



The Influence of Teacher Competence and Cooperation Climate on the Quality of Learning at Padang Panjang State High School

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Article Info	Abstract
Article History Received: September, 2024 Revised: November, 2024 Published: November, 2024	This research aims to determine and analyze the influence of teacher competence and collaborative climate on the quality of learning in Padang Panjang State High School. The sample was 66 State High School teachers in Padang Panjang. This research uses a saturated sampling technique. This type of research is quantitative research. Data collection techniques use a questionnaire with a Likert scale model with 5 alternative answers. multiple linear regression analysis technique. The results showed that Teacher competency has a significant influence on the quality of learning at Padang Panjang State High School. Furthermore The climate of teacher collaboration has a significant influence on the quality of learning at Padang Panjang State High School. And Teacher Competency and Teacher Collaboration Climate have a significant influence on the quality of learning at Padang Panjang State High School.
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INTRODUCTION

A teacher is a position or profession that requires special skills as a teacher (Julia et al., 2020; Suroto et al., 2023). This job cannot be done by people who do not have skills as teachers (Zhang et al., 2021). People who are good at speaking in certain fields cannot be called teachers. To become a teacher, special requirements are needed, especially as a professional teacher who must master the ins and outs of education and teaching with various other sciences that need to be fostered and developed through a certain period of education or pre-service education. So that in carrying out their professional authority, teachers are required to have a set of abilities or competencies (Usman, 2006).

Teacher competence is the ability of a teacher to carry out his/her duties and describes the existence of an action displayed by the teacher during the learning activity (Supardi, 2016). Teachers as determinants for improving the quality of the learning process and the expected results (graduates). Teachers who have good competence will be able to manage learning more effectively and produce quality graduates. Thus, (Julia et al., 2020).

The role of teachers as implementers of education must have adequate and quality competence to develop students as a whole through their performance. The results of a study conducted by Hakim (2015) entitled "Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence, and Social) On the Performance of Learning" showed that pedagogical competence, professional competence, and social competence have a significant influence in improving the quality of learning (Grosch, 2017; Mahmudah & Santosa, 2021). The contribution of all competencies together is stated to have a significant influence in improving the quality of performance in learning. So, the study explains that the competence possessed by teachers affects the quality of learning. But in fact, teacher competency in Indonesia is still below average. Based on the 2016 UKG results data from the Ministry of Education and Culture, the temporary average UKG score was only 44.55, with the highest score of 91.12 and the lowest score of zero. In fact, the standard teacher competency score is 75. The average score was obtained based on processing 243,619 participant data from 624,702 teachers who had completed the UKG.

The table below describes the data from the results of teacher performance assessments at several state senior high schools in Padang Panjang.

Table 1. Data on the Results of Teacher Performance Assessments at Public High Schools in Padang Panjang in 2023

No	School name	Number of teachers	Average performance		
			Very good	Good	Enough
1.	Senior High School 1 West Sumatra		9	19	2
2.	Senior High School 1 Padang Panjang	65	11	51	3
3.	Senior High School 2 Padang Panjang	57	7	45	5
4.	Senior High School 3 Padang Panjang	62	7	45	10

Source: Author Survey Results, 2024

Conditions such as the data above are certainly a bit concerning because the competence possessed by teachers can have a big influence in improving the quality of learning. Teachers who are not competent will not carry out their duties optimally, as can be seen from the planning, teaching process, and evaluation carried out by the teacher (Zahro & Sumardi, 2017). Some teachers have the same learning process planning even though the school year is different and the students they face are also different. If the planning is not good, the learning process will also not run optimally.

In general, the problems underlying the low quality of education include: (1) lack of teacher planning in teaching; (2) teachers in carrying out learning activities seem monotonous and are not flexible in responding to developments in the field of education; and (3). Lack of variation in learning methods used so that students are less enthusiastic in learning; (4) Lack of teacher understanding of certain subject matter; (5) In learning activities, teachers only emphasise the cognitive domain while affective and psychomotor are very lacking. (6) Lack of teacher ability in compiling evaluation instruments; and (7) Lack of teacher ability to adjust the number of chapters of material provided (Elvira, 2021).

Based on the results of initial observations and discussions on teacher competency in several state senior high schools in Padang Panjang, it is clear that there are still teachers who are not competent in carrying out their duties, such as:

1. There are still teachers who have not been able to develop the school-level curriculum; they only copy and paste learning materials without paying attention to the conditions of their students.
2. There are still teachers who are less able to master standard materials according to their fields, as evidenced by entering based on subjects according to their expertise.
3. There are still teachers who are less able to manage learning programs and manage classes; this can be proven by the results of the principal's observations with poor grades.
4. There are still teachers who are less able to use media and learning resources; this is evidenced by the fact that there are still teachers who have not utilised interactive learning media, and teachers do not use teaching aids.
5. It is clear that there are still teachers who do not want to develop themselves to increase their knowledge and competence in teaching. They feel that the knowledge and skills they currently have are sufficient.

Another factor that also determines the success of learning quality is the climate of cooperation factor. The work climate describes the atmosphere and working relationship between fellow teachers, between teachers and the principal, between teachers and other educational staff, and between departments in their environment; this is a manifestation of a conducive work environment. This kind of atmosphere is very much needed by teachers and principals to carry out their work more effectively.

Based on observations conducted by researchers in several state senior high schools in Padang Panjang, it is clear that the climate of teacher cooperation in schools has many problems, such as poor relationships between teachers, less friendly or harmonious relationships between teachers and the principal, the principal treating subordinates unfairly, and lack of appreciation for teachers who carry

out their duties well. These problems result in a less conducive climate of cooperation because the climate of cooperation has an impact on the quality of learning in the classroom. Therefore, this study aims to analyse the influence of teacher competence and climate of cooperation on the quality of learning in Padang Panjang State Senior High Schools.

METHODS

This research was conducted at a state senior high school in Padang Panjang. This research was conducted for three (3) months, starting in February–April 2024. This time span was used for submitting and consolidating research proposals, further research activities, data collection, data compilation, and writing of research results.

The population in this study were all teachers at state senior high schools in Padang Panjang. The following are details of the population used.

Table 2. Population Number in Public High Schools in Padang Panjang

No	School name	Number of teachers	principal	Total Population
1	Senior High School 1 West Sumatra	30	1	31
2	Senior High School 1 Padang Panjang	65	1	66
3	Senior High School 2 Padang Panjang	57	1	58
4	Senior High School 3 Padang Panjang	62	1	63
		214	4	218

Source: Padang Panjang Education Office, 2024

Then the sampling technique in this study uses the proportional random sampling technique. To determine the number of samples, a comparison is used between the number of each group divided by the total number (population number), then multiplied by the sample size. In this case, it is set at 30% of the population. Details of the sample calculation results can be seen in the table below:

Table 3. Number of Samples of State High School Teachers in Padang Panjang

No	School Name	Population	Sampel
1	Senior High School 1 West Sumatra	30	9
2	Senior High School 1 Padang Panjang	65	20
3	Senior High School 2 Padang Panjang	57	18
4	Senior High School 3 Padang Panjang	62	19
		214	66

Source: Padang Panjang Education Office Data 2024

This study uses multiple linear regression data analysis techniques using several tests as follows:

A. Classical Assumption Test

1. Normality Test

The normality test in this study uses the Kolmogorov-Smirnov test with the criteria of the significance value of the calculation results greater than the alpha level (α) of 0.05 or 5%. If the significance value is greater than $\alpha = 5\%$, then the data is normally distributed, and vice versa, if it is smaller than $\alpha = 5\%$, the data is not normally distributed (Ghozali, 2018).

2. Heteroscedasticity Test

In this study, a Glesjer test will be conducted with an analysis; if the significance value of the two independent variables is more than 0.05, then there is no heteroscedasticity problem in the regression model. In this study, a Glesjer test will be conducted with an analysis; if the significance value of the two independent variables is more than 0.05, then there is no heteroscedasticity problem in the regression model (Ghozali, 2018)

3. Multikolinierity Test

To detect multicollinearity, it can be seen from the Value Inflation Factor (VIF). If the VIF value > 10, multicollinearity occurs. Conversely, if VIF < 10, multicollinearity does not occur.

B. Hypothesis Testing

1. Simultaneous Significance Test (F Test)

The F test shows whether all independent variables included in the model have a joint influence on the dependent variable. Simultaneous testing (F test) to determine the effect of teacher competence and teacher cooperation climate simultaneously on the quality of learning in public high schools in Padang Panjang. Independent variables are declared to have an effect on the dependent variable if the significance value is smaller than $\alpha = 0.05$ or 5%.

2. Coefficient of Determination

The coefficient of determination (R²) essentially measures how far the regression model is able to explain the variation of the dependent variable. The greater the value, the greater the ability of the dependent variable to explain the variation of the dependent variable. The overall coefficient of determination (R²) is used to determine the amount of contribution given by the influence of teacher competence and teacher cooperation climate simultaneously to the quality of learning at State Senior High Schools in Padang Panjang simultaneously.

RESULTS AND DISCUSSION

A. Result

a. Classical Assumption Test

1. Normality Test

The results of this test were carried out to prove whether the data used was normally distributed or not for all variables, as can be seen in the following table:

Table 4. One-Sample Kolmogorov-Smirnov Test of Normality

Unstandardized Residual		
N 66		
	Mean	0,0000
	Std Deviasi	1.84450813
Most Extreme Differences	Absolute	0,134
	Positif	0,108
	Negative	-134
Test Statistic		1,041
Asymp. Sig. (2-tailed)		0,228

Source: Data processing results, 2024

Based on the results of the normality test, it is known that the significance value is $0.2 > 0.05$. So it can be concluded that the residual value is normally distributed.

2. Heteroscedasticity Test

To see whether or not heteroscedasticity exists, the testing method used in this study is the Glesjer Test; more details can be seen in the following table:

Table 5. Heteroscedasticity Test Table

Variables	Sig
Teacher Competence (X1)	0,060
Teacher Cooperation Climate (X2)	0, 448

Source: Data processing results, 2024

Based on the results of the heteroscedasticity test above, we can describe that:

1. The teacher competency variable obtained a significance of 0.060. This means that $0.060 > 0.05$, so it can be concluded that there is no symptom of heteroscedasticity in this variable.
2. The school climate variable obtained a significance value of 0.448.
3. This means that $0.448 > 0.05$, so it can be concluded that there is no symptom of heteroscedasticity in this variable. From the description of the heteroscedasticity test data, overall it can be concluded that the data significance value is > 0.05 , meaning that there is no symptom of heteroscedasticity or the data assumption has been met.

Based on research graph above, it can be seen that:

1. Data points are spread above and below or around the number zero.
2. The points do not gather only above or below
3. The distribution of data points does not form a pattern.

From the data description, it can be concluded that there are no symptoms of heteroscedasticity or that the data assumptions have been met.

4. Multicollinearity Test

This test aims to test whether the regression model finds a correlation between independent variables. A good regression model should not have a correlation between independent variables. If the independent variables are correlated with each other, then these variables are not orthogonal. To detect multicollinearity, it can be seen from the Value Inflation Factor (VIF). If the VIF value > 10 , then multicollinearity occurs, and if $VIF < 10$, there is no multicollinearity. The results of the study stated that the value of all VIF values < 10 means that there is no multicollinearity so that the multicollinearity test is met. For more details, see table 6 below:

Table 6. Multicollinearity Test

Variable	Tolerance	VIF
Teacher Competence	0,954	1,409
Teacher Cooperation Climate	0,954	1,409

Source: Data processing results, 2024

Based on the results of the heteroscedasticity test above, we can describe that:

1. Teacher Competence Variable, obtained a tolerance value of 0.954 and VIF 1.409.
2. Teacher Cooperation Climate Variable, obtained a tolerance value of 0.954 and VIF 1.409

From the data description above, it shows that the tolerance value > 0.10 and the VIF value < 10.00 , so it can be concluded that there is no multicollinearity or the data is free from symptoms of multicollinearity.

b. Hypothesis Testing

1. Simultaneous Significance Test (F Test)

To test the simultaneous influence of independent variables on dependent variables, the F test is used. If the F test produces F count $> F$ table and the significance value < 0.05 ($\alpha = 5\%$), then H_0 is rejected, meaning that the independent variables simultaneously have a significant effect on the dependent variable. The following will explain the description of the F results produced by the regression:

Table 7. Results of Simultaneous Significance Test F

Hypothesis	F- count	Sig
1	4,061	0,000
2	8,757	0,000
3	4,506	0,000

Source: Data processing results, 2024

Based on the results of the Simultaneous Significance F test above, we can describe that:

1. Hypothesis 1 obtained F count = 4.061 > F table 3.14 and a significance value of 0.000, meaning H0 1 is rejected.
2. Hypothesis 2 obtained F count = 8.757 > F table 3.14 and a significance value of 0.000, meaning H0 2 is rejected.
3. Hypothesis 3 obtained F count = 4.506 > F table 3.14 and a significance value of 0.000, meaning H0 3 is rejected.

From the data description above, it can be concluded that:

1. Teacher Competence (X1) has a significant effect on the Quality of Learning in Senior High Schools in Padang Panjang City.
2. Teacher Cooperation Climate (X2) has a significant effect on the Quality of Learning in Senior High Schools in Padang Panjang City.
3. Teacher Competence (X1) and Teacher Cooperation Climate (X2) together have a significant effect on the Quality of Learning in Senior High Schools in Padang Panjang City.

Thus, it can be said that teacher competence (X1) and teacher cooperation climate (X2) have a significant influence on the quality of learning at state senior high schools in Padang Panjang City, or Ha is accepted and Ho is rejected.

2. Coefficient of Determination

The coefficient of determination value used in this study using R2 can be seen in the following table:

Table 8. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,865	0,748	0,731	1,385

Source: Data processing results, 2024

Based on the table above, it is obtained that the adjusted R square value is 0.865, meaning that the influence of the independent variables (X1) and (X2) on the dependent variable (Y) is 73.1%. So teacher competence and teacher cooperation climate have a significant influence on the quality of learning at Padang Panjang State High School.

B. Discussion

The Influence of Teacher Competence on Learning Quality

Test Results The results of the ANOVA test (F) in this study illustrate that teacher competence has an effect on the quality of learning, namely F count 4.061 > F table 3.14 and a significance value of 0.000 (Ho1 is rejected). This means that teacher competence (X1) has a significant effect on the quality of learning in senior high schools in Padang Panjang City.

The results of this study are in contrast to the research conducted by Roelofs & Sanders (2007) and (Roelofs & Sanders, 2007) In his research, he found that teacher competence in the aspect of learning knowledge ability is in the category of "lacking," knowledge of developing student potential and reflective efforts to improve the quality of learning is in the category of "very lacking," the ability to compile lesson plans is in the category of "sufficient," organizing teaching materials and evaluations is in the category of "lacking," and the ability of teachers to carry out learning is in the category of "sufficient."

For a teacher, competence is the main capital to carry out teaching tasks. Every person who will plunge into the education profession must equip himself with five competencies, namely pedagogical competence, professional competence, personality competence, social competence, and technological competence (Hakim, 2015). Teachers who are less professional in carrying out their profession will be weak in carrying out their duties (Churiyah et al., 2020). Based on this description, there is an influence of teacher competence on the quality of learning.

Teachers must have competencies that can improve the quality of learning. Teachers' abilities are a key factor in successful learning. This is in line with Shaleh's research showing that teachers must have the ability and be skilled in learning (Inderanata & Sukardi, 2023; Suroto et al., 2023). Teachers are the key to the success of achieving the character development of Pancasila student profiles (Darmayanti & Wibowo, 2014; Winahyu et al., 2018). Basically, teachers' abilities must be in accordance with the demands of the curriculum, namely as teachers, mentors, and educators (Spychała et al., 2022). As

teachers, teachers carry out education and create effective and enjoyable learning. As mentors, teachers help students get to know themselves and their problems and solve them. As educators, teachers facilitate the process of recognising and maturing students through learning.

If the teacher's competency is not sufficient, the following steps can be taken (Kemendikbud, 2021):

1. Training and self-development: Teachers need to conduct training and self-development to improve the required competencies. This can be done through professional training and certification, workshops, seminars, and other training.
2. Increasing collaboration and cooperation: Teachers need to increase collaboration and cooperation with other teachers, both inside and outside the school, to share knowledge and experiences and create a mutually supportive learning environment.
3. Utilisation of technology: Teachers need to utilise technology as a tool to improve the quality of learning, for example by utilising e-learning, learning applications, or virtual platforms for discussion and collaboration.
4. Developing methodological skills: Teachers need to develop methodological skills in implementing learning, such as designing curriculum, preparing learning plans, choosing the right methods and media, and evaluating and reflecting on the learning that has been implemented.
5. Seeking guidance and consultation: Teachers can seek guidance and consultation from more experienced parties, such as school supervisors, mentors, or education experts.
6. By taking the steps above, it is hoped that teachers can improve their abilities in improving the quality of learning.

The Influence of Teacher Cooperation Climate on Learning Quality

The results of the ANOVA test (F) in this study illustrate that the Teacher Cooperation Climate Hypothesis obtained F count = 8.757 > F table 3.14 and a significance value of 0.000, meaning that Ho2 is rejected. Teacher Cooperation Climate (X2) has a significant effect on the Quality of Learning in Senior High Schools in Padang Panjang City.

Based on the research results, data was obtained that the climate of teacher cooperation has an influence on the quality of learning. The results of this study are in line with research conducted by Ananda & Fadhilaturrahmi (2018), which shows that the climate of teacher cooperation has a significant influence on the quality of learning. The findings of this study are also supported by Mokhele (2014), namely that a climate of cooperation and a conducive working atmosphere will improve the quality of learning. By creating a good climate of cooperation, the learning process will be carried out according to the expected goals.

A work climate that has an atmosphere and working relationship between fellow teachers, teachers and principals, teachers and other educational staff. This is a manifestation of a conducive work environment. This kind of atmosphere is very much needed by teachers and principals to carry out their work more effectively. The school climate can be described through an attitude of mutual support, level of friendship, level of intimacy, and cooperation (Herrington & Herrington, 2005; Suroto et al., 2017).

The work climate can also be realised by efforts to Interdependence: interdependence is needed among team members in terms of information, resources, task implementation, and support. The existence of dependency can strengthen team togetherness. 2) expansion of tasks, each team must be given challenges, because the reaction or response to the challenge will help the spirit of unity, pride, and team unity; 2) common language, each team must master a common and easy-to-understand language; 3) alignment, team members must be willing to set aside their individualism in order to achieve a common mission framework; 4) skills in handling confrontation or conflict (Holm, 2011; Xu et al., 2021)

The Influence of Teacher Competence and Collaborative Climate on Learning Quality

Based on the anova test (F), the data obtained F count = 4.506 > F table 3.14 and with a significance value of 0.000, meaning Ho3 is rejected. This means that teacher competence (X1) and teacher cooperation climate (X2) together have a significant effect on the quality of learning in senior high schools in Padang Panjang City.

The results of this study have proven that teacher competence and climate of cooperation on the quality of learning in senior high schools in Padang Panjang are very strong, which is 73.1%. So

teacher competence and teacher cooperation climate have a significant influence on the quality of learning in senior high schools in Padang Panjang.

Quality learning must be based on an educational learning process (Kiong et al., 2022; Kolb, 2015). Teachers are expected to be able to bring change to students, especially to arouse students' enthusiasm and desire to learn, which will ultimately lead students to success (Park, 2017). As is commonly known, teacher competencies are divided into 5, namely pedagogical, professional, personality, social, and technology.

Each of these competencies has components that must be mastered well by teachers; for example, pedagogical competency talks about the teacher's ability to plan, implement, and finally evaluate learning. However, specifically in pedagogical competency, it is often forgotten that in the planning section, teachers must be able to adjust student needs to the plan that will be made. This explains that competency greatly influences the quality of learning.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the study and discussion, it can be concluded that teacher competence has a significant effect on the quality of learning at Padang Panjang City State Senior High School with the F count = 4.061 > F table 3.14 and with a significance value of 0.000, meaning that Ho1 is rejected. Then, the climate of teacher cooperation has a significant effect on the quality of learning at Padang Panjang City State Senior High School with the F count = 8.757 > F table 3.14 and with a significance value of 0.000, meaning that Ho2 is rejected. Furthermore, teacher competence and the climate of teacher cooperation have a significant effect on the quality of learning at Padang Panjang City State Senior High School, with the F count = 4.506 > F table 3.14 and a significance value of 0.000, meaning that Ho3 is rejected. Finally, based on the results of the determination coefficient test, the adjusted R square value is 0.865, meaning that the influence of the independent variables (X1) and (X2) on the dependent variable (Y) is 73.1%. Therefore, teacher competence and teacher collaboration climate have a significant influence on the quality of learning at Padang Panjang State Senior High School.

B. Suggestion

Based on the conclusions above, researchers can provide several suggestions, namely For a teacher, competence is the main capital to carry out teaching tasks. Everyone who will plunge into the education profession must equip themselves with five competencies, namely pedagogical competence, professional competence, personality competence, social competence, and technological competence. then the work climate that has an atmosphere and working relationship between fellow teachers, teachers with the principal, teachers with other education personnel. This is a manifestation of a conducive work environment. Finally, quality learning must be based on an educational learning process. Teachers are expected to be able to bring change to students, especially to arouse students' enthusiasm and desire to learn, which will ultimately lead students to success.

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