

MANAGEMENT OF TEACHER WORKING GROUPS TO IMPROVE PROFESSIONAL COMPETENCE OF ELEMENTARY SCHOOL ISLAMIC RELIGIOUS EDUCATION TEACHERS

(CASE STUDY OF KKG PAI ELEMENTARY SCHOOL TEACHERS IN SUMEDANG REGENCY)

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Abstract

The background of this research was inspired by the PAI Primary School Teacher Working Group (KKG) activities in Sumedang Regency, but the PAI KKG activities were only carried out as an event to 'miss-miss' and chat with PAI teachers. Only to fulfill the obligation to implement cooperation between teachers and between educational institutions in one area, besides the ineffectiveness of the PAI KKG is evidenced by the lack of quality activities carried out by the PAI KKG management in South Sumedang District, several complaints made by school principals related to the professional competence of PAI teachers who not getting better. The purpose of this study was to reveal the management of KKG to improve the professional competence of PAI Elementary School Teachers in Sumedang Regency. The research method used is the case study method, namely a comprehensive description and explanation of various aspects of an individual, a group, an organization (community) of a program, or a social situation. The results of this study indicate that after the Management of KKG PAI Elementary School Teachers in South Sumedang Regency there is an increase in creativity and ability in the work program as evidenced by the relevance of the vision and mission as well as the goals of the Primary School PAI Teacher KKG in South Sumedang Regency, there is supervision with the aim of each teachers have increased in efforts to improve their personal and professional. Routine programs are activities that are carried out regularly once a month that discusses various materials related to teaching materials.

Keywords :Management, PAI KKG, Professional Competence

INTRODUCTION

The Teacher Working Group (KKG) is a forum for meeting teachers of school subjects, this institution is non-structural but has a tiered structure, starting from the provincial, district, sub-district, to school levels. The KKG management consists of a chairperson, secretary, treasurer, and sections, who are elected by deliberation and strengthened by Decrees of Education Office Officials in the provinces, districts, and sub-districts with a term of service of two years. The KKG usually holds regular monthly meetings to exchange information, conduct joint activities to improve teacher quality, and prepare educational evaluation materials. KKG is a professional communication network that can

be used for teachers in developing their profession. Through the KKG, teachers can improve their professionalism by discussing and practicing the preparation of annual programs (prota), semester programs (promises), subject matter analysis, teaching unit programs, learning methods, evaluation tools, teaching materials, making and using teaching media. In this forum, various problems that occur in the learning process can also be handled through this forum. This is a must to do as part of efforts to increase teacher professional competence. Because it is undeniable that due to a paradigm shift in the learning process from teaching (teaching) to learning (learning) and from teacher centered to student centered, the teacher's abilities are constantly fresh.(Culture, 2003)

Without the KKG, it seems that various problems that occur in schools will only become a burden for the school and the teachers concerned. The various problems faced by subject teachers are difficult to solve and if they can be solved, they will only become the story of the teacher in question or the property of the school. Another problem that may arise is the gap between schools. The KKG, according to the researcher, is able to bridge the problems above. the objectives of organizing the KKG are; first, fostering the enthusiasm of teachers to improve their abilities and skills in preparing, implementing and evaluating teaching and learning activities. Second, equalize the abilities and skills of teachers in carrying out teaching and learning activities so that they can support efforts to increase the distribution of quality education. Third, accommodate all the problems experienced by teachers in carrying out daily tasks and find ways to solve them in accordance with the characteristics of the subject, teacher, school, and environment. Fourth, assisting teachers in an effort to meet their needs related to teaching and learning activities. Fifth, helping teachers obtain educative technical information related to curriculum development policy activities with the quality of the lessons concerned. Sixth, as an exchange of information and exchange of experiences in order to follow the development of science and technology as well as the development of teaching techniques. (Dikbud, 1990; 2). every teacher must improve his competence as a teacher, both pedagogic competence, personality, social and professional. With this competency, teachers are expected to be able to plan and implement learning well and be able to develop their profession. Increasing the competence of teacher professionalism cannot be separated from the assumption that human knowledge, including teachers, will stagnate if it is never "up graded" or updated. So that efforts to improve the professional competence of teachers are a necessity that cannot be denied. Professional competence according to HAR Tilaar cannot be formed immediately. This means that someone who wants to improve his ability must continue to do learning activities. Professional competence is not 'finished goods' or ready to use. Professional competence is formed through a continuous process. Likewise, teachers A teacher also needs to constantly change himself because the educational experience is not a routine experience. The teacher is an actor in pedagogical action, because pedagogy in life is constantly changing, the professionalism of the teacher will continue to change.(Tilaar, 2002)

The main agenda that needs to be programmed to improve the quality of education at the elementary level is a change in the learning process in the classroom. These changes are difficult to materialize without an increase in teacher professional competence, because teachers play the most dominant role in the education process. Departing from the assumption that the higher the professional competence of teachers, the higher the quality of learning. This can not be separated from the mandate of Law No. RI. 20 of 2003 concerning the National Education System that as professionals, teachers are tasked with planning and implementing learning programs, assessing learning outcomes, and conducting guidance and training. One of the efforts that need to be grown and developed to develop the task of the profession is the formation of school clusters. In principle, a school cluster is a forum for a group of teachers from a particular field from a certain area, for example the district level as a place to discuss and find solutions to common problems. For example, PAI teachers form groups of PAI teachers. Furthermore, the group members are expected to be able to carry out professional coaching in their respective schools. In elementary schools, this cluster of schools is known as the Teacher Working Group (KKG), while in junior and senior high school it is known as the Subject Teacher Consultation (MGMP) and in SMK it is known as the Education and Training Teacher Consultation (MGMD). based on observations and preliminary analysis what the goals of the PAI KKG in South Sumedang District were not achieved at the practical level at the implementation level. The problems that often occur are that the implementation of the PAI KKG is only limited to fulfilling the obligation to implement cooperation between teachers and between educational institutions in one area. Even though financially the implementation of the PAI KKG received sufficient financial support from the Education Office. Second, the various complaints made by the principal regarding the professional competence of PAI teachers have not improved. This is also an indication of the ineffectiveness of implementing the PAI KKG in South Sumedang District.

Taking into account the background of these problems, the authors would like to reveal KKG Management to Improve the Professional Competence of PAI Elementary School Teachers in Sumedang Regency. This research is focused on the activities of the teacher working group (KKG), especially the activities of the PAI Elementary School Teacher Working Group in South Sumedang District, Sumedang Regency,

RESEARCH METHODS

This research is a qualitative descriptive research. Qualitative research is research that provides a factual and systematic description of situations and events regarding the factors, characteristics, and relationships between phenomena that are only for accumulation. Lexy J. Moleong (2000;6). Another opinion, stated that descriptive qualitative research is research to describe and strengthen predictions of a phenomenon that applies on the basis obtained in the field. Sukardi (2008: 14). This study attempts to describe, record, analyze, and interpret what is being researched through observation, interviews, and studying documents. Mardalis (2004;26).

This study provides a systematic, careful, and accurate description of the KKG Management to Improve the Professional Competence of PAI Elementary School Teachers in Sumedang Regency. Research, in addition to using appropriate methods, also needs to choose relevant data collection techniques and tools, the use of appropriate techniques and data collection enables objective data to be obtained. Data collection is carried out in various settings, sources, and in various ways. When viewed from the setting, the data can be collected in a natural setting (natural setting). When viewed from the source of the data, the data collection can use primary sources, and secondary sources. Furthermore, when viewed in terms of the way or method of data collection, the data collection method can be done by observation (observation), interviews (interviews), documentation and a combination of the three. Sugiyono (2005;62)

In general, research will be successful if a lot of instruments are used, because the data needed will answer research questions (problems) through instruments, the instrument as a data collection tool must be properly designed and made in such a way that it produces empirical data as it is. (S. Margono 155) . The instrument used in this research is an interview guide which contains a list of questions, an observation guide, and the format of documentation notes related to the object of research. The observation guide the researcher uses when visiting the research location is to make observations that are carried out intentionally and systematically about social phenomena with psychological symptoms which are then recorded. Joko Subagyo (1991;63). In qualitative research, the instrument or research tool is the researcher himself, so that the researcher as an instrument must also be validated to what extent qualitative researchers are ready to conduct research which then goes into the field. Validation of researchers as instruments includes understanding qualitative methods, mastery of interviews, readiness to enter the object of research. The sources of data in this study are adjusted to the focus and objectives of the study. In qualitative research, as has been used in this study, researchers choose data sources and prioritize emic perspectives, meaning that they are concerned with the views of informants, namely how they view and interpret the world from their point of view. Sugiyono, (2008; 181). so that the researcher as an instrument must also be validated to what extent qualitative researchers are ready to conduct research which then goes into the field. Validation of researchers as instruments includes understanding qualitative methods, mastery of interviews, readiness to enter the object of research. The data sources in this study are adjusted to the focus and objectives of the research. In qualitative research, as has been used in this study, researchers choose data sources and prioritize emic perspectives, meaning that they are concerned with the views of informants, namely how they view and interpret the world from their point of view. Sugiyono, (2008; 181). so that the researcher as an instrument must also be validated to what extent qualitative researchers are ready to conduct research which then goes into the field. Validation of researchers as instruments includes understanding qualitative methods, mastery of interviews, readiness to enter the object of research. The sources of data in this study are adjusted to the focus and objectives of the study. In qualitative

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To check the validity of the data in qualitative research, the researcher uses the criteria of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability). These four criteria are attributes that distinguish qualitative research in succession with internal validity, external validity, reliability and objectivity in the tradition or paradigm of positivistic research (Meleong, 1996: 176; Sudjana and Ibrahim, 1989; and Nasution, 1992). In addition, the researchers also triangulated by conducting cross-checks aimed at checking the validity of the data.

RESEARCH RESULT

The data that the authors put forward are obtained from the results of research in the field conducted through observation, interviews, and documentation techniques, then the author describes how to know the role of the working group of teachers in improving the professional competence of Islamic Religious Education Teachers in Elementary Schools which includes the vision and mission as well as the goals of the group. Teacher Work, the work program for the period 2020-2024 to improve the professional competence of Islamic Religious Education teachers in Elementary Schools and the implementation of the Teacher Working Group and the factors that influence the role of the Sumedang Regency Teacher Working Group. This is adjusted to the formulation of the problem and the objectives to answer these problems, so field research is carried out for the following findings:

a. Data on the role of teachers and members of the Working Group of Islamic Religious Education Teachers in Elementary Schools in Sumedang Regency in order to improve the professional competence of Islamic Religious Education Teachers in Elementary Schools in Sumedang Regency. From the results of an interview with the Chair of the Teacher Working Group, he said "in essence the vision and mission as well as the objectives of the Teacher Working Group are no different from other Teacher Working Groups, namely to improve the quality of Islamic Religious Education teacher education and equate different perceptions". Mr. Edi Junaedi, M. Ag also said that "based

on the vision and mission and objectives, the work program is expected to be directed, although the most important thing is the results achieved from the vision and mission as well as the objectives of the Teacher Working Group".

The Working Group of Islamic Religious Education Teachers at the Sumedang Regency Elementary School in its efforts to achieve its goals and realize its vision and mission to improve professionalism, carries out several programs including:

a. Supervision of teachers who are members of the Working Group on Islamic Religious Education Teachers at the Elementary School of Sumedang Regency where the supervision is intended to provide assistance to teachers who have difficulty in teaching in carrying out their duties, so that teachers can improve their teaching and learning abilities in the classroom, but supervision is only administrative in the form of teacher attendance, making lesson plans, and focusing on teacher activities. In the implementation of this supervision, unlike supervision, it is more of an evaluation of every program that has been carried out, and the attitude of the teacher is cooperative even though there is no follow-up after the evaluation of supervision so that teachers are less motivated and take the initiative in carrying out their duties and functions as educators.

b. Program Routine meetings of members of the Islamic Religious Education Teacher Working Group of Sumedang Regency, in addition to supervision of teachers, a form of quality improvement carried out by the Teacher Working Group is the provision of material by resource persons appointed by the management or the results of joint decisions by the Working Group management, teachers, supervisors of participants who have attend seminars and training and upgrading, as well as participants in the Teacher Working Group as root educators from other institutions. The above activities occur and are necessary based on the agreement of the members of the activities, including: Activities in the curriculum field including understanding the material, using appropriate and effective learning resources and tools, evaluation, including preparing question grids, carrying out good evaluations, analyzing learning outcomes and remedial.

The Working Group for Islamic Religious Education Teachers in Elementary Schools in Sumedang Regency developed a work program that aims to improve the professional competence of Islamic Religious Education teachers, as well as carry out continuous guidance so that teachers are actively and all learning objectives are achieved and carried out properly. This program is carried out by the Working Group of Islamic Religious Education Teachers to improve the quality of Islamic Religious Education teachers in Elementary Schools including improving the quality and development of materials, presenting materials, solving problems faced, and managing education. This program is carried out in the form of continuous coaching with the aim of equipping teachers with skills that are in accordance with educational goals so that the teaching and learning process becomes more effective and enjoyable.

a. Discussion of the problem of learning Islamic Religious Education

- b. Carrying out Teacher Working Groups in turns
- c. Training and preparation of syllabus and lesson plans for Islamic education
- d. Compilation of grids and preparation of Islamic Religious Education questions
- e. Increased knowledge and insight in the Elementary School Islamic Religious Education teacher development program

The development program is a program carried out in the form of training and workshops to hone skills to support the implementation of teaching which is carried out if needed and is not continuous, such as conducting socialization of the new curriculum and regulations for Islamic Education.

Factors influencing the role of the teacher working group in improving the professional competence of elementary school Islamic religious education teachers

From the results of interviews with the teachers concerned, their educational background of Islamic Religious Education teachers, the members of the Primary School Teacher Working Group in Sumedang Regency, are mostly Bachelors of Strata I. Teachers who have relevant educational backgrounds will find it easier to carry out the teaching and learning process. professional compared to teachers with low education. The higher the level of education, the wider the insight and knowledge possessed by the teacher, so the better the teaching activities and the achievement of learning objectives.

One of the factors that influence the role of the Primary School Teacher Education Teacher Working Group in improving the professional competence of Islamic Religious Teacher Education teachers is the teacher's teaching experience. According to Mr. Edi Junaedi, M. Ag, who has been teaching for a long time, he already understands the condition of the surrounding community and especially the students at the school where he teaches. Based on the results of interviews regarding the experience of teaching, the teachers are quite competent in the world of Islamic Religious Education, have taught and have experienced the bitter sweetness of obstacles, and various different situations.

Table 1.1 Data for PAI Elementary School Teachers in Sumedang District

| No | Teacher name | Teacher Teaching Experience |
|----|-----------------------|-----------------------------|
| 1 | Deli Tika, S.Pd.I | 37 years old |
| 2 | Siti Asiah S.Ag | 33 years old |
| 3 | Maimunah, S.Pd | 33 years old |
| 4 | Dra Norhasanah | 35 years old |
| 5 | Drs. Muhammad Ali | 34 years old |
| 6 | Hasan Basri, S. Ag | 34 years old |
| 7 | Drs. Faturrahman, SH | 34 years old |
| 8 | Rumiani, S. Ag | 26 years |
| 9 | Lina Marlina, S. Ag | 30 years |
| 10 | M. Daryanto, M.Pd | 27 years |
| 11 | Arnaniah, S.Pd | 21 years |
| 12 | Syafriadi, S.Pd | 34 years old |
| 13 | M. Aini Sahriza, S.Pd | 34 years old |
| 14 | Rumiani, S. Ag | 33 years old |
| 15 | Murtiningsih, S.Pd | 28 years |
| 16 | Drs. Hazairin | 35 years old |

Based on the results of interviews with several Islamic Religious Education teachers who are members of the Sumedang Regency Islamic Education Teacher Working Group, the monthly income can be said to be quite adequate, so that those who are already the majority of Civil Servants and State Civil Apparatus are not looking for additional income that interferes with their duties as educators. Besides that, the government certification program is also very helpful for the welfare of Islamic Religious Education teachers in Sumedang Regency.

Furthermore, the participation of members in carrying out work programs to improve teacher professionalism is quite good because of their good commitment to participating in activities. 1 when the observation was carried out there were no more suspended activities so that it had an impact on optimal management, plus the existence of the Articles of Association and Bylaws as the basis for the organization that was designed and owned. In addition, there is an archive owned by the Working Group of Islamic Religious Education Teachers at the Sumedang Regency Elementary School. The size of the area and the complexity of the problems that occur in the field do not cause the activities of the Teacher Working Group to be hampered,

Funds for the activities of the Islamic Religious Education Teacher Working Group obtained from the Ministry of Religion of the Sumedang Regency and donations from members, although for the activities of the Teacher Working Group are still sufficient but to build a secretariat or an official permanent place for the activities of the Teacher Working Group, it is still far from sufficient 2 . In terms of funds, there is already a budget but to build a place is still not sufficient because if you have your own building, all activities and meetings will be easily carried out without having to borrow another place.

The author presents the results of data analysis obtained based on the presentation of the previous data description:

The role of the Teacher Working Group in improving the professional competence of Islamic Religious Education teachers at the Sumedang Regency Elementary School:

a. From the results of research on the vision and mission as well as the goals of the Working Group of Islamic Religious Education Teachers in Sumedang Regency, it is in accordance with the outline of the objectives, namely as a forum and means of expanding horizons and trying to achieve standards of becoming professional teachers, as well as empowering members and equalizing perceptions in improve the professionalism of teachers and not just a mere gathering of friendship.

b. Supervision is an effort to foster and assist teachers individually and in groups with the aim that each teacher experiences improvement in their personal and professional improvement efforts. While the supervisor is the person in charge of being a mentor and controller as well as a motivator for teachers. Supervisors included in the management of the Islamic Religious Education Teacher Working Group carry out their duties by fostering and participating in determining the work program of the Sumedang Regency Elementary School Islamic Education Teacher Working Group. The supervision that is running in the Working Group of Islamic Religious Education Teachers in Elementary Schools has not run optimally because the supervision only focuses on teacher behavior, not teaching effectiveness.

c. A routine program of member meetings that is held regularly once a month that discusses various materials related to teaching materials for teachers in the field of Islamic Religious Education for Elementary Schools in Sumedang Regency so as to add to the scientific treasures of Islamic Religious Education teachers for Elementary Schools in Sumedang Regency. Professionalism can also be seen from the commitment to improve the quality of oneself properly.

d. The ability to manage learning is one of the teacher's competencies, from this discussion of learning problems, management problems are the most frequently discussed and faced by teachers. From this discussion of learning problems, it can solve problems faced by teachers, so as to improve the professional competence of teachers, but in this activity the follow-up of the problems faced by all teachers is comprehensive enough so that the problems encountered can be resolved.

- 1) Carrying out Teacher Working Groups in turns
- 2) Training and preparation of syllabus and lesson plans
- 3) Preparation of grids and preparation of questions

The development program is quite helpful for members of the Islamic Religious Education Teacher Working Group in Sumedang Regency with the enthusiasm of good members, and cooperation between the committee, and involving members in the committee.

The factors that influence the role of the working group of Elementary School Islamic Religious Education Teachers in improving the professional competence of Elementary School Islamic Education Teachers in Sumedang Regency.

a. Based on the results of interviews with members of the Working Group on Islamic Religious Education Teachers in Primary Schools in Sumedang Regency, the teacher's educational background factors can affect the learning process and work professionalism. Some teachers have experience and backgrounds that are quite qualified, namely there are teachers who have a teacher education background in the Faculty of Islamic Religious Education and already have certification, some even have no qualifications for Islamic Religious Education teacher education facilities so that the quality of teaching in terms of quality is still in doubt, but from In terms of teaching experience, he is very qualified, namely decades.

If analyzed based on Law No. 14 of 2005 concerning Teachers and Lecturers, every Elementary School Islamic Religious Education teacher must have a minimum academic qualification of Bachelor's Degree in education because teacher is a profession which means it requires special skills so that it cannot be done by anyone outside of education. . However, in obtaining expertise in the field of education, it is not only obtained in tiered education in the Working Group of Islamic Religious Education Teachers at the Sumedang Regency Elementary School.

b. The experience of teachers is quite diverse because there are some who are still honorary and do not have long enough experience in the world of education, and there are also some who have been teaching for decades because the experience is very necessary to know the strengths and weaknesses in teaching and understanding students. The experience of teaching core management and members of the Islamic Religious Education Teacher Working Group is considered sufficient because it is relatively long, ranging from 20 years to 37 years.

c. Teachers who have become Civil Servants and State Civil Apparatuses can be said to have sufficient welfare and this is also a support for the profession they are involved in so that they do not interfere with their duties and obligations as educators to be optimal and quite well established.

d. The activeness of the management greatly impacts the existing work programs in Sumednag Regency, and this will also affect the subsequent regeneration, so that if the management is less active in managing and running the program, it is difficult for members to realize the vision and mission so they need motivation and guidance as well as cooperation support between core administrators and members that the importance of the Teacher Working Group for Islamic Religious Education teachers in Elementary Schools in Sumedang Regency.

e. Minimal finances due to limited sources of funds that result in delays in activities and the smooth running of the program, basically if the activity is supported by various

parties who contribute both morally and materially, the activity will run smoothly, funds are available by the Working Group of Islamic Religious Education Teachers at Elementary Schools in Sumedang Regency is very limited so that it is hampered because the donors are only from the school and private contributions from outside parties are still rare, it is better to increase the link or network of non-binding external funds that assist the implementation of the program.

CONCLUSION

The Teacher Working Group (KKG) is a forum or place for teachers to discuss matters for quality improvement in learning, with the KKG in Elementary Schools it can facilitate communication between subject teachers or class teachers, a Teacher Working Group must of course have a system holistic management to produce professional teacher competencies, the KKG management steps include planning, organizing and assessing. With the KKG management there is a significant change, namely an increase in the work ethic of PAI teachers, this is because there is good PAI KKG management tailored to their needs, the role of PAI teachers is not only limited to teaching and educating but optimizing human resources who understand organizing to improve the quality of PAI teachers themselves.

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