on the topics taught, while understanding the structure and scientific methodology supports innovative learning design. Thus, teacher professional competence not only improves the quality of local learning, but also prepares students to compete and adapt to global education challenges.

CONCLUSION

In facing the challenges of sustainable learning in the global era, the role of teachers is crucial in determining the success of the learning process and producing quality students. Teachers who have pedagogical competence can understand effective teaching methods and design learning strategies according to the needs and characteristics of each student. Teacher personality competency is the key in forming students' characters who are strong, mature and have integrity amidst the dynamics of changing values and global challenges. The teacher's ability to interact and communicate effectively creates an inclusive

learning environment and supports the development of students' social attitudes. Teachers' professional competence, especially in mastering learning material in depth, not only improves the quality of local learning but also prepares students to face global education challenges. By strengthening the four competencies holistically, teachers become agents of change who are able to answer the demands of sustainable learning in the global era, shaping a bright future for the nation's next generation.

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