

ENGLISH TEACHER PROFESIONALISM AT SD BILINGUAL MUHAMMADIYAH 1 PURWODADI

M.A. Budiman¹, M.F.A. Untari², L. Putriyanti³

¹²³Elementary School Teacher Education, Universitas PGRI Semarang, Semarang
e-mail: ariefbudiman@upgris.ac.id , meifitaasri@upgris.ac.id , linaputriyanti@upgris.ac.id

Learning activities in the classroom are considered successful if the teacher works professionally so that teaching and learning activities run smoothly and the knowledge transferred can be well received by students. Learning English in various elementary schools is still experiencing obstacles in the form of the failure of students to enjoy learning taught by English teachers. Professional English teachers should be able to make the learning process in class fun so that students are not afraid of English subjects. This study aims to analyze the professionalism of English teachers at Bilingual Elementary School Muhammadiyah 1 Purwodadi. This research is a qualitative descriptive study with data collection methods using questionnaires, interviews, and observations. The results of the study indicate that ER as an English teacher has carried out a professional teaching process where she facilitates learning in the classroom optimally by applying various teaching elements (learning methods, learning models, and learning media) properly and correctly. The conclusion of this research is that teachers are able to work professionally because they receive support from various parties (principals, parents, and students). The professionalism of the English teacher at Bilingual Elementary School Muhammadiyah 1 Purwodadi is shown by her ability to make lesson plans that are structured based on her understanding of the character of the students she teaches. By understanding the character of students, she is able to choose various teaching elements (learning methods, learning models, and evaluations) to be included in the lesson plan so that she is able to make learning in class fun.

Keywords: *Elementary School; English Teaching; Teacher Professionalism*

1. INTRODUCTION

Learning activities in the classroom will be successful if the teacher applies his professionalism in teaching. Professional teachers are teachers who have the authority and are responsible for the education of their students, either individually or classically, at school or outside of school. There are various components that a teacher must have in order to be considered a professional teacher, namely affection, mastery of knowledge, presentation of lesson materials, teacher-student relationships, and teacher-adult relationships (Darmadi, 2015).

A teacher can be said to be professional if the teacher has the following four competencies: pedagogic competence, personality competence, professional competence, and social competence. In addition to mastering the four competencies mentioned above, professional teachers must also meet several criteria, namely as follows: (a) Have noble character so that they are able to set good examples for students. (b) Have the ability to educate and teach students well. (c) Mastering the material or subject matter that will be taught in teaching and learning interactions. (d) Have academic qualifications and educational background according to the field of work. (e) Mastering various educational administrations (RPP, Syllabus, Curriculum, KKM, and so on) (f) Having high enthusiasm and motivation to devote their knowledge to students. (g) Never stop learning and developing his abilities. (h) Participate in training to add insight and experience. (i) Active, creative, and innovative to develop learning and always up to date on information or problems that occur around. (j) Mastering science and technology (computer, internet, blog, facebook, website, etc.). (k) Love to read as an effort to explore and add insight. (l) Never stop working (making CAR, teaching materials, articles, etc.). (m) Able to interact and socialize well with parents, peers and the surrounding environment. (n) Active in the activities of educational organizations (KKG, PGRI, Scouts) (o) Have an attitude of love and

sincerity in teaching (Dalyono & Agustina, 2016; Sakti, 2020).

A teacher should not just sit idly by after he assumes the profession as an educator. A teacher must continue to strive to improve his abilities. Here are some ways for a teacher to improve his professionalism: (a) Take education at a higher level according to academic qualifications. (b) Actively participate in KKG (Teacher Working Group) activities and other Teacher Communities (c) Participate in training that supports the quality of learning, such as training for teachers. (d) Reads a lot, plays an active role in the Reading Teacher Movement (G2M). (e) Always productive in producing works in the field of education, for example writing essays. (f) actively participate in the Teacher Certification Program process (Widodo & Rofiqoh, 2020; Mustofa, 2020).

By fulfilling some of the competencies and criteria mentioned above, the teacher will have an authoritative personality which will later be respected not only by students but also by fellow teachers and parents of students (Supriadi, 2009). To reach this point, the teacher is required to always be able to provide a capable self so that his daily appearance both inside and outside school will always reflect himself as a teacher who has a superior personality (Kotten, 2016). Likewise, in the process of teaching and learning activities, teachers are always required to present themselves as professional individuals (Munawir et al., 2022; Siahaan, 2018). This study aims to analyze the professionalism of English teachers at Bilingual Elementary School Muhammadiyah 1 Purwodadi.

2. RESEARCH METHOD

This research is a qualitative descriptive study that aims to describe the professionalism of English teachers at Bilingual Elementary School Muhammadiyah 1 Purwodadi. Data collection methods in the form of questionnaires, interviews, documentation, and observations. Observations were made during learning activities on English subjects in the odd semester of 2021/2022. Questionnaires were given to 18 students to get data about the English language learning they participated in SD Bilingual Muhammadiyah 1 Purwodadi. From the results of questionnaires to students, researchers can decide and assess a teacher is considered professional if he is able to make students enjoy the learning process in the classroom he does. Interviews were conducted with the principal as the person in charge of the learning process for all subjects (including English subjects) at SD Bilingual Muhammadiyah 1 Purwodadi. The results of interviews with school principal also contributed to researchers in assessing the level of professionalism of a teacher because as the principal he was the one who had been in charge of supervising the performance of every teacher in the school he led. Interviews were also conducted with English teacher (ER) as the main source for collecting data about the English learning process. As an english teacher, ER has seven years teaching experiences with educational background on English Education. Interviews were conducted with a semi-structured type. The questions given are related to the teaching elements (learning methods, learning models, and evaluation) that have been selected and included by the English teacher in the lesson plan. Interviews were conducted 3 times (at the beginning of the semester, in the middle of the semester, and at the end of the semester). The results of the interviews were analyzed using the Miles and Huberman method.

3. FINDINGS AND DISCUSSION

From documentation, researchers acquired data from lesson plan that was created by english teacher (ER) where researchers found that as english teachers, ER accomodated various types of materials using four different learning methods, namely: lecture method, discussion method, game method, and role play method. Observations was conducted four times. In the first observation, researchers found that ER applied lecture method when she teaches fables and fairy tales. In the second observations, researchers found that ER applied game method to teach various kinds of fruits. In the third observation, researchers discovered that ER applied discussion method to teach interpreting english vocabularies. And in the fourth observation, researchers discovered that ER applied role play method to teach speaking. From qestionaires, researchers collected data from students on their experiences during their study in english class. From the answers of the students, it would

be seen that ER is considered successful as a professional teacher in carrying out her obligations to teach English in the classroom when the researcher gets answers from students who say that they enjoy the teaching and learning activities presented by ER in learning English in the classroom. This conclusion was drawn by the researchers because one indicator of the success of learning in the classroom is shown by the activeness of the students who are triggered by their enjoyment of the learning process presented by the teacher who is able to handle and manage the class in a fun way.

The results of interviews with school principal also show that ER is considered a professional teacher because she is always active in programs both inside and outside school to improve her knowledge in the field of education (by participating in KKG, various educational seminars, and several other types of educational activities). Meanwhile, ER's activeness in programs within the school can be seen by her diligence in participating in scientific meetings held by the principal to discuss various problems that occur in their school. The principal also described ER as a professional teacher because she was always active in providing the necessary inputs during meetings. In addition, the principal also assessed ER as a professional teacher because she was always diligent and punctual in compiling the learning tools needed in each new semester. Interviews with English teacher (ER) were conducted by researchers to find and confirm several things that previously had been found by researchers. The results of the interview covered several aspects, including: (a) By understanding and considering the character of the students she has, ER chooses four appropriate learning methods, namely: lecture method, discussion method, game method, role playing method (b) by understanding and considering the characters of teaching materials she taught, ER chose a cooperative learning model because according to her this learning model was suitable for her English learning material (c) also on the basis of considering the character of her teaching materials, ER chose the form of evaluation in the form of tests and non-tests, because these two types of evaluation forms are able to provide a decent scoring process in learning English at the elementary school level.

A professional teacher is required to master four competencies: pedagogic competence, personality competence, professional competence, and social competence. In pedagogic competence, a teacher is expected to master the knowledge he is engaged in to be applied in the process of teaching and learning activities in the classroom. This also happened at SD Bilingual Muhammadiyah 1 Purwodadi (based on the result of interview with the principal) where all the teachers who teach at this elementary school have each proven to have mastered pedagogical competence in their respective fields of knowledge, including the English teacher, ER. She has an educational background in English language and literature where this knowledge is in accordance with the subjects she teaches. She also has seven years of teaching experience. With this experience and educational background, she maximizes her ability to create a professional teaching and learning atmosphere in the classroom. She does this by mixing and matching various teaching elements (learning methods, learning models, learning media, and learning approaches) properly and correctly by taking into account various factors, such as the character of students.

a. Understanding students characters

Before compiling learning tools, a teacher must understand the character of the students he teaches. So that various types of students' characters can be accommodated in various elements of learning. Students faced by ER at Bilingual Elementary School Muhammadiyah 1 Purwodadi have characters like elementary school level students in general, namely: happy to play, happy to move, happy to work in groups, and happy to feel/do things directly (Anatasya & Dewi, 2021; Kholifah, 2020; Irawana & Desyandri, 2019). Furthermore, the characteristics of elementary school students are divided into two, namely the characteristics of high grade students and the characteristics of low grade students. The characteristics of high grade students are as follows: (a) His attention is focused on everyday practical life. (b) Curious, eager to learn, and realistic. (c) There is interest in special subjects. (d) Children view grades as an appropriate measure of their learning achievement in school. Meanwhile, the characteristics of low-grade students are as follows: (a) Physical condition and achievement are closely related. (b) The attitude of obeying the rules of

traditional games is strengthened. (c) Tendency to praise oneself. (d) Likes to compare himself with other children. (e) Tend to ignore questions that are considered difficult because they feel unimportant.

b. Learning methods

By realizing the unique characteristics of elementary school students as described above, the English teacher, ER, designed learning using appropriate learning methods for the elementary school level. The learning methods used are the lecture method, game method, discussion method, and role playing method (through documentation researchers found this methods being used in lesson plan). From interview with ER, she explained that these four learning methods are used because each material has a different exact method.

1. Lecture method

The lecture method is a method that provides explanations of a material, usually done in front of several students, using spoken language, students usually sit while listening to the explanation of the material delivered by the educator (Mahmudah, 2016; Sastria & Muhammad, 2018; Wirabumi, 2020). This lecture learning method is used by ER for fable or fairy tale material. The reason she chose the lecture method is because this learning method has several advantages, including: (a) Lecture method is a 'cheap' and 'easy' method to do. Cheap in the sense that the lecture process does not require various equipment, in contrast to other methods such as demonstrations. While it is easy, the lecture method only relies on the teacher's voice, thus it does not really require complicated preparation. (b) Lectures method can present broad subject matter. That is, a lot of subject matter can be summarized or explained by the teacher in a short time. (c) Lectures method can provide material points that need to be highlighted. That is, the teacher can regulate which material points need to be emphasized according to the needs and goals to be achieved. (d) Through lectures, the teacher can control the state of the class, because the class is entirely the responsibility of the teacher who gives the lecture. (e) Class organization using lectures method can be arranged to be simpler. Lectures method does not require a variety of class settings, or does not require complicated preparations. As long as students can take their seats to listen to the teacher, the lecture method can already be done.

2. Game method

The game method is a way of presenting subject matter through various forms of game activities to create a fun, serious but relaxed atmosphere so that students will learn happily (Uliyah & Isnawati, 2019; Karmila et al., 2012; Aulya et al., 2021). This game learning method (especially guessing games) is used by ER for fruit materials. The reason she chose the game method is because this method has many advantages, including: (a) the game method provides opportunities for students to express and channel their ideas and interests in a game. (b) the game method provides ideal conditions for students to learn and improve the quality of learning because in this method students also get pleasure during learning apart from they can learn certain lessons in the game, (c) this game method teaches students in a sense of belonging because in a game, students can work together with their group friends to achieve certain goals so that a sense of belonging will arise in students. (d) the game method gives students the freedom to develop and express their own initiative. (e) the game method provides opportunities for students to learn the ways of learning that other individuals have because the ways of individual learning are different, namely there are auditory, visual, and kinesthetic types. (f) the game method makes it easier for students to remember the things they do in the game. (g) the game method makes it easier for students to assimilate new material into the existing cognitive structure. (g) the game method makes the learning process happen easily and students do it without fear. (h) the game method gives students a more pleasant learning atmosphere so that they do not feel forced and afraid to learn. (i) the game method makes students to be themselves because the game is natural in accordance with the child's world is playing. (j) the game method makes students intuitively know the things they need and fulfill those needs through games. (k) the game method enables teachers to observe real learning where the teacher

can not only see the results of children's learning, but also the children's learning process during the game. (l) the game method allows students to develop their cognitive and motor skills, as well as learn about the social world and their environment through games because children's cognitive abilities can develop when children want to interpret what they have seen and done while playing. (m) the game method allows students to develop their social skills through interaction with peers or other adults. (n) the game method makes students learn about the rules, and learn to work together and share. (o) the game method trains students to dramatize something and trains courage (p) the game method increases students' attention to the learning process so that the classroom atmosphere becomes lively. (q) the game method provides students the opportunity to be able to live an event so that it is easy to draw conclusions based on their own appreciation. (r) the game method trains students to organize their thoughts in an orderly manner.

3. Discussion method

The discussion learning method is a learning method that confronts students with a problem where the main purpose of this method is to solve problems, answer questions and understand students' knowledge, as well as to make a decision (Nurliah, 2018; Kamza et al., 2021; Rosana, 2021). This discussion learning method is used by ER for material interpreting various English vocabulary. She uses the discussion method because this learning method has many advantages, including: (a) the discussion method encourages students to think critically. (b) the discussion method encourages students to express their opinions freely. (c) the discussion method encourages students to contribute their thoughts to solve common problems. (d) the discussion method teaches students to take one alternative answer or several alternative answers to solve problems based on careful consideration. (e) the discussion method makes students aware that problems can be solved in various ways and not one way. (f) the discussion method makes students aware that by discussing them they express their opinions constructively so that better decisions can be obtained. (g) the discussion method familiarizes students with listening to other people's opinions even if they differ from their own and getting used to being tolerant (h) the discussion method broadens students' horizons, (i) the discussion method fosters students to get used to deliberation in solving a problem, (j)) the discussion method stimulates the creativity of students in the form of ideas, crafts and new breakthroughs in problem solving, (k) the discussion method develops mutual respect for the opinions of others. (l) the discussion method stimulates creative students to give ideas (m) the discussion method teaches students to dare to express their opinions (n) the discussion method teaches students to be able to exchange ideas (o) the discussion method teaches students to cooperate well (p)) the discussion method teaches students to learn to be leaders.

4. Role-playing method

The role-playing learning method is a way of mastering lesson materials through the development of imagination and appreciation by students by playing them as living or inanimate characters where this game is generally carried out by more than one person, depending on what is being played (Kusuma, 2019; Wina Dwi Puspitasari, 2018; Widiarti & Hernadi, 2019). This role-playing learning method is used by ER for speaking material. She uses the role-playing learning method because this method has many advantages, including: (a) the role-playing method can explain the meaning (concept) in the form of practice and fun examples. (b) the role playing method can instill the enthusiasm of students in solving problems when acting out the scenarios made. (c) the role playing method can improve students' speaking skills and can also improve students' social attitudes, (d) the role playing method teaches students to be able to appreciate the feelings of others, (e) the role play method can teach students how to share responsibilities. (f) the role playing method allows the class to be dynamic and makes the students enthusiastic. (g) the role playing method can arouse enthusiasm and the spirit of optimism in students (h) the role playing method can foster a sense of togetherness. (i) the role playing method encourages students' creativity. (j) the role playing method can train children's imagination from an early age. (k) the role playing method can foster empathy. (l) the role playing method can improve communication

and language skills. (m) the role playing method can develop thinking and problem solving skills. (n) the role playing methods can support physical development. (o) the role-playing method can impress strongly and long-lastingly in students' memories, (p) the role-playing method can be a fun experience as well as provide knowledge that is embedded in brain memory. (q) the role playing method provides an opportunity for students to be able to go directly to play something that will be discussed in the learning process. (r) the role playing method provides opportunities for students to train themselves to understand and remember the contents of the material to be dramatized so that students' memory power becomes sharp and durable.

By applying a variety of learning methods, it has advantages where it causes students not to become bored in participating in learning in class. Of the various learning methods used, ER found obstacles in using the lecture learning method where she found that during the discussion there were some students who were not active. However, with her adequate pedagogic competence, she was able to find solutions to these problems, namely she held a personal approach to inactive individuals, then she provided motivation for those who were not active to become active and participate in discussions in classroom learning.

c. Learning model

Meanwhile, ER uses a cooperative learning model. The cooperative learning model is a learning model by giving assignments to smarter students in small groups whose results will be presented to other groups in the class (Yu & Yuizono, 2021; Tran, 2019; Slavin, 2015). She uses this learning model because she reasons that if there are students who do not understand the material being taught, then friends who already understand can help those who do not understand. In practice in the field, ER found the advantages of the cooperative learning model is that there is cooperation between students. According to her, this is very important because the character of cooperation is a good character that should be possessed by all students so that later when they enter the general public, this cooperative character will be a provision for them to get along with fellow human beings. Meanwhile, the obstacle that ER found when applying the cooperative learning model was that there were some students who did not want to cooperate with their friends. This is because he feels he is smarter than his friends. To overcome this, ER uses a personal approach where she talks one on one with the students concerned and provides direction on the good character of cooperation for them in the future.

d. Evaluation

To find out the success of students in understanding the English material that has been given, ER uses two forms of evaluation: test and non-test. The evaluation test used by ER is a description test. He uses this form of description test because this form of test has the advantage that this form of test requires students to describe, organize and state answers in their own words in different forms, techniques, and styles (Basri, 2017; Purnamasari et al., 2015). For the non-test form, ER uses the observation method where she uses this method for speaking and reading material. For the process, ER assigned students to record themselves while doing speaking and reading at home (this research was conducted during a pandemic). For this activity, ER collaborated with parents to help students record their assignments at home. Then ER observed the recorded results of the students to be given their respective scores. The selection of these two types of evaluation was carried out by ER on the basis that each material has its own characteristics that require different types of evaluation. So, by choosing these two types of evaluation, ER felt that she was quite capable of providing an assessment covering a wide range of materials as a whole.

This research was conducted during the pandemic. Although the pandemic is still ongoing, English learning at SD Bilingual Muhammadiyah 1 Purwodadi is not stopped or closed. This is done because the government allows learning to continue even though it uses the distance learning method. Distance learning is a learning method carried out by schools during the COVID-19 pandemic where teaching and learning activities that were previously carried out face-to-face in class are now changing remotely (Kahfi, 2020; Nugroho

& Maulana, 2021; Prawiyogi et al., 2020). For learning English at Bilingual Elementary School Muhammadiyah 1 Purwodadi it is carried out online (on a network) using two learning media: video and whatsapp group. In practice ER found two obstacles when implementing distance learning: (a) the majority of parents of students did not understand the English material being taught so they could not provide assistance to their children when they had learning difficulties (b) the teacher could not provide an accurate measurement of ability, because it is possible that student homeworks that are collected to the teacher are not purely done by the students themselves, but have received a lot of help from various parties.

However, with various obstacles that arise as described above, learning English is still ongoing during this pandemic. To maximize distance learning, the English teacher, ER, maximizes her pedagogical abilities to create a comfortable learning process for students. This is evidenced by her being able to choose various learning methods (lecture method, discussion method, role playing method, and game method) to be applied in learning English. With this situation she is able to create a comfortable learning atmosphere for students so that students do not get bored following the learning process. In addition, the cooperative learning model used in learning English is able to make students active so that the learning process can run with fun.

4. CONCLUSION AND SUGGESTIONS

The professionalism of the English teacher at SD Bilingual Muhammadiyah 1 Purwodadi can be seen from her daily activities. From a pedagogical perspective, she has the ability to understand the character of students which leads her to choose four learning methods (lecture learning method, discussion learning method, game learning method, and role playing learning method) that are suitable for her students. Also with her pedagogical ability in understanding the character of the English subject matter she teaches, ER is able to correctly choose a cooperative learning model to be applied in the classroom in the English learning process. Still on the basis of understanding the subject matter she has, ER correctly chooses two forms of learning evaluation (test and non-test) which are deemed suitable to provide a scoring process for English subjects. The combination of this learning model and learning method makes students not feel bored joining the learning process, and creates a comfortable learning atmosphere which ultimately has an impact on increasing student activity in the learning process.

To become a professional teacher, a teacher is required to be able to demonstrate his pedagogical abilities in understanding the character of the subject matter he teaches and also in understanding the character of the students he teaches so that in the end he will be able to create a pleasant learning atmosphere. To create a pleasant learning atmosphere, as shown in this study, teachers can use a cooperative learning model where this learning model emphasizes the formation of cooperative characters between students. This cooperative character is important to give to elementary school level students because this cooperative character will be useful for them when they enter higher education or when they become adults and enter the world of work.

Another suggestion to create a fun learning atmosphere in the classroom is to use various types of learning methods. As shown in this research, four types of learning methods that can be applied in English classes for elementary school level to create a pleasant classroom atmosphere are: lecture learning method, discussion learning method, game learning method, and role playing learning method. Using various learning methods needs to be done because if learning is carried out using only one type of learning method for one semester, or even for one academic year, then learning English that is created will feel monotonous and boring for students. This will be a negative and dangerous thing because a boring learning atmosphere will cause students' learning motivation to decrease, which has an impact on low learning outcomes. On the other hand, teachers need to use varied learning methods that can create a fun learning process for students where this can increase their learning motivation, which in turn will also improve student learning outcomes.

REFERENCES

Anatasya, E., & Dewi, D. A. (2021). Mata Pelajaran Pendidikan Kewarganegaraan sebagai

- Pendidikan Karakter Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(2).
<https://doi.org/https://doi.org/10.23887/jpku.v9i2.34133>
- Aulya, R., Zulyusri, Z., & Rahmawati, R. (2021). Media Pembelajaran Berbentuk Kartu dengan Metode Permainan UNO pada Materi Protista. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3). <https://doi.org/10.23887/jppp.v5i3.34743>
- Basri, I. (2017). Evaluasi Pembelajaran Sekolah Dasar (SD) Berbasis Pendidikan Karakter dan Multikultural. *Jurnal Ilmiah Sekolah Dasar*, 1(4).
<https://doi.org/10.23887/jisd.v1i4.12593>
- Dalyono, B., & Agustina, D. A. (2016). Guru profesional sebagai faktor penentu pendidikan bermutu. *Polines*, 2(1).
<https://doi.org/http://dx.doi.org/10.32497/bangunrekaprima.v2i2,%20Oktober.453>
- Darmadi, H. (2015). Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, 13(2).
<https://doi.org/https://doi.org/10.31571/edukasi.v13i2.113>
- Irawana, T. J., & Desyandri, D. (2019). Seni Musik Serta Hubungan Penggunaan Pendidikan Seni Musik untuk Membentuk Karakter Peserta Didik di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 1(3). <https://doi.org/10.31004/edukatif.v1i3.47>
- Kahfi, A. (2020). Tantangan dan Harapan Pembelajaran Jarak Jauh di Masa Pandemi Covid 19. *Jurnal Dirasah*, 3(1). <https://doi.org/https://doi.org/10.51476/dirasah.v3i02.194>
- Kamza, M., Husaini, & Ayu, I. L. (2021). Pengaruh Metode Pembelajaran Diskusi dengan Tipe Buzz Group Terhadap Keaktifan Belajar Siswa pada Mata Pelajaran IPS. *Jurnal Basicedu*, 5(5). <https://doi.org/10.31004/basicedu.v5i5.1347>
- Karmila, M., Suharno, A., & Purwadi, P. (2012). Pengaruh Metode Pembelajaran Permainan Bahasa Peningkatan Kreativitas Anak. *Paudia: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 1(1). <https://doi.org/10.26877/paudia.v1i1.263>
- Kholifah, W. T. (2020). Upaya Guru Mengembangkan Karakter Peserta Didik Sekolah Dasar melalui Pendidikan Ramah Anak. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1).
<https://doi.org/10.31004/jpdk.v1i2.614>
- Kotten, N. B. (2016). Upaya Pengembangan Profesionalisme Guru Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 12.
- Kusuma, N. K. (2019). Implementasi Metode Pembelajaran Bermain Peran dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa. *Jurnal Educatio FKIP UNMA*, 5(2). <https://doi.org/10.31949/educatio.v5i2.584>
- Mahmudah, M. (2016). Urgensi Diantara Dualisme Metode Pembelajaran Ceramah Dalam Kegiatan Belajar Mengajar Untuk Siswa MI/SD. *Cakrawala: Jurnal Studi Islam*, 11(1).
<https://doi.org/10.31603/cakrawala.v11i1.107>
- Mubarok, R. (2021). Perpustakaan Digital Sebagai Penunjang Pembelajaran Jarak Jauh. *Al-Rabwah*, 15(1).
- Munawir, M., Fitrianti, Y., & Anisa, E. N. (2022). Kinerja Guru Profesional Sekolah Dasar. *JPG: Jurnal Pendidikan Guru*, 3(1). <https://doi.org/10.32832/jpg.v3i1.6251>
- Mustofa, T. (2020). Kompetensi Sosial Guru Profesional. *Hawari: Jurnal Pendidikan Agama Dan Keagamaan Islam*, 1(1).
<https://journal.unsika.ac.id/index.php/hawari/article/view/3931>
- Nugroho, P. W., & Maulana, M. A. (2021). Kemandirian Belajar dalam Pembelajaran Jarak Jauh. *Advice: JUunal Bimbingan Dan Konseling*, 3(1).
<https://doi.org/https://doi.org/10.32585/advice.v3i1.1429>
- Nurliah, N. (2018). Penerapan Metode Pembelajaran Diskusi untuk Meningkatkan Hasil

- Belajar Peserta Didik pada Mata Pelajaran Al-Quran Hadits Materi Kewajiban Berdakwah. *Jurnal Penelitian Guru FKIP Universitas Subang*, 1(2). <http://www.ejournal.unsub.ac.id/index.php/JPG/article/view/339>
- Prawiyogi, A. G., Purwanugraha, A., Fakhry, G., & Firmansyah, M. (2020). Efektifitas Pembelajaran Jarak Jauh Terhadap Pembelajaran Siswa di SDIT Cendekia Purwakarta. *Jurnal Pendidikan Dasar*, 11(1), 94–101. <https://doi.org/https://doi.org/10.21009/10.21009/JPD.081>
- Purnamasari, J., Herpratiwi, H., & Kandar, S. (2015). Evaluasi Pembelajaran Ipa Berbasis Pendidikan Karakter. *Jurnal Teknologi Informasi Komunikasi Pendidikan*, 1(5). <http://jurnal.fkip.unila.ac.id/index.php/JT/article/view/1551>
- Rosana, R. (2021). Penerapan Metode Pembelajaran Diskusi Dalam Pelatihan Untuk Peningkatan Building Learning Commitment. *Jurnal Ilmiah Pendidikan Agama Islam*, 11(2). <https://doi.org/https://dx.doi.org/10.18592/jt%20ipai.v11i2.5067>
- Sakti, B. P. (2020). Upaya Peningkatan Guru Profesional dalam Menghadapi Pendidikan di Era Globalisasi. *Attadib: Journal of Elementary Education*, 4(1). <https://doi.org/10.32507/attadib.v4i1.632>
- Sastria, A., & Muhammad, A. (2018). Perbandingan Metode Pembelajaran *Active Learning* dengan Metode Pembelajaran Ceramah terhadap Motivasi Belajar Mahasiswa Keperawatan. *JIKP Jurnal Ilmiah Kesehatan PENCERAH*, 7(2). <https://stikesmu-sidrap.e-journal.id/JIKP/article/view/39>
- Siahaan, A. T. A. A. (2018). Keterampilan komunikasi guru profesional di sekolah. *Ijtimaiyah*, 2(1). <http://jurnal.uinsu.ac.id/index.php/ijtimaiyah/article/view/2921>
- Slavin, R. E. (2015). Cooperative learning in elementary schools. *Education 3-13*, 43(1). <https://doi.org/10.1080/03004279.2015.963370>
- Supriadi, O. (2009). Pengembangan Profesionalisme Guru Sekolah Dasar. *Jurnal Tabularasa PPS Unimed*, 6(1).
- Tran, V. D. (2019). Does cooperative learning increase students' motivation in learning? *International Journal of Higher Education*, 8(5). <https://doi.org/10.5430/ijhe.v8n5p12>
- Uliyah, A., & Isnawati, Z. (2019). Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab. *Shaut Al Arabiyyah*, 7(1). <https://doi.org/10.24252/saa.v1i1.9375>
- Widiarti, A., & Hernadi, J. (2019). Penerapan Metode Pembelajaran Bermain Peran untuk Menurunkan Kecemasan Siswa terhadap Matematika. *Imajiner: Jurnal Matematika Dan Pendidikan Matematika*, 1(6). <https://doi.org/10.26877/imajiner.v1i6.4576>
- Widodo, G. S., & Rofiqoh, K. S. (2020). Pengembangan Guru Profesional Menghadapi Generasi Alpha. *Jurnal Ilmiah Pendidikan Citra Bakti*, 7(1). <https://doi.org/https://doi.org/10.38048/jipcb.v7i1.67>
- Wina Dwi Puspitasari. (2018). Metode Pembelajaran Bermain Peran Pada Pembelajaran Bahasa Indonesia. *Jurnal Cakrawala Pendas*, 1(1). <https://doi.org/http://dx.doi.org/10.31949/jcp.v1i1.347>
- Wirabumi, R. (2020). Metode Pembelajaran Ceramah. *Annual Conference on Islamic Education and Thought*, 1(1). <http://pkm.uika-bogor.ac.id/index.php/aciet/article/view/660>
- Yu, S., & Yuizono, T. (2021). Opening the 'Black box' of cooperative learning in face-to-face versus computer-supported learning in the time of COVID-19. *Education Sciences*, 11(3). <https://doi.org/10.3390/educsci11030102>