



The influence of academic qualifications and professional competence on the career development of elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency

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Article info	Abstract
Keywords: academic qualifications, professional competencies, teachers, primary schools	This research aims to determine the positive and significant influence of teacher academic qualifications (variable X1) and teacher professional competence (variable X2) on teacher career development (variable Y). The research was conducted in Tembilahan Hulu districts, Indragiri Hilir regency state elementary schools. The research was carried out over eight months, from January to August 2023. The population in the research was elementary school teachers in the Tembilahan Hulu district, Indragiri Hilir regency, totalling 178 people, with a sample taken in the research totalling 108 people. The data analysis technique in this research uses qualitative descriptive analysis techniques with percentages and multiple correlation analysis techniques. The research results based on testing the first hypothesis show that teacher academic qualifications influence teacher career development with a significance of Sig 0.00 < 0.05. Then, the second hypothesis test results show that teacher professional competence influences teacher career development with a significance of 0.00 < 0.05. Moreover, the results of the third hypothesis test show a significant influence of teacher academic qualifications and professional competence on teacher career development, with a significance of 0.00 < 0.05. Based on the research results, this research concludes that there is a significant influence between teacher academic qualifications and teacher professional competence on teacher career development.

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DOI: <http://dx.doi.org/10.33578/jpfkip-v13i3.p105-115>

Received March 4, 2024; Received in revised form April 8, 2024; Accepted May 9, 2024.

Available online June 9, 2024

[e-ISSN 2598-5949 | p-ISSN 2303-1514] © The Authors.

1. Introduction

The career development of primary school teachers is a complex process that involves various interconnected factors. One of the main factors that has gained significant attention is teachers' academic qualifications and professional competencies. Educational qualifications include a teacher's formal education, such as a bachelor's or master's degree in education or the subject being taught. On the other hand, professional competence includes a range of aspects, including teaching skills, understanding of the curriculum, classroom management abilities, and adapting to the ever-evolving developments in education.

A teacher's academic qualification is essential in evaluating the quality of education provided to students. As education develops, the demands on teachers continue to increase, and possessing relevant academic qualifications can improve a teacher's ability to teach and contribute to student

development. Teachers' professional competencies are also crucial to creating an effective learning environment. A teacher skilled in teaching, communicating with students, and understanding changes in the curriculum and teaching methods can positively impact student development.

Teachers play a vital role in education, significantly influencing the development and quality of education. As the implementers of education, teachers must have appropriate academic qualifications and competencies to achieve educational objectives. Currently, many teachers are still teaching without meeting their academic qualifications. For example, in one of the primary schools in Tembilahan Hulu district, many teachers are still teaching without the appropriate qualifications. Tembilahan Hulu district is one of the 20 districts in Indragiri Hilir regency, with 16 public elementary schools and 187 civil servant teachers. According to the 2022 internal employee population data for Tembilahan Hulu released by the Regional Coordinator, it is still found that primary school teachers hold a non-education-related bachelor's degree or one that is not in education. These non-linear academic qualifications can impact the quality of teaching and the career development of teachers in the future. On the other hand, teacher qualifications can also influence students' academic performance (Ojera, 2016). The researcher conducted an initial observation and found a mismatch between the teachers' educational backgrounds and the subjects they teach in Tembilahan Hulu district. This mismatch was due to teachers approaching retirement, a shortage of relevant qualifications, and issues related to completing their education.

Teacher career development is a process of improvement where teachers choose their goals and career paths through better work attitudes, allowing them to develop themselves to the fullest in line with the growth of the school organization. Teaching is a challenging profession, and any knowledge of teaching that beginner teachers have should also be accompanied by continuous practice in the actual work and ongoing learning through opportunities for professional development. Teachers' potential will not be fully realized (Raduan & Na, 2020). Teacher career development also refers to the advancement of the teacher's career. Career advancement can be achieved by providing opportunities for the teacher to pursue higher education, attend training, and participate in educational seminars provided by the school. This results in increased competencies, skills, and abilities that align with improvements in position, rank, power, and income obtained through promotions or available job mutations.

Teachers' academic qualifications play a significant role in achieving professional competence. This is also outlined in Government Regulation (PP) No. 19 of 2005 regarding National Education Standards, particularly in the Educator and Education Personnel Standard, Article 28, which explains that competencies that teachers must possess and master are divided into four competency dimensions. These dimensions include pedagogical competence, personality competence, social competence, and professional competence. Based on the initial observations made by the researcher regarding the teachers in the public elementary schools in Tembilahan Hulu district, Indragiri Hilir regency, an issue was identified where civil servant teachers (PNS) still lacked an academic qualification of S1 (bachelor's degree) or D-IV (diploma) and some teachers were assigned to teach subjects outside of their educational qualifications.

This issue is closely related to the teachers' low ability to use technology, leading to obstacles in creatively developing teaching materials. Teachers cannot take advantage of the latest and most current learning applications that would make lessons more active, innovative, creative, engaging, and enjoyable. Many educators cannot still use technology, partly due to schools' minimal supporting facilities, such as limited internet access, projectors, or laptops. This condition undoubtedly affects teachers' professionalism, which impacts the development of their careers, such as civil servant (PNS) teachers seeking a promotion in their functional position. They must meet specific requirements, such as holding a teaching certificate, formal education, and a diploma (D-IV) or S1 degree, pre-service training, and continuous professional development, such as self-development, scientific publication, and innovative work, as part of their career as a civil servant.

Teachers must be intensely aware of what they must understand and master; they should never stop learning or developing their soft skills. Pedagogical competence should be a priority for teachers,

as it allows them to impact their professional growth fundamentally. The development of pedagogical competence should drive the teacher's academic progress. Looking further, with an analytical study approach in developing countries such as China, issues targeting quality assurance and teacher quality improvement in the second and third waves are already established and evolving (Paine & Fang, 2006). Therefore, teachers no longer face serious difficulties or challenges when educating students in line with future developments. Becoming a professional teacher requires various skills that will support their duties in the field (Hoesny & Darmayanti, 2021). Based on the earlier explanation, this study will discuss the influence of academic qualifications and professional competence on the career development of public elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency.

2. Method

The type of research conducted is quantitative with an associative design, with independent variables (X) consisting of academic qualification (X1) and professional competence (X2). In contrast, the dependent variable is teacher career development (Y), distributed to elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency. The population in this study consists of elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency. The population data was obtained from the education office of Indragiri Hilir Regency in 2022, totalling 178 teachers, with a research sample of 108 individuals. The sampling technique is as follows:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Description:

n = sample size

N = population size

d² = the precision set

The data collection technique in this study uses questionnaires and documentation to obtain data on academic qualifications (variable X1), professional competencies (variable X2), and teacher career development (variable Y). To analyze the research data, the author uses descriptive qualitative analysis by presenting data in percentage form and multiple correlation analysis. Multiple correlation analysis is used to determine the degree of relationship between the three variables and to assess the simultaneous effect of variables X1 and X2 on the value of variable Y.

3. Results

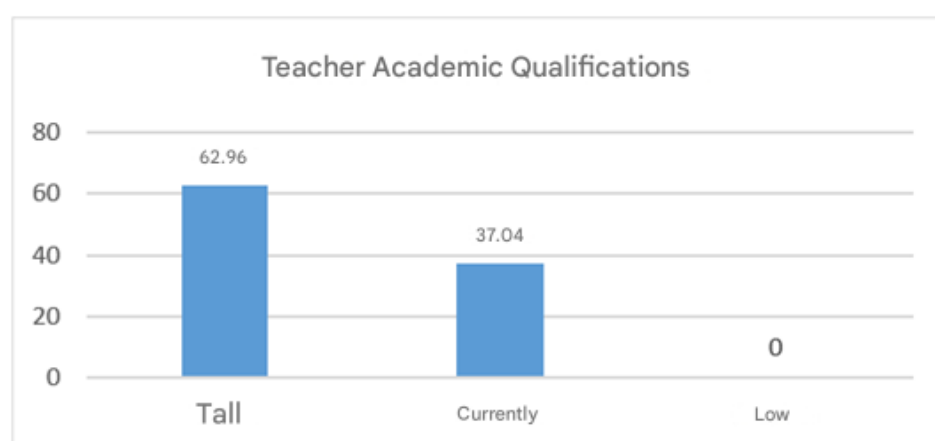
3.1 Teacher's academic qualifications

Improving academic qualifications is one of the key factors in enhancing the professionalism of teachers. Without improving academic qualifications, the possibility of creating quality and professional teachers is small. High-quality education can occur if it is supported by teachers who possess capacity and professionalism, which indicates their commitment to the profession and the school as an organization where they teach (Suparmi et al., 2020). A teacher is said to have capacity if they possess the minimum academic qualifications and competencies in their field, as the development of issues or ideas regarding teacher competencies does not emerge spontaneously but is based on discussions oriented toward ethical and technical educational markets (Connell, 2009). In this study, the researcher distributed a questionnaire to assess the academic qualifications of teachers in their respective fields at several elementary schools in Tembilahan Hulu district, Indragiri Hilir regency. The results of the range and categories of the teachers' educational qualifications can be seen in **Table 1** below.

Table 1. Categories of teacher academic qualifications

No	Score Range	Frequency	Percentage (%)	Category
1.	8 – 10	68	62.96	High
2.	6 – 7	40	37.04	Medium
3.	4 – 5	0	0.00	Low
Total		108	100	

Table 1 shows that the dominant category in the teachers' academic qualifications is the high category, which accounts for 62.96%. The other category, the moderate category, accounts for 37.04%. This percentage can also be seen in **Figure 1** below.

**Figure 1.** Teacher academic qualifications

3.2 Professional competence

The quality of human resources has a significant impact on the quality of education in a country. The higher a nation's civilization, the more it affects the quality of human resources in that country. In this case, the relevant human resource is the teacher as an educator in schools. Teachers' professional competence is derived from their talent, experience, and education, which are crucial in determining their competence. In addition to having academic qualifications, teachers must possess six competencies, meaning they must have the knowledge, skills, and behaviours they must own, internalize, and master in carrying out their professional duties. Therefore, a primary education teacher is highly expected to be able to become an experienced and competent educator (Koriati et al., 2021).

Competence can refer to a teacher's ability to perform something acquired through education. For example, a teacher's competence is reflected in their performance and rational actions to meet specific requirements within their educational duties. Professional teachers will be able to reflect on their role as educators with broad knowledge and possess several competencies that support their tasks (Nursalim, 2017). In this case, the researcher categorizes the variable of teachers' professional competence (**Table 2**).

Table 2. Categories of teacher professional competence

No	Score Range	Frequency	Percentage (%)	Category
1	92 – 105	47	43.52	High
2	78 – 91	50	46.30	Medium
3	64 - 77	11	10.19	Low
Total		108	100	

Table 2 shows that the dominant category in teacher professional competence is the high category, which is 46.30%. In other categories, the moderate category is 43.52%, and the low category is 10.19%. This percentage can also be seen in **Figure 2** below.

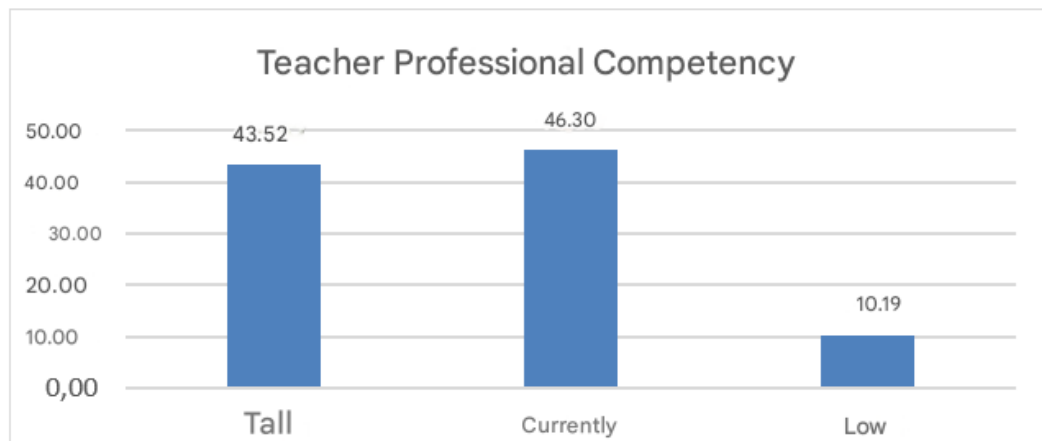


Figure 2. Teacher professional competence (X2)

3.3 Teacher career development

Teacher career development is an essential outcome for the teachers themselves, not only for the teacher but also for the progress of their workload, which becomes a performance evaluation index. The planning and implementation of professional development programs cannot be separated from institutional elements; each institution can develop its human resources following the quality requirements of the institution. In this case, every teacher is capable and entitled to compete with teachers from other institutions. Competition is one of the best steps to provide quality teaching to students in the classroom because teacher performance directly influences the learning process (Gunawan & Nuraini, 2022). However, procedures have already been established in the fourth knowledge orientation to develop teachers' careers and competencies.

Teacher professional development is essentially an effort to improve the quality or competence of teachers (Rahman, 2021). This explains that career development can be seen when there is a difference in a teacher's abilities, which increase through education and training and impact the quality of their output. In this study, teacher career development is influenced by academic qualifications and teacher competencies as supporting factors for career advancement. Teacher career development can be viewed through quite complex and broad indicators, as a teacher's career is based on a wider spectrum, and the recognition of the teaching profession, in a literal sense, generates many ideas and expectations.

In its progression, a teacher reaches the peak of their career, which is expected first to have good academic qualifications. Academic qualifications are formal recognition issued by an educational personnel institution (LPTK). The government assigns this university to organize teacher procurement programs in early childhood education, primary education, and/or secondary education, as well as to conduct and develop educational and non-educational sciences. In this case, the researcher categorizes the teacher career development variable (**Table 3**).

Table 3. Categories of teacher career development

No	Score Range	Frequency	Percentage(%)	Category
1	54 – 63	22	20.37	High
2	44 – 53	58	53.70	Medium
3	34 - 43	28	25.93	Low
Total		108	100	

Table 3 shows that the dominant category in teacher career development is the moderate category, which is 53.70%. The other categories are the high category at 20.37% and the low category at 25.93%. This percentage can also be seen in **Figure 3** below:

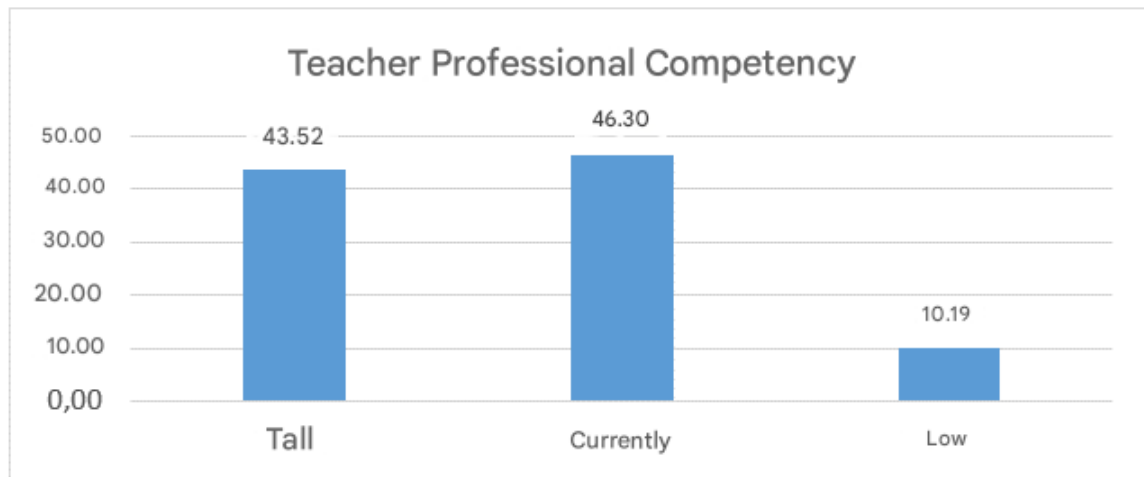


Figure 3. Teacher career development (Y)

3.4 The effect of teacher academic qualifications and professional competence on teacher career development

The multiple regression equation of the effect of academic qualifications and professional competence on teacher career development can be seen in **Table 4** below:

Table 4. Regression test of teacher academic qualifications (X1) on teacher career development (Y)

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	20.057	3.007		6.669
	Academic Qualifications	0.147	0.234	0.026	0.629
	Teacher Professional Competence	0.749	0.035	0.906	21.594

a. Dependent Variable: Career Development

Based on **Table 4**, the coefficients of the academic qualification variable (X1) and professional competence (X2) on teacher career development (Y) yield the regression equation: $\hat{Y} = 20.057 + 0.147X_1 + 0.749X_2$. The coefficient for the academic qualification variable (X1) is 0.147. This means that for every increase of one unit in the teacher's educational qualification, the career development variable (Y) will increase by 0.147, assuming that other independent variables in the regression model remain constant. Next, the coefficient for professional competence (X2) is 0.349. This means that for every increase of one unit in professional competence, the career development variable (Y) will increase by 0.349, assuming that other independent variables in the regression model remain constant.

Next, a simultaneous test using the F-test was conducted, comparing the significance value of F with the significance level of 0.05. The decision rule is as follows: Reject the null hypothesis (H_0) if the P-value > 0.05, and Accept the alternative hypothesis (H_a) if the P-value < 0.05. The results of the F-test in this study can be seen in **Table 5** below:

Table 5. F test results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3703.824	2	1851.912	270.310	0.000 ^b
	Residual	719.361	105	6.851		
	Total	4423.185	107			

a. Dependent Variable: Career Development

b. Predictors: (Constant), Teacher Professional Competence, Academic Qualifications

Based on **Table 5** above, it can be seen that the sig value is < 0.05 . In other words, H_a is accepted. In this study, the academic qualification and professional competence variables significantly affect the development of teachers' careers. Then, the coefficient of determination measures how well the regression model explains the dependent variable. The larger the value, and the closer it is to one, the better the independent variables explain the dependent variable. The coefficient of determination table can be seen in **Table 6** below:

Table 6. Coefficient of determination test

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.915 ^a	0.837	0.834	2.617

In **Table 6**, it can be seen that the R Square value is 0.834, or in percentage terms, 83.4%. This indicates that teachers' academic qualifications and professional competencies influence the career development of teachers at elementary schools in Tembilahan Hulu district, Indragiri Hilir regency.

4. Discussion

Based on the first hypothesis test, it can be seen that the significance value Sig. (2-tailed) For the academic qualifications of teachers concerning career development, it is 0.000, which is less than 0.05. It can be concluded that the teacher's academic qualifications significantly influence career development. In other words, the better the teachers' educational qualifications are, the better the career development of teachers at elementary schools in Tembilahan Hulu district, Indragiri Hilir regency.

Next, the second hypothesis test results show the significance value of Sig. (2-tailed) The teacher's professional competencies in career development are also 0.000, less than 0.05. It can be concluded that the teacher's professional competencies significantly influence career development. In other words, the higher the value of the teacher's professional competencies (X₂), the higher the career development of teachers at elementary schools in Tembilahan Hulu district, Indragiri Hilir regency.

Furthermore, the results of the third hypothesis test using the F-test show that the significance value is less than 0.05. In other words, H_a is accepted. In this study, it can be concluded that teachers' academic qualifications and professional competencies significantly influence career development. These three variables from the research study were then paired to analyze their influence or relationship. The three paired variables can be seen through the following analysis description.

4.1 The influence of teacher's academic qualifications on career development

Qualifications refer to the skills required to perform a task or hold a particular position through education. A teacher's academic qualifications are the skills necessary to teach and guide students, categorized as professional qualifications in the field of education and proven with diplomas and certificates. The results of the study indicate that the significance value Sig. (2-tailed) The teacher's academic qualifications in career development are 0.000, less than 0.05. Therefore, it can be

concluded that the teacher's academic qualifications significantly influence career development. In other words, the better the teachers' educational qualifications are, the better the career development of teachers at SD Negeri Kecamatan Tembilahan Hulu. In their research, Muradi et al. (2021) state that career development shows a positive and significant relationship with teacher performance, and efforts to improve teacher performance should focus on enhancing career development quality.

The findings above imply that academic qualifications significantly influence career development. This is in line with research conducted by Zulkifli et al. (2019), who emphasized the importance of a teacher's academic qualifications to ensure the mastery of the teacher's skills or knowledge in achieving learning objectives and measuring the teacher's command of the subject matter taught. This ensures that the learning objectives are achieved optimally. Academic qualifications guide teachers toward better career development. Teacher professional development is the responsibility of the government, local governments, education providers, teacher associations, and the teachers themselves. In general, these activities are intended to motivate, maintain, and enhance the teachers' competence in addressing educational and learning issues, which affects the improvement of students' learning outcomes.

In addition, Zulkifli Hasan (2017) found that academic qualifications influence teacher career development. Career development refers to developing beliefs and values, skills and talents, interests, personality traits, and knowledge about the world of work throughout life. To some extent, career development affects the quality and quantity of a person's work. The skills and knowledge required, directly and indirectly related to the work environment, must also be improved for the career to progress.

4.2 The influence of professional competence on teacher career development

Competence refers to actions or rational performance that can be used to achieve goals based on the prerequisites presented. Teachers, as educators, are required to have the ability to carry out their duties and responsibilities; therefore, they must master the learning materials, teaching methods, and a strong personality as the foundation of competence. If a teacher does not possess all of these, the teacher will fail in carrying out their duties and responsibilities. The teacher is the key to the success of the learning process. Teachers serve as motivators for students to develop a lifelong learning attitude. Career development encompasses the productive working age and a broader scope of an individual's entire lifetime (Tambunan, 2017). In this journey, teachers must recognize that their readiness and willingness to develop continuously is crucial. A teacher's professional competence plays a vital role in creating the best quality in the learning process and is an indicator of a teacher's professionalism in their field, contributing to their responsibilities.

Similar to what was stated by Rosni (2021), professional competence has a significant direct impact on career development ($0.000 < 0.05$). The analysis indicates that the second hypothesis, stating that professional competence influences teacher career development, is accepted. As the teacher's competence increases, their career development will improve. This is based on the teacher's pedagogical competence. According to Rosni (2021), pedagogical competence is the success and growth of teaching that results from evaluation and students actively learning. Essentially, teachers must be proficient in conducting assessments and reflections on themselves (Witarsa & Midani Rizki, 2022). These outcomes can become attributes attached to individuals or objects that refer to specific characteristics required to perform tasks effectively. These attributes include expertise, knowledge, skills, or particular characteristics.

A teacher who possesses competence will quickly develop their career. A Professional teacher will always have high demands in their work. In addition, career development is also an essential factor in improving teacher performance (Ajitama, 2023). Furthermore, in other research studies, as stated by Triyani et al. (2022), the findings revealed that teacher performance is influenced by different variables such as work motivation, teaching facilities, leadership, and training, and one of the factors is career development.

Teaching is a profession that is recognized alongside the demands of professionalism. Meeting the professional needs of a teacher will result in a qualified teacher with adequate competence, a deep understanding of their work, a skill in managing effective and efficient learning, and a strong personality. An unprofessional teacher negatively affects the achievement of students. Thus, the research found a significant influence of academic qualification and professional competence on teacher career development. Teacher academic qualification and professional competence influence the career development of elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency, by 83.4%.

Munawir et al. (2022) stated that improving teacher competence is essential for professional development and career advancement. Career development is designed to help employees maximize their potential by planning their future careers within the organization. Therefore, teachers who desire career advancement must work to their fullest potential. The Sustainable Development Goals (SDGs) also require a radical transformation that impacts all aspects of society, including professional development in the education sector (Klink, 2023). This work is related to the competencies a teacher possesses. The school where the teacher resides must continuously monitor, assist, and support teachers who wish to develop their careers. In general, Wardhani Wijaya (2020) also stated that the quality of a teacher's competence plays an essential role in creating the best quality in the learning process and reflecting the characteristics of a professional teacher, contributing to improving learning performance.

4.3 The influence of academic qualification and professional competence on teacher career development

Teaching is a profession that has gained recognition in line with the demands for professionalism. Meeting the professional needs of a teacher will result in a quality teacher who possesses adequate competence, has a deep understanding of their work, is skilled in managing effective and efficient learning, and has a strong character or personality. An unprofessional teacher negatively affects the achievements of students. In this study, it was found that academic qualification and professional competence have a significant influence on teacher career development. Teacher academic qualification and professional competence significantly affect the career development of elementary school teachers in Tembilahan Hulu district, Indragiri Hilir regency, by 83.4%.

Mangkunegara (2018) stated that the competence possessed by a teacher greatly supports their career. Career development is an activity aimed at helping employees maximize their potential by planning their future careers within the organization. Therefore, a teacher who wishes to develop their career must work to the best of their ability. This work is closely related to the competencies they possess. As the institution that supports teachers, schools must continuously monitor, assist, and support teachers who wish to develop their careers. Furthermore, Mulyasa (2018) explained that competence refers to rational behaviour to achieve specified goals based on desired conditions. Competence can be observed in daily actions during task execution and interactions with the environment.

5. Conclusion and Implications

Based on the research results and discussions conducted, it can be concluded that the data processing from hypothesis testing and regression coefficients show a significant effect. There is a substantial influence of teacher academic qualifications on teacher career development. Furthermore, teacher professional competence has an essential impact on career development. A significant influence of teacher academic qualifications and professional competence on career development also occurs. Therefore, it is clear that teacher academic qualifications and professional competence significantly impact teacher career development at the public elementary schools in Tembilahan Hulu district, Indragiri Hilir regency.

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