



OPTIMIZATION OF TEACHERS' PEDAGOGICAL COMPETENCE THROUGH COACHING AT KASIH IBU SLB PEKANBARU

Yasni

Superintendent of Kasih Ibu School Pekanbaru, Riau, Indonesia
yasniriau@gmail.com

OPTIMALISASI KOMPETENSI PEDAGOGIK GURU MELALUI PEMBINAAN DI SLB KASIH IBU PEKANBARU

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ABSTRACT

Abstract: This paper is based on the teachers' low pedagogical competence at SLB Kasih Ibu Pekanbaru. It is found from 1) there are still teachers who are unable to develop the syllabus, 2) there are still teachers who have not been able to manage the class properly, 3) there are still teachers who have not been able to interact and communicate well with students, 4) there are still teachers who have not been able to allocate time properly, 5) there are still teachers who do not motivate students to involve themselves actively in the teaching and learning process, and 6) there are still teachers who use learning media and deliver teaching material by only applying lecture or conventional methods. The research uses a School Action Research design by Kurt Lewin. The main concept of PTS according to Kurt Lewin consists of four components. The population of the research involved 13 all teachers at SLB Kasih Ibu Pekanbaru. Based on the description of data processing and discussion, the teacher's pedagogical competence in cycle I was 66% in the good category and in cycle II it increased to 88% in the good category. It means that coaching activities can improve the teachers' pedagogical competence at SLB Kasih Ibu Pekanbaru, which is successful.

Keywords: teachers' pedagogical competence, coaching, SLB teachers

Abstrak: Tulisan ini dilatarbelakangi oleh rendahnya kompetensi pedagogik guru di SLB Kasih Ibu Pekanbaru. Hal ini diketahui dengan 1) masih adanya guru yang tidak mampu mengembangkan silabus pembelajaran, 2) masih adanya guru yang belum mampu mengelola kelas dengan baik dan semestinya, 3) masih adanya guru yang belum mampu berinteraksi dan berkomunikasi secara baik dengan anak didik, 4) masih adanya guru yang belum mampu mengalokasikan waktu dengan baik, 5) masih adanya guru yang tidak memotivasi siswa untuk melibatkan diri secara aktif dalam proses pembelajaran, dan 6) Masih adanya guru yang tidak menggunakan media pembelajaran dan menyampaikan materi hanya menggunakan metode ceramah atau konvensional. Penelitian menggunakan desain Penelitian Tindakan Sekolah model Kurt Lewin. Konsep pokok PTS menurut Kurt Lewin terdiri dari empat komponen. Populasi pada penelitian melibatkan 13 orang guru yang ada di SLB Kasih Ibu Pekanbaru. Dari uraian pengolahan data dan pembahasan, didapatkan kesimpulan bahwa kompetensi pedagogik guru pada siklus I sebesar 66% dengan kategori baik dan pada siklus II meningkat menjadi 88% dengan kategori baik. Artinya bahwa kegiatan pembinaan dapat meningkatkan kompetensi pedagogik guru di SLB Kasih Ibu Pekanbaru, yang dikatakan berhasil.

Kata Kunci : kompetensi pedagogik guru, pembinaan, guru SLB

CITATION

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INTRODUCTION

Education is aimed at improving the quality of human resources, as formulated in the National Education Goals in the National Education System Law Number 20 of 2003, that National Education functions to develop capabilities and form dignified character and national civilization in order to educate the life of the nation, aims to develop the potential of students so that become a human being who has faith and fears God Almighty, has noble character, is healthy, knowledgeable, capable, creative: independent and becomes a democratic and responsible citizen (Musanna, 2017) . To realize these goals the teacher has a very important and very decisive function in the learning process. A professional teacher is required to be able to convey subject matter well, effectively and efficiently so that students as learners understand and understand what is conveyed. Teachers are also required to master various learning strategies so that the learning atmosphere in class is more passionate and enjoyable (Annurry, 2018) .

As stated by Kunandar (2007) that in carrying out their duties a teacher must at least have the following abilities and attitudes: first, master the curriculum. as outlined in the curriculum. Second, mastering the substance of the material being taught. The teacher is not only required to complete the set subject matter, but the teacher must also master and deeply appreciate all the material being taught. Third, mastering learning methods and evaluation. Fourth, responsibility for the task. Fifth, discipline in a broad sense. Teachers must be able to think critically and be sensitive to change in order to always adapt to the changes that occur. Educational programs without being balanced with the ability of educators to implement them are meaningless (Haug & Mork, 2021). A good educator is a knowledgeable teacher, educators will really

want to complete their obligations if they have pedagogical competence, each obligation requires a variety of abilities. Competence is a person's ability or capacity to do something according to his abilities (Sutisna & Widodo, 2020).

The teacher has a very important role in the implementation of the learning process, because the teacher is a " *key person* " who deals directly with students in teaching and learning process activities. Teachers must be able to create a conducive atmosphere so that students are willing to be fully involved in learning activities, so that the learning objectives that have been set can be achieved effectively and efficiently (Danim & Khairil, 2012). Therefore, an important thing that must be considered by schools is the existence of professional educators and education managers. The management factor is one of the factors that can have an effect on the quality of education which will be able to improve the quality of human resources in dealing with development and development in all fields in the current era of globalization. In this case a professional teacher is a teacher who have the required competence to perform educational tasks and teaching. Competence here includes knowledge, attitudes, and skills professional, whether personal, social, and academic (Mardhiah, Yusrizal & Usman, 2014).

The learning process is an integral part of the pedagogic competence that every educator, teacher and lecturer must have. It is a common belief that the management of the learning process must be carried out and even developed based on knowledge and skills because it is impossible for the learning process to be successful without the support of intelligent management. Pedagogic is a capability that must be owned by people as educators (*padagok*) in this case teachers, with various planned actions to educate (pedagogy)

namely in planned activities in the process of managing learning activities in schools that require certain abilities from teachers, in an effort to transform in terms of science (pedagogiek), towards students namely) students (Soegeng, 2012).

For elementary school students, the teacher's teaching skills are very important beyond the importance of expanding the mastery of teaching materials, because students do not need a lot of learning content, but need to get used to learning. Therefore, teachers must be creative in developing teaching techniques for their students. At the secondary school level, the creative urgency for developing learning techniques begins to decline along with the increasing needs of students for teaching material content. The teacher's ability to develop the learning materials being taught is also adjusted to how the teacher uses the method in learning so that students are interested and active in the learning process. The right method makes students feel interested in what is learned. Students are more enthusiastic about learning when teachers can provide learning using methods that are easily accepted (Suprptono, 2015).

Based on the results of the researchers' observations, there were irregularities in the teacher in terms of teaching ability. This can be seen from the symptoms, including: 1) There are still teachers who are unable to develop learning syllabuses, they only use the old syllabus. 2) There are still those who have not been able to manage the class properly and properly. 3) There are still teachers who have not been able to interact and communicate well with students. 4) There are still teachers who have not been able to allocate time properly. 5) There are still teachers who do not motivate students to involve themselves actively in the learning process. 6) There are still teachers who do not use learning media and deliver material only using lecture or

conventional methods. 7) There is still a teacher who does not give conclusions at the end of the learning process.

The phenomenon that often occurs is that teaching staff, especially at SLB Kasih Ibu Pekanbaru, have not met the qualifications as competent teachers, especially pedagogic competencies related to learning management. For example, teachers have not been able to utilize learning technology or have not been able to develop learning designs properly. Even though the teacher no longer acts as a presenter of information but must also be able to act as a facilitator, motivator, and mentor who always seeks to maximize the potential development of students.

RESEARCH METHODS

This type of research is School Action Research (PTS) located at SLB Kasih Ibu Pekanbaru, which is aimed at teachers. The main reason is from the results of observations and information from teachers, that pedagogical competence is still lacking. The place of research is at SLB Kasih Ibu Pekanbaru. The time of this research was carried out in November 2022. The population in this study were all teachers at SLB Kasih Ibu Pekanbaru, totaling 13 people. Data collection techniques in this study were interviews, observation, and discussion. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2002). Data were analyzed quantitatively and presented in tabular form.

RESULTS

A. Cycle I Activities

a. Planning

In the planning or preparation stage of this action, the steps taken are as follows:

- 1) Setting operational goals

- 2) Make worksheets and compile teacher worksheets to determine teacher pedagogical competence.
- 3) Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning.
- 4) Compile teacher pedagogic competency measurement sheets.

b. Action Implementation

- 1) Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG)
- 2) Researchers provide guidance on teacher skills in teaching through supervision

- 3) Researchers provide guidance on teacher skills in teaching through seminar workshops
- 4) Researchers provide guidance on teacher skills in teaching through education and training.

c. Observation

In the implementation of the research conducted by the researcher for the first time in cycle I, it was seen that the achievement of 55% of all aspects was observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfying. The results of research observations on the activities of researchers or facilitators who at that time provided direction will be described in table 1 below.

Table 1. Aspects of Coaching Activities In Cycle I

NO	EVALUATION	SB	B	SD	KB	TB	QMS	%
1	Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG)		√				4	55%
2	Researchers provide guidance on teacher skills in teaching through supervision				√		2	
3	Researchers provide guidance on teacher skills in teaching through seminar workshops				√		2	
4	Researchers provide guidance on teacher skills in teaching through education and training			√			3	
TOTAL			4	3	4		11	

Source: Observation Data, 2022

Information:

SB	: Very good	= 5
B	: Good	= 4
SD	: Moderate	= 3
KB	: Less Good	= 2
TB	: Not Good	= 1

From the table above it can be explained as follows:

- 1) Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG), well.

- 2) Researchers provide guidance on teacher skills in teaching through supervision, with less good.
- 3) Researchers provide guidance on teacher skills in teaching through seminar workshops, with moderate.
- 4) Researchers provide guidance on teacher skills in teaching through education and training, with less good.

Then to determine pedagogical competence can be seen from the following assessment results:

Table 2. Pedagogic Competence in Cycle I

No	Teacher	1	2	3	4	5	6	7	Total
1	Apriansyah	0	1	0	1	0	1	0	3
2	Bambang Kuswanto	1	1	1	1	0	1	1	6
3	Diamond Budi Rahmadhani	1	1	1	0	1	0	1	5
4	Maiwati	0	1	0	1	1	1	0	4
5	Masteni	0	0	1	1	0	1	1	4
6	Novika angraini	0	1	1	0	1	0	1	4
7	Rahmah sari dewi	1	1	1	1	0	1	0	5
8	Sasmi Aulia	1	0	1	1	1	1	1	6
9	Spirituality	0	1	0	1	0	1	0	3
10	Come on	0	0	1	1	1	1	1	5
11	Trust the main daughter	0	1	1	0	1	1	1	5
12	Yeni Octavia	1	1	0	1	1	1	1	6
13	Zulhasna	0	1	1	1	0	0	1	4
TOTAL		5	10	9	10	7	10	9	60
PERCENTAGE		38%	77%	69%	77%	54%	77%	69%	66%

Source: Observation data, 2022

From the data above it can be concluded that obtaining a percentage of the pedagogic competence aspect obtained an average percentage of achievement of 66% or in a fairly good category. For more details, it can be seen in the following description:

- 1) Understanding of the insight or educational foundation of the teacher's ability is 38%.
- 2) Understanding of students' ability of teachers by 77%.
- 3) Curriculum or syllabus development of teacher abilities by 69%
- 4) Learning design teacher ability by 77%
- 5) Implementation of learning that educates and dialogues the ability of teachers by 54%
- 6) Utilization of teacher learning technology is 77%.

- 7) Evaluation of teacher learning outcomes by 69%

c. Reflection

The results of data analysis for each step of implementing the action are described by the author at this stage. So according to the results of the study it cannot be said to be successful because the score obtained can still be improved. Overall pedagogic competence only reached 66%. While other aspects also still need correction and improvement in the next cycle, namely cycle II. Weaknesses carried out by researchers as facilitators include:

- 1) Researchers provide coaching to improve pedagogic competence
- 2) Researchers provide guidance on teacher skills in teaching through seminar workshops

The two aspects carried out by the teacher mentioned above are still classified as moderate or good enough, thus affecting the success of this research. For that researchers need to make improvements in the next cycle.

B. Cycle II Activities

a. Planning

In the planning or preparation stage of this action, the steps taken are as follows:

- Setting operational goals
- Make worksheets and compile teacher worksheets to determine teacher pedagogical competence.
- Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning.
- Compile teacher pedagogic competency measurement sheets.

b. Action Implementation

- Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG)
- Researchers provide guidance on teacher skills in teaching through supervision
- Researchers provide guidance on teacher skills in teaching through seminar workshops
- Researchers provide guidance on teacher skills in teaching through education and training.

c. Observation

In the implementation of the Optimization of Guidance which was delivered by researchers for the first time in cycle I, it was seen that the achievement of 95% of all aspects was observed and assessed. This means that the coaching activities carried out by researchers are classified as very good. As for the results of research observations on the activities of researchers or facilitators who at that time will be described in table 3 below.

Table 3. Aspects of Coaching Activities in Cycle II

NO	EVALUATION	SB	B	SD	KB	TB	QMS	%
1	Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG)	√					5	
2	Researchers provide guidance on teacher skills in teaching through supervision	√					5	
3	Researchers provide guidance on teacher skills in teaching through seminar workshops		√				4	95%
4	Researchers provide guidance on teacher skills in teaching through education and training	√					5	
TOTAL		15	4				19	

Source: Observation Data, 2022

Information:

SB	: Very good	= 5
B	: Good	= 4
SD	: Moderate	= 3
KB	: Less Good	= 2
TB	: Not Good	= 1

From the table above it can be explained as follows:

- 1) Researchers provide guidance on teacher skills in teaching through teacher working groups (KKG), very well

- 2) Researchers provide guidance on teacher skills in teaching through supervision, very well
- 3) Researchers provide guidance on teacher skills in teaching through seminar workshops, well

- 4) Researchers provide teacher skill development in teaching through education and training, very well

Improvement of coaching activities carried out by researchers had a good impact on teacher pedagogic competence . Then to find out the teacher's pedagogical competence can be seen from the following assessment results:

Table 4. Teacher pedagogical competence In Cycle II

No	Teacher	1	2	3	4	5	6	7	Total
1	Apriansyah	1	1	0	1	1	1	0	5
2	Bambang Kuswanto	1	1	1	1	1	1	1	7
	Diamond Budi								
3	Rahmadhani	1	1	1	1	1	1	1	7
4	Maiwati	1	1	1	0	1	0	1	5
5	Masteni	1	1	1	1	1	1	0	6
6	Novika angraini	1	1	1	1	0	1	1	6
7	Rahmah sari dewi	1	1	1	1	1	1	1	7
8	Sasmi Aulia	1	1	1	1	1	1	0	6
9	Spiritual lady	0	0	1	1	1	1	1	5
10	Sukma ui	1	1	1	1	1	1	1	7
11	Syakinah Putri Utami	1	1	1	1	1	1	1	7
12	Yeni oktavia	1	1	1	0	1	0	1	5
13	Zulhasna	1	1	1	1	1	1	1	7
TOTAL		12	12	12	11	12	11	10	80
PERCENTAGE		92%	92%	92%	85%	92%	85%	77%	88%

Source: Observation Data, 2022

From the data above, it can be concluded that obtaining a percentage of the teacher's pedagogical competence aspect obtained an average percentage of achievement of 86% or in the very good category. For more details, it can be seen in the following description:

- 1) Understanding of the insight or educational foundation of the teacher's ability is 92%.
- 2) Understanding of students' ability of teachers by 92%.

- 3) Curriculum or syllabus development of teacher ability by 92%
- 4) Learning design teacher ability by 85%
- 5) Implementation of learning that educates and dialogues the ability of teachers by 92%
- 6) Utilization of teacher learning technology is 85%.
- 7) Evaluation of teacher learning outcomes by 77%

d. Reflection

Based on the data obtained from the observations, it can be concluded that all coaching activities carried out by researchers have developed in 2 cycles. Thus there is no

need for the next cycle of activities because according to the researchers the expected competencies have been achieved with good grades.

Table 5. Comparison of Coaching Activities In Cycles I and II

Ket	Percentage of Classical Activeness	Category
Cycle I	55%	Pretty good
Cycle II	95%	Very good

From the table above it is known that from the aspect of supervision activities it is known that from cycle I it increased in cycle II. If in cycle I got an achievement score of 55%

then in cycle II it was better by getting an achievement score of 95%. To make it clearer, it can also be seen in curve 1.

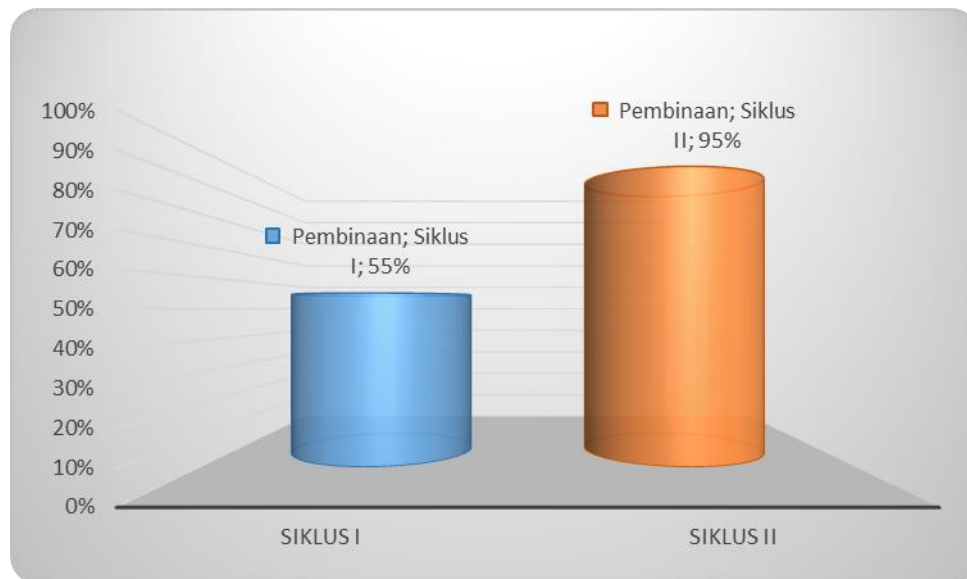


Figure 1. Comparison of Coaching Activities in Cycles I and II

The improvement in the delivery of material by researchers who are also facilitators

also has implications for increasing teacher pedagogical competence.

Table 6. Comparison of Teacher Pedagogic Competence in Cycles I and II

Ket	Classical Percentage	Category
Cycle I	66%	Pretty good
Cycle II	88%	Well

In the aspect of teacher pedagogical competence, it was found that in cycle I it was 66% in the good category and in cycle II it increased to 88% in the very good category. To

make it clearer, it can be seen in the following curve .

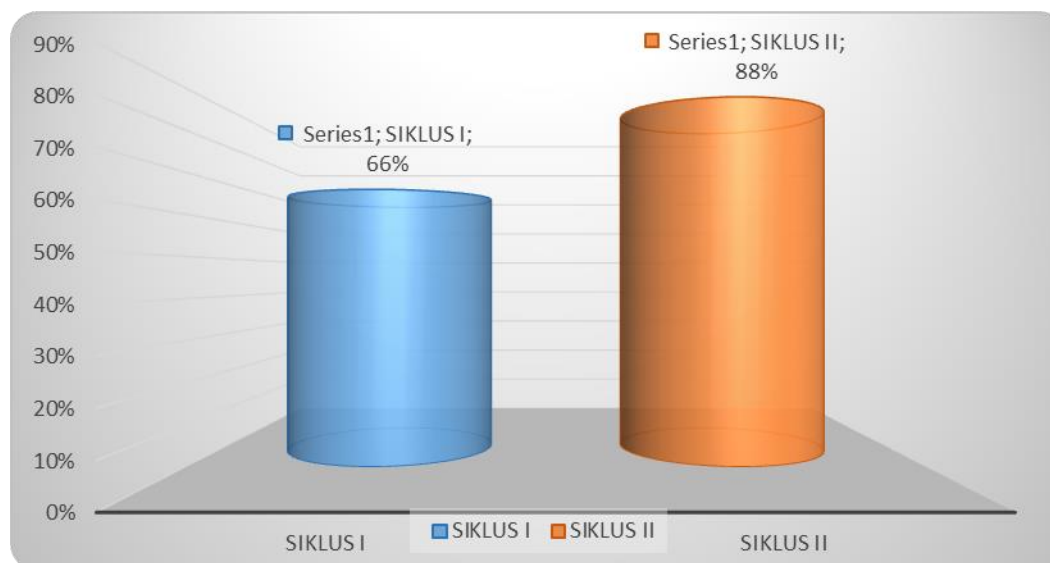


Figure 2. Comparison of Teacher Pedagogical Competence in Cycles I and II

Coaching activities from cycle I to cycle II has implications for teacher pedagogic competence . Thus, if this success has been achieved, there is no need for the next cycle.

DISCUSSION

Results of the research in cycle I showed that aspects of the teacher's pedagogical competence in cycle I had not yet reached the set mastery indicators. This indicates that the guidance provided by researchers still needs better planning by taking into account the weaknesses and strengths that have been identified in cycle I as the basis for improvement in cycle II. Principals have an important role in improving the quality of education, one of which is to know the success of the teaching and learning process and to provide guidance on teacher teaching competence (Murniati & Harun,

2015). The school principal has the authority to provide coaching and development of teacher competencies, this is done through 3 stages, namely the planning, implementation and evaluation stages (Azizah & Roesminingsih, 2021).

Based on research conducted by Fikriyah and Riyanto (2018) it was found that the principal has an obligation as an academic supervisor for each teacher. In addition, the school principal is one of the components that determines the success of online learning in schools, it is expected to be a resource that should have superiority and competence above teachers and other average teachers. Principals are required to always provide service assistance to school personnel (Hendaman, 2015). Balanced with pedagogic competence which is one of the aspects assessed in the Teacher PK is

carried out to see the performance of teachers in carrying out their main tasks, namely carrying out learning, mentoring and/or carrying out other tasks relevant to school functions (Saflinda, 2021).

Teacher pedagogical competence is a set knowledge, skills, abilities, skills, and behaviors that must be owned, internalized and controlled by teachers in educating (Ismail, 2015). Teachers are professional educators who are equipped with special skills in the form of four competencies, namely pedagogic competence, social competence, personality competence, and competence professionals (Indrawan, et al., 2020). According to Sumardi, (2016) pedagogical competence is abilities related to students' understanding and management of educational and dialogic learning processes. Ability in managing students includes: (a) understanding insight or educational foundation; (b) understanding about students; (c) curriculum/syllabus development; (d) educational and dialogic learning design; (e) evaluation learning outcomes; and (f) development of students for actualize its various potentials (Musfah, 2012). To achieve these goals, the teacher as a learning manager must be able to facilitate this learning in order to get optimal results, so that these goals can be owned and achieved by students (Kurniasih, 2014). In this case the need for learning media that has an interesting function helps facilitate students in learning and facilitates teachers in teaching, learning is not boring, attracts student interest, active student senses, and brings the world of theory closer to the world of concepts. This condition will increase the activeness of students in learning which in turn can improve student learning outcomes as well. This is because students' interest in participating in learning has increased (Widyaningrum, 2016).

CONCLUSIONS

RECOMMENDATIONS

AND

From the description of data processing and discussion, it can be concluded that the teacher's pedagogic competence in cycle I was 66% in the good category and in cycle II it increased to 88% in the good category. This means that coaching activities can improve the pedagogical competence of teachers at SLB Kasih Ibu Pekanbaru, which is said to be successful.

Based on the research findings above, and considering that the application of coaching activities is to improve the pedagogical competence of teachers at SLB Kasih Ibu Pekanbaru, it is suggested that there is a need to increase these activities in the future. In this regard, it is suggested to various parties to follow up on the results of this study. For school supervisors to improve pedagogic competence it is necessary to provide training and assistance to improve the quality of education, education and training for teachers is necessary and must be carried out to improve teacher pedagogical competence.

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