

Teacher Professionalism and the Influence of Education Level, Training, and Teaching Experience

Nurhidayah¹, Bukman Lian², Dessy Wardiah²

¹SMA Negeri 3 Palembang, ²Universitas PGRI Palembang
Corresponding Author E-mail: nurhidayah7681@gmail.com

Received 30 April 2022; Revised 31 May 2022; Accepted 30 June 2022

Abstract: This study determined the effect of the level of education, training and teaching experience partial and together on the professionalism of teachers. This research was quantitative with a survey design. This research was conducted in a high school in Zone III, Muara Enim Regency, with a 50 respondents. Data were collected using questionnaires and documentation. The validity test uses Pearson's product moment, while the reliability test uses K-R.20. The prerequisite test of data analysis used normality test, linearity test, multicollinearity test, while data analysis used multiple linear regression. The results showed that there is an effect of the level of education, training and teaching experience partial and simultaneous on the professionalism of teachers from senior high school in Zone III at Muara Enim Regency.

Keyword: Teacher Professionalism, Education Level, Training, Teaching Experience

1. Introduction

Education is a deliberate effort to develop the potential that exists inside an individual, which is carried out methodically in the creation of an atmosphere of teaching and learning, supervision and training activities so that students can develop their potential. Education is the single most important aspect in increasing a country's human resource (HR) quality for its inhabitants. Education may help a

person develop intelligence, noble character, personality, spiritual power, and talents that benefit oneself and society.

Many aspects, including teachers, students, curriculum, education administration, facilities and infrastructure in schools, impact success in creating high quality Indonesian human resources, excellent competitiveness, and reliable quality, in the educational process. Aside from that, the environment around the school and the surrounding community, school committees, particularly families, government, and the private sector (business and industrial world) all play a vital role in ensuring the success of the educational process.

According to Wahyudi (2010), the quality of education is governed by a number of prominent elements, including instructors, the leadership of administrators, school facilities and infrastructure, and a curriculum that is in line with scientific discoveries.

According to Kunandar (2017), the teacher is the spearhead who is directly associated to pupils as learning objects and subjects. Teachers are learning leaders, facilitators, and the focal point of learning activities (Usman, 2011). Apart from numerous aspects connected to the existence of the teacher, teachers are the most significant component of the teaching and learning process, both in formal education and education. There is one component in the basic learning system that most influences the quality of learning, and that is the teacher (Bafadal 2008). It may be inferred that the factor of educators or teachers has a big influence on whether or not the learning process occurs. The primary responsibility of teachers is to educate the youngsters of the country. Because teachers have direct contact with students, the various abilities possessed by a teacher will greatly determine the level of quality of learning carried out in an educational institution, and teacher professionalism is a major factor in improving the quality of education both at the primary and secondary levels.

According to Article 1 of the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary and secondary education. This suggests that the teacher's work is extremely noble in preparing children to fulfill the educational goals that have been set and governed by legislation. Article 8 of Law No. 14 of 2005 states that instructors must have academic degrees, competences, educator certifications, be physically and psychologically sound, and be able to achieve national education goals in order to carry out their tasks.

The educational objectives outlined in the Act will not be met unless the necessary components function correctly. Many components must be prepared or considered in order for educational goals to be accomplished to their full potential. One of the components under consideration is the availability of educators with the necessary educational degrees and competences.

Gazali (2012) performed research titled *The Effect of Educational Background and Teaching Experience on Professionalism of Vocational High School Teachers with Audio-Video Engineering Skills Competence in Yogyakarta City*, which inspired this study. The findings revealed that educational background has a positive and significant effect on teacher professionalism; teaching experience also has a positive and significant effect on teacher professionalism; and educational background and teaching experience combined have a positive and significant effect on teacher professionalism.

Furthermore, Rumartiningsih (2018) did study named *The Effect of Education, Training, and Teaching Experience on Lecturer Professionalism at the Islamic University of Jember*. The findings revealed that education, training, and teaching experience all had a substantial impact on the professionalism of lecturers at the Islamic University of Jember. Education, training, and teaching experience all have an impact on the professionalism of lecturers at the Islamic University of Jember.

In addition, Parida (2015) states that this study, the degree of education has a considerable beneficial influence on teacher competency. This is due to the fact that the social studies instructors at SD Sekecamatan Buntu Batu already have a high education, and the average education obtained is S1 and S2. Teacher competency is influenced positively by teaching experience. Teachers also take the initiative to organize training to improve classroom learning. As a result, the degree of education and teaching experience of teachers in social studies topics at SD Sekecamatan Buntu Batu have an impact on teacher professionalism.

Furthermore, Alamsyah et al. (2020) did research named *The Effect of Academic Qualifications and Teaching Experience on Teacher Professionalism*. According to the findings of this study, teachers' academic credentials and teaching experience have a substantial impact on teacher professionalism at 210 Palembang Elementary School. Instructors, as educators, must continue to strengthen their academic credentials and teaching experience since the success of students in learning cannot be divorced from the role and competency of teachers in teaching, leading, and developing pupils. As a result, instructors must be

professionals in their fields and must continually enhance their skills to meet the intended educational goals.

According to Ahmadi (2018), becoming a professional teacher necessitates the following qualifications: (a) having talent as a teacher, (b) having expertise as a teacher, (c) having good and integrated skills, (d) having a healthy mentality, (e) having a healthy body, (f) having extensive experience and knowledge, (g) having a Pancasila spirit, and (h) being a good citizen.

The teacher, as a human element in the teaching and learning process, who serves as a source of information and skills and shapes students' personalities, must comprehend the fundamentals, aims, and policies of education. As a result, instructors must recognize that science is a vehicle for achieving classroom goals as well as long-term goals, such as national education goals (Djamarah & Zain, 2018). According to Farezi (2016), being a professional teacher is challenging and fraught with difficulties. Starting with poor teacher competency, low remuneration, a teacher recruiting system that does not prioritize teacher quality, and the personality of less competent instructors. Teacher professionalism may be increased by individual and collaborative efforts such as education, ongoing technical coaching training, and the formation of a forum for encouraging teacher professionalism.

Education in Indonesia is expected to improve and grow as the number of competent instructors increases. Meanwhile, experience is everything sensed or encountered in life that gives lessons and advantages for cultivating positive attitudes and behaviors. A lot of experience and doing the same task frequently will make someone experienced, proficient, and capable of accomplishing a job, and the way it operates is supposed to be more professional.

Through an interview on Thursday, June 04, 2021 with Drs. Muhtarimin, the former head of the Regional Technical Implementation Unit (UPTD) of Sungai Rotan District and now serves as an employee of the Sungai Rotan sub-district, that in Region II (two) or Zone III (three), Muara Enim Regency has six sub-districts, namely: (1) Gelumbang District; (2) Lembak District; (3) Sungai Rotan District. There are already five public high schools (SMAN) and two private high schools in the six sub-districts, namely: (1) SMAN 1 Gelumbang, located at Jalan Raya Palembang-Prabumulih KM.58 Gelumbang, District Gelumbang 31171; (2) SMAN 1 Lembak, located at Jalan By Pass KM.16 Prabumulih-Palembang Lembak Village, Lembak District 31171; (3) SMAN 1 Sungai Rattan is located at Jalan Harapan No. 5 Sukarami Village, Sungai Rotan

District 31357; (4) SMAN 1 Kelekar is located at Jalan AMD Manunggal IV, Suban Baru Village, Kelekar District; and (5) SMAN 1 Muara Belida is located at Harapan Mulia Village, Muara Belida District 30968; while the private high schools are: (1) SMA PGRI Gelumbang having its address at Jalan Pipa PERTAMINA, Gelumbang Village, Gelumbang District 31171; (2) Pelita Kosuma High School Jalan Raya Suka Merindu-Tanding Marga Suka Merindu Village, Sungai Rotan District, Muara Enim Regency, South Sumatra Province.

Furthermore, it was discovered that the teaching staff at SMA in Zone III included not only local inhabitants but also individuals who came from outside the region, such as Prabumulih and Palembang. Table 1 shows the number of high school teachers on duty in Muara Enim Regency's Zone III:

Table 1 The Number of High School Teachers on Duty in Muara Enim Zone III

No.	School	Sex	Total Teacher	Total Human
1.	SMAN 1 Gelumbang	Male	20	56
		Female	36	
2.	SMAN 1 Lembak	Male	9	29
		Female	20	
3.	SMAN 1 Kelekar	Male	13	29
		Female	16	
4.	SMAN 1 Sungai Rotan	Male	11	36
		Female	25	
5.	SMAN 1 Muara Belida	Male	5	8
		Female	3	
6.	SMA PGRI Gelumbang	Male	7	27
		Female	20	
7.	SMA Pelita Kosuma	Male	3	5
		Female	2	
Total				190

On Thursday, June 7, 2021, the author interviewed the heads of SMA Negeri 1 Gelumbang and SMA PGRI Gelumbang, acquiring a variety of facts, including: (1) Professional teacher certificates have been obtained by approximately 90% of the teachers at SMAN 1 Gelumbang; (2) Teachers at SMA

Negeri 1 Gelumbang have varied teaching experiences as evidenced by a teaching certificate (SK); (3) There are teachers' educational backgrounds that are not in accordance with the subjects they teach, as evidenced by school documentation results; (4) There are still teachers who lack discipline in carrying out teaching tasks; (5) There are still teachers who have not utilized the latest information technology (IT) in the teaching and learning process, particularly during the current pandemic; the use of IT is an obligation that a teacher must have in order to carry out their duties; and (6) The implementation of the learning process carried out by teachers in schools is still less effective; it is necessary to increase knowledge. Whatever problems they confront, teachers must continue to develop their professionalism since educators are responsible for the future of kids in Indonesia. Human resource development will be effective if it is accompanied by high-quality education. This why the authors carry out research related to Teacher Professionalism and the Influence of Education Level, Training, and Teaching Experience.

2. Methods

This is quantitative study using the quantitative descriptive technique. Quantitative research methods are research methods based on the philosophy of positivism that are used to examine specific populations or samples. Sampling techniques are usually random, data collection is done with research instruments, and statistical quantitative data analysis is done to test certain hypotheses (Sugiyono, 2015). This study is significant because it investigates the partial influence of numerous research factors, including the variable degree of education, training and teaching experience, and teacher professionalism. In this study, correlation and regression analysis were used. The application of regression analysis to determine: 1) the level of influence of the variable Education Level (X1) on the variable Teacher Professionalism (Y), 2) the level of influence of the variable Training (X2) on the variable Teacher Professionalism (Y), 3) the level of influence of the variable Teaching Experience (X3) on Teacher Professionalism (Y), and 4) the level of influence of the variables Education Level (X1), Training (X2), and Teaching Experience (X3) on Teacher Professionalism (Y).

3. Results and Discussion

This study was carried out in accordance with the phases of scientific research and the stages of producing research reports as published and socialized

by the Graduate Program of the University of PGRI Palembang. Researchers design research equipment with the indicators to be monitored and evaluated in mind. The indicators are produced based on theoretical research or literature reviews, as well as professional comments. The researcher then formulates it such that it meets the demands of the research's implementation.

We did prerequisite testing such as the validity test, normalcy test, heteroscedasticity test, linearity test, and multicollinearity test. The results show that the data in this study are normally distributed, indicating that the key prerequisites for testing the hypothesis using parametric statistical analysis were satisfied. The heteroscedasticity test also shows that there are no signs of heteroscedasticity since the study data has distributed evenly on either side, as seen by the data distribution graph.

The Importance of Education Level in Teacher Professionalism

Education for teachers is required since instructors must possess the knowledge that will be imparted to pupils. A teacher's position is a professional position; to obtain that post, one must have appropriate education; the degree of education is as required. A bachelor's degree or higher education is necessary for all instructors, particularly high school teachers. A good educational background is demanded of a teacher in order for him to carry out his tasks effectively and professionally. Education is sometimes seen as a highly crucial criterion for occupying a certain job in the workplace, since it defines a person's intellect and skill.

The Zone III Muara Enim High School instructors in this research already had S1 credentials, and 18 had recently graduated from S2 (36.0 percent). This means that instructors already have credentials and advanced degrees to educate the nation's youth. According to the findings of study and data analysis, the degree of education has a substantial impact on the professionalism of high school teachers in Zone III, Muara Enim Regency. This suggests that increasing or improving a teacher's degree of education will boost the professionalism of high school instructors in Zone III, Muara Enim Regency.

The t-count value is 11.210 based on the basic linear regression test stated above. The t-table value is then looked up in the statistical t table with $\alpha = 0.05$ and degrees of freedom (df) $n-2$ or $50-2 = 48$ (n is the number of data), and the t-table result is 2.011. As a result, the number of t-count (11.210) exceeds the value of t-table (2.011), and H_{01} is rejected while H_{a1} is approved. The value Sig = 0.000

0.05 is therefore obtained for the significance test. The following conclusions can be drawn from the Hypothesis 1 test results:

H_{a1}: Education Level (X₁) Has a Significant Effect on the Professionalism of High School Teachers in Zone III, Muara Enim Regency, Indonesia (accepted). This suggests that a person's degree of education, particularly for instructors, has an impact on their professionalism.

The findings of this study complement Ahmad Gazali's (2012) research, one of which tries to identify the influence of educational background on teacher professionalism. The b value of 9.47 and the F-count > F-table (111.325 > 3.89) data suggested that educational background had a strong positive influence on teacher professionalism.

In addition, Alamsyah (2020) conducted a study titled *The Effect of Academic Qualifications and Teaching Experience on Teacher Professionalism*. The study findings show that the academic credentials are of the highest caliber. Academic credentials are based on their educational background, greatest degree of schooling, years of service, professional training, and personality characteristics, as indicated in the indicator of the academic qualification variable (X₁).

Salwa et al, (2019) is also supported by this study. The study's sample consisted of 48 civil servant elementary school instructors. Based on the t-count (2.707) > t-table (2.010), the data indicated that education had a substantial influence on teacher professionalism, hence H_{a1} was accepted.

According to the National Education System Law No. 20 of 2003, education level indicators include education level and major appropriateness. The educational level is the stage of education defined by the students' degree of development, the goals to be attained, and the talents developed.

Furthermore, Shin (2018) discovered that educational background had a substantial beneficial impact on the professionalism of productive instructors, the competency of Office Administration abilities at SMK Kulon Progo by 25.2 percent with a significance value of 0.01 0.05.

According to Buchori (2014), education level refers to the degree of education received formally as demonstrated by a formal diploma; a certificate is an indication that a person has finished a certain educational program. As a result, a diploma may be used to describe a person's skills.

The Impact of Education on Teacher Professionalism

Training can be defined as an effort process carried out consciously by a person or organization to improve abilities and skills, change the behavior of its members in completing tasks, and teach a skill to improve individual and group abilities so that they can contribute knowledge to improve skills related to work so that they can carry out their responsibilities according to the expected standards. Training varies from education in that it focuses on the unique demands of the work, whereas education provides knowledge of a certain subject in general.

According to the training variable (X₂), the lowest score achieved is 43 and the maximum score received is 62. The training respondents' average score is 52.92, with a standard error of 0.666, a standard deviation of 4.711, and a variance of 22.198.

The t-count value is 8.497 based on a basic linear regression test. Then, on the statistical t table, the t-table value is searched with $\alpha = 0.05$ and degrees of freedom (df) $n-2$ or $50-2 = 48$ (n is the number of data), and the t-table result is 2.011. As a result, $t\text{-count} (8.497) > t\text{-table} (2.011)$, and H_{02} is rejected while H_{a2} is approved. The significance test, computed with the SPSS version 26.0 application program, had a significant value of 0.000. Because the result is less than 0.05, H_{02} is rejected and H_{a2} is approved. This implies that the second hypothesis is correct.

Thus, it can be concluded that training aims to increase competence, strengthen mastery of the material, and teachers' ability to implement the curriculum in carrying out their duties. Training also contributes significantly to increasing educators' professionalism and developing insight, expertise, and teacher behavior. Because training may enhance a teacher's quality or dignity, and it can teach more in order to promote teacher professionalism.

The findings of this study further complement various earlier research findings by Rumartiningsih (2018) by demonstrating that education, training, and teaching experience all have a favorable and highly substantial influence on the professionalism of lecturers at Islamic institutions. Furthermore, the findings of Sahari's (2015) study reveal that education, training, and teaching experience all have a substantial impact on teacher professionalism.

Teacher Professionalism and the Influence of Teaching Experience

A teacher's teaching experience is one of the aspects that contribute to the execution of engaging teaching and learning activities. The significant

contribution of teachers to education is the primary determinant of the good and bad quality of educational results to be reached. A teacher must not only have an educator spirit, talent, and accomplishment in teaching, but his or her teaching experience will also decide the acquisition of learning objectives to be addressed by students in order for the school's educational goals to be met. The period of work of teachers in carrying out their duties as educators in certain educational units based on assignments from authorized institutions (can be from the government or education providers) and the number of subjects taught and experience having served in various schools and levels of education is referred to as teacher teaching experience.

An experienced teacher with a lengthy teaching career and a high level of knowledge or reputation as a teacher will also have a high degree of expertise or reputation as a teacher. Because experience makes a person sharper and more strategic in his work. The association between teaching experience and teacher professionalism in this study is given as a regression equation $Y = 17,518 + 1,378X_3 + e$. According to the basic linear regression test in Table 4.32, t-count (8.029) > t-table (2.011), hence H_{03} is rejected and H_{a3} is approved. The value obtained from the significance test of 0.000 is less than 0.05, hence H_{03} is rejected and H_{a3} is accepted.

The findings of this study back up prior research by Ahmad Gazali (2012), who found that teaching experience has a strong beneficial influence on teacher professionalism, as indicated by the F-count > F-table (132.851 > 3.89). Furthermore, the findings of the study for the job experience variable known by Alamsyah (2020) reveal that teaching experience in the very high category is 4, and teaching experience in the high category is 11. Based on the indications of teaching experience, 1) name of school; 2) field of study / classroom instructor; 3) length of teaching As a result, the teachers of Palembang State Elementary School 210 have gained valuable job experience as they strive to become professional educators.

The findings Salwa et al, (2019) indicate that teaching experience has a substantial influence on teacher professionalism, with the t-count (2.606) greater than the t-table (2.005), and so H_{a2} is accepted.

The teacher's experience grows as he performs his duties and pursues his field. The longer the working duration, the more experience the instructor is required to have. These experiences are intimately tied to improving the work's professionalism. Instructors who have been in education for a long period must be

more professional than teachers who have only been there for a few years. Teaching experience can take the following forms: (a) lengthy tenure as a teacher, (b) upgrading experience, (c) attending education and training, (d) seminars, and other experiences while the instructor is teaching. Teaching experience is essential for teachers since instructors have a commitment to educate the nation's youngsters and improve educational quality.

The Influence of Education, Training, and Teaching Experience on Teacher Professionalism

The coefficient or magnitude of the relationship between variables in this study revealed that there was a very strong and significant relationship between Education Level (X_1), Training (X_2), and Teaching Experience (X_3) together on Teacher Professionalism (Y) in SMA in Zone III Muara Enim Regency (Y), this is based on the Summary Model output, the R Square value is 0.819, meaning that the coefficient of determination is 81.9 percent, this value is included in the very strong and significant relationship (Sugiyono, 2008).

The three factors have a significant impact. The regression equation derived from the study findings, namely: $\hat{Y} = 5,0255 + 0,712 X_1 + 0,596X_2 + 0,383X_3 + e$, indicates that the value of Y will vary in response to changes in the values of variables X_1 , X_2 , and X_3 , whether positive or negative.

The findings of this study also confirm Novtania's (2021) research that education and teaching experience have a substantial influence on teacher professionalism when combined. Furthermore, according to Rumartiningsih's (2018) research, education, training, and teaching experience all have a substantial impact on the professionalism of lecturers at the Islamic University of Jember.

According to Wahyuningtyas (2010) research, teaching experience and work ethic have a beneficial influence on the professional competency of marketing productive teachers at business and management vocational schools in Semarang. Furthermore, the findings of Nurbaeti's (2011) study show that the degree of education, training, and teaching experience have a substantial and beneficial impact on the professionalism of elementary school teachers in the IV Guidance Area, Comal District, Pematang Regency.

Teacher professionalism is judged by mastery of four teacher skills: pedagogic, personality, social, and professional abilities. The influence of education level, training, and teaching experience on the professionalism of high school teachers in Zone III Muara Enim was studied in this study, and it was

found that the degree of education, training, and teaching experience all had a favorable effect on teacher professionalism. Education has an impact on professionalism since instructors' teaching experience influences their teaching quality. The longer the working duration, the more experience the instructor is required to have. So, ideally, as instructors' levels of education and teaching experience rise, so should their professionalism. If teachers' education and teaching experience improve, it will bring positive consequences, in this case increased teacher professionalism.

4. Conclusions

The degree of education, training, and teaching experience have a favorable and considerable impact on the professionalism of high school teachers in Zone III, Muara Enim Regency, both partially and jointly. So, ideally, as teachers' levels of education, training, and teaching experience rise, so should their professionalism. If instructors' levels of education, training, and teaching experience all improve, it will yield favorable results, in this instance the desired professionalism of teachers.

5. References

- Ahmadi. (2018). *Profesi Keguruan Konsep & Strategi Mengembangkan Profesi & Karier Guru [Concepts and Strategies for Developing Teacher Profession and Career]*. Yogyakarta: Ar-Ruzz Media.
- Alamsyah, M. A. (2020). Pengaruh Kualifikasi Akademik dan Pengalaman Mengajar terhadap Profesionalisme Guru [Academic Qualifications and Teaching Experience's Influence on Teacher Professionalism]. *Journal of Education Reseaarch.*, 183-187.
- Bafadal, I. (2008). *Peningkatan Profesionalisme Guru Sekolah Dasar [Improving Elementary School Teachers' Professionalism]*. Jakarta: Bumi Aksara.
- Buchory, A. (2014). *Kinerja Guru [Teacher Performance]*. Jakarta: Raja Grafindo.
- Djamarah, S. B. (2018). *Strategi Belajar Mengajar [Strategy for Teaching and Learning]*. Jakarta: Rineka Cipta.

- Farezi. (2016). *Peningkatan Profesionalisme Guru [Enhancement of Teacher Professionalism]*. Retrieved May 22, 2021, from <https://fareziezi.blogspot.com/2016/12/peningkatanprofesionalism-guru-dalam.html>.
- Gazali, A. (2012). Pengaruh Latar Belakang Pendidikan dan Pengalaman Mengajar Terhadap Profesionalisme Guru SMK Kompetensi Keahlian Teknik Audio-Video Se Kota Yogyakarta [The Influence of Educational Background and Teaching Experience on the Professionalism of Yogyakarta Vocational High School Teachers Competency in Audio-Video Engineering Skills]. *Thesis Universitas Negeri Yogyakarta*. Retrieved May 03, 2020
- Kunandar. (2017). *Guru Profesional: Implementasi KTSP dan Sukses dalam Sertifikasi [Professional Teachers: Implementation of KTSP and Success in Certification]*. Jakarta: Radja Grafindo Persada.
- Novtania, R. S. (2021). *Pengaruh Pendidikan dan Pengalaman Mengajar Terhadap Profesionalisme Guru Sekolah Dasar di Gugus 1 Kecamatan Banyuasin III Kabupaten Banyuasin [The Impact of Education and Teaching Experience on Elementary School Teachers' Professionalism in Cluster 1, Banyuasin III District, Banyuasin Regency]*. Thesis Universitas PGRI Palembang.
- Nurbaeti, R. U. (2011). *Pengaruh Pendidikan, Pelatihan, dan Pengalaman Mengajar terhadap Profesionalisme Guru Sekolah Dasar di Daerah Binaan IV Kecamatan Comal Kabupaten Pemalang [The Impact of Education, Training, and Teaching Experience on Elementary School Teachers' Professionalism in Targeted Areas IV Comal District, Pemalang Regency]*. Thesis Universitas Negeri Semarang.
- Parida. (2015). Pengaruh Pendidikan dan Pelatihan, Supervisi dan Kompetensi Pedagogik Terhadap Komitmen Profesi Pada Guru SMP Negeri di Kabupaten Sarolangun Provinsi Jambi [The Influence of Education and Training, Supervision, and Pedagogical Competence on the Professional Commitment of State Junior High School Teachers in Sarolangun Regency, Jambi Province]. *Edukasi Islami Jurnal Pendidikan Islam, Vol. 04*, 896-905.

- Rumartiningsih. (2018). Pengaruh Pendidikan, Pelatihan, dan Pengalaman Mengajar Terhadap Profesionalisme Dosen di Universitas Islam Jember [Education, Training, and Teaching Experience's Influence on Lecturer Professionalism at the Islamic University of Jember]. *Education Journal: Journal Educational Research and Development*, Vol, 2.
- Sahari. (2015). Pengaruh Pendidikan, Pelatihan, dan Pengalaman Mengajar Terhadap Profesionalisme Guru di SMAN I Likupang [Education, Training, and Teaching Experience's Influence on Teacher Professionalism at SMAN I Likupang]. *Jurnal Pendidikan Islam Iqra'*, 9(1), 62-86.
- Salwa, Kristiawan, Lian. (2019). The Effect Of Academic Qualification, Work Experience And Work Motivation Towards Primary School Principal Performance. *Internasional Journal of Scientific & Tecnology Research* Volume 8.
- Shin, M. (2018). Whole Teacher Crisis: Examining Preservice Student Perceptions of Professionalism. *Journal International of Education*, Vol, 4.
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D [Methods of Quantitative, Qualitative, and R&D Research]*. Bandung: Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R&D [Methods of Educational Research, Quantitative, Qualitative, and R&D Approaches]*. Bandung: Alfabeta.
- Usman, H. (2013). *Manajemen Teori, Praktik, dan Riset Pendidikan [Theory, Practice, and Educational Research in Management]*. Jakarta: Bumi Aksara.
- Wahyudi. (2010). Standar Profesionalisme Guru [Teacher Professionalism Criteria]. *Jurnal Pendidikan dan Sosiologi dan Humaniora*, 1(2).
- Wahyuningtyas, R. (2010). *Pengaruh Tingkat Pendidikan, Pelatihan, dan Pengalaman Mengajar terhadap Profesionalisme Guru Ekonomi di SMA se-Kota Probolinggo [The Impact of Education Level, Training, and Teaching Experience on Economics Teacher Professionalism in Probolinggo City Senior High Schools]*. Malang: Universitas Malang.