



## Society 5.0 Implementation of Teacher Development Policy in Indonesia

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### Abstrak

*Society 5.0* diciptakan untuk menggantikan industri 4.0. Konsep teknologi ini bertujuan agar kehidupan manusia tidak tergerus oleh adanya teknologi serta dapat menyelesaikan beberapa masalah yang terjadi saat ini, khususnya dalam bidang pendidikan. Penelitian ini bertujuan untuk menganalisis implementasi *society 5.0* terhadap kebijakan pengembangan guru di Indonesia serta penelitian ini menggunakan metode *library research*. Adapun beberapa masalah yang terjadi saat ini yaitu kurangnya pengembangan guru dan kurangnya pengetahuan guru terhadap penggunaan teknologi media pembelajaran. Kebijakan-kebijakan yang disusun oleh pemerintah untuk menanggulangi permasalahan tersebut sudah ada, namun segi implementasinya masih ada kekurangan apalagi perkembangan teknologi sekarang semakin hari semakin pesat, maka dari itulah perlunya penyesuaian antara *society 5.0* terhadap kebijakan pengembangan guru dan penggunaan media pembelajaran saat ini.

**Kata Kunci** : *Society 5.0*; kebijakan pengembangan guru

### Abstract

*Society 5.0* was created to replace industry 4.0. This technology concept aims so that human life is not eroded by technology and can solve some problems that occur today, especially in the field of education. This study aims to analyze the implementation of *society 5.0* on teacher development policies in Indonesia and this research uses library research methods . Some of the problems that occur today are lack of teacher development and lack of teacher knowledge on the use of learning media technology. The policies prepared by the government to overcome these problems already exist, but in terms of implementation there are still shortcomings especially technological developments are now increasingly rapid, therefore the need for adjustments between *society 5.0* to teacher development policies and the use of learning media today.

**Keywords** : *Society 5.0*; *Teacher Development Policy*

## Introduction

In the era of Industry 4.0, this industrial revolution is very influential on the world of education, such as changes in attitudes and behaviors experienced by students who are accustomed to digital technology, besides that the education faced today has increasingly complex challenges, which are surprised by technological developments called *society* 5.0. In its development, *society* 5.0 certainly brings changes to many lines of life in society such as economic, social, cultural, but there are also changes in the line of education. In Indonesia itself, the education in question is inseparable from its levels such as primary education, secondary education, and higher education. It can be said that every industrial revolution that occurs can bring changes into education because education can be a connecting tool between society and the industrial revolution itself

Speaking of the era *Society* 5.0, this industrial revolution was launched in Japan in 2019. *Society* 5.0 is a technological concept that facilitates human life in society. The goal is to build a human-centered society and use technology as its basis. *Society* 5.0 was created as a step to anticipate the turmoil of disruption. The phenomenon of disruption turmoil is characterized by changes in habits among people from the real world to cyberspace and this phenomenon arises as a result of industry 4.0 which has created various technological innovations in the industrial world so that it raises concerns among the public. If not anticipated, industry 4.0 will erode human values that have been maintained by mankind. (Son, 2019)

In implementing *society* 5.0, the government is very supportive of the process of technology transition, besides that the government also makes an educational program called freedom of learning. Freedom of learning is a process of approach made to students in order to choose the lessons they are interested in. The program created by the government can be achieved if teachers can develop their potential in the teaching and learning process as well as adequate infrastructure and technology and according to educational objectives.

But currently, there are factors that cause the processes of implementing learning called independent learning to experience many obstacles. Obstacles from the learning process such as lack of teacher development, and lack of knowledge about the use of learning media technology by teachers make the teaching and learning process hampered.

This lack of teacher development is crucial and needs to be corrected. Based on data from the Ministry of Education and Culture and Technology in 2021, there are two groups of teachers, namely the group of teachers who have graduated (S1) and the group of teachers who have not graduated. "The competency score of civil servant teachers who have graduated is 51.43 points". Then "permanent teachers of the foundation get a score of 52.82 points, honorary teachers of the district score of 48.21 points, and non-permanent teachers (GTT) have a score of 49.19 points". Furthermore, for "the group of civil servant teachers who have not graduated get a score of 41.45 points". "Foundation permanent teachers who have not graduated get a score of 46 points, regional honorees who have not

graduated get a score of 41.92 points and non-permanent teachers (GTT) who have not graduated get 42.63". Meanwhile, the average teacher competency score was at 50.64 points.(Hilmi, 2021) Ironically, the scores of district honorary teachers and teachers did not remain below average.

As written in Law No. 14 of 2005 concerning Teachers and Lecturers, that teacher coaching and development includes professional and career coaching and development, strategic policies for teacher professional and career development and development in educational units organized by the Government, local governments, or communities stipulated by Ministerial Regulations, and teacher professional development and development including pedagogic competencies, personality competence, social competence, and professional competence.

Therefore, teachers are expected to have adaptive and transformative social potential in managing themselves, therefore teachers in the era of *society* 5.0 must develop themselves through continuous professional development, including self-development, and making scientific publications and scientific papers. In addition, teachers not only teach knowledge to students, but teachers must also teach character education such as morals, morals, ethics, and teachers must be good role models for their students. For example, such as *suri tauladan guru* can be done by inviting students to pray *dhuha*, inviting students to read verses of the Qur'an before starting learning in class.

In addition, the use of learning media technology in the era of *society* 5.0 in

education is a supporting means in the implementation of learning, both as a means of accessing learning resource information or as a means of supporting learning activities and related to tasks. Therefore, the use of technology as a learning medium is very necessary to make learning more effective.

According to the results of previous research, teacher development is very important so that education in Indonesia is better. Teacher development is not only on improving the level of education, the number of training certificates or educator certificates, but teacher development on perspectives, thinking paradigms, professionalism and behavior in teaching. If teachers have not been able to develop these things, it will create a boring learning process for the students themselves and the quality of education is lacking.(Hairuddin et al., 2021, p. 109) In addition, teachers as educators must understand very well about the use of learning media, student character and even the classroom atmosphere must be considered because it will all affect learning outcomes, if the use of learning media is still not in accordance with students and not in accordance with the classroom atmosphere then the target of learning outcomes will not be realized properly, besides that the use of a media must also be considered. Learning media does not have to be expensive and does not have to be cheap but must provide a learning experience that students can understand.(Goddess, 2019, p. 775)

From the explanation above, one way to welcome and deal with it is to develop teachers, because teachers are the front line in education. Rapid and massive technological advances require the

education sector to be able to adapt to the digitalization of the education system which needs to be packaged and prepared carefully by utilizing learning media well.

The focus of this research is to discuss the implementation of *society* 5.0 on government policies on teacher development in Indonesia that will be faced today so that it can be used as one of the recommendations in developing teachers in today's technological age that continues to progress.

### Research Methods

This research uses methodology in accordance with what will be discussed, which includes types of research methods, data collection techniques, and also has problem limitations that will be explained as follows. This study used a literature review. Data collection techniques, researchers will explore data in accordance with the discussion on the implementation of *society* 5.0 on teacher development policies in Indonesia. Data obtained from various books, literature, documents, journals, articles and information from print media and other electronic media that are relevant in the problems observed. After that the data is collected, selected and grouped, then discussion and analysis will be carried out. Data analysis in *this* library research is content *analysis*, which is research that is an in-depth discussion of the content of written or printed information in mass media

### Results and Discussion

#### A. *Society* 5.0

*Society* 5.0 is a technological concept that is centered on human social life, and aims to replace industry 4.0 which erodes human life from the real world to the virtual world. The way it works is to use an artificial intelligence to collect various data about people's lives. It is hoped that this concept can harmonize technology and human life without eliminating the order of life and human culture itself.

#### B. Teacher Development Policy

Policy can be interpreted as written rules derived from the decisions of an organization, which aim to direct and create an orderly behavior in society. In this case, teacher development policy is a consideration based on teacher performance appraisals and situational factors. These considerations are then used as a reference in the implementation of activities carried out by teachers such as teaching in class, being a role model, using learning media when teaching, developing teacher professionalism, increasing teacher competence, and so on.

Education is an effort that is carried out consciously and planned to create an atmosphere in the learning process so that students can actively cultivate the potential that exists within them to have religious spiritual strength, self-control, good personality, intelligence, noble *ahklak*, and skills needed by themselves, the environment, and society. (Abd et al., 2022, p. 3)

According to Ki Hajar Dewantara, education is an educator's effort in cultivating students' ethics, mind, and body. The effort aims to enable students to adapt to the environment and society. (Marwah et al., 2018, p. 17)

Furthermore, Abdurrahman al Nahlawi argued that education comes from the word *al-Tarbiyah*. Linguistically *tarbiyah* comes from the word *Rabp-yarbu* which means to increase, grow as found in Q.S. Ar-Rum verse 39, the second is *Rabiya-Yarba* which means to be great, third of the words *Rabba-Yarubbu*, which means to repair, master affairs, guide, guard, maintain. (Son, 2019)

From some of the understandings above, the process of the course of an education must have an educator, because it is the educator who manages the course of learning in the classroom and instills good values to students, and educators become good role models for their students. Therefore, it is very necessary to develop teachers in teaching in class and the use of learning media properly.

Teacher development is an adjustment activity between the professional abilities of teachers and the demands of education that exist today. This teacher development is carried out by improving teacher professionalism, evaluating teacher performance objectively and transparently, and increasing teacher motivation in teaching in class and outstanding teachers. (Dwi et al., 2017, p. 203)

Educator development is needed so that quality activities with reference to the Strategic Plan, Operational Plan, and annual program can be carried out properly. These matters also refer to Government Regulation No. 19 of 2005 concerning National Education Standards, directly related to education quality assurance which is carried out gradually, systematically and planned

with achievement targets and predetermined time schedules.

Teacher development in general has functions, namely; as a reference system for carrying out in-service training activities (*In-Service Training*) suitable for teachers; as a provision for schools to improve the quality of their programs; and create an atmosphere or condition that allows teachers to develop their potential optimally as much as possible. (Sueb et al., 2020)

In addition to teacher development, the process of technological development and communication is running so rapidly, encouraging teachers and the world of education to develop new learning media. In the development of learning media, teachers must have the ability to manage technology and creativity in making learning media. The learning media used is in accordance with the learning objectives, teaching materials to be delivered and in accordance with the capacity of the intelligence level of students. Likewise, the learning media used must be fun and must make students more active in the learning process.

According to Hadiningsih, there are changes in human life, even changes in every second. This change can be in the form of positive and negative aspects, and this change does not only occur in the development of an increasingly modern technological era, but indirectly penetrates the world of education, so an educator is required to further hone and explore his abilities in educating and educating the nation's children, so it is hoped that there will be changes to positive aspects in education. (Magdalene et al., 2021, p. 430) From the opinion above, indirectly teacher

development and learning media development must be carried out.

As mentioned above that what will be discussed in this article is the implementation of the *era of society* 5.0 on teacher development policies in Indonesia relating to teacher self-development to become competent, professional and qualified through various trainings tailored to current educational needs, and the use of learning media by teachers in accordance with learning objectives and teaching materials to be delivered and in accordance with the capacity of the intelligence level of learners.

### C. Teacher Development Policy

In general, policy comes from the English word that is *policy*. The policy in question is different from the policy (*wisdom*) and virtue (*virtue*). Policy is a collection of principles or ways of acting that are chosen for the decision-making process. (Iwan et al., 2020, p. 123) A policy is a written rule derived from a formal organizational decision, which is binding, governing behavior aimed at creating a new value system in society. Policy will be the main reference for members of the organization or members of the community in behavior. (Abdul, 2021)

According to Laswell, policy is an intellectual task in decision making which includes various things, namely an explanation of the goals to be achieved from the policies that have been made, an explanation of the tendency to choose several goals that are in accordance with events, the development of impact and future policy performance, and conducting research and evaluation. (Sumarto, 2017, p.

111) From some of the understandings above, policy is an arrangement of rules that regulate, bind behavior, and have goals to be achieved.

Policies regarding teacher development have been regulated in Law no. 20 of 2003 and Law no. 14 of 2005. Both laws are continuous in regulating how teacher development policies in Indonesia currently run. As stated in Law no. 20 of 2003 Article 44 Paragraphs 1-3 reads; (1) *"The government and local governments shall foster and develop education personnel in education units organized by the Government and local governments."* (2) *"Education providers by the community are obliged to foster and develop education personnel in the education units they organize"*. (3) *"The government and local governments shall assist in the development and development of education personnel in formal education units organized by the community"*. Then it continues to Law no. 14 of 2005 Articles 32-34 which explains that; (1) *"Teacher development includes personality competence, pedagogic competence, social competence, and professional competence"*. (2) *"Teacher development includes strategic policies carried out by the central government, local governments, and communities as stipulated in ministerial regulations"*. (3) *"The obligation of the central government, local governments, and the community in developing academic qualifications and teacher competencies in education units"*.

After the two laws came out, the government still pays attention to teacher development in Indonesia, starting from Permendiknas No. 16 of 2005 concerning Standards of Educator Qualifications and

Competencies, Government Regulation No. 74 of 2008 concerning Teachers, and Government Regulation No. 19 of 2017 which emerged from changes to PP No. 74 of 2008. Some of these laws regulate various matters related to the survival of teachers in Indonesia.

Various laws and regulations that have been issued by the government basically regulate the duties and functions of teachers whose application is adjusted to the current development of education. From the explanation above, the more the times, the more things must be developed by the teacher himself.

In addition, teacher development policies have indirectly been discussed in the Qur'an, in addition to teachers are one of the foundations in building education. Therefore, teachers must develop their potential and be able to manage themselves well. Teacher development includes aspects of competence that must be mastered by them, namely personality, science, and skills, and teachers can become role models for their students through their attitudes and actions. From some of these things, the Qur'an tries to explain what things need to be developed by the teacher, which is stated in Q.S Al-Qalam verses 2-3.

Q.S Al-Qalam verse 2

مَا أَنْتَ بِمَجْنُونٍ

"By the grace of your Lord you (Muhammad) are not a madman"

The above verse was revealed as entertainment to the Prophet Muhammad (peace be upon him) because he had been ridiculed by the *polytheists*. The *polytheists* did this despicable thing when the Prophet Muhammad preached about *ma'rifat* and

tawhid to Allah Almighty, and forbade acts of *an ignorant nature*. After that came various reactions from various people. That's where the *polytheists* carried out their action by saying that the Prophet Muhammad (PBUH) was a madman.

As stated in al-Qalam verse 2, Prophet Muhammad (PBUH) was a teacher for his people. At the time of the descent of the verse, it directly reminded that in educating must be faced with various trials that exist, one of which is ridicule carried out by the *polytheists*.

From the explanation above, we can know that the learning process carried out by teachers also has various obstacles and teachers must be prepared to accept the risks. Obstacles can be in the form of reproach or ridicule, students who are lazy to study, students who are unruly and so on. (Zakariya, 2021) From these things teachers must have patience, confidence, courage, enthusiasm, earnestness and never give up in carrying out their duties as educators.

Q.S. Al-Qalam verse 3

وَإِنَّ لَكَ لَأَجْرًا غَيْرَ مَمْنُونٍ

"And verily unto you is indeed a great unfailing reward"

From the verse above, it can be seen that whoever teaches kindness, then he gets his reward and reward from the person he teaches until the Day of Judgment. Al-Jaza'iri explained that for Prophet Muhammad (PBUH), the reward obtained forever will not be broken. Why is that? Because the Prophet Muhammad inherited pious deeds and good manners. From the explanation above, it can be concluded that whoever teaches kindness to everyone, then he gets merit and reward

from the person he teaches kindness until the Day of Judgment.

The explanation of the reward that will not be interrupted until the Day of Judgment is also supported by the hadith of the Prophet SAW, namely "Abu Hurairah narrated that the Prophet said: "When a man has died, his practice is cut off except for three things, namely alms jariyah, useful knowledge and pious children who pray for him". This hadith tries to explain that if a teacher practices his knowledge through the good he does while teaching. In accordance with the verse above about the grace given by Allah SWT to the Prophet Muhammad SAW in the form of continuous unbroken rewards. It can be seen that many rewards were received by the Prophet Muhammad and those he taught.

This is a relief explanation for teachers, why teachers must improve competence related to a high sense of responsibility in spreading kindness to their students, society, and the environment.(Zakariya, 2021) So by doing so, the teacher gets abundant rewards and the rewards of those he teaches until the doomsday.

#### **D. Learning Media Utilization Policy**

In general, the word "media" comes from the Latin "*medium*" which means "intermediary". In terms, the media is a means of distributing learning information to be conveyed by the source of the message to the recipient of the message.(Magdalene et al., 2021)

Learning media are tools used in the teaching and learning process in the classroom. A wide variety of tools are used in stimulating the mind, feelings, attention and abilities or skills so that they can encourage the learning

process.(Anshori, 2017, p. 90) Learning media is an intermediary tool to deliver teaching material so as to achieve learning objectives and create an effective learning process with media that attracts attention and fun.(Ridwan et al., 2020, p. 10)

Basically, we have known learning media from the past, for example props in the form of long wooden rulers and bows. This tool is usually used by teachers in measuring the length and angle of a picture on the blackboard. Both media function effectively in the context of ongoing learning. Media is often used to achieve learning objectives. In such a situation, the objectives given the learning material have been neatly arranged, as well as the tools available. Learning media include module books, computer software, and the internet used by students and the teacher's task is not only to deliver material, but also as a facilitator.

As stated in Permendiknas No. 16 of 2007 concerning Subject Teacher Competence, the use of learning media and learning resources that are relevant to the characteristics of students and subjects that are taught to achieve learning objectives as a whole, and teachers must utilize information and communication technology in their learning. Furthermore, in Permendiknas No. 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, the issuance of the regulation aims to enable teachers to master and utilize learning media in accordance with their usefulness and make students able to follow learning easily in class.

The things that must be considered in making learning media include the media used must be easy to obtain, choosing media that is easy to apply so that students are not



confused in following the learning process, adjusting learning media to the character of students, seeing situations that occur in class, and teachers can master learning media tools.(Goddess, 2019)

#### E. **Society 5.0**

The development of the current era cannot be separated from the existence of technology, therefore the use of technology in everyday life, especially in education today is very necessary. For example, teachers must be required to use technology in honing their creativity in the learning process in the classroom, namely making learning media. Concept *Society 5.0* is a societal concept that is used as a center in behavior and the concept is technology-based. Development *Society 5.0* aims to prevent the degradation of human roles replaced by technology in industry 4.0. *Society 5.0* Having artificial intelligence that is used to collect data spread on the internet and the data is related to everyday life, then the data is made into a new culture aimed at improving human abilities and skills.(Jakaria, 2020)

*Society 5.0* has a significant influence on everyday life, marked by the merger of social life with technology. In terms of education, *society 5.0* helps teachers in carrying out the learning process well, it is in the form of learning resources that are spread a lot on the internet, various learning media that can be used by teachers, and several examples of learning methods that teachers can use to develop their potential in teaching in the classroom.

The application of *society 5.0* must be supported by several ways, including the expansion of adequate internet connections

because currently there are still problems in various regions about weak internet connections, then human resources, especially teachers must be able to use learning technology and hone their creativity in the learning process, then connect education with industry because graduates from high school to college High can work according to the areas of interest by them.

Updates in society-based community life 5.0, especially in education, give birth to several competencies that must be mastered by teachers, namely increasing the ability to communicate with all circles, teachers must be able to master themselves by thinking critically, being able to solve problems that occur today, especially moral problems, being responsible for the environment, being able to accept differences of opinion, and being able to adapt to a society that has Different behavioral perspectives.

#### F. **Implementation of *society 5.0* on Teacher Development Policy in Indonesia**

Implementation is a planning of an activity and then carried out to be in accordance with the objectives of the activity. While policy is a certain goal to be achieved, not just a decision but more to a real implementation. Like *society 5.0*, it is a technological development based on human life, the goal is that the role of humans in life is not replaced by technology.

There are several teacher development policies that must be implemented in *the era of society 5.0*, including; teacher competency development which includes personality, pedagogic, professional, social. Furthermore, the Qur'an also regulates teacher development policies

that directly provide skills that must be mastered by teachers such as patience, self-confidence, courage, enthusiasm, earnestness, never give up, and a high sense of responsibility. In the era of *society 5.0*, teachers must also use technology and have creativity in compiling interesting learning media so that students can follow the learning process well

Referring to teacher development in the industrial era 4.0, there are abilities that can be used as a reference in teacher development in the era of *Society 5.0* and still needs to be developed continuously, including; Teachers must recognize the potential of students, teachers not only work but like their work, like challenges, teachers not only spark ideas but must implement them, and teachers must make learning achievement targets so that they can be used as evaluations for themselves.(Andi et al., 2021)

### Conclusion

The era of *Society 5.0* is a technological concept created to replace industry 4.0. This concept aims to harmonize technology with human social life. In addition, the emergence of this technological concept can change aspects of life, especially in education. Teacher development policies have been regulated in Law no. 20 of 2003, Law no. 14 of 2005, Permendiknas no. 16 of 2005, Government Regulation no. 74 of 2008, Government Regulation no. 19 of 2007. Apart from the law, teacher development policies are also regulated in the Qur'an, especially in Q.S. Al-Qalam verses 2-3. Then the policy regarding the use of learning media has been regulated in Permendiknas no. 16 of 2007 and Permendiknas no. 41 of 2007. The implementation of *society 5.0* on teacher development policies contains several abilities that must be improved, including; good communication, critical thinking, being

able to solve problems, being responsible, accepting differences of opinion, adapting to the community, recognizing the potential of students, liking their work, liking challenges, implementing an idea, and achieving learning targets so that they can be used as an evaluation for them alone.

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