



Enhancing Teacher Competence Through Professional Education Programs

Muhammad Zidni Fadhlurrahman*, Ita Nurmalasari, Rosyidah Nur Lailiyah

Institut Agama Islam An-Nawawi Purworejo, Indonesia

Email : : zidnifad55@gmail.com, itanurmalasari75@gmail.com, rosyidahnurlailiyah@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i1.1707>

ABSTRACT

Keywords:

teacher competence,
professional teacher
education, qualitative
case study

*Corresponding Author

This study aims to describe strategies for improving teacher competence through the Teacher Professional Education Program (PPG) at MTs Pangeran Diponegoro. Employing a qualitative case study design, data were collected through in-depth interviews, classroom observations, and document analysis, and analyzed using Miles, Huberman, and Saldaña's interactive model. The study is grounded in national teacher competency regulations, including Law No. 14 of 2005, Government Regulation No. 19 of 2005, Ministerial Regulation No. 16 of 2007, and the objectives of PPG as outlined in Ministerial Regulation No. 87 of 2013. The findings indicate that the PPG program effectively enhances teachers' pedagogical, professional, social, and personal competencies. Participants demonstrated more systematic lesson planning, stronger mastery of subject matter, improved communication and collaboration skills, and increased professional commitment. Institutional support from the madrasah played a significant role in reinforcing these improvements, although challenges such as limited time allocation and workload constraints persisted. These findings imply that sustained institutional support and flexible implementation strategies are essential to maximize the long-term impact of teacher professional education programs on instructional quality.

Article History:

Received: October 2025; Revised: November 2025; Accepted: December 2025

Please cite this article in APA style as:

Fadhlurrahman, M. Z., Nurmalasari, I., & Lailiyah, R. N. (2026). Enhancing Teacher Competence Through Professional Education Programs. *Journal of Educational Management Research*, 5(1), 655-669.

INTRODUCTION

Teacher competence is widely recognized as a crucial determinant of educational quality and societal development. Competent teachers not only transmit knowledge but also shape students' critical thinking, character, and lifelong learning skills, which are essential for preparing human resources in an increasingly complex global society. The rapid transformation of educational systems driven by technological advancement, curriculum reform, and diverse student needs has intensified expectations of teachers' professional roles. Evidence from educational policy and empirical studies consistently shows that

teacher competence strongly influences instructional effectiveness and student learning outcomes (Stamrotul Zakiah, 2019). Consequently, improving teacher competence is not merely an institutional concern but a broader societal necessity, as education plays a central role in social equity, workforce readiness, and national competitiveness. Therefore, research that examines effective strategies for strengthening teacher competence contributes directly to improving educational quality and ensuring that schools are capable of responding to contemporary educational challenges in a sustainable and inclusive manner.

Despite the recognized importance of teacher competence, many education systems continue to face persistent challenges in ensuring that teachers meet expected professional standards. In practice, gaps often emerge between policy expectations and teachers' actual classroom performance. These challenges are particularly evident in developing and transitional education contexts, where professional development opportunities may be unevenly distributed or insufficiently implemented. Teacher competence, which encompasses pedagogical, professional, social, and personality dimensions as regulated in Permendiknas No. 16 of 2007, remains uneven across schools and regions (Stamrotul Zakiah, 2019). Many teachers struggle to adapt instructional strategies, integrate technology meaningfully, or conduct authentic assessments aligned with current curricula. This situation highlights a broader societal problem: while professional development programs exist, their effectiveness in addressing real classroom needs is often questioned. As a result, the intended impact of educational reform initiatives on teaching quality and student learning outcomes is frequently not fully realized.

Empirical observations in schools indicate that professional development initiatives do not always translate into meaningful changes in teaching practice. Although teachers participate in various training programs, including Teacher Professional Education (PPG), improvements in instructional planning, classroom interaction, and assessment practices are often limited. This phenomenon suggests a disconnect between program content and the contextual realities faced by teachers in schools. At MTs Pangeran Diponegoro Salaman, for instance, the school has actively implemented competence improvement initiatives such as technology-based learning, peer mentoring, and periodic evaluations. While these efforts have produced positive outcomes, they remain constrained by limited resources, time constraints, and teachers' heavy workloads. Moreover, the school's aspiration to develop highly competent educators is challenged by the need to align national professional education programs with local conditions. This field-based reality underscores the importance of examining how professional education strategies are actually implemented and experienced by teachers in specific institutional contexts.

Previous studies have emphasized the role of Teacher Professional Education (PPG) in enhancing teacher competence and professionalism. Research by Choliq et al. (2025) indicates that PPG contributes to strengthening pedagogical mastery, subject knowledge, and professional ethics. Similarly, Ningsih (2025) highlights that professional education programs help teachers become more prepared in managing learning and improving instructional quality. Regulatory frameworks, including the Regulation of the Minister of Education and Culture No. 87 of 2013, further reinforce the strategic role of PPG in developing essential teaching competencies (Safanikah & Rahayu, 2024). However, much of the existing literature tends to focus on program design or policy intentions rather than on how these programs are enacted at the school level. As a result, there is limited empirical insight into how PPG strategies function in specific institutional and cultural contexts, particularly in madrasah settings.

Several studies also report inconsistent outcomes of teacher professional education programs. Rustandi et al. (2024) found that participation in professional education does not always result in significant changes in classroom practices, indicating a gap between theoretical training and practical application. Susanto et al. (2024) further argue that many programs lack structured follow-up, contextual adaptation, and sustainability, reducing their long-term effectiveness. These findings reveal a critical research gap: while professional education programs are widely implemented, their strategic mechanisms, contextual relevance, and institutional support systems remain underexplored. Existing research rarely examines how school-level conditions, leadership support, and workload factors interact with professional education programs to influence teacher competence. Addressing this gap is essential to ensure that professional education initiatives move beyond formal compliance and generate meaningful, practice-oriented improvements in teaching quality.

This study offers novelty by focusing on the strategic implementation of the Teacher Professional Education (PPG) program within a specific madrasah context, namely MTs Pangeran Diponegoro. Unlike previous studies that emphasize outcomes or policy analysis, this research examines the interaction between professional education strategies, institutional support, and contextual constraints. By adopting a qualitative case study approach, the study provides in-depth insights into how teacher competence development occurs in real educational settings. The state-of-the-art contribution lies in its contextualized analysis of PPG implementation, highlighting how strategies are adapted, negotiated, and sustained within the daily realities of teachers' professional lives. This approach is crucial for generating practical and transferable knowledge that can inform more responsive and sustainable professional education models, particularly in faith-based and resource-limited educational institutions.

Based on the identified gaps, this study addresses the central research problem of how strategies to improve teacher competence through the Teacher Professional Education (PPG) program are designed and implemented at MTs Pangeran Diponegoro. The study argues that teacher competence can be more effectively enhanced when professional education programs are supported by strong institutional commitment, contextual adaptation, and continuous evaluation. The temporary assumption underlying this research is that PPG contributes positively to pedagogical, professional, social, and personality competencies, but its impact is mediated by school-level factors such as leadership support, workload management, and resource availability. By identifying implemented strategies, evaluating their outcomes, and formulating strategic recommendations, this research contributes both theoretically and practically to the discourse on teacher professional development. Ultimately, the study aims to support the development of more effective, contextual, and sustainable teacher competence improvement strategies.

RESEARCH METHOD

This study employed a qualitative case study design to explore in depth strategies for improving teacher competence through the Teacher Professional Education (PPG) program at MTs Pangeran Diponegoro Salaman. A qualitative approach was selected because it enables a comprehensive understanding of experiences, implementation processes, and contextual dynamics that cannot be captured through quantitative methods. The case study design allows for an intensive examination of a single institutional unit, focusing on how educational management dimensions—planning, implementation, evaluation, and supervision—are enacted in teacher competence development strategies. This design is particularly appropriate for capturing the interaction between professional education programs, institutional policies, and teacher practices within a real educational setting (Afiah et al., 2024).

The research was conducted at MTs Pangeran Diponegoro Salaman, Magelang Regency, a tsanawiyah madrasah recognized for its commitment to improving instructional quality and teacher professionalism. This site was selected purposively because of its active involvement in PPG and its institutional support for continuous teacher development through technology-based learning, mentoring, and periodic evaluation. Data were collected through semi-structured interviews, participatory classroom observations, and document analysis. Interviews involved teachers who had participated in PPG, the head of the madrasah or academic coordinator, and PPG facilitators, while observations focused on post-PPG teaching practices, teacher–student interactions, and instructional management. Documentation included PPG reports, teacher development plans, decrees, and professional portfolios (Habibah, 2023; Rimadani et al., 2024).

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, encompassing data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting and simplifying information related to management-based strategies for teacher competence improvement. Data display was conducted through descriptive narratives and thematic matrices to illustrate planning, implementation, evaluation, and control processes in PPG-based development. Conclusions were continuously verified through source and technique triangulation, as well as member checking, to ensure credibility and trustworthiness. Ethical principles were upheld through informed consent, confidentiality, and official institutional approval, ensuring that the research process was conducted responsibly and transparently (Miles & Huberman, 2014; Creswell & Creswell, 2017).

RESULT AND DISCUSSION

Teacher Competence

The success of the learning process carried out in schools is closely related to the competencies possessed by a teacher. Daryanto defines competence as a combination of knowledge, skills, and abilities that allow individuals to carry out appropriate behavior in the cognitive, affective, and psychomotor realms (Riau, 2018). In addition, the Law on Teachers and Lecturers Number 14 of 2005 emphasizes that competence is a unit of knowledge, skills, and behaviors that must be possessed, lived, and mastered by every educator in carrying out his or her professionalism (Indonesia, 2005).

According to various analyses, competence can be understood as an integrated unit of knowledge, skills, and behaviors possessed by a teacher, and developed through a continuous education process that aims to optimize learning outcomes. To achieve the status of a professional teacher, Kompri emphasizes a number of main requirements: a strong commitment to the tasks carried out in accordance with the competency standards of students, responsibility for the workload given, the ability to think systematically about the practices carried out, mastery of teaching materials, organizational skills, independence in designing learning tools, the ability to conduct research, and the ability to produce scientific papers (Ministry of Education and Culture, 2023).

In accordance with Article 28 paragraph 3 of Government Regulation Number 19 of 2005 concerning National Education Standards, the competencies that a teacher must possess include pedagogical, personality, social, and professional dimensions. Mastery and application of these competencies are the main requirements so that the learning process can be carried out consistently and effectively, in line with the learning plan that has been prepared previously by the teacher before teaching activities (E Mulyasa, 2013).

Daryanto elaborated in depth the individual abilities required of a teacher, emphasizing the implementation of coaching activities and pedagogical support, especially mentoring students who have learning difficulties and students who face certain problems. In this context, teachers' personal competencies must be mobilized and integrated into the process of education management and management, in order to ensure effective handling and in accordance with the needs of students (Safanikah and Rahayu 2024). According to Nurdin, quoted by Kompri, the improvement of teacher professionalism rests on several basic dimensions, namely knowledge, operational ability, technical skills, *personal attitudes*, and individual habits). Therefore, to strengthen these components, it is necessary to have educational and training activities organized both by the school and by the teachers themselves in accordance with their respective fields of expertise. This step is in line with the goals of national education as stated in the National Education System Law Number 20 of 2003, which emphasizes that teachers are required to improve and develop their academic qualifications in accordance with the development of science and technology (Happri Novriza Setya Dhewantoro, 2018).

Strategies for Improving Teacher Competence

As a member of ASEAN, Indonesia is required to strengthen its competitiveness. One of the main steps taken by the government in improving the quality of human resources is through the education sector. Education is seen as a fundamental pillar in shaping a smart and competitive generation (Akmal, 2025). According to Dian Mahsunah, the Indonesian government has formulated various strategies, (Wisnanda et al. 2024), including

Education and Training

In-House Training (IHT)

In-house training refers to a form of training that is carried out directly within the organizational structure. Internal training activities, whether held in KKG/MGMP, schools, or in other specially designated places, are initiatives that are carried out independently. The development strategy implemented through IHT is based on the principle that a number of competencies, which are essential for improving teachers' qualifications and careers, do not always have to be acquired through external mechanisms, but can be transferred by competent teachers to less experienced peers. This approach is aimed at optimizing effectiveness, both in terms of time and financial resources.

Internship Program

Internship programs are a form of training that is carried out in relevant institutions or industries, with the aim of strengthening teachers' professional competence. This program is specifically designed for teachers in the vocational field and can last for a certain period of time, for example through internships in the automotive industry or other similar sectors. Internships are seen as an alternative to conventional forms of coaching, as it is considered that a number of skills, particularly those required by vocational school teachers, are more effectively acquired through hands-on experience in an internship compared to traditional training.

School Partnerships

Training based on school partnerships is carried out in collaboration with public and private institutions with the aim of developing special competencies. The implementation can be carried out at the home school or at the partner school. The assistance provided by partner schools is considered very important, because partner schools have certain peculiarities and advantages that can be used by the teachers participating in the training to strengthen their professional competence.

Distance Learning

Distance learning is characterized by the possibility of simultaneous implementation without physical presence between instructors and learners in a certain space, by utilizing digital devices such as the internet and other related technologies. This learning model takes into account the fact that not all teachers, especially those in remote or isolated areas, have the opportunity to participate in training programs organized in certain centers, such as provincial capitals.

Tiered Training and Specialized Training

The training is held at P4TK, LPMP, or other authorized institutions. The training program is designed in stages, starting from the basic, intermediate, advanced, to higher levels. The structure of the training level is determined based on the level of complexity and the type of competency intended. In addition, specializations are awarded according to specific needs or in response to the latest developments in a particular discipline.

Short Courses at LPTK or Other Educational Institutions

Short-term training organized by LPTK or other educational institutions is designed to enable teachers to develop various competencies, such as conducting classroom action research, writing scientific papers, and planning,

implementing, and evaluating the learning process. In addition, internal coaching in the school environment is carried out by the principal and teachers who have supervisory authority. This form of mentoring is manifested through official meetings, rotation of teaching assignments, the provision of additional responsibilities at the internal level, as well as discussions with colleagues and other forms of professional collaboration.

Further Education

Teacher professional development through continuing education is a strategic choice for the future evolution of the teaching profession. Teachers' participation in this program can be realized through the provision of learning assignments, both at the national and international levels, aimed at outstanding teachers. The implementation of this continuing education has the potential to produce coaching teachers who are able to assist colleagues in the process of developing and strengthening professional competencies.

Activities Other Than Education and Training

Discussion of Educational Issues

Discussion sessions are held regularly by discussing themes that are directly related to the problems faced in the school environment. Through this periodic exchange of ideas, it is hoped that teachers will be able to identify and overcome obstacles related to the learning process, as well as address issues related to improving their competencies and developing their professional career paths.

Seminar

The involvement of teachers in seminars as well as training programs that focus on scientific publications can be seen as a form of continuous professional development directed at strengthening their competencies. These programs provide an opportunity for teachers to establish scientific interactions with peers in the same discipline, by discussing contemporary themes related to educational quality improvement initiatives.

Workshop

Pedagogical workshops are held with the aim of producing products that are relevant to learning, improving competencies, and developing teachers' careers. The workshop can include various activities, such as school curriculum preparation (KTSP), program analysis, syllabus development, lesson plan writing, and other similar initiatives.

Research

Teachers have the opportunity to conduct research activities in various forms, such as classroom action research, experimental research, and other methodological approaches, with the aim of supporting continuous improvement of the quality of learning.

Writing Books/Teaching Materials

Didactic materials prepared by teachers can be presented in various forms, such as diktat, textbooks, and writings that are specific to the field of education.

Creation of Learning Media

Pedagogical tools developed by teachers can be realized in various forms, including didactic materials, simple practical instruments, as well as education-oriented digital resources, such as interactive animations aimed at supporting the learning process.

Creation of Technological Works/Artworks

Technological and artistic works developed by teachers can be realized in the form of technological creations that are socially and/or educationally oriented, as well as works of art that have aesthetic value that are recognized by the community. Within the framework of the initiative implemented by the Indonesian government, it is hoped that teachers will be able to develop greater independence in improving their competence, especially for those who have received professional allowances. This dynamic can be strengthened by schools through the implementation of training independently. Schools have the opportunity to design their own training programs according to the specific needs of teachers. Teachers' attitudes, skills, and willingness to be involved in the process of change are important assets for their personal and professional development.

Teacher Professional Education (PPG)

Professional education is a form of continuing education that can be followed after completing an undergraduate program and aims to prepare students to undergo professions that require special skills. The Teacher Professional Education Program itself is specifically designed to equip graduates from non-educational fields at the Bachelor or Diploma IV level who have the potential and interest in the teaching profession, so that they can fully master the professional competence of teachers in accordance with national education standards, as well as obtain a professional Educator Certificate (Permendikbud, 2020).

Teacher professional education is carried out for one to two years after a person completes a bachelor's program, both from the field of education and non-education. PPG is designed as a replacement for the Act I program. The main purpose of the PPG program is to prepare prospective teachers to be able to realize the goals of national education in accordance with the provisions of Law Number 20 of 2003 Article 3, which is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and able to carry out their role as democratic and responsible citizens (Directorate General of Teachers and Education Personnel, 2021).

The specific purpose of the PPG program, as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 87 of 2013, is to prepare prospective teachers to develop competencies in designing, implementing, and evaluating the learning process, following up on evaluation results through student guidance and training activities, and conducting research and developing professionalism on an ongoing basis. The PPG program is organized by universities that have educational institutions for education personnel that meet regulatory requirements and are officially determined by the Minister (Habibah, 2023).

Based on the previous description, it can be emphasized that professional education is a higher education path after the undergraduate program that aims to prepare students to undergo professions that require special skills. The Teacher Professional Education Program itself is designed to foster graduates of bachelors of education and graduates of bachelor's/Diploma IV non-education who have talents and interests in the teaching profession, so that they can comprehensively master the professional competence of teachers in accordance with national education standards, so that in the end they can obtain professional educator certificates for primary and secondary education levels.

The results of the study show that the Teacher Professional Education Program (PPG) is one of the main strategies in improving teacher competence at MTs Pangeran Diponegoro Salaman, Magelang.

Table : 1 Form of Teacher Competency Improvement Through the PPG Program at MTs Pangeran Diponegoro

Aspects Studied	Key Findings	Forms of Enhancement
Madrasah Support for PPG	Madrasah provides administrative and policy support	Setting teaching schedules, learning permits, motivation, and facilitation of post-PPG discussions
Competence in Education	There has been a significant increase in learning	More systematic learning plans, varied and interactive learning methods, and continuous evaluation
Professional Competencies	Mastery of teacher material is getting deeper	Teachers are more confident, able to relate material to the context of students' lives, and manage classes effectively
Social Competence	Improved communication and cooperation skills	Collaboration between teachers, professional discussions, and positive relationships with students
Personality Competencies	Teachers' professional attitudes are getting stronger	Teachers are more disciplined, responsible, reflective, and committed to self-development

Based on the results of observations, interviews, and documentation, madrasahs provide full support to teachers who take part in PPG, both in the form of administrative convenience and teaching schedule arrangements. This support can be seen from the policy of madrasah heads who encourage teachers to take part in PPG, both through study permits, teaching schedule arrangements, and facilitation of post-PPG discussions. Of the total teachers who were the subjects of the study, most of them had participated in PPG in the last one to three years. The implementation of PPG is seen by teachers as a program that is relevant to their professional needs, especially in dealing with the demands of the curriculum, classroom management, and strengthening pedagogic and professional competencies.

Teachers who have taken part in PPG show a significant improvement in their pedagogic competence. This development is reflected in the higher ability to design learning tools that are structured and aligned with the applicable curriculum. The learning process that is carried out also becomes more diverse, interactive, and student-centered. Teachers are no longer limited to lecture methods, but also utilize discussions, collaborative work, and the use of technology-based learning media. In addition, they show a stronger ability to carry out learning evaluations in a planned and continuous manner.

Improvements also occurred in teachers' professional competence. Teachers have a deeper mastery of the subject matter and are able to relate the material to the context of students' daily lives. This has an impact on increasing teachers' confidence in delivering material in class. Teachers become more prepared and directed in answering students' questions and in managing the learning process effectively

From the aspect of social competence, the results of the study show that there is an increase in teachers' ability to communicate and cooperate with fellow teachers and students. The PPG program encourages teachers to actively discuss, share experiences, and provide input to each other regarding learning practices. This well-established interaction also creates a conducive and collaborative working atmosphere in the madrasah environment.

In addition, PPG also contributes to improving teachers' personality competencies. Teachers show a more disciplined, responsible, and professional attitude in carrying out their duties. Teachers also have the awareness to continue to reflect and develop themselves to improve the quality of learning. This attitude shows the growing commitment of teachers to their profession as educators.

However, this study also found several obstacles in the implementation of PPG. Teachers must divide their time between teaching obligations and the demands of the PPG program, which is quite dense. In addition, there are still teachers who have difficulties in using learning technology, especially in the use of digital platforms that are part of PPG activities. However, these obstacles do not reduce the benefits of PPG as a strategy to improve teacher competence as a whole.

In the context of education development, the quality of teachers has a very decisive influence on all components of the education system. Therefore, improving teacher competence at the national level is an initiative that has great strategic significance. In addition, various programs are also being implemented to strengthen this quality, including teacher certification, competency evaluation, training programs, and teacher professional performance analysis. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 87 of 2013, the Teacher Professional Education Program (PPG) is seen as a strategy to improve the professional competence of teachers. This program provides an opportunity for teachers to improve their ability to select and master learning resources, plan and develop, as well as implement effective learning practices in accordance with the national standards of teacher professional competence.

CONCLUSION

This study highlights that the Teacher Professional Education Program (PPG) at MTs Pangeran Diponegoro Salaman effectively enhances teachers' pedagogical, professional, social, and personality competencies. The key lesson learned is that structured, contextually supported professional development not only strengthens mastery of subject matter and instructional strategies but also fosters systematic lesson planning, student-centered learning, and continuous evaluation practices. Social and personal competencies, including communication, collaboration, professionalism, and responsibility, are also reinforced through PPG participation, particularly when supported by institutional policies and leadership. These findings demonstrate that teacher professional education can serve as a strategic tool for improving the quality of teaching and learning in madrasah contexts, offering valuable insights for policymakers, school leaders, and educators aiming to design sustainable competence development initiatives.

From an academic perspective, this study contributes to the literature by providing a contextualized analysis of PPG implementation, linking teacher competence improvement to educational management dimensions such as planning, execution, evaluation, and institutional support. The research strengthens understanding of how professional education programs function in real school settings and offers practical implications for enhancing teacher performance. However, this study is limited to a single case and a relatively short observation period, which may affect the generalizability of the findings. Future research could expand by conducting comparative studies across multiple schools or regions, examining long-term impacts of PPG on student learning outcomes, and exploring strategies to overcome challenges such as workload constraints and technological adaptation in professional development programs.

REFERENCES

- Afiah, A., Ulfah, A., Ismail, I., Abbas, H., Darwis, D., & Yusran, Y. (2024). The Role of Driving Teachers in Improving Pedagogic Competence (Case Study and Its Implications on Teacher Improvement at UPT SD Negeri 331 Tempe, Wajo Regency). *Indonesian Journal of Education: Theory, Research and Innovation*, 4(3). <https://doi.org/10.59818/jpi.v4i3.813>
- Akmal, M. (2025, October 21). Indonesia's Human Resources Ranking in ASEAN 2025. *GoodStats Indonesia*. <https://data.goodstats.id/statistic/simak-peringkat-sdm-indonesia-di-asean-2025-kmVj5>
- Choliqu, M., Zilmi, Z., Aizaroh, N. Q., & Ainiyya, D. (2025). Educator Professionals: Teaching Competence and Ethics. *Teaching: Journal of Education and Teaching*, 3, 282–295. <https://doi.org/10.58540/pijar.v3i3.977>

- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications.
<https://books.google.co.id/books?id=335ZDwAAQBAJ>
- Directorate General of Teachers and Education Personnel. (2021). *Information on the Teacher Professional Education Program (PPG)*. Jakarta.
<https://ppg.kemendikdasmen.go.id/ppg-dalam-jabatan>
- It's Glorious. (2013). *Competency Standards and Teacher Certification*. Bandung: Remaja Rosdakarya.
- Signadani, F. (2021). Professional Competency Development Strategies for Senior High School Teachers. *Journal of Educational Management*, 3(2), 192–207.
- Habibah, A. F. (2023). Teacher Professional Education in Reminding Teacher Professionals. *Tadris MPI: Journal of Islamic Education Management*, 2(1), 63–71.
- Dhewantoro, H. N. S. (2018). Strategies to Improve Teacher Competency Through Character Professional Education (pp. 103–111).
<https://eprints.uny.ac.id/63213/1/PROSIDING%20TEACHER%20XXI-11.pdf>
- Indonesia, Ministry of Education and Culture of the Republic. (2020). *Regulation of the Minister of Education and Culture Number 38 of 2020 Concerning Procedures for Obtaining Educator Certificates for In-Office Teachers*.
<https://peraturan.bpk.go.id/Details/163813/permendikbud-no-38-tahun-2020>
- Indonesia, Republic. (2005). *Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers*. <https://jdih-old.kemendiknas.go.id/FullText/2005/14TAHUN2005UU.htm>
- Ministry of Education, Culture, Research, and Technology. (2023). *Teacher Competency Model*. Jakarta: Director General of GTK.
https://lmsspada.kemdiktisaintek.go.id/pluginfile.php/90455/mod_resource/content/2/Empat%20competencies%20that%20a%20Guru.pdf
- Ningsih, M. P., Fatchan, A., & Susilo, S. (2016). PPG Program to Build Geography Teacher Competency (Case Study at State University of Malang). *Journal of Education: Theory, Research, and Development*, 1(10), 2031–2039.
https://d1wqtxts1xzle7.cloudfront.net/64763847/PROGRAM_PPG_UNTUK_MEMBANGUN_KOMPETENSI_GURU_GEOGRAFI_PROFESIONAL_STUDI_KASUS_DI_UNIVERSITAS_NEGERI_MALANG_-libre.pdf
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Los Angeles: SAGE Publications.
<https://doi.org/10.1177/239700221402800402>
- Rimadani, N. W., Rizki, N. K., & Sa'adah, N. (2024). Problems of the Education Profession and Its Solutions to Improve the Quality of Elementary School Education. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 7(3), 1287–1295.

- Scott, S. (2025). The Role of Teacher Professional Education in Improving Teachers' Professional Competence. *Syarif Hidayatullah State Islamic University*.
- Riau, UIN Suska. (2018). A Study of the Theory of Professional Competence of Teachers. <https://doi.org/10.17977/um014v1>
- Rustandi, R., Fierna, M., Lusie, J., & Nurhemah, N. (2024). The Effectiveness of the Teacher Professional Education Program (PPG) in In-Office Positions in Order to Prepare Professional Teachers in Indonesia for PPG Students in the Position of Batch 1 LPTK Pamulang University. *Journal of Civic Education*, 11(2), 122–133. <https://doi.org/10.32493/jpkn.v11i2.y2024.p122-133>
- Saádi, A. (2025). Efficient Data Collection in Classroom Action Research: Techniques, Tools, and Challenges. *Al-Amin: Journal of Educational and Social Sciences Humanities*, 2(2).
- Safanikah, S., & Rahayu, N. (2024). Professional Development of Teachers Through Teacher Professional Education (PPG) in Improving the Quality of Indonesian Education. *Nizhamiyah*, XIV(1), 81–98.
- Stamrotul Zakiah, Q. A. (2019). Competence of Teacher Personality in the Book of Adab Al-'Alim Wa Al Muta'alim in the Perspective of the Minister of National Education No. 16 of 2007. *Al Idaroh: Journal of Islamic Education Management Studies*, 3(1), 42–49. <https://doi.org/10.54437/alidaroh.v3i1.42>
- Susanto, A., Diana, S., Mumtahanah, H. A., Wahyudin, D. T., & Alandes, P. (2024). Improving the Quality of Teachers in Indonesia: Challenges and Efforts to Solve Them Through Policies. *Journal of Education and Islamic Management*, 166–176.
- Wisnanda, B., & Putra, R. A. (2024). Empowerment of Teachers and Education Personnel in the Framework. *Journal of Education (JIP)*, 2(1), 136–142.