



The Impact of PPG Program on the Performance of Pre-Service and In-Service English Teachers based on Teacher's Self-Assessment

Nurhaini Widia Putri¹ and Sitti Fatimah²

¹(English Education Department, Faculty of Language and Arts, Universitas Negeri Padang), Jl. Prof. Dr. Hamka Air Tawar, Padang (251131)

²(English Education Department, Faculty of Language and Arts, Universitas Negeri Padang), Jl. Prof. Dr. Hamka Air Tawar, Padang (251131)

Correspondence Email: widya3053@gmail.com

Sitti.fatimahbing@gmail.com

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Abstract

The PPG (Pendidikan Profesi Guru) program is a government effort to improve the quality of education in Indonesia by increasing teacher professionalism. The purpose of the PPG program itself is to overcome problems in the world of education. This research is conducted to obtain information from English teachers in West Sumatra who have graduated from the PPG Program at least two years ago (from 2019 backward) regarding the impact of PPG program on English teachers' pedagogical and professional competencies. 45 in-service and 11 pre-service English teachers have been involved as the sample of this research. The type of this research is survey research with the quantitative method. The data were collected by using close-ended and open-ended questionnaires distributed through Google form. The findings of this research show that UNP PPG Program has impacted decently on English teachers' performance and improved their professional and pedagogical competencies. Although there are some teachers who assess their teaching performance as not good enough in several points of the statement in the questionnaire, most of the results show that the UNP PPG Program has improved the teaching performance of English teachers. The results and findings from this study are expected to improve the process of conducting PPG program and pay more attention to the impact that will be received by PPG graduates.

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INTRODUCTION

Education is a very influential factor in society and the development of Indonesia. Education is a human right; every living being has the right to get proper education to be able to develop and survive in this modern and competitive world.

Education can increase our self-understanding and knowledge of certain things, making us aware of the social environment and the regulations around us. To improve Indonesian human resources, the government must start by improving the education system. The most important aspect in educating the next generation is the role and quality of educator or teacher. For this reason, the government needs to prepare professional educator, usually known by the name of “teachers.”

Teachers are like the tip of the spear in the government's plan to educate the nation. Students may not be able to learn or improve their knowledge and abilities on their own. Being a teacher is a profession. The year 2005 was a milestone in the appreciation and protection of the teaching profession in Indonesia. In 2005 the Indonesian Government passed the Constitution Number 14/2005 regarding Teachers and Lecturers (Indonesian Ministry of Research, Technology and Higher Education, 2018). The Constitution defines a teacher as a person who provides knowledge to students and who has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early education, formal education, basic education, middle education. From the definition of teacher above it can be concluded that being a teacher is a tough task. Teachers are referred to as professional educators, meaning that teacher's work can only be done by someone who has academic qualifications, competencies, and educator certificates according to certain types of education. Therefore, not everyone can become a teacher.

To become an educator or teacher, one must meet several requirements as stated in Government Regulation Number 19/2017 concerning Government Amendment Number 74/2008. The requirements include (1) teacher must have academic qualifications, (2) having four competencies, (3) having an educator certificate, (4) physically and mentally healthy, and (5) teacher must have the ability to actualize national education goals (Indonesian Ministry of Research, Technology and Higher Education, 2018).

As mentioned above, there are five requirements to become a teacher, two of which are having four competencies of a teacher and having an educator certificate. According to Emron, Johny, and Imas (2017, p.140) stated that “competency is an individual's ability to carry out a job properly and has advantages based on matters relating to knowledge, skills, and attitudes.” The formulation of teacher competencies developed in Indonesia has been written in the Constitution Number 14/2005 Article 10, Paragraph One. It says that teacher competencies include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through the teacher certification program (Indonesian Ministry of Research, Technology and Higher Education, 2018).

According to Constitution Number, 14/2005 on Teachers and Lecturers: (1) pedagogical competence is the teacher's ability to manage student learning. (2) Personality competence is that the teacher has a solid personality, has a noble character, is wise and dignified, and is a role model and role model for his students. (3) Social competence is a teacher's ability to communicate and interact effectively and efficiently with students, guardians or parents of students, fellow teachers and the surrounding community. (4) Professional competence is the ability to master teaching material broadly and deeply.

To improve teachers' competencies, the Indonesian government, through the Directorate General of Teaching Learning and Students' Affairs (2018) has organized the Teacher Certification (PPG) Program in order for the teachers to have the required competencies as stated in the above mentioned Constitution. Teachers who have adequate competencies will determine the success of achieving educational goals.

The explanation of teacher competencies is further outlined in the regulation of Ministry of National Education Number 16/2007 concerning academic qualifications and teacher competency. The regulation states that every teacher is required to meet academic qualifications and teacher competencies. Furthermore, as stated in Article Four, Paragraph One, the Educator Certificate for teachers is obtained through Teacher Certification (PPG) Program organized by the universities that have an accredited education personnel procurement program, both organized by the Government and the Community, and held by the Government.

The participants of the Teacher Certification Program (hereafter called PPG Program) as referred at Paragraph One of the Regulation are those who have graduated from Bachelor Degree or Diploma IV (Indonesian Ministry of Research, Technology and Higher Education, 2018). PPG Programs can be held in the form of Subsidized Certification Program and a Self-financing Certification Program. The subsidized program is funded by the government. While self-financing program education costs are fully borne by students.

Almost all LPTKs (Educational Institutions for Educational Personnel) and state-owned universities having the Faculty of Educational Science have been appointed to organize the PPG program. One of the universities that organize teacher certification programs in Indonesia is Universitas Negeri Padang (UNP). PPG program at UNP has been running for several years. This program is addressed for all pre-service teachers and in-service teachers including English language teachers.

Pre-service certification program is a program intended for teacher candidate who have met the academic qualifications requirements of S-1 / D-IV and will apply to become teachers. Whereas in-service certification program is a program intended for currently serving teachers. In-service teachers consist of civil servants and non-civil servant teachers who have taught at education units, whether it is held by the central government, regional governments, or community education providers who have work agreements or collective work agreements.

PPG program should be able to produce several positive impacts on the performance of teachers who have graduated and have received the title of the professional educator. However, from several studies that the researcher read, PPG Program does not really affect the performance of educators or even no impact of PPG Program that occurs on teacher's performance. According to a result of a study by Baedhowi, 50% of 3670 respondents stated that teachers who had been certified through portfolio assessment did not experience improved pedagogical competence, personal competence, professional competence, and social competence (Joglo Semar, 2009). It was further mentioned that the main motivation for most teachers for participating in certification was related to financial benefit.

Furthermore, Baruningsih (2011) conducted a study on the effect of PPG Program on the performance of accounting teachers in vocational schools in Sragen

Regency. The result of this study is that there was no difference in performance between teachers who have passed certification and teachers who have not.

Both of the previous studies above used portfolios, written and performance tests as the instrument to peer-assess teacher performance and did not show positive results and had an impact on teacher performance. Therefore, teachers could not reflect on their own teaching performance results.

Due to those above reasons, the researcher intends to conduct a research on the impacts of PPG Program conducted at UNP on pre-service teachers and in-service teachers. However, this current study is different in the method of data collection which using Self-assessment to form the instrument.

RESEARCH METHOD

This study aims to analyze the impact of PPG program on pre-service and in-service English teachers' performance by focusing on teachers' pedagogical and professional competencies based on the Self-assessment. Therefore, in this research, the researcher used Survey Research with Quantitative Method. The data in this research will be the results of self-assessment from 45 in-service and 11 pre-service secondary school English teachers who graduated from the PPG program in UNP in 2019 backwards. The teacher participants come from many different areas; Malaysia, West Sumatra, South Sumatra, Aceh, Riau, and Jambi. There are around 56 teachers in total. Total sampling technique will be applied to get the sample.

In order to obtain the data for this research, a questionnaire will be used as the instrument. The questionnaires are based on Universitas Pendidikan Ganesha PPG Program's TPA. The instrument consists of two indicators; teaching plans and materials; classroom procedure. Furthermore, the questionnaire will be categorized in two parts based on pedagogical and professional competencies. 28 questions have been prepared to measure pedagogical competencies while 13 questions have been prepared to measure professional competencies. Five open-ended questions were also provided to strengthen the result of the questionnaire. The questionnaire will be distributed through Google form for English teachers to fill out based upon the assessment that they made for themselves. Then, the researcher used Microsoft Excel to analyze the data. The data were analyzed using the following formula

$$P = \frac{Ts}{Ms} \times 100$$

Explanation:

P: Percentage rate

Ts: Total Score

Ms: Max Score

Table 1. Likert Scale

Category	Scale
Not good	1
Below Average	2
Good	3
Very Good	4

The questionnaire was given to teachers by using Google-form site, and it took them for about 30 minutes to fill it out. Teachers filled out the questionnaire from March 8th 2021 until May 7th 2021. The questionnaire has been distributed through the Google-Form site to 150 teachers; however, only 56 teachers were willing to fill out the questionnaire.

RESULT AND DISCUSSION

The analysis and findings of the data will be discussed in two parts: a.) the impacts of PPG Program in-service and pre-service secondary school English teacher's pedagogical competencies based on self-assessment, b.) the impact of PPG Program in-service and pre-service secondary school English teacher's professional competencies based on self-assessment.

a) The impacts of PPG Program on English teacher's pedagogical competencies.

In Table 2 below questionnaires have been provided relevant questions along with four scoring criteria; Very Good, Good, Bad, Very Bad. The data regarding the impacts of the PPG program on in-service and pre-service secondary school English teacher's pedagogical competencies based on school self-assessment is provided below.

Table 2. English Teacher Pedagogical Competencies

No	Questions	Responses Categories							
		Very good (4)	%	Good (3)	%	Bad (2)	%	Very Bad (1)	%
1	I present research-based learning resources	9	16%	42	75%	5	9%	0	0%
2	I relate material to real life	27	48%	29	52%	0	0%	0	0%
3	I adapt the strategies and models to the learning objectives	16	29%	40	71%	0	0%	0	0%
4	I adjust the tools and media with the model and learning objectives	18	32%	38	68%	0	0%	0	0%
5	I conduct an initial assessment, uses the right method, instruments which capable of exploring initial abilities, and it is used in the learning process	8	14%	45	80%	3	5%	0	0%
6	I assess the learning process, uses appropriate methods and instruments, and has utilized information technology as a medium in conducting web-based assessments	12	21%	40	71%	3	5%	1	2%
7	I have learning outcome assessment instruments that include knowledge, skills, and attitudes	20	36%	36	64%	0	0%	0	0%
8	I manage the class	27	48%	29	52%	0	0%	0	0%

9	I motivate the students	33	59%	23	41%	0	0%	0	0%
10	I conducted apperception	30	54%	26	46%	0	0%	0	0%
11	I convey the learning objectives or indicators of competency achievement	26	46%	30	54%	0	0%	0	0%
12	I convey the importance of the competencies to be achieved	23	41%	31	55%	2	4%	0	0%
13	I convey an outline of the learning activities	25	45%	31	55%	0	0%	0	0%
14	I check students' initial ability	23	41%	30	54%	3	5%	0	0%
15	I show the correct understanding of the material	16	29%	40	71%	0	0%	0	0%
16	I demonstrate skills properly	19	34%	36	64%	1	2%	0	0%
17	I show positive behavior towards learning material	32	57%	24	43%	0	0%	0	0%
18	I present learning materials sequentially	21	38%	35	63%	0	0%	0	0%
19	I present learning materials in an integrated manner	19	34%	36	64%	1	2%	0	0%
20	I show the relevance of learning materials to real life	17	30%	38	68%	1	2%	0	0%
21	I provide learning that combines knowledge of teaching materials, pedagogy, and technology (TPACK) and other relevant approaches	10	18%	45	80%	1	2%	0	0%
22	I present the learning steps according to the syntax of the model or the chosen method/strategy	15	27%	40	71%	1	2%	0	0%
23	I conduct assessment for learning and/or assessment as learning	15	27%	38	68%	3	5%	0	0%
24	I conclude the learning outcomes	28	50%	28	50%	0	0%	0	0%
25	I evaluate learning outcomes	22	39%	34	61%	0	0%	0	0%
26	I reflect on the learning process with students	19	34%	36	64%	1	2%	0	0%
27	I give a follow-up task after the learning activity	21	38%	33	59%	2	4%	0	0%
28	I demonstrate skills in using learning media	16	29%	35	63%	5	9%	0	0%
	Average	20.25	36%	34.57	62%	1.14	2%	0.04	0%

According to English teachers' self-assessment towards the impact of PPG Program on in-service and pre-service English teachers' pedagogical performances, there is only one English teacher who put themselves under the "very bad" scoring criterion. This is found on question number six regarding teachers' ability to utilize technology in assessing the learning process such as using Google Form for quizzes. On average, this particular point from PPG Program has brought no negative impact towards English teacher's pedagogical performance due to the fact that there is barely a percent on average.

Having a look at the 'Bad' scoring criterion, it should be visible that there are two questions; number one and 28, where English teachers assessed themselves to sit on this criterion. For the first question regarding English teachers' ability to conduct learning activities using appealing method of learning in order to attract the students to the materials, there are only five English teachers who put their teaching performance under the 'bad' scoring criterion. On question number 28 regarding English teachers' ability in using learning media such as audio and Digital media in order to expedite the interactions between teachers and students to make ease of the learning activities, five English teachers assessed themselves for doing badly upon this particular issue.

Whilst the highest percentage can be seen on questions number five and 21, 45 English teachers put themselves under the 'Good' scoring criterion for question number five regarding English teachers' ability to conduct initial assessment or to test students' initial abilities. It simply means 80% of 56 English teachers are capable to test their students' initial abilities. This statement is supported by the first question on open-ended question (See appendix 2). English teachers test their students' initial abilities by asking simple questions, pre-test, etc.

Furthermore, the second highest percentage for the 'good' scoring criterion is located in question number 21 regarding English teachers' ability to provide learning that combines knowledge of teaching materials, pedagogy, and technology (TPACK) and other relevant approaches. According to the data on the table of pedagogical competencies, 80% of English teachers who participated in this research are capable of combining knowledge of teaching material, pedagogic and technology. This statement is supported by the fourth question in open-ended questions (See appendix 2); English teachers have the ability in utilizing learning media related to technology as teaching materials such as power point, audiovisual, website, etc.

The highest percentage of the 'Very good' scoring criterion comes from question number nine regarding English teachers' ability to motivate their students. 33 English teachers agreed that they have been performing really well when it comes to motivating their students and worthy to sit on the 'Very good' Scoring Criterion. This statement is supported by the second question in open-ended questions (See appendix 2) regarding how English teachers help their students in learning, one of which is by motivating their students.

Overall, the result that the researcher manages to conclude according to the data regarding the impact of PPG Program towards English teachers' pedagogical competencies is the majority of English teachers assessed themselves worthy to sit on the 'good' scoring criterion. Whilst 62% falls under the 'good' criterion, the other 36% sits on 'very good' criterion which in total would make 98% of English teachers who participated in this research has shown the positive impact of PPG Program towards

English teachers' pedagogical competencies. Regardless, simply because the average of 'very good' is lower than 'good' does not necessarily mean the result is negative due to the average of 'bad' and 'very bad' scoring criteria sits as low as 2%.

2. The impacts of PPG Program on English teacher's professional competencies.

The professional competencies questionnaires were used to assess English teachers' ability to master learning material vastly and deeply which will allow them to guide their students to achieve the competency standard set-in national competency standard. 13 statements were provided in table 3 below

Table 3. English Teacher Professional competencies

Professional Competences									
No.	Questions	Responses Categories							
		Very Good (4)	%	Good (3)	%	Bad (2)	%	Very Bad (1)	%
1	I describe core competencies (KI) and basic competencies (KD) on indicators	10	18%	45	80%	1	2%	0	0%
2	I adjust the indicators with core competencies (KI) and basic competencies (KD)	20	36%	34	61%	1	2%	1	2%
3	I formulate learning indicators to the internalization and actualization of disciplined, cooperative, and productive attitudes in accordance with the development of science and technology	16	29%	39	70%	0	0%	1	2%
4	I formulate learning achievement indicators to a level above the minimum criterion	13	23%	42	75%	1	2%	0	0%
5	I formulate learning achievement indicators covering all aspects of skills up to the level of communicating	11	20%	44	79%	1	2%	0	0%

6	I formulate all learning achievement indicators that are specific, using operational verbs, easy to observe and measure.	18	32%	38	68%	0	0%	0	0%
7	I formulate learning objectives that include aspects of audience, behavior, condition, and degree (ABCD)	17	30%	39	70%	0	0%	0	0%
8	I formulate learning objectives that implement HOTS/literacy/4C	12	21%	41	73%	3	5%	0	0%
9	I adjust teaching materials with basic competencies and indicators based on TPACK (technological pedagogical and content knowledge).	7	13%	45	80%	3	5%	1	2%
10	I have the ability to describe the scope of the material correctly.	25	45%	31	55%	0	0%	0	0%
11	I develop material in a logical order	21	38%	35	63%	0	0%	0	0%
12	I develop materials in an integrated manner (linked to each other)	17	30%	38	68%	1	2%	0	0%
13	I use a variety of learning resources	16	29%	35	63%	5	9%	0	0%
	Average	15.62	28%	38.92	70%	1.23	2%	0.23	0.41%

On table 3, the highest percentage on average located in ‘good’ scoring criterion which sits as high as 70%. On the first question, there are 45 or 80% English teachers who confidently put themselves on ‘good’ scoring criterion in regards of describing core competencies (KI) and basic competencies (KD) on indicators to students. Question number nine regarding English teachers’ ability to adjust learning materials with basic competencies and TPACK-based indicators also acquired the same result as the first question which hits 80% on the ‘good’ scoring criterion. This percentage is supported by the result from open-ended question number three (See appendix 2) regarding the variation that English teachers use in learning. It is visible that English teachers use a wide variety of learning resources starting from relevant books to the use of internet and screen projector

However, the average of ‘very good’ scoring criterion percentage does not even reach half of the ‘good’ scoring criterion. The ‘very good’ percentage only sit as high as 28%. The highest percentage of ‘very good’ is located in number 10 regarding English teachers’ ability to describe the scope of material correctly. Although 28% is arguably concerning, it should not be concluded that PPG Program has not made any progress throughout the years. On average, the negative scoring criteria are still very low.

Discussion

A very noticeable impact can be seen on the English teachers' ability to provide learning that combines knowledge of teaching materials, pedagogy, and technology (TPACK), other relevant approaches, conducts initial assessments, use appropriate methods, instruments that can explore initial abilities and actualize it in the learning process. English teachers also excel in terms of describing core competencies (KI) and basic competencies (KD) on indicators

The findings in this study are in contrast to the results of the previous research conducted by Safitri (2020) which states that there is a lot of incompetent teachers who do not acquire academic qualifications or the ability to achieve national education goals and there are many other obstacles as well. One of the factors inhibiting the performance of certified teachers is elderly teachers who find it difficult to utilize technologies, facilities, and infrastructure. In comparison, this study found that many pre-service and in-service English teachers have good abilities in understanding technology, facilities, and infrastructure even those who are in their elderly age. Based on the data regarding English teachers' year of starting teaching that has been collected through the questionnaire, 38% of the English teachers who participated in this study started teaching before 2010 (1987-2009). It is safe to assume that some of the English teachers who participated in this study are considerably old. The data that The researcher found in this research may contradict Safitri's findings.

Similarly, the research conducted by Siswandari and Susilaningsih (2013) entitled “The Effect of Teacher Certification towards the Improvement of Students' Learning Quality” found that: 1) only 37% of certified teachers can deliver material clearly. The ability to use learning media and technology, the ability to follow science and technology developments and learning innovations, as well as continuous professional development need to be improved; 2) discussions between colleagues who teach the same subject are the most desirable efforts to maintain professionalism; 3) Certified teachers have not shown a significant improvement in the quality of classroom learning. It is indicated by, among other things, the lack of ability to explain the material, utilizing technology (25% agreed for being inadequate). 20% of teachers stated that they did not pay attention to their students. In comparison, this study found that there were 80% of English teachers who acquired good skills in using media and technology, explained the material well and there were 63% of teachers who were very good at paying attention to students' abilities in learning.

Due to the current pandemic situation, the researcher was unable to record the classroom activities or conduct an interview. Therefore, open-ended questions were provided in order to strengthen the statements given by English teachers in the tables above. The answers given by English teachers in open-ended questions are

synchronized with the percentages shown in the tables. For instance, the open-ended questions have shown the variations of learning media used by teachers in the questions number three. The answers help strengthen the objectives within the questionnaire that relates to learning media and TPACK. Question number two in the open-ended question reveals the fact that English teachers do have the ability to explain the materials to their students as shown in table 4.2 question number 10.

CONCLUSION

Based on the results of the English teachers' self-assessment, it can be concluded that the UNP PPG Program has impacted decently on English teachers' performance and improved their professional and pedagogical competencies. This is undoubtedly very important to help the cause of the government's plan to improve the quality of national education.

Although there are some teachers who assess their teaching performance as not good enough in several points of the statement in the questionnaire, most of the results show that the UNP PPG Program has improved the teaching performance of English teachers in the area of pedagogical and professional competencies and helped them to become professional teachers.

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