



The Influence of Teachers' Professional Development Towards Teacher's Participation in Program Sekolah Penggerak Development

Hana Triana, *Arita Marini, Zulela MS

Postgraduate Basic Education Doctoral Program, Faculty of Education, Universitas Negeri Jakarta, Indonesia.

*Corresponding Author e-mail: aritamarini@unj.ac.id

Received: March 2022; Revised: March 2023; Published: April 2023

Abstract

This study aims to analyze the form of teacher competence professional development towards participation in developing professionalism in the driving school program. This research method uses quantitative methods while quantitative descriptive analysis is carried out on 20 respondents. Interpretation of survey data to identify forms of teacher professional development, expected funding sources and participation in training on implementation of driving schools facilitated by Expert Trainers which are part of mandatory activities in the implementation of the independent curriculum and/or support from the regional/central government or other forms of activity facilitated by the organization or other communities.

Keywords: Professional development, teacher competence, School Mobilization Program

How to Cite: Triana, H., Marini, A., & MS, Z. (2023). The Influence of Teachers' Professional Development Towards Teacher's Participation in Program Sekolah Penggerak Development. *Prisma Sains : Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram*, 11(2), 569-580. doi:<https://doi.org/10.33394/j-ps.v11i2.7883>



<https://doi.org/10.33394/j-ps.v11i2.7883>

Copyright© 2023, Triana et al.

This is an open-access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) License.



INTRODUCTION

Merdeka teaches in the driving school program aimed at being a catalyst in order to realize Indonesian Education so that it can have superior Human Resources. As objects of movement, namely supervisors, principals, and teachers. The focus of development on student learning outcomes as a whole/holistic. The output of this pilot program is to realize the Pancasila Student Profile with its implementation and implementation. The driving school program is carried out in collaboration with all stakeholders including local government, central government and education units. This mobilization school activity involves public schools and private schools that are members of the ecosystem circle so that joint mobilization can be realized which focuses on integrated ecosystem development.(Ministry of Education and Culture Research and Technology, 2021).

The development of the teaching profession does not only focus on competence, but holistically on strategies to improve student character, one of which is to form positive character in accordance with Presidential policy No. 87 which states that at the elementary school level in Indonesia, what needs to be strengthened is character education for students.(Nuraini et al., 2020).Character Education can be implemented in the classroom, with a positive school culture and extracurricular activities(Wibowo et al., 2020).Forms of character improvement include carrying out character building through a variety of religious activities, schools can provide facilities for worship, habituation at school, implementing harmonious living and tolerance between friends of different religions or beliefs.(Ibrahim et al., 2020).The form of a character strengthening model can be implemented through character education activities. This can be done by involving students in sports activities(Marini et al.,

2021). Strengthening character can increase competence which can improve student learning outcomes (Safitri et al., 2020). In addition, skills improvement can be done by improving social skills in this case students can collaborate in groups in the learning process (Hartati et al., 2020). In addition, it is necessary to improve critical thinking skills, one of which is by increasing leadership abilities in elementary schools through cognitive, evaluation, and supervision skills (Maksum et al., n.d.). Based on field observations, critical thinking skills are low in social studies learning (Ibrahim, Safitri, Nuraini, et al., 2020). In improving competence, skills and strengthening character, the government supports and facilitates students for school activity programs, both facilities, facilities and parasana and other needs. This is done by providing a budget in accordance with government regulations and policies (Wahyudi et al., 2019).

Basic education is a type of education between the ages of 6-12 years where the child's thinking level is the basis for developing attitudes, behavior, knowledge and skills and creativity needed for growth and development in the future. One form of activity is through music, dance, drama and visual art activities (Hadi et al., nd). Other forms of activity include increasing critical thinking skills in other learning at the elementary level, one of which is the E-Book media with the Problem-Based Learning approach (Susanto et al., 2022), and improve higher-order thinking skills (Sari et al., 2023). Other examples include technology-based learning such as video-animation as a way to improve the learning environment (Safitri et al., 2021). Thus, the need for potential developments that exist in every child (Utami et al., 2022). The current decline in character in Indonesia is a problem at both the elementary and secondary school levels, where the increase is not only focused on extracurricular activities, school culture, learning integration, but requires comprehensive and in-depth handling to thoroughly understand the phenomena that occur in the field (Aningsih et al., 2022). Analysis of learning outcomes can be seen from the aspects of thoughts, feelings, and behavior. The output of these competencies is knowledge, skills, values and attitudes through the learning process in accordance with student potential (Maksum et al., 2021).

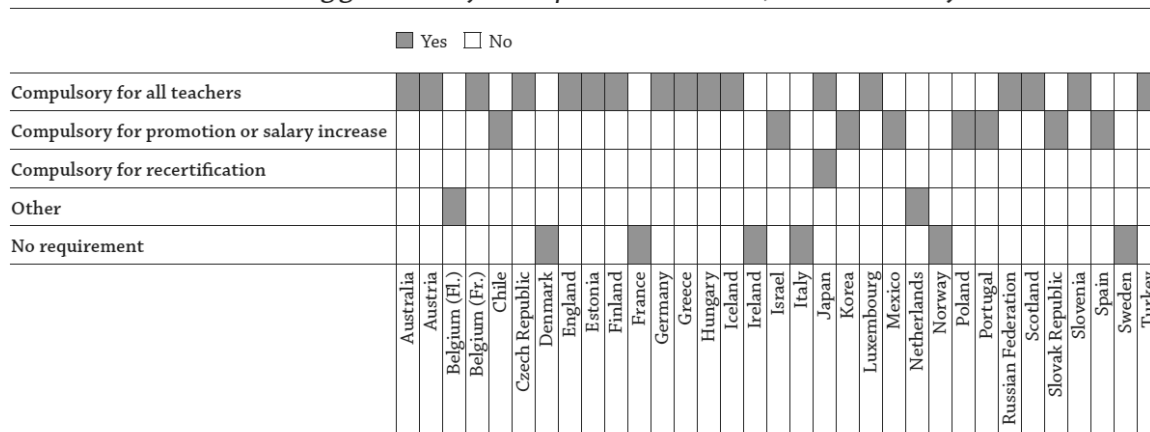

It can be concluded that the form of activity effect on student learning outcomes need to be fully improved. Thus every teacher, not only teachers who are members of driving schools, needs to improve the skills of all educational problems, both problems attainment of student competence, skills, character and other skills. One of them is an increase in technology that can be followed in every program, both offline and online PD. Character education can be done by coaching, workshops or following various good practices. One of the breakthroughs in the driving school program is strengthening teachers through intensive training and mentoring programs (coaching and mentoring) or one-to-one training with expert trainers designed by the BBGP (Balai Badan Besar Badan Guru Pembelajaran). The training is carried out regularly either online or offline in workshops or workshops. This learning implementation training is not only intended for teachers, supervisors, and school principals. In carrying out this assistance, it is carried out by 1 expert trainer who handles around 5-7 schools. Where expert mentoring trainers are in accordance with the driving school program.

Mentoring activities in driving schools carried out for 3 years starting from guided learning to independent. In the Mobilizing School Program, a learning committee is formed in each school consisting of 2 teachers who play an important role in the implementation of the independent curriculum. In terms of being accompanied by an expert trainer. Teachers in this training will get in-depth material related to; career development, professional learning practices, and use of digital platforms (Ministry of Education and Culture Research and Technology, 2021). This policy is contained in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia number 1 of 2023 which states the suitability of functional position criteria, especially teachers who have accumulated the most for private or public schools where they must be able to carry out tasks in accordance with their competency-tested expertise (Azwar Anas, 2023).

The elaborative analysis is contained in Permenpan Number 16 of 2009, regarding teacher guidance activities in this case how teachers can prepare lesson plans, carry out guidance, and make continuous improvements and be able to reflect on the benefits of the research results. Besides that, to improve teacher competence as one of the development of teachers, teachers conduct research. Among them make scientific/scientific work accordingly field learning or guidance on certain assignments and given a credit score and the rules set forth regarding the assessment and determination (Minister of State for Administrative Reform and Bureaucratic Reform. & Mangindaan, 2009). This is also disclosed in Law No. 14 of 2005 (President of the Republic of Indonesia, 2005) regarding Teachers and Lecturers which states that every teacher has an ongoing opportunity to be able to learn for life, teachers also have the opportunity to be able to carry out teacher professional development as a condition for improving their academic qualifications and competencies. In addition, it is explained that the district/city government is obliged to meet the needs of teachers in terms of number, academic qualifications and competencies evenly which can ensure the continuity of education. The analysis of this policy explains the importance of developing teacher professionalism as a form of increasing teacher competency which can have a direct influence on student success in supporting their learning in which arrangements and procurement are regulated by the central and regional governments.

The development of teacher professionalism is in line with Law Number 20 of 2003 concerning the National Education System that teachers or educators are professionals where every citizen has the right to receive quality education services. These professionals exist to be able to improve the quality of learning and improve quality education services. For this reason, teachers earn income above the minimum necessities of life so that they can improve their professional abilities (President of the Republic of Indonesia, 2003). As a follow-up to the professional development of teacher competence towards increasing teacher participation in developing professionalism in driving school programs through various forms including PMO (Program Management Office) activities, workshops conducted online and offline, in-depth mentoring materials and evidence of concrete actions taken on the Platform Merdeka Mengajar, Carrying out teacher professional development through teacher sharing in which the community nets and discussion forums between teacher communities, as well as the central government providing a development platform to increase the level of teacher education through teacher scholarships so that they can continue to a higher level, webinars that are well organized by the government central, regional, and independent or voluntary organizations, the policies of educational researchers collaboratively develop the professionalism of teachers.

This is also in line with the development of professionalism in activities that are standardized in development activities self-esteem. As stated that teacher professional development is an obligation that needs to be carried out by teachers in all countries in the world. Most countries decide a number of things in carrying out PD activities that are mandatory and not mandatory for teachers to follow either individually or under school management in their respective education units or foundation level in several private schools. (OECD, 2014). It is set out in the figure below regarding the teacher's requirements for teacher participation in developing professionalism as a prerequisite for both activities that must be followed by all teachers including professionalism obligations, promotions and income increases, or others.

Chart D7.1. Requirements for teachers' professional development (2013)*For teachers teaching general subjects in public institutions, lower secondary education*Source: OECD. Table D7.1.c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).StatLink  <http://dx.doi.org/10.1787/888933120537>**Figure 1: Teacher Professional Development Prerequisites(OECD, 2014)**

In this context, the form of activity, one of which is through teacher training, is a lifelong teacher development process that is carried out on an ongoing basis to improve work quality. In this case, teachers can refresh, develop and broaden their knowledge and understanding in teaching and improve teaching practice skills. Expectations of teacher development can be carried out in various ways including to increase diversity learners, multiculturalism education(Nur Latifah et al., 2021) where implementation is in accordance with the perspectives of teachers, students, and school principals (Ramadhani et al., 2020). The discussion of teacher development focuses on character building(Aningsih et al., 2022), teaching inclusion child(Munajah et al., 2021)and with special needs, increasing skills in the field of communication and information to adapt to today's modern advances or a form of implementation of 21st century learning and character education(Marini, 2018), and educational technology (Muskania & Zulela MS, 2021). As mentioned, teacher professional development has a significant impact on improving student learning(Suk Yoon et al., n.d.).With more teachers doing professional development, the pace of competence progress is faster(Clotfelter Helen F Ladd Jacob L Vigdor et al., 2008). Research shows that, in addition to formal workshops, mentoring by internal teachers in education units can also significantly improve teaching quality. As such, it is especially useful for teachers who enter the profession through alternative routes. High-quality professional development also has a significant impact on the teaching profession(Allensworth, 2009).High-quality professional development also has a significant impact on teacher retention With teacher turnover being a serious problem, particularly in schools serving marginalized communities(OECD, 2014).Professional development must be a top priority, the prerequisites for this development are indicators for teachers in developing teacher professionalism in various forms of activity. Especially in the driving school program which is a pilot project for schools implementing the implementation of the independent curriculum.

This study aims to determine the effect of the form of teacher competence professionalism development on professionalism in the driving school program.Based on the results of field observations of 5-7 assisted schools including several of the same schools. A view of the implementation of professionalism where teachers need to upgrade the required competencies. So a number of surveys were carried out on the forms of teacher professional development that are often carried out today, and to find out the effectiveness of the results of these activities, as well as support for teacher professional development from both school management, local or central government.(Primasari et al., 2021), 21st century learning

principles, teaching tools, Project Based-Learning, New Paradigm Projects Mobilizing School Programs as a Form of Pancasila Student Profile(Nurasiah et al., 2022)and Personalized Learning. One of the trending issues currently teachers need to find strategies for self-management and emotional intelligence as one of character development, especially for elementary school children(Elfrida et al., 2018).

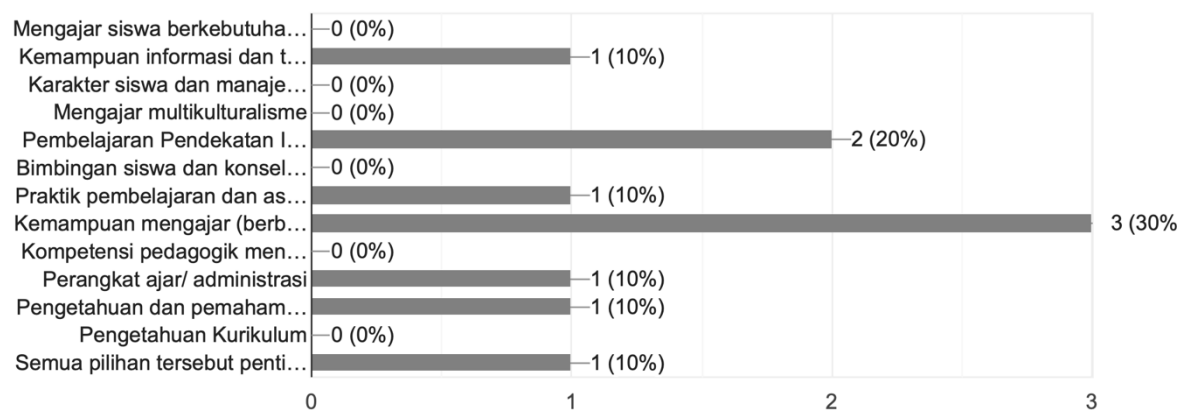
METHOD

This research is a survey research with quantitative research methods and uses data analysis techniques in the form of quantitative descriptive analysis techniques. This research was conducted on 20 respondents with the criteria of being a teacher. The selection of samples was taken randomly at the driving schools in West Java, Bogor, namely Amalia Integrated Islamic Private Elementary School, Nyalindung Elementary School, Pakansari 04 Elementary School and Ciurayut Elementary School. The research instrument used in order to obtain quantitative data was obtained by developing a questionnaire instrument.

In addition, the data analysis technique in this study used a quantitative descriptive technique which was carried out by analyzing the results of the questionnaires that had been given to the respondents. This questionnaire contains questions related to the form of teacher professional development, the form of increasing PD competence, and participation in training on the implementation of driving schools hosted by Expert Trainers or facilitators of driving schools. Based on these questions, it is hoped that researchers will get the results of the influence of the form of professional development of teacher competence on increasing teacher participation in developing professionalism in the driving school program in carrying out the implementation of the independent curriculum. The number of questions in the questionnaire were 12 questions asked.(OECD, 2014)As well as government policies in improving the competence and profession of teachers to improve human resources.

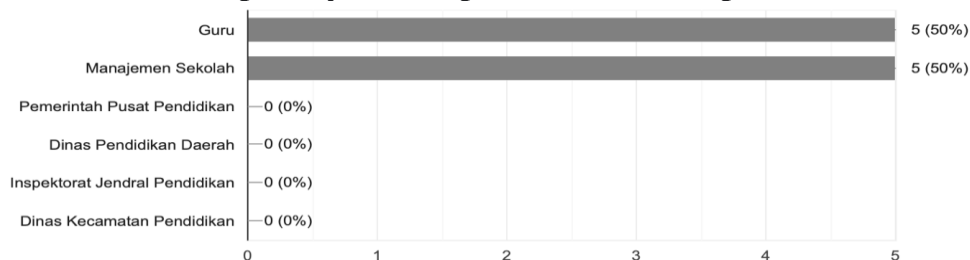
RESULTS AND DISCUSSION

What forms of professional development do teachers need to improve competency?



The form of professional development needed by teachers is in the form of teaching ability (problem-based and 21st century learning) of 30%, while related to guidance and counseling there is 0%. Thus, the form of teacher professional development needed in driving schools focuses on learning strategies as a form of teacher teaching innovation to improve student skills. Developing the teaching profession is the most important aspect in improving teacher competence. According to research, increasing teacher competence can improve the design of learning materials taught in school programs, as a step in reducing barriers to teaching and improving methods, strategies, and supporting learning designs in the classroom, implementing teacher professional development can increase teacher professionalism in schools,(Apriliyanti, 2020; OECD, 2014)

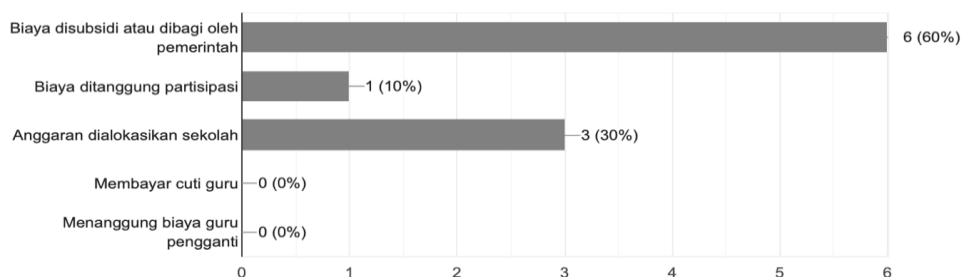
Who decides on non-compulsory teacher professional development activities?



Deciding that teacher professional development is not mandatory by teachers by 50% and by school management by 50% there are the same large numbers. This policy analysis needs full support from the central and regional governments. Teacher professional development is mandatory to improve teacher performance. To create a better educational environment. A teacher has a profession that needs to be carried out in order to have special expertise to carry out learning and teaching activities to students by having competent abilities and knowledge for students (Parangi et al., n.d.).

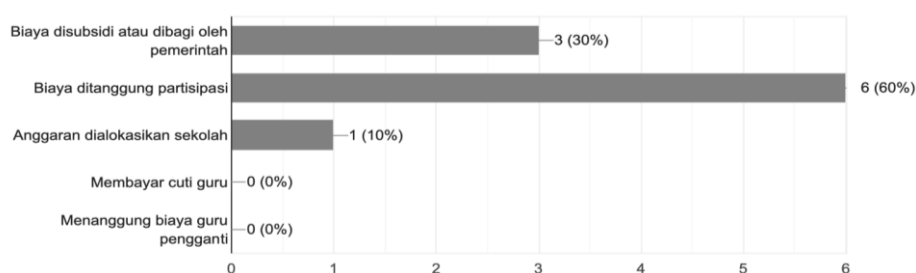
A teacher must be able to be as responsible as possible in carrying out obligations to students, in a classroom environment where they can create meaningful, fun learning as a form of improving the quality of being experts in guiding their students.

Funding and support strategy for mandatory professional development?



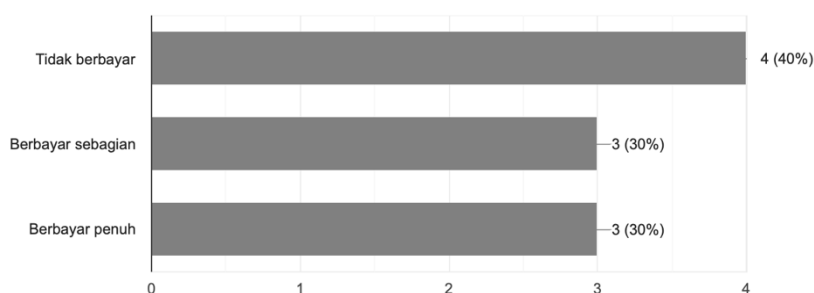
The funding strategy for professional development is mandatory at 60% which is subsidized by the government. Mention costs borne by participation of 10% and the budget allocated by schools is 30%. Thus the government provides a budget to support professional development programs.

Funding and support strategy for non-compulsory professional development?



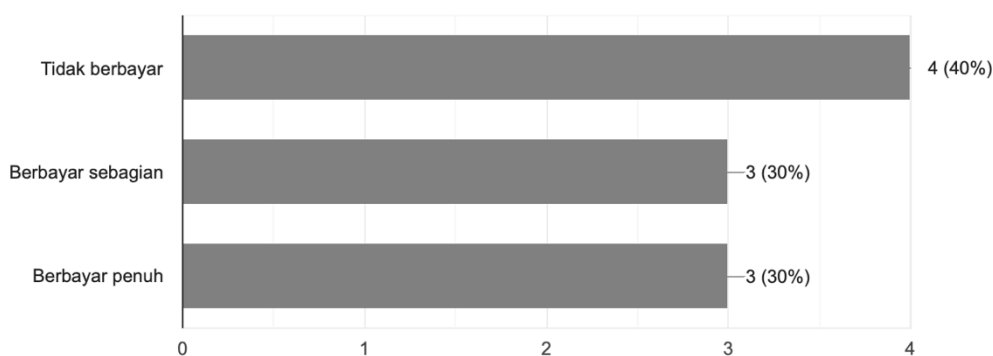
The non-mandatory professional development funding strategy is 30% from the government, the costs are borne by participation 60% and budget allocated by school by 10%. From these results the analysis can be concluded that costs are borne by themselves to participate in teacher professional development activities because they suit the individual needs of teachers. While part of the budget is allocated for school operational needs.

Private fund payment rates for teacher professional development participation (courses/workshops)?



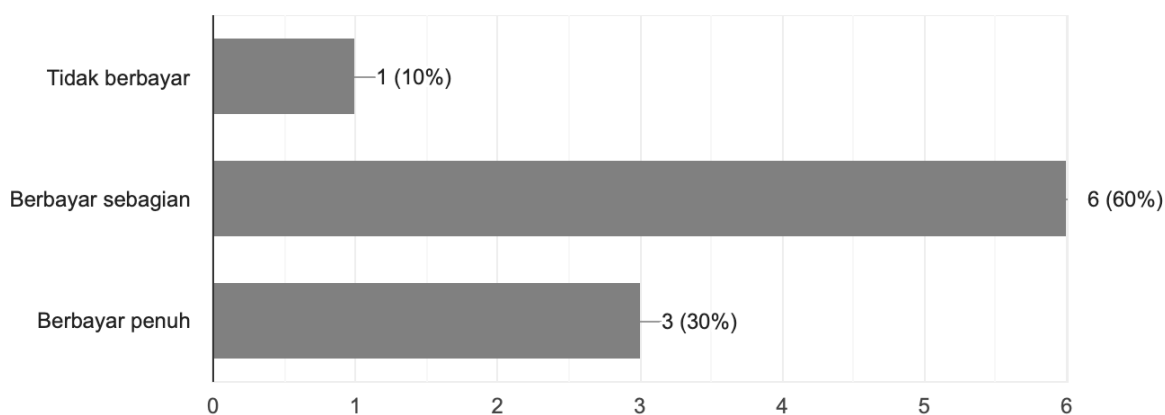
Many teachers take part in PD workshop activities that are not paid at 40% and partially paid at 30% and fully paid at 30%. The PD analysis shows that unpaid ones are more desirable as long as they still meet the PD needs of teachers in workshop activities.

Private funding rate for educational conferences or seminars where teachers and/or researchers present the results of their research and discuss Education issues



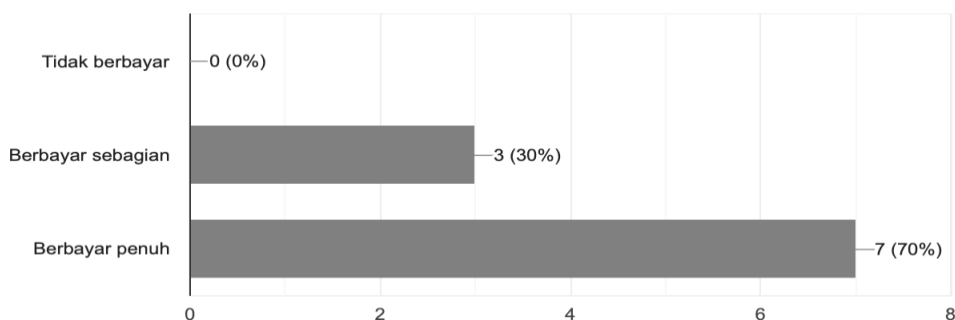
From the survey results, many teachers choose to attend conferences or seminars without pay by 40%, while 30% for partially paid and fully paid teachers. In this way, the central government can conduct research grants and meaningful conference seminars, especially for teachers participating in the driving school program.

Rate of payment of private funds for individual or collaborative research on a topic of interest to the teacher?



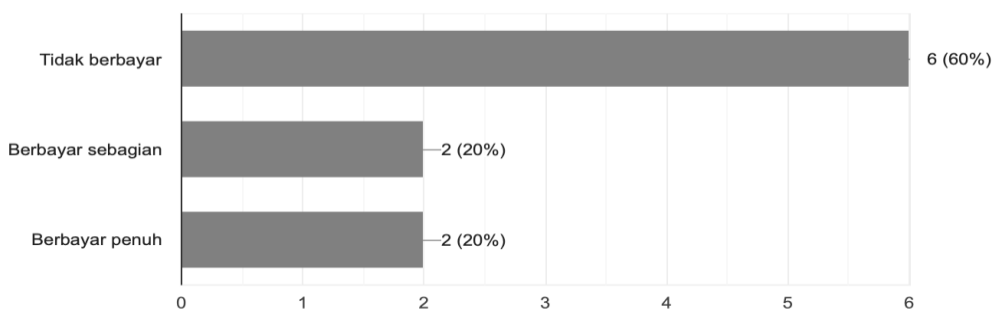
Teachers carry out individual or collaborative research by spending 60% of the funds and fully paying 30% while not paying 10%. Thus it is necessary to have an unpaid research forum so that teachers can conduct research, especially the good practices of driving school programs in the implementation of the independent curriculum.

Personal fund payment rate for pqualification program (e.g. degree program)?



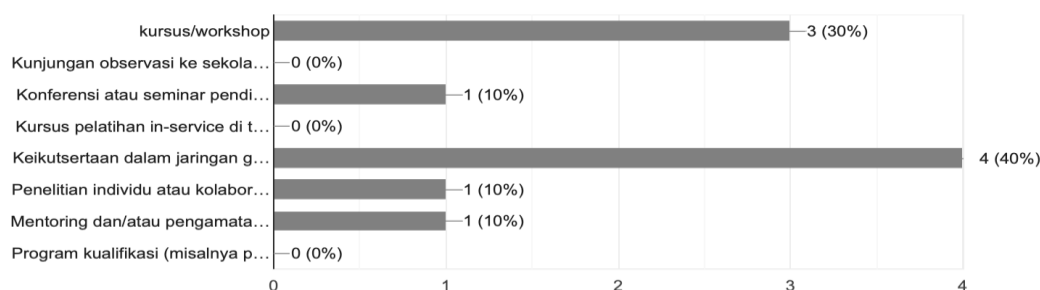
Participating in a specially formed learning community disburses the full budget of 70%. While partially paid 30% and not paid 0%. Thus the form of self-development of tiered school strata takes from personal funds. Thus the government can open opportunities for more quota relief for subsidies or scholarships.

Rate of payment of private funds for participation in teacher networks set up specifically for teacher professional development?



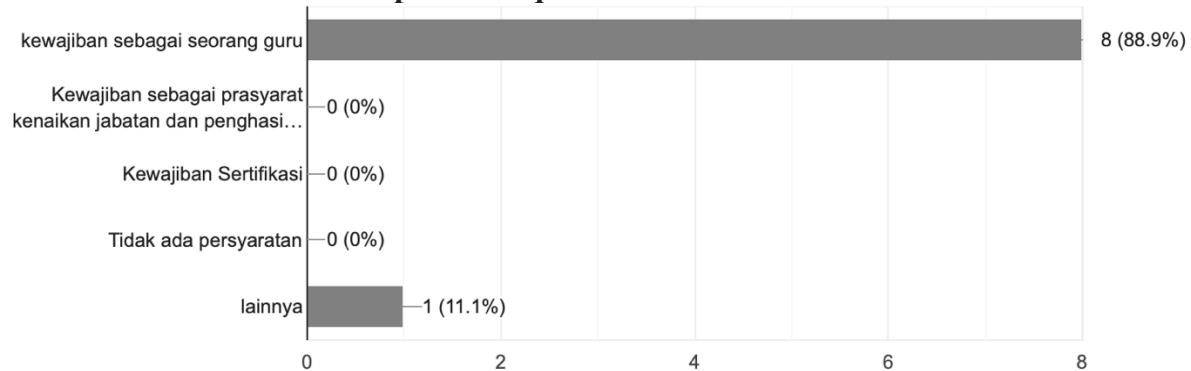
The payment rate following the teacher community network is 60% unpaid, and 20% partially paid while fully paid 20%. Thus many paid teachers choose to take part in unpaid learning communities as long as competency needs can be met.

Professional development recently undertaken by teachers, by type and intensity?



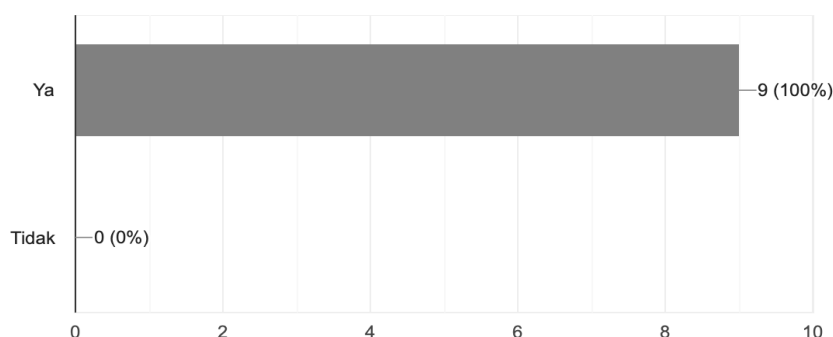
The development that has recently been carried out is the participation of the learning community by 40%, and participating in workshops by 30%. Meanwhile, 10% attended conferences or educational seminars, 10% independently conducted research and 10% mentoring. Thus, forms of collaboration with networks with learning communities can improve teacher competence. One of the teacher mobilization programs is one way to increase teacher competence where a teacher can improve leadership skills with intense training carried out for 9 months.

Teacher Professional Development Requirements



Mentioning the development of teacher professionalism is an obligation that must be carried out to increase competency by 88.9%. Meanwhile, mentioning 1% as other requirements. It can be analyzed that the teacher has a great desire to keep learning from what he does not know. One of them is the PPG (Teacher Professional Education) activity as an effort to increase teacher professionalism which is prepared to increase teacher professionalism at both the S-1 level and non-educational level. This professional development activity is one of the steps to improve teacher competence in order to become a professional teacher as a demand for 21st century teaching. This is examined in the article (Parangi et al., n.d.)

Are you willing to take part in training in the form of teacher professional development on the implementation of the Merdeka curriculum?



Fully 100% of teachers are willing to take part in teacher professional development training in this case regarding the implementation of the independent curriculum. Thus the teacher's enthusiasm for achieving understanding of competence and practical teaching is the most important thing. Developing the teaching profession in welcoming and supporting the independent curriculum by getting support from professional organizations, one of which is As a form of perfecting implementation and providing solutions to students. Gradually the competencies and human resources in each school can be gradually adjusted to the readiness and developments in each education unit

CONCLUSION

It can be concluded that the development of teacher professionalism is necessary to improve teacher competence. PD activities that do not need to pay are part of the teacher's target as long as competence can still be fulfilled. Teachers are more interested in

participating who are not paid even to do article research. Thus it is very much in line with government policy that participation in teacher professional development is something that must be done by teachers to improve teacher competence, especially driving schools which are pilot implementation of student-centered curriculum so that the government's role can provide great opportunities and support in terms of professional development budgeting Teacher.

RECOMMENDATIONS

Recommendations to deepen the study of information sources further so that in addition to knowing the extensification or activities to increase the professionalism of teachers in schools, they can also know the depth of measurement of student learning outcomes. Furthermore, this research will be continued in more depth based on the results of the learning evaluation. However, this research is very useful to find out the information data on the current form of competency needs based on an analysis of government policy on the teacher lecturer Constitution and competency development as well as the expectations of the central and regional governments to provide support to educators in facilitating teacher professional development activities either online or online. offline according to the teacher needs analysis. This of course does not only apply to driving schools but in general as part of the PD (Professional Development) form, whether it is mandatory or not. It is recommended that this research be continued to measure the results of student learning analysis in accordance with the principles of 21st century learning.

ACKNOWLEDGEMENT

We would like to thank all parties involved in the preparation of this research for the policy analysis regarding the professional development of teacher competencies in driving schools. First, we would like to thank our respected lecturers who have provided directions, models, and sources of information related to education policy analysis, especially in terms of this research, for the Head of the Education Program, Prof. Dr. Mohammad Syarif Sumantri M.Pd., M.Pd.Prof. Dr. Ir. Arita Marini, ME and Prof. Zulela MS., M.Pd. We also thank the head of Ilma Melati, the best friend who became a discussion partner in conducting this research. We express our deep gratitude to the Teachers of the West Java Regional Movement School Bogor Integrated Islamic Elementary School, Sri Suharti, S.Pd, Nyalindung Elementary School, Titin Rondansih, M.Pd, Ciburayut 01 Elementary School, Solihat, S.Pd, SDN Pakansari 04, Hera Prastari, S.Pd, as well as the entire learning committee and teachers at SD Assistan in the West Java-Bogor area under the PA-34 Expert Trainer, Hana Triana, M.Pd. M.Ed. The form of this research is an analysis of teacher professional development so that it can support competency improvement which impacts on student learning outcomes holistically, namely the knowledge, skills and character of students.

REFERENCE

- Aningsih, Zulela, MS, Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–380. <https://doi.org/10.36941/jesr-2022-0029>
- Apriliyanti, DL (2020). Enhancing Teachers' Competencies through Professional Development Program: Challenges and Benefits. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 5(1), 28–38. <https://doi.org/10.35974/acuity.v5i1.2042>
- Hadi, W., Sari, Y., Safitri, D., Marini, A., Sarifah, I., & Dewiyani, L. (nd). Development of Children's Audio Media as A Stimulus for Creativity and Interpretation Ability in Learning for Elementary School.

- Hartati, S., Safitri, D., Nuraini, S., Rihatno, T., Marini, A., & Wahyudi, A. (2020). Model of Social Skills for Six Years Old Students Grade One at Elementary Schools. *International Journal of Advanced Science and Technology*, 29(6), 1129–1135.
- Ibrahim, N., Safitri, D., Nuraini, S., Rihatno, T., Marini, A., & Wahyudi, A. (2020). Introducing a Model of Student Critical Thinking Skills in History Education. *International Journal of Advanced Science and Technology*, 29(8s), 88–96.
- Ibrahim, N., Safitri, D., Umasih, A., & Marini, A. (2020). Application of Web-Based Character Building Model for Improving Student Character at Study Program of History Education in Jakarta State University. *International Journal of Advanced Science and Technology*, 29(6), 1471–1474.
- Maksum, A., Safitri, D., Ibrahim, N., Marini, A., & Wahyudi, A. (nd). Impact of Self-Leadership on Student Critical Thinking. In *International Journal of Innovation, Creativity and Change*. www.ijicc.net (Vol. 12). www.ijicc.net
- Maksum, A., Wayan Widiana, I., & Marini, A. (2021). Path analysis of self-regulation, social skills, critical thinking and problem-solving abilities on social studies learning outcomes. In *International Journal of Instruction* (Vol. 14, Issue 3, pp. 613–628). Gate Association for Teaching and Education. <https://doi.org/10.29333/iji.2021.14336a>
- Marini, A., Safitri, D., Sujarwo, Zahari, M., Lestari, I., Rihatno, T., Nuraini, S., Iskandar, R., & Ibrahim, N. (2021). Model of character building applied in physical education and sports class: Case in Indonesia. *Journal of Physical Education and Sport*, 21, 2389–2394. <https://doi.org/10.7752/jpes.2021.s4320>
- Nuraini, S., Safitri, D., Rihatno, T., Marini, A., Ferdi, ZE, Putra, F., & Wahyudi, A. (2020). Character Building Model in Extracurricular Activities using Simulation Games for Elementary School Students. *International Journal of Advanced Science and Technology*, 29(8s), 97–102.
- OECD. (2014). Education at a Glance 2014 Education at a Glance 2014: OECD Indicators. <https://doi.org/10.1787/888933120461>
- Parangi, G., Ahmad, R., & Parasaja, N. (nd). Teacher Professional Development in Improving Teacher Performance. <https://jurnal.stkipkieraha.ac.id/index.php/jbes>
- Safitri, D., Lestari, I., Maksum, A., Ibrahim, N., Marini, A., Zahari, M., & Iskandar, R. (2021). Web-Based Animation Video for Student Environmental Education at Elementary Schools. *International Journal of Interactive Mobile Technologies*, 15(11), 66–80. <https://doi.org/10.3991/ijim.v15i11.22023>
- Safitri, D., Nuraini, S., Rihatno, T., Kaban, S., Marini, A., & Wahyudi, A. (2020). Improving Student Learning Outcomes through Reciprocal Learning in Environmental Education Course. *International Journal of Advanced Science and Technology*, 29(8s), 190–193.
- Sari, Y., Marini, A., & Rahmawati, Y. (2023). Animation with Problem-Based Learning to Improve Student High Level Thinking Skills. *Cypriot Journal of Educational Sciences*, 18(1), 257–268. <https://doi.org/10.18844/cjes.v18i1.8176>
- Susanto, TTD, DwiYanti, PB, Marini, A., Sagita, J., Safitri, D., & Soraya, E. (2022). E-Book with Problem Based Learning to Improve Student Critical Thinking in Science Learning at Elementary School. *International Journal of Interactive Mobile Technologies*, 16(20), 4–17. <https://doi.org/10.3991/ijim.v16i20.32951>
- Utami, ADD, Marini, A., Nurcholida, N., & Sabanil, S. (2022). The Application of the Wordwall Game Application in Learning to Grow the Disciplined Character of Elementary School Students. *Basicedu Journal*, 6(4), 6855–6865. <https://doi.org/10.31004/basicedu.v6i4.3365>
- Wahyudi, A., Zulela, Marini, A., Choirudin, Ayshwarya, B., Nguyen, PT, & Shankar, K. (2019). Government policy in realizing basic metro education. *International Journal of Innovative Technology and Exploring Engineering*, 8(9 Special Issue 3), 113–116. <https://doi.org/10.35940/ijitee.i3023.0789s319>

Wibowo, UB, Marini, A., Safitri, D., & Wahyudi, A. (2020). Model of School Management Based on Character Building in School Culture. *International Journal of Advanced Science and Technology*, 29(6), 1161–1166.