



Professional Development and Coaching of Educators and Education Personnel

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ABSTRACT

ARTICLE INFO

Received

24 Februari 2026

Revised

06 Juli 2026

Accepted

07 Juli 2026

Published

07 Juli 2026

Professional development and continuous guidance for educators and education personnel (PTK) are essential components in improving educational quality and strengthening professional competence. However, the rapid development of educational policies, technology, and learning demands requires adaptive and sustainable professional development strategies. This study aims to analyze the concepts, implementation, challenges, and implications of professional development and guidance for educators and education personnel. This study employed a qualitative literature review approach. Data were collected from relevant books and peer-reviewed journal articles discussing the administration, development, and management of educators and education personnel. The collected literature was analyzed, synthesized, and integrated to develop a comprehensive understanding of professional development practices and guidance models. The findings indicate that professional development and guidance should be implemented based on institutional, group, and individual needs. Various professional development models were identified, including conference participation, workshops and in-service seminars, reading groups, peer observation, teaching journals, project-based learning, classroom action research, teaching portfolios, as well as Kennedy's nine professional development models: training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative models. Each model possesses distinctive characteristics that should be selected according to teachers' professional needs and institutional contexts. The study also reveals that inadequate facilities, limited human resources, and insufficient adaptability to educational changes remain major challenges in PTK development. Furthermore, Teacher Education Institutions (LPTK) play a strategic role in preparing competent educators and education personnel, while professional development programs should be implemented continuously across educational institutions at all levels. The study concludes that professional development and guidance for educators and education personnel must be conducted systematically, continuously, and based on comprehensive needs assessments. Since no single professional development model is universally applicable, educational institutions should adopt flexible and context-sensitive approaches that accommodate teachers' characteristics, institutional conditions, and evolving educational demands. Strengthening institutional support, improving human resource capacity, and optimizing the role of LPTKs are essential to achieving sustainable professional development and enhancing the quality of education.

Key Words: : coaching, development, professional, PTK

To cite this article: Zaman. N. (2026). Professional Development and Coaching of Educators and Education Personnel. *Journal of Islamic Education El Madani*. 5 (2), 157-166. (APA 7th Style)

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Introduction

In the context of organizational development from time to time in various countries, there has been an agreement that human resources are a very important aspect, because the contribution of human resources is considered very significant in achieving organizational goals (Rokimin et al., 2023). In order to achieve organizational goals through proper and relevant management of human resources, activities related to human resource management become an inseparable part of the dynamics of an organization (Rusdiana Husaini, 2018).

Referring to the era of globalization that demands competitive advantage from every organization, global competition has increased performance standards in various dimensions, including quality, cost and smooth operation. Further development of the organization and its employees is also important (Siregar, 2020). By accepting the challenges posed by these increasing standards, effective organizations are willing to do important things to survive and improve strategic capabilities. Only by anticipating these challenges can organizations improve their capabilities and employees can sharpen their skills (Arif, 2013).

In the national education system, organizations engaged in the system are subsystems that have human resources that need to be managed properly. In reality, they are educational personnel who have a very important role in realizing the goals of educational organizations which in turn make a significant contribution to achieving national education goals (Sawaluddin, Koiy Syahbudin, Imran Rido, 2022).

The education system in Indonesia with its various institutions is like talking about the endless waves of the ocean. This analogy is not an exaggeration because there are many things that can be reviewed in it and there are also many problems that require efforts to solve these educational problems. One aspect in the education system is the teaching and education staff (Sawaluddin, Koiy Sahbudin Harahap, Imran Rido, 2022).

Educators and educational staff in the educational process play an important role, especially in efforts to shape the character of the nation through the development of personality and values to be achieved. Viewed from the learning dimension, the role of educators towards Indonesian society remains dominant even though the technology that exists today is so sophisticated (Zaman, 2025). This is because there are dimensions of the educational and learning process, played by educators that cannot be replaced by technology (Muhajir Muhajir, et.al, 2024). Their function cannot be completely eliminated as educators and teachers for their students. Likewise with educational staff, they are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units (Syaifullah, 2018).

In relation to the demands towards professionalism of educators and education personnel, a program to improve the quality of education is currently being promoted at every type and level of education which has become a national commitment. In addition, to overcome these problems, educational personnel management is needed which is expected to be able to improve the quality of a more advanced education system (Musa & Sawaluddin, 2020).

Research Method

The research method in the article "Professional Development and Coaching of Educators and Education Personnel" utilizes a qualitative approach with a literature review (Sugiyono, 2013). This approach was chosen to gain a deeper understanding of the concepts, models, and implementation of professional development and coaching for educators and

education personnel, based on various relevant scientific sources. Research data was obtained through library collection in the form of scientific journals, academic books, and documents related to the administration and development of educational human resources (W.Creswell & N.Poth, 2018).

The data collection process involved searching, selecting, and reviewing literature directly related to professional development, coaching, and coaching for educators and education personnel. The data was then analyzed qualitatively through data reduction, categorization, and thematic interpretation to identify patterns, key concepts, and relevant professional development models. The analysis was conducted descriptively and interpretively, integrating various theoretical perspectives and previous research findings (Sarwono, 2006).

The results of the analysis were then synthesized to produce a comprehensive understanding of the forms, strategies, challenges, and roles of educational institutions in the professional development and coaching of educators and education personnel. With this approach, the research seeks to provide a systematic conceptual overview of effective and sustainable professional development practices in the context of educational administration (Asep, 2018).

Results and Discussion

The Nature of PTK Professional Coaching and Development

The development and coaching of PTK professionalism is carried out based on the needs of institutions, groups, and individual educators. From an institutional perspective, the development of educators is intended to stimulate, maintain, and improve the quality of educators in solving organizational problems. Furthermore, it is also said that teacher development based on institutional needs is important, but what is more important is based on the needs of individual educators to undergo the professionalization process. Because the substance of the study and the context of learning are always developing and changing according to the dimensions of space and time, teachers are required to always improve their competence (Nur, 2019).

Coaching is a process or development that includes a sequence of understandings, starting with establishing, growing, maintaining the growth accompanied by efforts to improve, perfect, and develop it. In this definition, it implicitly contains an interpretation that coaching is all efforts and activities regarding planning, organizing, financing, coordinating, implementing, and supervising a job to achieve goals with maximum results (Hamidah et al., 2019). To avoid bias of individual interests with organizational interests, coaching is needed that contains a task, namely increasing discipline and motivation. The community interprets increasing concern to participate in development so that coaching functions to increase a sense of nationalism and high work discipline to achieve national development goals (Waspodo, 2006).

While professionalism is a noun derived from the adjective meaning professional. The origin of the word professional is profession, good's dictionary of education defines professionalism as a job that requires relatively long specialized preparation in college and is controlled by a special code of ethics. Coaching or development of educational personnel is an effort to utilize, advance and improve the work productivity of each educational personnel at all levels of organizational management and education levels (Sawaluddin, 2021). The purpose of this coaching activity is the growth of the abilities of each educational personnel which

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includes the growth of knowledge, insight, attitude towards work and skills in carrying out daily tasks so that work productivity can be increased (Rokimin et al., 2023).

Table 1. The Nature of PTK Professional Coaching and Development

Dimension	Description	Main Purpose	Expected Outcomes	References
Basis of Professional Development	Professional coaching and development are carried out based on institutional, group, and individual needs. Institutions focus on improving organizational quality, while individuals focus on continuous professional growth.	Align professional development with organizational and individual needs.	Continuous improvement of educators' competencies and institutional quality.	(Nur, 2019)
Nature of Coaching	Coaching is a systematic process consisting of planning, organizing, financing, coordinating, implementing, supervising, and evaluating professional development activities.	Ensure professional development is implemented effectively and sustainably.	Effective management of professional development programs.	(Hamidah et al., 2019)
Functions of Coaching	Coaching develops discipline, motivation, participation, and commitment while balancing individual interests with organizational goals.	Strengthen professional attitudes and organizational responsibility.	Increased discipline, motivation, and institutional commitment.	(Waspodo, 2006)
Concept of Professionalism	Professionalism refers to occupations requiring specialized education, ethical standards, and continuous competency development.	Build professional identity and ethical responsibility among educators.	Professional educators with high competence and integrity.	(Sawaluddin, 2021).
Objectives of Professional Development	Professional development improves educators' knowledge, professional insight, work attitudes, and practical skills to enhance work productivity.	Enhance the overall quality and effectiveness of educators and education personnel.	Improved competence, productivity, and educational service quality.	(Rokimin et al., 2023)

PTK Development Model

Teacher professional development should be continuous or ongoing. The development program is implemented according to the teacher's needs. According to the Regulation of the Minister of PAN and RB Number 16 of 2009, elements of continuous professional development activities include: (a) self-development, which can be done through functional training and/or collective teacher activities to improve teacher competence and/or

professionalism, for example workshops or joint activities, participation in scientific activities and other collective activities in accordance with the duties and obligations of teachers, (b) Scientific publications, consisting of: presentations at scientific forums, scientific publications in the form of research results or ideas in the field of formal education, and publication of textbooks, enrichment books, and/or teacher guidelines, (c) innovative works, for example the discovery of appropriate technology, the discovery/creation or development of works of art, the creation/modification of teaching/ demonstration/practical tools, or the preparation of standards, guidelines, questions and the like at the national and provincial levels (Sudjana, 2006).

These three types of development are carried out by teachers continuously so that teacher professionalism is maintained and improved. There are various models of professional development put forward by experts that can be carried out by teachers. According to Richard and Lockhart, there are several models of teacher professional development, including: (1) participation in conferences, (2) workshops and seminars, (3) reading groups, (4) peer observation, (5) writing teaching diaries/journals, (6) project work, (7) classroom action research, (8) teaching portfolio, and (9) Kennedy stated that there are nine models for developing teacher professionalism, namely: (1) training model, (2) award-bearing model, (3) deficit model, (4) cascade model, (5) standards-based model, (6) coaching/mentoring model, (7) community of practice model, (8) action research model, (9) transformative model. Each has characteristics that are tailored to the needs of teachers (Masruri, 2009).

The Directorate General of Primary and Secondary Education of the Ministry of National Education (in Saud, 2009) mentions several alternative teacher professional development programs, namely: (1) teacher qualification improvement programs or advanced study programs, (2) equivalency and certification programs, (3) integrated competency-based training programs, (4) educational supervision programs, (5) MGMP empowerment programs, (6) teacher symposiums, (7) other traditional programs, for example CTL, PTK, writing scientific papers, (8) reading and writing journals or scientific papers, (9) participating in scientific meetings, (10) conducting research, (11) internships, (12) following current news from the news media, (13) participating and being active in professional organizations, and (14) fostering cooperation with colleagues. Furthermore, Diaz and Maggioli added six models or approaches, namely: (1) conference plan, (2) peer coaching, (3) classroom action research, (4) collaborative study groups, (5) individual development plan, and (6) dialogue journals. Furthermore, Castetter also presented five models of teacher professional development, namely: (1) individual guided staff development, (2) observation/assessment, (3) involvement in a development/improvement process, (4) training, and (5) inquiry (Susanto et al., 2023)

PTK Professional Challenges

Teachers are the main source of knowledge, even the only one. Especially if what we are talking about here is a religious teacher, the figure of the teacher becomes a role model or example for his students. However, in the era of Islamic religious education today, especially after the emergence of the digital era or what is commonly called the Industrial Revolution Era 4.0, the role of teachers has shifted (Saihu & Siregar, 2022). The role of teachers has shifted as facilitators for students. Learning is no longer centered on teachers, but more centered on students. The latest developments with the Merdeka Belajar policy emphasize the tendency of this shift in roles. This is the first challenge for teachers (Samsudi, 2012).

The digital era allows for interpersonal connectivity in unlimited areas. Not only in the school environment, city, province, island, or country but also across different continents. This connectivity makes it easier for students to access information, knowledge, or content displayed on 1.94 billion websites in the world. The provision of educational content and interesting learning methods needs to be carried out by educators and education personnel, especially educators and education personnel as the first party to maintain the morality of educators and education personnel (Mutmainah et al., 2022).

The second challenge is globalization which causes competition for labor between countries. Globalization in the economic realm is a process of integrating the national economies of various nations into a global economic system. Globalization is also a cultural process marked by the tendency of regions in the world, both geographically and physically, to become uniform in social, cultural, economic, and political formats. In the economic field, the global process creates interdependence in the production and marketing processes. While globalization is campaigned as an era that creates global economic growth, the challenges of national education are getting stronger and increasing with the existence of the ASEAN Economic Community (AEC). AEC marks the development of a free flow of skilled labor across ASEAN countries. In this context, the profession of Islamic Religious Education teachers is in it (Miftahul Rezki, 2020).

In such a situation of possible competitive risks, the mentality of teachers in interpreting professionalism also has its own problems. Teacher Certification, as mandated by Law Number 14 of 2005 to strengthen the quality and competence of educators so that they are able to compete with foreign workers, has experienced a shift in understanding its basic objectives. Certification which used to be oriented towards professionalism, has now been reduced to being welfare oriented, becoming a mere welfare issue. Such conditions cause deviations from the basic objectives of developing education itself (Sawaluddin, Imran Rido, Koisy Sahbudin Harahap, 2024).

The third challenge is the need for a superior and moderate generation. In Islamic religious education, character education is greatly needed by students, because it is understood as a container or process to form a good, superior, and quality personality. It is realized that children who are still growing and seeking to become themselves are vulnerable to being influenced by negative things outside themselves. From the perspective of Islamic psychology, they are not yet mature individuals (*mutafail*), but individuals who are still seeking their identity (*mutasyaim*). In this context, the emergence of the phenomenon of radicalism is a challenge in itself. This phenomenon, as shown by various related scientific findings and studies, overshadows children's activities and daily lives due to the connectivity of information technology as explained previously (Sunarti, 2023).

The fourth challenge is the large number of young people who demand new teaching patterns. Teachers must do a number of things so that their teaching patterns are in accordance with the millennial generation. For example, learning must be relevant, specific, concise, and fast, in accordance with the characteristics of the millennial generation. This choice is a must, so that PAI is not abandoned by the generation that is studying it.

The Role and Function of LPTK in Building Professional PTK

According to Setiana, so far LPTK has only been positioned as a teacher professional licensing institution. In this pattern, the preparation of subject matter with pedagogical, social, and personality competencies is different, not an integrated professional education design. Seeing the spirit of the Teacher Law which is currently used as a reference, it seems that the consecutive model will be the new direction of the teacher education model in Indonesia. The

implication is that LPTK will only function as a certification institution whose function is expanded (wider mandate) with an LPTK-based basis. The concurrent model which is used as a reference by providing deeper reinforcement in mastery of the field of science (subject matter). This means that universities that act as LPTK must be further strengthened and encouraged to be even better. The government is also required to pay high attention to the implementation of teacher education at LPTK. the tendency for the existence and function of LPTK to be reduced to only as a teacher professional certification institution. According to Evans. D., Tate, S., Navarro, R., & Nicolls, M., that the most effective way to develop professional teachers in Indonesia is to establish relationships with educational associations including: Teacher Working Groups (KKG) and Subject Teacher Deliberations (MGMP) (Susanto et al., 2023)

The Role and Function of Various PTK Development Institutions

In personnel administration, the focus is more on teachers as civil servants. Civil servants are those who, after fulfilling the requirements stipulated in the applicable laws, are appointed by an authorized official and assigned duties in a civil office or accompanied by other state duties stipulated in the applicable laws. A prospective teacher can become a civil servant if he has gone through teacher recruitment (Amri et al., 2022). Recruitment is a management activity that seeks to obtain one or more prospective employees who are truly potential to occupy a certain position or carry out certain tasks in an institution. The role of teachers in personnel administration according to Arikunto, et al., is: 1. Making employee master books 2. Preparing proposals for civil servant promotions, pre-service, Karpeg, employee leave, and others. 3. Making an inventory of all personnel files, both principals, teachers, and administrative staff. 4. Making routine daily, weekly, monthly, and annual personnel reports. 5. Making school and employee data reports. 6. Recording educators who will take part in training. 7. Preparing the Principal's decree regarding the teaching and learning process, assignment letters, power of attorney, and others.

Implementation of PTK Development and Coaching Program

According to Purwant, coaching or development of educational personnel is an effort to utilize, advance and improve the work productivity of each educational personnel at all levels of organizational management and education levels (schools). The purpose of this coaching activity is the growth of the abilities of each educational personnel which includes the growth of their knowledge, insight, attitude towards their work and skills in carrying out their daily tasks so that work productivity can be increased (Amri et al., 2022). An educational personnel coaching program is usually held on the assumption that there are various deficiencies seen and demands of the organization, or because of the desire and need to grow and develop among the educational personnel themselves (Budijanto, 2018)

Ministry of Education and Culture Several principles that should be considered in the implementation of this education personnel development are: 1. Education personnel development should be carried out for all types of education personnel, both for structural personnel, functional personnel and technical personnel of education providers. 2. Education personnel development is oriented towards behavioral changes in order to improve professional and/or technical abilities for the implementation of daily tasks according to their respective positions. 3. Education personnel development is carried out to encourage increased contributions from each individual to the education organization or school system; and provide forms of appreciation, welfare and incentives in return to ensure that socio-

economic needs and socio-psychological needs are optimally met. 4. Education personnel development is initiated and directed to educate and train someone before or after occupying a position, either because of needs that are oriented towards job vacancies in the future (Hasibuan, 2022). 5. The development of educational staff is actually designed to meet the demands of growth in positions, professional development, problem solving, remedial activities, maintenance of work motivation and resilience of educational organizations.

Concerning the development and career levels of educational staff, it is adjusted to the category of each type of educational staff itself. However, it is possible for someone's career to reach the peak of their career (Muhajir Muhajir, Syahraini Tambak, Desi Sukenti, Ilyas Husti, Zamsiswaya Zamsiswaya, Sawa Iuddin Sawaluddin, Miftah Syarif, 2024). In the effort to develop educational staff, the role and commitment of the leadership are very necessary. Because it is not uncommon for these development activities to be hampered by the lack of commitment and leadership to want to develop their staff. Thus, the need for staff development is always an important agenda that can be carried out cooperatively between the leadership and the parties they lead (Nantara, 2020).

Conclusion

Based on the analysis and discussion in the previous chapter, the following conclusions can be drawn that the development and coaching of PTK professionalism is carried out based on the needs of institutions, groups, and individual educators. Teacher professional development models include: (1) participation in conferences, (2) workshops and seminars (workshops and in-service seminars), (3) reading groups, (4) peer observation, (5) writing teaching diaries/journals, (6) project work, (7) classroom action research, (8) teaching portfolio, and (9) Kennedy stated that there are nine models of teacher professionalism development, namely: (1) training model, (2) award-bearing model, (3) deficit model, (4) cascade model, (5) standards-based model, (6) coaching/mentoring model, (7) community of practice model, (8) action research model, (9) transformative model. Each has characteristics that are tailored to the needs of teachers. The challenge in developing PTK is the unavailability of facilities and human resources that are able to adapt to the development of the times. The Role and Function of LPTK in Building Professional PTK is to prepare Educators and Education Personnel. The Implementation of the PTK Development and Coaching Program is carried out in all institutions or schools at every level. The implications of this research indicate that professional development and coaching for educators and education personnel (PTK) must be implemented systematically, sustainably, and based on the actual needs of both institutions and individual educators. The diversity of established professional development models confirms that no single approach is most effective for all contexts, so educational institutions need to implement flexible and adaptive strategies tailored to teacher characteristics and the work environment.

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