

Professional Development for Lecturers Certified by Faculty of Social Sciences

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Abstract: *This study aims to analyze the continuous professional development and obstacles that occur in the promotion. Mixed model/Mix Method, with a concurrent triangulation strategy. The research population of all lecturers at the Faculty of the Social Science State University of Jakarta consists of 104 lecturers and staff. Sampling Quotas in which quantitative probability and quality sampling are combined with independent sampling procedures. The quantitative method using percentages. Qualitative Method by providing in-depth questions to several staffing parties in faculties and universities related to the implementation of promotion. Questionnaire research instruments and in-depth interviews. Location at the Faculty of Social Sciences, Implementation in March-October 2022 The results show that respondents have carried out the three pillars of higher education (tri dharma), namely teaching, researching, and serving. But functionally the respondents have not been optimal in carrying out the promotion. Respondents are still many in functional positions as expert assistants and lectors. The obstacles experienced by respondents include: The existence of unfulfilled components, changing temples, needing expertise in the preparation of documents, requiring a long time, and documenting files that are not neat so that they are lost.*

Keywords: *development, profession, sustainability, lecturer*

Introduction

Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers in carrying out professional duties. Lecturers are required to have academic qualifications, competencies, and educator certificates, be physically and spiritually healthy and meet other qualifications required by the higher education unit in which they are assigned and can realize national education goals. Professional lecturers are required to have several competencies. Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by the teacher to carry out tasks. Strictly speaking, the meaning of professional teacher competencies includes pedagogical competence, professional competence, personality competence, and social competence (Law Number 14 of 2005). These competencies can essentially be obtained by teachers through relatively long and continuous education and training. The appearance of teacher competencies can be assessed, measured, and observed. The assessment of a teacher's

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competence is carried out through a certification program carried out by the Government-appointed Educational Personnel Education Institute (LPTK).

The meaning of the certificate is the process of providing an educator certificate to lecturers, an educator certificate is a certificate issued by the university that organizes the certification as formal proof of recognition given to lecturers as professionals. The purpose of lecturer certification is to determine the feasibility of lecturers in carrying out the *tri dharma* of higher education, namely teaching, research, and community service.

The results of Humprey's (2008) research in several cities in America emphasize the need for 7 effective alternative certification programs to improve the professionalism of educators. Overall, the findings suggest that effective alternative certification programs place candidates in educational units with strong leadership, a collegial atmosphere, and adequate materials. In the current era of technological disruption, the tasks and demands of teachers must be able to adjust and meet the demands of the learning needs of students in the industrial century 4.0, which include aspects of critical thinking, the ability to formulate and solve problems, creative and innovative, communication skills, mastery of digital transformation, and multilingual skills. Lecturers are a major important component influencing the higher education system. Responding to the industrial century 4.0, it is hoped that lecturers will always improve their competence and professional development on an ongoing basis, by participating in various training programs, and seminars individually and collectively. Every year the learning experience of learners changes and improves, so the way educators teach must also change.

Thus, it can be said that the implementation of the certification program disbursed by the government with a lot of funds does not make the performance of the teachers better (Khodijah, 2013). On economic grounds to improve welfare, certified teachers should focus on how to improve their profession. Studies in Ethiopia revealed the absence of proper professional payments (allowances) for Teachers is a factor that decreases the value of the teaching profession in society. (Gemeda & Tynjälä, 2015). There is a correlation between professional allowances and the performance of high school teachers in Jakarta (Kurniawan, 2018). There is a low significance between professional benefits and the performance of teaching teachers by 25% (Kartini, 2019). Although the number is low but has a signification value.

The performance of madrasah teachers post-certification, both as a whole, in terms of aspects of learning planning, learning implementation, learning assessment, and professional development, all showed a moderate category. (Khodijah, 2013). The relationship between the provision of teacher certification allowances is declared weak (Zaharah, 2012). From the evaluation research study carried out, the commitment of teachers who have been certified is no different from those who have not been certified. In addition, the impact of the certification program on teacher commitment is only temporary, which increases when they have just graduated and obtain certification allowances/professional allowances (Suardi, 2017). The improvement of the professionalism of the teacher is not only knowledge, skills, and experience, but qualities in spiritual, social, and financial form (Bahri, 2010). This reality makes the meaning of teacher certification programs designed to improve teacher performance from low to moderate.

Various studies show the professionalism of teachers that show has nothing to do with professional benefits. What about educators in higher education units (lecturers)? Various policies to improve the quality of education units and the quality of educators have been rolled out by the government, especially after the implementation of the lecturer certification program. This research describes the condition of the performance of educators in higher education to develop sustainable professionals. What is the profile of lecturers from the aspect of professional implementation, after the lecturer certification program has been implemented since 2007? What factors are the obstacles to sustainable professional development?

Literatur Review

The promotion of academic positions of lecturers is a form of giving government awards for work achievements achieved by lecturers, thus every lecturer who has had work achievements by laws and regulations is entitled to an award for academic promotion. The basis and mechanism for awarding academic promotion/rank with the philosophy of awarding awards need to be formulated so that it is fair, accountable, and responsible.

In the implementation of the assessment of lecturers' credit numbers, five principles of assessment are applied, namely: fair, objective, accountable, transparent, and educational in nature as well as autonomous and guaranteed quality. The assessment process can be monitored and communicated by upholding the principles in the joint learning process, to obtain a more effective and more efficient process with more correct and better results.

The assessment component in the academic position of lecturers consists of (i) main elements which include: education (including school education and the implementation of education (teaching), research (including the implementation of research and producing scientific works of science/technology/art/literature), and community service and (ii) supporting elements which are supporting activities for the implementation of the main duties of lecturers.

In the assessment of activities carried out for the proposal of the first appointment and promotion of academic posts in certain matters, a maximum recognized limit is imposed on certain components. The maximum limit is applied to distribute the main duties and functions of lecturers in each sub-element of the activity in one element of activity and distribution for each element and the educational strata (diploma/bachelor, master, and doctorate). To be able to occupy a certain level of academic position and/or rank, lecturers must meet the cumulative credit number with a certain distribution of main and supporting elements.

The formal education activities of lecturers include formal education/learning tasks and participating in pre-service education and training activities (training) of group III. Activities to carry out education include all activities related to learning, mentoring, testing, occupying the position of university leader, and self-competency improvement activities. Developing teaching materials is the result of innovative development of teaching substance materials in the form of textbooks, diktats, modules, practicum instructions, models, tools, audio-visual, tutorial manuscripts, and job sheets related to the courses they are taught.

The rules on academic positions are expected to support programs for achieving educational goals and catching up with other countries in the productivity of scientific work. Therefore, the type of scientific work as the main requirement for occupying a certain level of academic position can differ from one another. In addition, certain scientific works used in the promotion of academic positions are imposed the highest recognized limits. The determination of the highest recognized limit is adjusted to the criteria for academic positions.

Some universities have the policy to publish a dissertation book as a book that is packaged in such a way that it does not appear that the book is a dissertation book. In addition, some companies buy a thesis or dissertation and then publish it as if it were not from a dissertation/thesis and it is proposed as a reference book or monograph book. Thus the dissertation/thesis, printed and published widely both in printed and soft copy online using one of the languages recognized by the United Nations and having an ISBN cannot be assessed as a reference book or monograph book for proposed promotion / academic rank.

According to the Regulation of the Ministry of State Apparatus Utilization and Bureaucratic Reform Number 17 of 2013 Article 30d: lecturers are temporarily released from their positions if they carry out learning duties for more than 6 (six) months, even though there are lecturers who are on learning assignments still carry out *tri dharma* activities of higher education. For lecturers who are currently educating at the school, the recognition of the *tri dharma* activities is scientific papers published in accredited national journals and reputable international/international journals for promotion / academic positions. Scientific papers published in accredited national journals and reputable international journals/international journals are inherent as the work of lecturers and can be used for promotion to rank/position when the person concerned has completed school education.

Components of activities in Carrying out Community Service For each proposal for academic promotion must include at least 0.5 credit numbers from community service. The highest credit score limit recognized in community service activities is as follows.

In line with the demands of the development of advances in science, technology, and the arts within the framework of improving the quality of lecturers, the Director General of Science and Technology Resources and Higher Education can make new provisions regarding the promotion of positions and ranks through a circular letter. The credit score assessment regulated in this operational guideline is a minimum standard so that universities can set higher assessment standards that apply to lecturers at the college.

Research Method

The method used in this study is the mixed method. In the survey, information was collected from respondents (lecturers) using questionnaires or questionnaires online using Google Forms. It's a matter of time with a deep interview to dig up obstacles in the promotion. In general, survey research is described as scientific research whose data is collected from a sample that has been selected from the population of lecturers in the Faculty of the Social Science State University of Jakarta. The population of this study is lecturers in the Faculty of Social Sciences a total of 104 lecturers with functional positions of various samples taken by a

proportional sampling of 50 lecturers. Research on sampling techniques used by sampling quotas. Each group is given its quota so that it represents it. To explore the problem more deeply qualitatively, a deep interview was conducted with 1 person each representative of a functional position (3) 1 staffing staff in the faculty and 1 staffing staff at the university. The variable of this study consists of a professional lecturer profile. The variables of professional lecturers are by PAK (Credit Number Calculation) namely research and service education and other supporting tasks. The obstacles that occurred in the promotion. The Time of Implementation of Research entitled "Continuous Professional Development for lecturers at the Faculty of the Social Science State University of Jakarta". This research data was collected through electronic questionnaires (e-forms) and documentation. Semi-open questionnaires are used to obtain profiles of lecturers in the *tri dharma*. The instrument is open to unearth information to sub-staffing education personnel about the challenges in the promotion. The data analysis technique used in this study is quantitative and qualitative. Qualitative by using in-depth interviews with key informants and supporters. Quantitative by using percentages to see the tendency of the answer

Findings & Discussion

The number of educators (lecturers) at the Faculty of Social Sciences is 125 people with magister and doctor education levels. Magister's education level is a minimum requirement to become a teaching staff. The functional positions of lecturers also vary from teaching staff to professors. This functional position is used as consideration for accreditation of universities or study programs. If many lecturers are headed, the study program is considered good at the functional level of the lecturer. The following is the distribution of functional positions in the Faculty of Social Sciences.

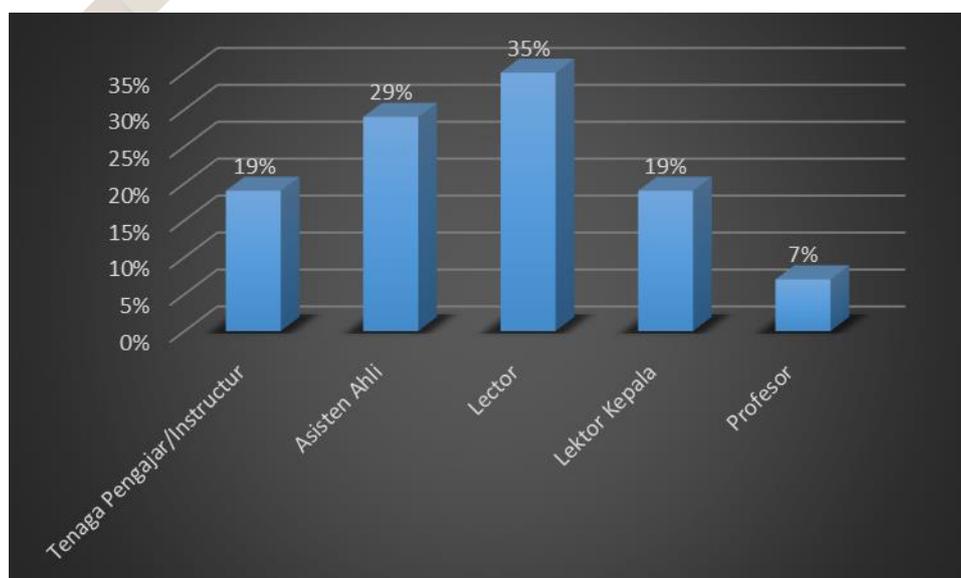


Figure 1. Graph of functional position

Based on the Functional Position, the most in lecturers is 35% lecturers and at least in professors 7%. The shape of this graph is certainly not ideal, leaning more towards the right. If you form a normal curve, the number of teaching staff will be as many as that of professors.

An abnormal curve where is more inclined to the right, because many lecturers do not continuously carry out promotions periodically. Ideally, every 2 years lecturers do promotions. Here's the length of the lecturer who didn't rise through the ranks.

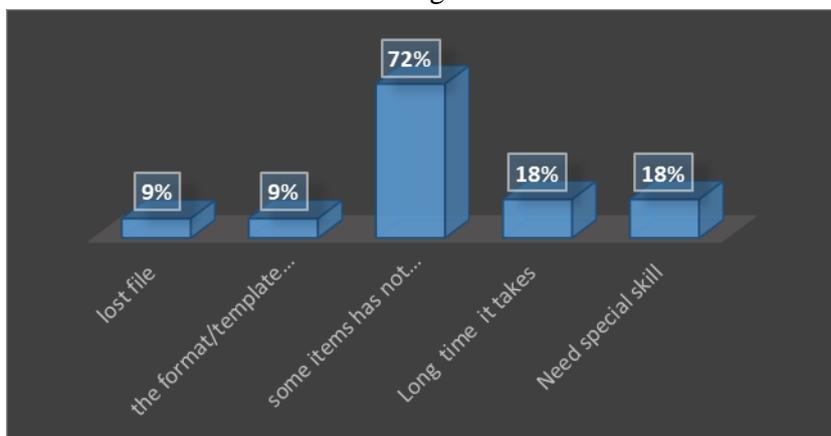


Figure 2. Graph of Time span of Not Promoted

The period of not applying for a promotion is at most less than 5 years, amounting to 38%. While the least more than 21 years old amounted to 4%. Ideally, every lecturer can apply for promotion once every 2 years. The existence of a long period in the ranks, of course, is interesting to explore. The obstacles encountered in the process of promotion are very diverse. The results of the data collected through the questionnaire followed the obstacles experienced by respondents in the process of applying for promotion. Respondents can choose more than 1 answer, to see how much and how many obstacles the respondent feels.

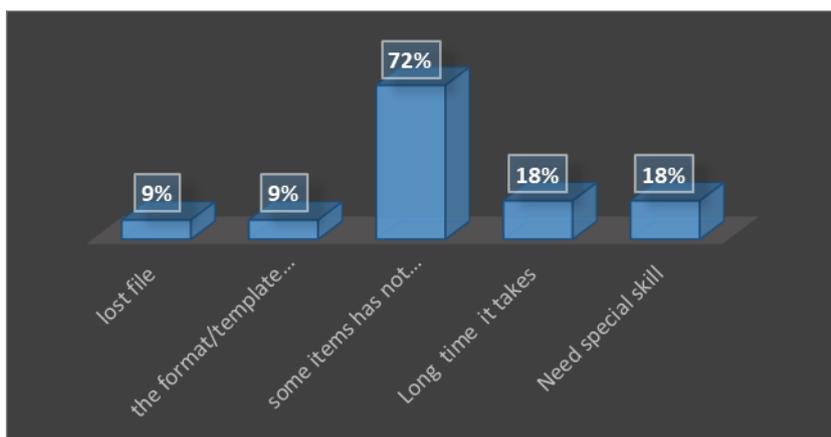


Figure 3. Graph of Obstacles in applying for promotion

The obstacle that most respondents felt was in the answer The requirement to move up the ranks on some items has not been met with a total of 72 %. The least answer is to lose the file because it is not neatly documented and the format/template that often changes is equally 9 %.

Obstacles in the promotion of diverse ranks must certainly be solved according to the problem. Some can be completed in a short time such as the format /template that has undergone changes and some that are difficult to do and take a long time. For example, those who have been lecturers to professors but are still at the master's level, need further studies. Here's a time plan to apply for promotion.

Respondents who are still Masters will continue to the Doctorate as much as 85% while those who do not continue to the doctorate as much as 14.3%. Further study is one of the efforts in sustainable self-development. For the doctoral level, it is also necessary to be able to apply to the professor.

The assessment in the implementation of education is of course the number of credits taught each semester, in addition to other elements such as guiding the final project, guiding student study service (KKN), final project examiners, fostering student activities, developing innovative lectures, scientific orations, occupying positions, grafting, placement (*detasering*), and self-development. The following is the number of credits teaching respondents.

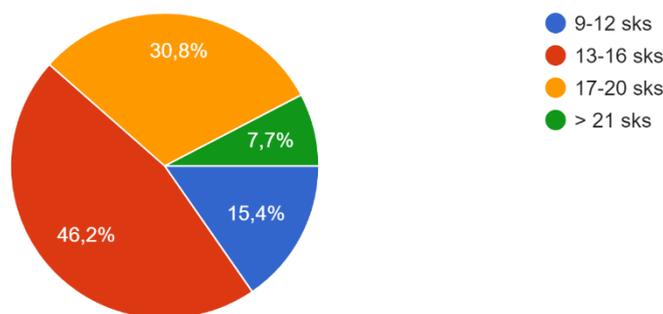


Figure 4. Diagram of number of credits per semester

The number of teaching credits of respondents is the most than 13-16 credits per semester as much as 46.2% while the least > 21 credits as much as 7.7%. the number of credits of more than 21% will certainly be burdensome. Because there are many other tasks besides teaching. As a minimum requirement of 9 credits per semester has been met.

Teaching activities certainly require references from various sources. The reference book that is reference is certainly the Semester Learning Plan (SLP/RPS). To facilitate learning, respondents made teaching materials that were by the SLP. The following teaching materials are used by respondents in learning activities.

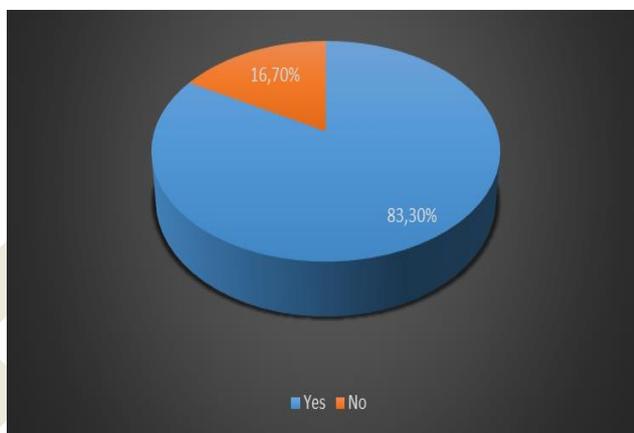
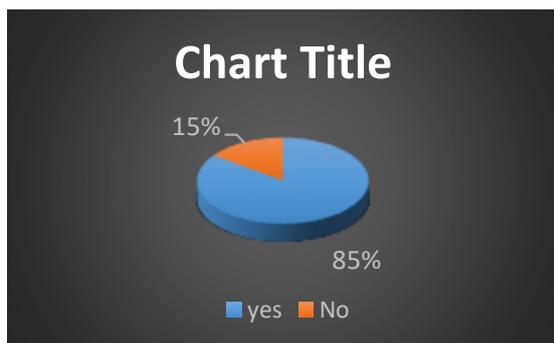


Figure 5. Diagram of making teaching materials and monograph in 5 years

For 5 years, respondents have made teaching materials as much as 85.7%. Respondents who did not make teaching materials were 14.3%. For respondents who make teaching materials, it will certainly make it easier to pursue activities in the classroom. Materials that are following RPS make it easy to deliver materials, assignment assignments, and other independent learning.

The results of the respondent's research can be used as teaching materials or monographs. The monograph is one of the references in learning activities. Monographs are more detailed and in-depth; Monographs are part of the material present in RPS. The monograph is an ilmiah writing in the form of a book whose substance is a discussion on the topic in the field of science of the author's competence. Here's a monograph conducted by respondents.

Respondents who made monographs were 16.7%, while the rest were still many respondents who made monographs, namely 83.3%. Of course, it needs to be taken seriously, so that respondents publish more of their scientific works in the form of monographs. The delivery of ideas and thoughts can be done in writing and orally. Submission in writing in the form of teaching materials, monographs, journal articles and the like. Oral delivery in the form of seminars, scientific orations and so on. Respondents who conducted their scientific orations in higher education were as follows:

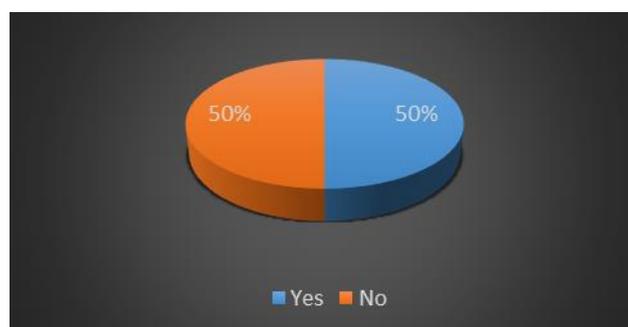


Figure 6. Diagram of delivering scientific oration in higher education

Respondents who conveyed their thoughts in the form of their scientific orations in higher education were as much as 50%. The remaining 50% did not do his scientific oration. His scientific orations certainly have many types. Respondents should be added more to convey their thoughts scientifically according to their field of science. So that his ideas can be conveyed to the general public, to solve the problems faced in society.

The highest functional position for lecturers is a professor. More professors in each unit will certainly improve the quality specifically and at the university level. The following is a professor achievement plan for respondents

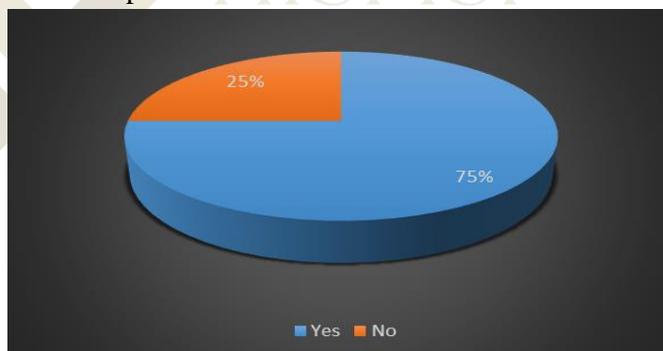


Figure 7. Diagram of the plan to become a professor

The plan to achieve the highest functional position to the professor has the most answers, which is 75%. The rest of the respondents will not reach the professors of 25% of respondents. Of course, the promotion of the position of professor is carried out gradually from the lowest level of teaching staff, expert assistants, lectors, and head lectors to professors.

Discussion

Based on the level of Human Resources education in FIS, it is still dominated by masters. As a minimum education requirement for lecturers with masters following the Law on Teachers and Lecturers No. 14 of 2005 Article 46 paragraph 2. Lecturers have the minimum academic qualifications of graduates of master's programs for diploma programs or undergraduate programs, and graduates of doctoral programs for postgraduate programs. At a minimum, the

teaching staff at the Faculty of Social Science are in accordance with the legislation, but to improve the quality of resources, lecturers should continue their studies so that they have maximum competence.

Institutionally, the functional position of teaching staff is not yet appropriate. There are still many lecturers in the positions of lector and expert assistant. Very little on the lector and professor. There are only 3 study programs out of 11 study programs in FIS. Only two study programs have functional positions of professors, namely Civic Education or PPkn (6 people), Geography (2), and Social Studies Education (P. IPS) (1). Eight study programs do not yet have professors. The number of head lectors is still small, which is 19%. In the AIPT (Higher Education Accreditation) rubric, if you want a maximum score (4), the number of lecturers with Functional Positions and professors is more than 25%. If viewed per study program, of course, some study programs do not have professors and head lectors, namely the Tourism Service Business, Public Relations, and Digital Communication study programs which are study programs that have undergone upgrading from Diploma 3 (D3) to Diploma 4 (D4).

Lecturer teaching staff have a varied range in the process of promotion. At most, less than five years and at least more than 21 years lecturers do not carry out promotions. Promotion is ideally per two years. If some have not risen until 20 years, it means that the lecturer has not been promoted since being appointed by the CPNS (Civil Servant Candidates) until now. This is of particular concern because it is a burden on the study program in terms of its functional position. The results were confirmed by the staffing stated "*The long span is not promoted with various things there are those that do not have administrative completeness, namely the diploma has not been equipped with a permit/task. The policy of the leadership is to do bleaching so that it can be for the recognition of diplomas to rise through the ranks.*"

The obstacles experienced by respondents in promoting the most are the conditions for the promotion, some of which have not been met. Following the PAK Guidelines in 2019, most respondents experienced an increase from lector to head lector. If it is still a magister, one journal of Science of Technology Index (SINTA) one or two is needed. If you have a doctorate, then an internationally reputable journal is needed. In this section, there is a stagnation of promotion. These results were confirmed by the leadership team "*Some have experienced stagnation because they do not yet SINTA 1 and 1 as a special condition of rising from lector to head selector.*"

Another obstacle is the loss of files and the changed format/template. For missing files, it is necessary to have a backup in the form of a soft file and made one on the g- drive. When respondents do the *Tri Dharma*, all evidence in the form of assignment letters, certificates, proof of membership, certificates, and the like can be archived in one folder in the form of a printout. The youthfulness of the scanned is stored in one g drive., as a backup of the soft file. So that if it is lost, it can be reprinted in physical form. In the promotion process, it is also needed in the form of a soft file, so that it will speed up and simplify the process of applying for promotion. . Loss of files according to the staffing team "*if the decree in the administration of the study program can be traced in each administration, it remains if the certificate/document file from outside is left alone*" *Meanwhile, those related to the changed template, change does not suddenly have a process of socialization and application so that the proposer can learn it.*"

Respondents plan to move up the ranks in the next few months, obstacles in the form of missing formats and files can be traced shortly, while those who will be promoted from lector to head are more pursuing sneezing journals 1 and 2 than continuing further studies. The time required for further studies is certainly longer, compared to getting a journal. So within a matter of months pursued scientific publications in journals sneezing 1 and 2. The staffing team said, "*will receive the following file throughout the year, although there are only 2 proposing periods for a year the file will be accepted throughout the year for collective submission to the university*". The staffing team also added, "*there needs to be a special team that helps in the process of applying because there is a lot to be done such as scanning all the evidence so that it is in the form of a soft file, conducting a Turnitin of scientific work, synchronizing the results of his scientific work in SINTA, all of which are done by the proposer.*"

For respondents who are still masters, they plan to study further to the doctoral level. Academic level guidance makes respondents for further study. Requirements in research schemes must be doctoral or structural promotion rules and positions that require a doctoral education level. Further studies, of course, with various considerations such as the institution's need for a study program in the required field of science. Mapping the field of science of each study program is needed so that the educational background and scientific work are linear so that it is easier for the process of promotion to professors. With the promotion carried out continuously, it will increase work motivation. The promotion affects increasing work motivation (Lena, 2016). The staffing team said, "*If you want further studies, it is hoped that there will be order in the administration, namely with a study permit or study assignment*".

The number of credits of respondents per semester is between 13-16 credits per semester. According to the rules, each lecturer has an obligation of at least 12 credits per semester with details of teaching at least 9 credits, research, and service of 3 credits. This requirement is at least for lecturers who are either certified or not, if they are not met, it will result in the revoking of the certification allowance for those who already have certification. For lecturers who do not have lecturer certification, of course, with a lack of the number of credits, it will be a consideration in the assessment of SKP (Employee Performance Targets). The lack of credits will also have an impact on performance allowances. The maximum National Standard for Higher Education (SN Dikti) rules for lecturers teaching are 16 certificates. The calculation of lecturer remuneration for the number of credits recognized is a maximum of 20 credits. So that the current conditions with a total of 13-16 credits are ideal according to the higher education SN and the minimum requirements to get professional benefits or performance benefits. In terms of the number of obligations, it is appropriate, although it must be supported by evidence of the learning process, and the presence of references used which are evident in the BKD (Lecturer Performance Burden).

The average correspondent makes teaching materials as support in lecture activities. Each semester the faculty conducts a grant for writing teaching materials. Through the competence of each lecturer, they make a teaching material proposal. The selection of teaching material proposals is carried out by the team with various considerations. This competency is expected to encourage each to submit the readiness and completeness of the

administrative proposal. Every year a grant is made to write teaching materials so that each lecturer will have their turn to get it. It is hoped that all courses have teaching materials that can help in teaching. Teaching materials as a way for lecturers to convey ideas in written form. The performance appraisal system is not only physical but can be seen from disciplinary initiatives, and ideas (Putra, 2019).

The results of the research can be published in the form of teaching materials or monographs. Monographs have a credit number calculation of 20 points/year. Above the monograph, there is a reference book with a value of 40 points/year. The difference between reference books and monographs is in the reference of one field of science according to the competence of the author's field, but if the monograph is only one topic in the field of science, the author's competence. (PAK Guidelines, 2019). Utilizing research results to improve learning (Haryati, 2016).

The delivery of ideas in the form of scientific orations was carried out by some of the respondents. The form of scientific oration is in the form of dissemination, or oral presentation in a scientific event. Scientific events on a national and international scale. The results can be published in journals or proceedings. Each level of the journal has a different credit number if it is contained in the Scopus-indexed journal, the credit number is 25, while if it is published in a national journal accredited by SINTA 1 and 2, then the credit number is 15. Many events are carried out nationally and internationally their output can be in the form of proceedings or journals. So that respondents have the flexibility to enter their scientific publications that are in line with their field of science. There is a positive response to the guidance of scientific papers for promotion (Kurniawidi, 2020).

The highest functional position is of course a professor. The results showed that 75% of respondents wanted to get the position of professor. Expectations must certainly be carried out on an ongoing basis from the lowest functional post gradually can be carried out. If it is done regularly every two years with all the requirements and sufficient quantities a person will reach the post of professor after 12 years, with the calculation of admission with a doctor with the position of expert assistant 3b to 4c. Surely all the requirements were met in the absence of obstacles in the process of his promotion. Continuously applying for functional positions will improve the ability of lecturers professionally, which will lead to the quality of study programs and universities. The Personnel Team proposes that "*there is guidance in the preparation of promotion documents for lecturers and there is a need for their drafting team for the proposing lecturers.*"

Conclusions

In general, respondents have implemented the *tri dharma* namely teaching, researching, and serving. The teaching component is already at the same age as the number of credits. The research and service components have been minimally fulfilled. All components are fulfilled for minimal obligations as a lecturer. But functionally, respondents have not been optimal in carrying out promotions continuously. Respondents are still many in functional positions as expert assistants and lecturers, but still few in head lecturers and lecturers. The obstacles experienced by respondents include: The existence of unfulfilled components, changing temples, needing expertise in the preparation of documents, requiring a long time,

and documenting files that are not neat so that they are lost. At most, there are rules from lector to head lector in the requirements for SINTA 1 or 2 indexed journals or international indexed journals that cannot be met. Respondents planned further studies for those who were still masters. There is a plan to implement the application for promotion in the near future in a tiered manner so that it reaches the highest position, namely professor. For those who are still masters, it is recommended to study further in the doctoral program There is guidance to write SINTA journal articles 1 and 2, even internationally. It is necessary to have continuous monitoring of the application process so that the process can be controlled. Needs to be dressed up/ technical assistance for the promotion of rank documents.

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