

READINESS ANALYSIS OF STUDENTS OF IBTIDAIYAH MADRASAH TEACHER EDUCATION PROGRAM AS PROFESSIONAL EDUCATORS

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ABSTRACT

This study aims to describe the readiness of students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) Faculty of Tarbiyah and Teacher Training at UIN Raden Intan Lampung as prospective professional educators in the field of Basic Education (SD / MI) through micro learning courses (microteaching).

The research was conducted using a qualitative descriptive approach. The sampling technique used is purposive sampling technique. The research subjects of students who took micro learning courses for the 2016/2017 academic year were 5 people. The method of collecting data is through documentation and observation sheets. Data analysis went through three stages, namely, data reduction, data presentation, and drawing conclusions/verification.

Based on the results of the research analysis, it can be concluded that in carrying out learning planning, students are ready, namely students prepare a learning syllabus and the Learning Implementation Plan (RPP) has been completely fulfilled. However, in carrying out learning activities with components of basic teaching skills consisting of 8 skills, namely opening and closing learning skills, explaining skills, conducting variations, strengthening skills, questioning skills, class management skills, small group and individual teaching skills, skills guiding group discussions. However, in small groups it still can't be done well, it can be seen in the component of managing the class that students practice does not give reprimands to students because they feel bad because students are fellow students, and make conclusions from the results of group discussions to close the discussion.

Keywords: Analysis, Readiness, Professional Educator

PRELIMINARY

Problems related to the duties of an educator become a discussion in the community so that the competence aspect that educators must possess becomes the public's assessment. The low quality of learning caused by the demands for an educator, the lack of facilities and infrastructure in schools, and the low competence possessed by educators also cause the learning process to not run optimally. In other aspects, educators are required to be able to provide the best for their students. In fact, achieving educational goals does not happen as easily as turning the palm of the hand, but it takes a long process and a strong will from an educator himself.

In preparing this, the PGMI Study Program through several courses provides a set of knowledge and skills to its students about the teaching and learning process and or other activities in theory and practice courses. One of the practical courses is a micro-learning course (microteaching). In this course, students will certainly gain experiences related to basic teaching skills.

Microteaching is a compulsory subject that must be taken by students of the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Raden Intan Lampung, which is presented in the sixth semester and is a practicum course that is applicable and integrated from all previous theories and learning experiences. This micro learning is a training program to prepare students to master teacher competence, so that they can carry out their duties and responsibilities professionally. Based on the results of research that has been done previously, this micro learning is the beginning of all the abilities that have been obtained by students while studying in the lecture process. Students who have taken and passed microteaching courses can be said to be ready to implement basic teaching skills because previously students had received theoretical courses that became the basis for implementing micro-learning guidelines.

Success in micro learning is related and determined by the abilities possessed by students as prospective educators. Although students have been given theory and trained to develop learning tools in lesson planning courses and learning strategies, the short time given and the materials that need to be delivered also vary, making students unable to prepare learning tools properly.

Research conducted by Lisa Purwati (2011) has a positive and significant influence on the practice of field experience and academic self-concept on the readiness of accounting education students to become teachers, which is 51.5%. While the remaining 48.5% of students' readiness to become teachers is influenced by other variables not examined in this study. Furthermore, Budi Irawansyah with the research title "Analysis of the Readiness of Alumni Students of the Mathematics Education Study Program STAIN Zawiyah Cot Kala Langsa to become Professional Teachers". The results of his research stated that there are 7

factors that influence the readiness of PMA alumni students to become professional teachers, namely (1) self-ability factors, (2) self-image factors, (3) supporting factors for teaching information, family conditions, and vocational guidance, (4) innate factors, namely values, physical condition, and talents, (5) behavioral factors, namely attitudes, independence, and interests, (6) academic factors, namely discipline and learning achievement, and (7) factors of ideals and self-potential and opportunities work and intelligence. The factor that has the greatest influence on readiness to become a teacher is the ability factor which has an eigenvalue of 5.515 and is able to contribute 26.262%. This factor consists of skills, teaching experience, and creativity.

According to the results of Astri Sutisnawati's research (2017) that the teaching skills of prospective elementary school teacher students, the ideal assessment criteria for basic teaching skills are in the range of scores of $74.80 < X < 92.41$ with a good category. Of the seven aspects tested, there are two aspects that have sufficient criteria, namely aspects of time allocation and closing skills learning, while other aspects are in the good category. The readiness of students to become prospective professional educators is influenced by internal and external factors. Motivation and the less than optimal ability of students in overcoming situations and conditions in the classroom, the unpreparedness of the students themselves due to the lack of basic skills mastered are the problems faced (Gunawan, 2016). Therefore, it is deemed necessary to conduct a study to analyze the readiness of PGMI Study Program students as prospective educators at the basic education level (SD/MI) through micro learning courses so that students are better prepared to become professional educators.

THEORETICAL BASIS

Readiness

According to the Big Indonesian Dictionary (KBBI) readiness comes from the word "ready" which means it has been provided (just wear or use it). In the psychological dictionary, readiness (readiness) is the level of development

According to Slameto, "readiness is the overall condition of a person who makes him ready to respond/answer in a certain way to the situation (Slameto, 2003: 113). Readiness to become a professional teacher is a condition that shows that students have met the requirements required to become educators.

Competence is the main capital to determine whether students are ready to become educators. Readiness in teaching is manifested from a basic understanding of teaching which is a determining factor in teaching success. This readiness must be owned and mastered by prospective educators. This readiness is the main capital for students to do the work of an educator and determine whether or not the quality of prospective educators is good which will eventually lead to the quality of education.

Professional Educator

Professional comes from the word profession. Sudarwan Danim stated that, "profession as a job that requires the preparation of academic specifications in a relatively long time in college, both in the social, exact, artistic, and work fields is more mentally intellectual than physical manual which in the work mechanism is controlled by a code of ethics. (Sudarmawan Danim, 2013). According to Udin Syaefuddin, the meaning of profession lexically contains various meanings and understandings, as follows:

- a. The profession shows and expresses a belief (to professional means to trust), even a belief (to belief in) on a truth (religious teachings) or one's credibility.
- b. Profession can also show and express a particular job or business (a particular business) (Udin Syaefudin Saud, 2013: 3)

Based on the theory above, it can be concluded that the profession is essentially a particular job that demands special and special requirements so as to convince someone to gain the trust of people who need it. Professional competence of educators is a set of knowledge, skills, experience possessed and controlled by educators in carrying out their duties (position or work) as an educator.

Professional educators must always keep up with the times and be able to develop themselves continuously. Development must be adjusted in the field of the profession, so that it synergizes with its duties and responsibilities. Law number 14 of 2005 concerning Teachers and Lecturers in chapter IV article 10 has confirmed the competence of educators and education personnel. These competencies are pedagogic, professional, personality, and social competencies. Competence is a scientific standard that is absolutely owned by persons with a profession (Law Number 14, 2013):

13). Therefore, students who will become prospective educators must be able to master and implement these four competencies.

Microteaching Learning (Microteaching)

Microteaching comes from two words, namely micro and teaching. Micro means small, limited, narrow, and few. Teaching means teaching. So microteaching is a teaching activity in which all aspects of teaching are minimized or simplified (Barnawi and M. Arifin, 2016: 16). Cooper and Allen (1971), define "Microlearning is a learning situation that is carried out in a limited time and number of students, namely for 5 - 20 minutes with a total of 3 students 10 people".

Mc. Laughlin and Moulton (1975) define "Micro Teaching is a Performance training method designed to isolated the component part of teaching process, so that the trainee can master each component one by one in a simplified teaching situation". Furthermore, Waskito (1977)

defines "Micro Teaching is a teaching and learning method on the basis of performance whose technique is by isolating the components of the teaching and learning process so that prospective educators can master each component one by one in simplified or minimized situations" (Zainal Asril, 2015 : 43). It can be concluded that micro learning (Microteaching) is "One of the teaching practices in a limited scope (micro) to develop basic teaching skills (Base Teaching Learning) which is carried out regularly. isolated in a simplified or belittled situation". In micro learning, it can be done in its actual form, for example by using students who are actually students, or it can also be done in the form of simulations, namely using students as participants. educate.

Furthermore, there are seven characteristics of micro learning, namely: (1) Real Teaching; (2) Specific control of teaching practice; (3) Specific teaching skills; (4) Scaled down teaching; (5) Individualized devices; (6) Providing feedback; (7) Device for preparing teachers (Daryanto, 2014: 40-42). According to Sukirman, the principles that become the rules or provisions in the application of micro learning are as follows:

- a. Focus on appearance; The main target in microteaching is the appearance of each participant being trained. The appearance in question is the behavior or behavior of participants (prospective educators / educators) in training each type of teaching skill. Appearance shows that a person's performance can concretely be seen or observed.
- b. Be specific and concrete; the types of skills that are trained must be centered on each type of teaching skill that is carried out section by section.
- c. The way the participants do it must be done optimally focusing on teaching skills.
- d. Feedback; This means the process of providing feedback (comments, suggestions, solutions, etc.) based on observations from the performances being trained.
- e. Balance; when giving comments or suggestions, there must be a balance between the strengths and weaknesses of the trainees.
- f. Completeness; maximum skills from what he learned. Exercise can be done once, or twice until the trained can give satisfactory results.
- g. Sustainable forward; anyone who is trained with microteaching, must be willing to learn continuously, without any limits (life long of education) (Dadang Sukirman, 2012: 65-67). It should be understood that this micro learning seeks to develop mastery of a number of basic teaching skills. Micro learning can be considered as a training model to produce the same prospective teachers with standard appearances as expected.

Learning Process Standard

Minister of National Education Regulation No. 41 of 2007 which includes planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process (Permendiknas No.

19, 2007: 2). Furthermore, schools that have used the 2013 curriculum, the standard process used as stated in the Regulation of the Minister of Education Number 65 of 2013 concerning Educational Process Standards includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process (Permendiknas No. 65, 2013: 2).

Both regulations are still used and are still ignored by existing schools. Therefore, in this study, researchers still use these two assumptions as the basis for research theory. Government Regulation Number 41 of 2007 and as follows:

a. Learning process planning

This learning process planning includes the syllabus and learning implementation plan (RPP) in accordance with Ministerial Regulation Number 41 of 2007 which contains subject identity, competency standards (SK), basic competencies (KD) indicators of competency achievement, learning objectives, teaching materials, time allocation, learning methods, learning activities, learning assessment, assessment of learning outcomes, and learning resources.

b. Implementation of the learning process

The implementation of learning is the implementation of the lesson plan (RPP). This implementation includes preliminary activities, core activities, and closing activities.

Assessment of learning outcomes

This assessment is carried out to measure the level of achievement of learning outcomes, competencies achieved by students, and can be used as preparation of progress reports on learning outcomes, and improve the learning process.

Government Regulation Number 65 of 2013 as follows:

a. Learning process planning

In the syllabus the components that are loaded are; subject identity, school identity, Core Competence (KI), Basic Competence (KD), theme (specifically SD/MI/SDLB/Package A), subject matter, learning, assessment, time allocation, learning resources. RPP components include school identity, subject identity, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials, learning methods, learning media, learning resources, learning steps, assessment of learning outcomes, the principles of preparing lesson plans (individual differences of students, active participation of students, student-centered, developing reading and writing culture, giving feedback, emphasizing and linking components in the syllabus, accommodating thematic learning, and application of information and communication technology).

b. Implementation of the learning process

The implementation of learning is the implementation of the lesson plan (RPP). This implementation includes preliminary activities, core activities, and closing activities.

c. Assessment of learning outcomes

This assessment is carried out using an authentic assessment approach which assesses the readiness of students, processes, and learning outcomes as a whole.

Basic Teaching Skills

Teaching requires art and talent because teaching is a complex activity, which contains many elements. Teaching also requires skills that are based on a set of theories, which can be developed based on the situation and the material to be delivered. This requires basic teaching skills of a teacher. Teaching skills are a teacher's professional competence which is quite complex, because it is a scientific integration of various teacher competencies as a whole.

Uzer Usman's opinion in his book "Becoming a Professional Teacher" suggests 8 (eight) components of basic teaching skills. Meanwhile, Barnawi explained that there are eight basic teaching skills that a teacher trainee needs to learn, namely: (1) opening and closing learning skills; (2) explaining skills; (3) the skill of making variations; (4) skills to provide reinforcement; (5) questioning skills; (6) classroom management skills; (7) small group and individual teaching skills; and (8) skills in guiding small group discussions (Barnawi and M. Arifin, 2016: 127-128).

RESEARCH METHODS

In general, the research method is defined as a scientific way to obtain research data with certain objectives and uses. Because the focus of this research is to obtain an overview in the field about the analysis of the readiness of students of the PGMI Study Program to become professional educators, this research uses a descriptive qualitative approach.

According to Creswell (in Sugiyono) explaining that qualitative research is "a process of inquiry to understand social problems based on holistic achievements formed by words, reporting detailed views of information and arranged in a scientific setting" (Sugiyono, 2011: 15). This study aims to describe, describe, and describe the readiness of students of the Madrasah Ibtidaiyah (PGMI) Teacher Education Study Program at STAI Badrus Sholeh Kediri in carrying out practice in micro learning courses.

The variable of this research is the readiness of PGMI Study Program students in carrying out practice in micro learning courses which include pedagogic competence in basic teaching skills, namely planning learning and carrying out learning activities. Subject of research these are students of the PGMI study program who took microteaching courses in the even semester of 2016/2017.

In this study, the sampling technique used was purposive sampling. The samples in this study were taken as many as 5 people from different classes. The selection of the sample was based on the criteria, namely on the recommendation of the course supervisor, the willingness of students to be researched, differences in the abilities of male students and female students.

Data collection techniques used are documentation and observation techniques. Data documentation in the form of syllabus, Learning Implementation Plan (RPP), assessment design, video recordings of students practicing micro learning, and notes related to the micro learning process. In this study, the data analysis model used is the interactive analysis proposed by Miles and Huberman. Interactive analysis is a qualitative data analysis consisting of three activity lines, namely (1) data reduction (2) data presentation (3) conclusion drawing/verification.

RESEARCH RESULTS AND DISCUSSION

Based on the data that has been obtained using both documentation sheets and micro learning video recordings, it can be discussed on the research problem as follows:

Readiness of students of the PGMI STAI Badrus Sholeh Kediri Study Program in Planning Lessons in Micro Learning

To achieve the expected learning objectives, steps are needed, one of which is lesson planning. Planning made as a guide used in carrying out learning activities. Educators are directly responsible for efforts to implement what is in the learning plan, because educators prepare learning plans and directly carry out learning activities.

The data obtained about the study planning of Study Program students

PGMI in micro learning is obtained through existing documentation. For The syllabus of all students does not compile it but uses an existing syllabus from the government, and a learning implementation plan (RPP) which prepares students themselves based on the existing syllabus. The lesson plans are prepared based on the KTSP curriculum and the 2013 curriculum. Based on the analysis of the learning implementation plan assessment sheet (RPP), in general, student practitioners have been able to prepare RPP in accordance with the provisions of the completeness of the RPP in the standard process, conformity of learning objectives with competency standards, basic competencies, and indicators of competency achievement, suitability of the subject matter and its description with the syllabus. Most of the students have practiced various approaches, strategies and varied active learning methods, such as Number Head Together (NHT), Picture and Picture, Talking Stick, Snowball Throwing, Critical Incident, Jigsaw, STAD, Make and Match, Team Games Tournament (TGT), Card Short, Index Card Match, Poster Comment, Everyone is a Teacher Here, and so on.

Each student practitioner is required to carry out teaching practices at least 3 times, while for students whose teaching abilities are not yet optimal in their implementation, they are given the opportunity to repeat 1 more time for practice. The allocation of practice time given is on average between 15 -20 minutes. Every time a student finishes teaching practice, the supervisor and students who are students provide feedback on the learning process that has been implemented. The learning material that is practiced is in the form of subject matter at the SD/MI level. Practical students must be prepared with 12 existing subjects, namely Indonesian Elementary/MI, Mathematics, Natural Sciences (IPA), Social Education Sciences (IPS), Citizenship Education (PKn), Fiqh, Akidah Akhlak, Qur'an Hadith, History of Islamic Culture, Arabic Language, Cultural Arts and Skills (SBK), and Health Education, (Penjas). Therefore, the selection of material to be practiced is drawn at random. In compiling the lesson plans, some students have used thematic learning for the 2013 curriculum, some of them still use subjects for the KTSP curriculum.

All practical students prepare lesson plans with components that comply with the requirements in the standard process which includes the identity of the eye lessons, competency standards, basic competencies, indicators of competency achievement, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources. All students have prepared a lesson plan with complete components. In preparing the lesson plans, the students have paid attention to individual differences by using various cooperative learning strategies in learning. In encouraging the active participation of students, student practitioners have arranged in learning steps to discuss in groups or individually.

In developing the reading and writing aspects of students, students practice doing the activities carried out during learning. In the lesson plans, students also plan to discuss student worksheets and continue by giving homework to students. Most of the components carried out are already integrated and related to each other. However, in the preparation of the lesson plans, students generally do not include tools or materials that apply technology and communication.

In the preparation of the first practical lesson plan, most students have not been able to describe in detail the learning steps that will be carried out, so that during practice students are still confused when they have to prepare apperception suddenly. In addition, the assessment section is still not in accordance with the indicators of learning outcomes, types of bills, and forms of instruments and has not been accompanied by an answer key.

Furthermore, based on the results of the first practitioner, the supervisor provides input and improvements to the second practice lesson plan, so that students practice can describe in detail the learning steps correctly. Based on the data analysis and discussion obtained, students are able to plan learning well in accordance with process standards, both

components and the principles of their preparation have been met. This planning is done to take students practice carrying out the optimal teaching and learning process so that the expected learning objectives are achieved.

Readiness of students from the PGMI STAI Badrus Sholeh Kediri Study Program Implementing Learning Activities in Micro Learning.

Data about the ability to carry out learning activities carried out by students in practice were obtained through documentation in the form of video recordings of the implementation of learning and observation. Aspects observed in the learning implementation exercise there are 8 components, namely basic integrated teaching skills, which include, (1) opening and closing learning skills; (2) explaining skills; (3) the skill of making variations; (4) skills to provide reinforcement; (5) questioning skills; (6) classroom management skills; (7) small group and individual teaching skills; and (8) skills to guide small group discussions. These data can be described as follows:

a. Opening lessons and closing lessons

In general, students are skilled at opening lessons and closing lessons, but the most important aspect of the initial activity, namely apperception, there are still two student practitioners who do not do it, and there are also apperceptions but they are not in accordance with the material to be delivered. This apperception can be done by asking questions related to the material to be studied, communicating the learning objectives to be achieved at the meeting and providing an overview of the activities to be carried out in it. Therefore, students have not been able to start learning activities well. In closing the lesson, the student practice skills are to make a summary in the form of the main issues that have been studied by doing it themselves and give a written test as a learning evaluation tool. The skill that has not been mastered in this closing activity is to reflect on the learning outcomes.

b. In explaining and delivering learning material, students practice it and are able to convey it appropriately, by using Use illustrations or examples that match the material. Submission of material is given sequentially according to the steps in the lesson plans that have been made, students also emphasize important things in the material. All students who practice can convey the material smoothly, but still students who practice still need to retrain their ability to present material as interesting as possible in order to attract students' interest and deepen the material to be delivered. This is so that students can understand it easily.

c. Students are also skilled in making variations in teaching, such as teaching styles, which are related to sound, expression, and movement. Already skilled in using media and interaction patterns, as well as providing opportunities for students to think. In conducting variations of teaching, the skills that students mastered by practicing are using changes in the volume of the voice and doing positions in the class from front to middle or back of the class. The skills

that have not been mastered are using variations of body movements (gestures) to clarify learning materials and the use of various media or learning tools.

d. In the aspect of reinforcement, students have been able to do it well, verbally and non-verbally. Nonverbal forms by giving a smile to the positive response of students, nodding their heads, raising their thumbs, and giving rewards in the form of gifts (small objects). Skills that have not been mastered are providing verbal reinforcement by giving words of praise or appreciation.

e. In asking, students practice asking questions clearly related to the problem, asking questions first classically followed by appointing one of the students, giving enough time for students to think and find answers, and asking questions again to multiply the knowledge of students. Skills that have not been mastered are asking questions evenly to students. This questioning skill is important to be mastered by an educator because it can create more meaningful learning atmosphere. Learning will feel boring if the teacher only explains the learning material without being interspersed with questions.

f. In managing the class, so that the class becomes conducive and calm, the student practitioners are skilled at doing it. Managing the class according to the strategy used, arranging students according to the strategy used, focusing students' attention and concentration on the material presented, but sometimes students do not give reprimands to students who do not pay attention to the lesson. This is because of the bad taste factor because those who are reprimanded even though as students are still their fellow students. Furthermore, in managing the available time allocation, students are still not able to do it skillfully, because the time used for practice in this micro-learning ranges from 15-20 minutes. This time factor also causes a lot of material cannot be conveyed properly, students are in a hurry to complete the learning process.

g. In group and individual activities, the skills mastered by students to practice are to spread opportunities to participate to students, so that there is no monopoly in discussion and to describe and broaden the views of students by providing additional information. Sometimes students guide small groups in solving difficulties by giving suggestions or questions. The skills that have not been mastered are clarifying the goals or topics to be achieved in the discussion to focus the attention of students, guiding small groups and providing conclusions from the results of group discussions that have been carried out.

h. In guiding small group discussions, students practice sometimes guiding small groups in solving difficulties, overcoming learning disorders in the classroom. This is done so that the discussion can run well. To be able to determine whether or not the learning objectives have been achieved, it is necessary to make an effort or assessment action. The extent to which the success of educators in delivering the material and to what extent students absorb the material that has been presented, the data can be obtained through assessment.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that:

1. Based on the results of the research analysis, it can be concluded that in carrying out learning planning, students are ready, namely students prepare a learning syllabus and the Learning Implementation Plan (RPP) has been completely fulfilled.
2. In carrying out learning activities with components of basic teaching skills consisting of 8 skills, namely opening and closing learning skills, explaining skills, conducting variations, strengthening skills, questioning skills, class management skills, small group and individual teaching skills, skills guiding discussions Small groups still can't be done well, it can be seen in the component of managing the class that students practice does not give reprimands to students because they feel bad because students are fellow students, and make conclusions from the results of group discussions to close the discussion.

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