



BOOSTING TEACHER JOB MOTIVATION THROUGH LEARNING REFLECTION ACTIVITIES IN THE GALANG PROFESSIONAL LEARNING COMMUNITY, BATAM, INDONESIA

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Abstract. Teacher work motivation is an important factor that affects the quality of the learning process. However, in practice, many teachers experience boredom and a decline in motivation due to monotonous routines. This research (PKM) aims to describe and analyze the role of learning reflection activities in the Galang Teacher Study Group (PLC) in increasing teacher work motivation. This study uses a mixed-methods approach with a case study method. Data were collected through participant observation, in-depth interviews, and document studies involving members of the Galang PLC. The results of the study show that structured and collaborative reflection activities in the Galang PLC successfully create spaces for teachers to share experiences, analyze shortcomings, and find innovative solutions to learning problems. This process significantly enhances teachers' intrinsic motivation, as evidenced by an increased enthusiasm for trying new teaching strategies, a sense of confidence, and a commitment to continuous improvement. It is concluded that reflection activities in PLC are an effective strategy for restoring and boosting teachers' work motivation, which ultimately has a positive impact on the quality of education.

Keyword: teacher work motivation, learning reflection, teacher study group (PLC), professional development.

INTRODUCTION

Education is a fundamental pillar in building the quality of a nation's human resources (Sartini & Mulyono, 2022). In this context, teachers hold a highly strategic position as the frontline professionals implementing learning activities in the classroom. (Faizal & Khalil, 2015) state that teacher professional development is the primary mechanism for meeting the demands of change in education. In the learning process, teachers must instruct how to formulate effective questions and pose them communicatively (Pohan, 2020). Teacher performance and dedication are also key determinants in creating an effective and meaningful learning process, which ultimately



contributes to achieving national education goals. In carrying out their professional duties, teachers face various complex challenges and demands (Rahayu et al., 2022). These range from a dynamic curriculum, diverse student characteristics, administrative demands, to pressures from parents and the community. The accumulation of these various pressures, without adequate support, often has the potential to lead to a decline in teacher morale and work motivation, which can result in the phenomenon of burnout.

Teacher work motivation is essentially divided into two types: intrinsic and extrinsic motivation (Ambarita et al., 2021). Intrinsic motivation comes from within the teacher, such as the satisfaction of seeing student success and a passion for the teaching profession. Meanwhile, extrinsic motivation comes from external factors, such as recognition and a conducive work environment. Both forms of motivation influence each other and determine the level of energy and commitment a teacher devotes to their daily teaching practice.

A decline in teacher work motivation can have negative impacts at multiple levels. At the individual teacher level, this is seen from a reduced drive to innovate and a reluctance to try new learning strategies (Sururuddin et al., 2021). At the student level, the learning process becomes uninteresting and less challenging, impacting their motivation and learning outcomes. At the school level, the academic climate becomes less dynamic, and institutional goals become difficult to achieve.

Various efforts have been made to maintain and enhance teacher work motivation, ranging from improving welfare, providing incentives, to conducting training. However, these approaches are often external and top-down, thus not fully addressing the root problems experienced by teachers in the field (Widodo, 2019). A more collaborative, reflective, and bottom-up approach is needed, one that enables teachers to become agents of change for themselves and their peers. One strategic forum considered capable of realizing this is the Professional Learning Community (PLC). A PLC is a community of practice consisting of teachers committed to collectively improving their competencies and teaching quality through sharing and learning together (Putriana & Saragih, 2020). In this context, the PLC functions as a safe and supportive professional learning community. Within a PLC, one key activity that can be conducted is learning reflection. Reflecting on the concept, reflection is not merely recalling events, but an active and ongoing critical analysis of experience to find meaning and a basis for subsequent action. In the context of teachers, this process involves identifying successes, obstacles, analyzing causes, and exploring alternative solutions for improving learning practices (Wardani et al., 2019).

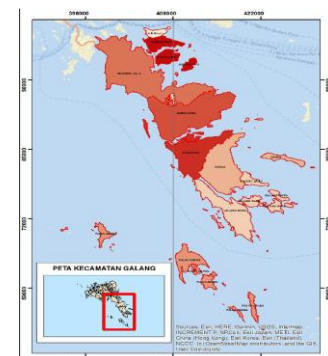


Through structured reflective activities in the PLC, teachers gain a space to share experiences without fear of judgment. They can discuss real challenges faced in the classroom and collaboratively seek solutions. Such interactions not only yield practical solutions but also build solidarity and psychological reinforcement known as a psychological sense of community (Laffan et al., 2023). This collective reflection activity is strongly suspected to have a positive correlation with increasing teacher work motivation. When a teacher successfully finds a solution to a learning problem through reflective discussion (Hidayat & Prasetya, 2019), a greater sense of self-confidence and competence emerges, which are key elements of intrinsic motivation. Furthermore, recognition and positive feedback from peers also serve as highly valuable extrinsic motivation within a social context (Sardiman, 2018).

Based on this background, research entitled "Enhancing Teacher Work Motivation through Learning Reflection Activities in the Galang Professional Learning Community" was conducted. This research focuses on an in-depth exploration of how the learning reflection process is implemented within the Galang PLC and how the mechanism of this process contributes to reviving and enhancing the work motivation of its members. Through this research, it is hoped that a comprehensive and empirical picture of the effectiveness of reflection activities in PLCs as a strategy for strengthening teacher motivation can be obtained. The findings of this study are expected to serve as a reference for educational stakeholders, particularly in designing teacher professional development programs that are more contextual, participatory, and have a direct impact on improving teacher morale and performance in schools.

METHODOLOGY

This Community Service Program (PKM) was conducted from September 5th to October 10th, 2025, involving 35 teachers belonging to the Professional Learning Community in Cluster 5, Galang Sub-district. The partners involved in this PKM consisted of the Batam City Education Office, the Galang Sub-district Principal Working Group (K3S), and the Galang Sub-district Teacher Working Group (KKG). The implementation of this PKM was carried out managerially, consisting of the stages of planning, organizing, implementation,



Map of the Galang Sub-District Area

control, and evaluation. Below is a descriptive explanation of the implementation stages of this PKM.

1. Planning

During this stage, the PKM implementers conducted planning regarding the implementation timeline, formulation of activity formats, identification of required materials and resources, and the instruments to be used. This planning activity was carried out through an online Zoom meeting, involving 5 elementary school principals and 5 representative teachers from each school within Cluster 5 of Galang Sub-district. The agreed-upon outcomes from this planning phase included observation instruments, the approaches and methods to be used for data collection, and the personnel to be involved. A visual overview of the actual field implementation will be explained through the following scheme.



Figure 1. Community Service Program (PKM) Activity Scheme

2. Organizing

This research activity began with thorough planning to ensure the smoothness and success of its objectives. A research team (for the Community Service Program/PKM) was formed, consisting of 5 roles with the following division of responsibilities:

Table 1. Activity Implementers and Their Duties and Responsibilities



No.	Personnel	Duties and Responsibilities
1.	Principal Investigator (School Supervisor)	<ul style="list-style-type: none">• Develop the overall research design.• Conduct field coordination with all parties.• Lead the collection and analysis of primary data.• Be responsible for writing the research report.
2.	School Principal	<ul style="list-style-type: none">• Act as a facilitator in the Professional Learning Community (PLC) activities.• Serve as the primary observer during the reflection process.• Record the dynamics and participation of teachers.
3.	Teacher	<ul style="list-style-type: none">• Serve as participants or research subjects.• Actively participate in reflection discussions.• Fill out questionnaires and participate in interviews.
4.	Educational Staff (Administration)	<ul style="list-style-type: none">• Manage photo and video recording for documentation purposes.• Provide administrative and logistical support for meetings.
5.	School Custodian	<ul style="list-style-type: none">• Maintain cleanliness of rooms and school premises.• Assist in the preparation of physical facilities and infrastructure.

3. Implementation

The research was conducted over 3 cycles, with each cycle representing one meeting of the Galang Professional Learning Community (PLC) focused on reflection activities. Each cycle followed an adaptive classroom action research model consisting of four stages: planning, action, observation, and reflection (Nida Winarti et al., 2022).

a. Cycle 1: Initial Reflection and Problem Identification (September 5 – 13)

- **Planning:** Developing reflection guidelines to identify the most frequent teaching challenges faced by teachers and measuring the initial motivation level (pre-test).
- **Action:** Conducting a PLC meeting where teachers were asked to share their teaching experiences and difficulties. The facilitator guided the discussion using appreciative inquiry and collaborative inquiry techniques to create a positive atmosphere.



- **Observation:** The researchers observed group dynamics, member participation, and the motivational issues that emerged.
- **Reflection:** The research team and PLC members collaboratively analyzed the discussion results to formulate a focus for improvement in the next cycle.

Table 2. Schedule of Activities for Cycle 1

No.	Day/Date	Venue	Activity	Personnel Involved
1.	Friday, 05/09/2025	Online	Zoom Meeting for PKM activity planning and pre-test administration via Google Form for teachers.	Author, School Principals, and Classroom Teachers
2.	Saturday, 06/09/2025	SDN 018 Galang	Meeting for socialization of motivation material: Growth Mindset and Learning Reflection.	Author, Principals, Teachers, and Educational Staff
3.	Tuesday, 09/09/2025	SDN 006 Galang	Meeting for socialization of motivation material: Growth Mindset and Learning Reflection.	Author, Principals, Teachers, and Educational Staff
4.	Wednesday, 10/09/2025	SDN 008 Galang	Meeting for socialization of motivation material: Growth Mindset and Learning Reflection.	Author, Principals, and Teachers
5.	Thursday, 11/09/2025	SDN 021 Galang	Meeting for socialization of motivation material: Growth Mindset and Learning Reflection.	Author, Principals, Teachers, and Educational Staff
6.	Friday, 12/09/2025	SD S Ignatius Loyola	Meeting for socialization of motivation material: Growth Mindset and Learning Reflection.	Author, Principals, Teachers, and Educational Staff
7.	Saturday, 13/09/2025	SDN 009 Galang	K3S and KKG activity with in-depth discussion (FGD) on emerging school issues and socializing lesson plans.	Author, School Principals, and Classroom Teachers

Below is the documentation of the community service activities during the first cycle.



Figure 2. Documentation of the PKM activities in cycle 1

- b. Cycle 2: Exploration of Collaborative Strategies and Solutions (September 15 – 25, 2025)
- **Planning:** Based on the problems identified in Cycle 1, focused discussion sessions were designed to explore various alternative teaching strategies.
 - **Action:** Teachers worked in small groups to discuss and design innovative Lesson Plans (RPP) based on the solutions found.
 - **Observation:** The level of teacher engagement, analytical skills, and emergence of creative ideas were observed.
 - **Reflection:** The feasibility of the generated strategies and the teachers' commitment to applying them in their classrooms were evaluated.



Table 3. Schedule of Activities for Cycle 2

No.	Day/Date	Venue	Activity	Personnel Involved
1.	Monday, 15/09/2025	Online	Zoom Meeting for planning PLC activities	Author and Classroom Teachers
2.	Tuesday, 16/09/2025	SDN 018 Galang	Lesson Plan (RPP) development using the PM approach	Author and Teachers
3.	Wednesday, 17/09/2025	SDN 006 Galang	Lesson Plan (RPP) development using the PM approach	Author and Teachers
4.	Thursday, 18/09/2025	SDN 008 Galang	Lesson Plan (RPP) development using the PM approach	Author and Teachers
5.	Friday, 19/09/2025	Online	Zoom Meeting for coordinating RPP development	Author and Teachers
6.	Monday, 22/09/2025	SD S Ignatius Loyola	Lesson Plan (RPP) development using the PM approach	Author and Teachers
7.	Tuesday, 23/09/2025	SDN 021 Galang	Lesson Plan (RPP) development using the PM approach	Author and Teachers
8.	Wednesday, 24/09/2025	SDN 018 Galang	PLC activity: simulation or micro-teaching of lessons and reflection on PLC activities	Author and Teachers
9.	Thursday, 25/09/2025	SD S Ignatius Loyola	Classroom observation of teacher instruction	Author and Teachers

Below is documentation of the community service activities from the second cycle.



Figure 3. Documentation of PKM activities in cycle 2.

c. Cycle 3: Implementation Reflection and Reinforcement (September 26 – October 07, 2025)

- **Planning:** Preparing sessions for teachers to reflect on the implementation of the new strategies in their respective classrooms.
- **Action:** Teachers shared their successes, obstacles, and findings after applying the new strategies. This session focused on the lessons learned and insights gained.
- **Observation:** Changes in the teachers' discourse were observed, specifically whether they had become more confident and solution-oriented.
- **Reflection:** Collectively summarizing the impact of the reflection activities and conducting the final motivation assessment (post-test).

Table 4. Schedule of Activities for Cycle 3

No.	Day/Date	Venue	Activity	Personnel Involved
1.	Friday, 26/09/2025	SDN 006 Galang	Classroom observation of teacher instruction	Author and Teachers
2.	Saturday, 27/09/2025	SDN 018 Galang	Classroom observation of teacher instruction	Author and Teachers
3.	Monday, 29/09/2025	SDN 008 Galang	Classroom observation of teacher instruction	Author and Teachers



No.	Day/Date	Venue	Activity	Personnel Involved
4.	Tuesday, 30/09/2025	SDN 021 Galang	Classroom observation of teacher instruction	Author and Teachers
5.	Wednesday, 01/10/2025	Online	Activity reflection and post-observation coaching	Author and Teachers
6.	Thursday, 02/10/2025	SDN 021 Galang	Professional Learning Community (PLC) activity for group reflection	Author and Teachers
7.	Friday, 03/10/2025	Online	Post-test activity	Teachers
8.	Monday, 06/10/2025	SDN 006 Galang	In-depth discussion (Four-Eye Coaching) between supervisor and teachers (conducted in turns)	Author and Teachers
9.	Tuesday, 07/10/2025	SD S Ignatius Loyola	In-depth discussion (Four-Eye Coaching) between supervisor and teachers (conducted in turns)	Author and Teachers

Below is documentation of the community service activities from the third cycle.



Figure 4. Documentation of PKM activities in cycle 3.

4. Controlling

To ensure the research proceeded according to plan and achieved its objectives, the following control mechanisms were implemented:



- a. **Process Control:** Each stage within the cycles was closely monitored. If any deviations from the plan occurred (for example, discussions becoming unfocused), the facilitator immediately intervened by guiding the discussion back to the main objectives.
- b. **Data Triangulation:** This was conducted to test the validity of the data. Data from observations were cross-checked with interview data, and then reinforced with questionnaire data and documents (e.g., teachers' reflection notes). This ensured that the findings regarding the increase in motivation were consistent across various sources.
- c. **Regular Coordination Meetings:** The research team held brief coordination meetings before and after each PLC meeting to evaluate the process, discuss initial findings, and formulate strategies for the subsequent meeting.
- d. **Participant Feedback:** The participating teachers in the PLC were actively involved in providing feedback on the reflection process. This served as a form of quality control while also being an effort to enhance their sense of ownership of the activities.

5. Evaluation

An evaluation was conducted to measure the success and impact of the entire research activity.

- a. **Process Evaluation:** This assessed the smooth execution of each cycle, including the level of teacher participation, the effectiveness of the facilitator's role, and the achievement of each meeting's agenda. The instruments used were process observation sheets and field notes.
- b. **Outcome Evaluation:** This measured the achievement of the research objective, namely the increase in teacher work motivation. This evaluation was carried out through:
 - **Quantitative Analysis:** Comparing the pre-test and post-test scores from the teacher work motivation questionnaire using a non-parametric statistical test (Wilcoxon Signed Rank Test) to determine if a significant increase occurred.
 - **Qualitative Analysis:** Analyzing data from interview transcripts, reflection notes, and observations to understand changes in teacher behavior, attitudes, and perceptions regarding their work motivation. An increase in intrinsic motivation was characterized by greater enthusiasm, initiative, and self-confidence in discussions.



Impact Evaluation: This identified the indirect impacts of the research, such as the establishment of a habit of independent reflection among teachers, increased collaboration among peers outside of PLC meetings, and improvements in classroom teaching practices as reported by the teachers.

RESULT AND DISSCUSION

A. Quantitative Data Description: Increase in Teacher Work Motivation Scores

Quantitative data were obtained from a teacher work motivation questionnaire using a 1-5 Likert scale, administered before (pre-test) and after (post-test) a series of reflection activities in the Galang PLC. The questionnaire was given to 35 teacher participants of the PLC in Cluster 5, Galang Sub-district.

Table 4. Comparison of Average Teacher Work Motivation Scores Before and After the Reflection Activities

Motivation Aspect	Average Pre-test Score	Average Post-test Score	Difference	Increase
Intrinsic Motivation	3.45	4.40	+0.95	27.5%
Extrinsic Motivation	3.20	3.85	+0.65	20.3%
Commitment & Responsibility	3.60	4.35	+0.75	20.8%
Work & Social Environment	3.50	4.30	+0.80	22.9%
Self-Development & Autonomy	3.30	4.25	+0.95	28.8%
Overall Average	3.41	4.23	+0.82	24.0%

To facilitate the reading of the pre-test and post-test score comparison data from the results of this Community Service Program (PKM), the data is illustrated in the following bar chart.

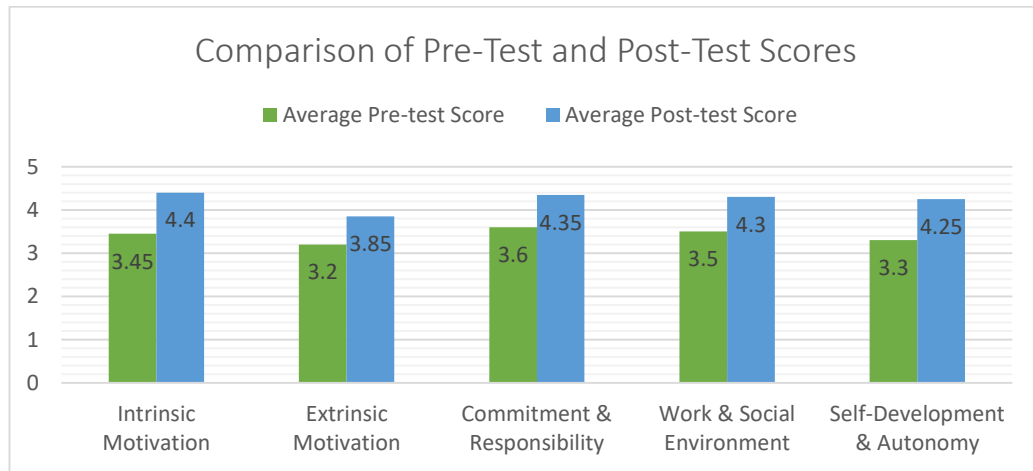


Figure 5. Pre-Test and Post-Test Score Comparison

Based on Table 4, it can be concluded that there was an increase in all aspects of teacher work motivation. The highest increase occurred in the aspect of Self-Development & Autonomy (28.8%) and Intrinsic Motivation (27.5%). This indicates that the reflection activities were highly effective in stimulating teachers' internal drive and their desire for professional growth. To test the significance of this increase, a non-parametric Wilcoxon Signed Rank Test was conducted due to the limited sample size and non-normal distribution of the data.

Table 5. Results of the Wilcoxon Signed Rank Test for Total Motivation Scores

Variabel	N	Z	Asymp. Sig. (2-tailed)
Pre-test vs Post-test	35	-5.187	0.001

Based on Table 5, the Asymp. Sig. (2-tailed) value obtained is 0.001. Since this value is less than 0.05, H₀ is rejected. This means there is a statistically significant difference between the teachers' work motivation scores before and after participating in the learning reflection activities in the Galang PLC. Therefore, from a quantitative perspective, this intervention is proven effective.

B. Qualitative Data Findings: The Mechanism of Motivational Change through Reflection



Analysis of qualitative data from observations, interviews, and documentation revealed the process and mechanism behind the quantitative increases. The interview process is not yet fully complete, having only been conducted at two schools so far: SD Negeri 006 Galang and SD S Ignatius Loyola. The findings can be elaborated in the following key themes:

1. From Isolation to a Supportive Community

At the start of the activities, many teachers expressed feeling alone in facing their problems.

- Interview Quote (Peri Endang Setiorini, SDN 006 Galang): *"I thought I was the only one feeling overwhelmed dealing with passive students in class. It turns out, after discussing it, almost all my colleagues experienced the same thing. It felt like an 'enlightenment' that I was not alone."*
- Observation Result: The group dynamics shifted from being initially dominated by a few individuals to becoming more participatory in the final cycles. Quiet teachers began to actively share their stories because they felt they were in a safe, non-judgmental environment.

2. Reflection as a Trigger for Awareness and Agency

The reflection activities prompted teachers to think critically about their own practices, rather than just blaming external factors.

- Interview Quote (Fadli Saputra, SDN 006 Galang): *"Before, if a student didn't understand, I would say 'the child is lazy'. Now I learn to ask myself, 'maybe it's my teaching method that isn't engaging enough?' That's what drives me to look for new strategies."*
- Document Analysis Result (Reflection Notes): A teacher wrote: *"Today I tried the role-play method as discussed in the PLC. The students were very enthusiastic! I just realized that I have been lecturing too much. I need to be braver and try new things more often."* This statement shows an increase in agency or the belief in one's ability to take action.

3. Contextual Solutions that Boost Self-Confidence

Strategies born from discussions with peers who understand the local context were felt to be more applicable than theories from general training.



- Interview Quote (Masri, SDN 006 Galang): *"When I had difficulty teaching fractions, Mrs. Nirmalini shared her experience using cake slices as a teaching aid. It was a simple idea but very effective. I immediately felt confident to try it tomorrow. It worked! It felt very satisfying."*
- Observation Result: By cycle 3, the discussions were more filled with sharing "success stories" and mutual appreciation, which further strengthened their intrinsic motivation.

4. Strengthening Intrinsic Motivation through "Small Wins"

The reflection activities helped teachers recognize and celebrate the small achievements that are often overlooked.

- Interview Quote (Lucya Angela Silfanty, SD S Ignatius Loyola): *"Before, my mind was only occupied with the bad test scores. Now, I learn to see small successes, like one student who finally dared to ask a question. That makes me enthusiastic to go to class again. It feels completely different."*
- Data Analysis Result: This shift in focus from "failure" to "learning" is a strong indicator of strengthened intrinsic motivation, as highlighted by (Murtiyasa & Amini, 2021).

C. Discussion: Integration of Quantitative and Qualitative Findings

The quantitative and qualitative findings in this research complement and confirm each other. The statistically significant increase in motivation scores (Tables 4 and 5) finds its contextual explanation in the qualitative findings. The highest increase in the aspects of Intrinsic Motivation and Self-Development & Autonomy can be understood from the process where teachers rediscovered their curiosity, competence, and autonomy through a reflective community (Lede et al., 2022). The primary mechanism was the transformation from an isolated and defensive mindset to a collaborative and growth-oriented one. The Galang PLC, through its reflective activities, successfully functioned as a community of practice that not only solved technical learning problems but also restored teachers' professional morale. Social support from peers (psychological sense of community) acted as a catalyst that strengthened the intrinsic motivation which had begun to grow from their small successes in the classroom.

Thus, this research proves that enhancing teacher work motivation can not only be achieved through material incentives (extrinsic motivation) but is actually more sustainable when



approached through a process of internal and collective strengthening, as facilitated by the reflection activities in the PLC. This PKM activity will continue with the implementation of in-depth interviews for the remaining teachers who are members of the Galang Professional Learning Community (PLC) in Batam City.

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