
Improving Performance: The Role Of Teacher Professionalism And Discipline At The Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya

M. Mushthofa Mubasysyir¹, Didit Darmawan²,

¹² Universitas Sunan Giri Surabaya; misszafa077@gmail.com; dr.diditdarmawan@gmail.com

Abstract

Quality education depends not only on the physical infrastructure of the school, but also on the competence and dedication of the teachers. Professionalism and discipline are the main elements that can improve the quality of education and teacher performance. This research is to analyse the influence of professionalism and discipline on teacher performance at the Tahsinul Akhlaq Bahrul Ulum Foundation, Surabaya. Teacher performance is a central factor in educational dynamics. Teacher professionalism directly influences the quality of teaching. Teachers' discipline determines their ability to carry out their duties and responsibilities efficiently. This research uses a quantitative approach with a survey research design. The population involved all teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation, with census sampling of 65 teachers. The instrument used is a questionnaire that measures the level of professionalism, discipline and teacher performance. The research results show that the level of professionalism of teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation has a positive and significant influence on their performance. Teachers who have competence, dedication and professional skills tend to make a positive contribution to achieving educational goals. Apart from that, teacher discipline also has a positive and significant impact on their performance. Teachers who are disciplined in carrying out their duties, obey the rules, and show commitment to their work, tend to achieve better results in educating and guiding students

Keywords

Professionalism; Discipline; Teacher Performance.

Corresponding Author

First name Last name

Affiliation, Country; e-mail@e-mail.com

1. PENDAHULUAN

Education plays a very important role in forming a superior and highly competitive generation. As the main agent in the education system, teachers have a big responsibility in guiding, forming character, and providing knowledge to students. Teachers become facilitators of knowledge transfer, leaders in forming the values, ethics and skills needed to face future challenges. Through the educational process, teachers help students to develop knowledge of various self-concepts in achieving student learning outcomes (Mardikaningsih & Hariani, 2019; Haqiqi & Darmawan, 2023; Mohajer et al., 2023; Mudzakkir & Darmawan, 2024; Steinberg et al., 2024 ; Wunberg et al., 2024; Ya'lu & Darmawan, 2024). In addition, teachers play an important role in shaping students' character, teaching positive values, and guiding them to become responsible and ethical individuals (Narvaez & Lapsley, 2008; Dena & Darmawan, 2024). The skills obtained through education also involve the ability to think



critically, communicate effectively and collaborate, which are the foundation for success in various aspects of life. The important role of teachers in the world of education is not only limited to providing knowledge, but also equipping students with skills that can be applied in everyday life and the future. In this way, teachers not only become supporters of academic development, but also mentors who help shape character and skills that are important for facing an ever-changing world (Masnawati & Masfufah, 2023).

Teacher performance is a central factor in the dynamics of education. The quality of a teacher's performance can be seen from his ability to convey learning material clearly, as well as how to guide and shape students' character (Pramudya & Mardikaningsih, 2021; Yulianto & Darmawan, 2024). Daily interactions in the classroom have an influence on students' personal and intellectual development (Masnawati et al., 2022; Rafiuddin & Darmawan, 2023; Lin et al., 2024; Rahmawati & Darmawan, 2024). Therefore, understanding how teacher performance plays a role in forming a superior generation is very important and work motivation plays a crucial role in this (Kurniawan et al., 2020). According to Jackson (2015), teachers who have optimal performance are able to create an inspiring learning environment. They understand that education is about academic knowledge, about character building, developing social skills, and stimulating students' interest in learning more deeply (Safitri & Darmawan, 2023; DeJaeghere et al., 2024; Laili & Darmawan, 2024). The effectiveness of teachers can be observed in their capacity to stimulate students' curiosity, inspire critical thinking, and facilitate deeper exploration of knowledge (Mardikaningsih, 2013; Aprilianti et al., 2019; Ummat & Retnowati, 2022; Kholid & Darmawan, 2023; Liu et al., 2023; Latif & Darmawan, 2024). Optimal teacher performance plays an important role in shaping students' mentality and learning orientation. Their ability to face challenges and take advantage of new opportunities in the field of education plays an important role in preparing a generation that is able to compete at the global level. Problems such as teachers' inability to deal with technological developments, limitations in managing classes, and challenges in delivering material using innovative methods are problems that need serious attention (Darmanto et al., 2014; Mardikaningsih, 2014; Kurniawan et al., 2022; Masnawati et al., 2014; Mardikaningsih, 2014; Kurniawan et al., 2022; Masnawati et al., 2014; al., 2022; Evendi & Masfufah, 2023).

In order to attain the objective of delivering high-quality education, the significance of teacher professionalism cannot be overstated. Teacher professionalism encompasses various dimensions, such as competency, ethical conduct, commitment, and ongoing self-improvement (Yanti & Darmawan, 2016; Gheith & Aljaberi, 2018). The role of teachers as professionals carries a lofty purpose, which is to actualize the vision of structuring learning in alignment with the tenets of professionalism, thereby ensuring equal access to quality education for all individuals. As the main agent in the educational process, teachers are not only responsible for the transfer of knowledge, but also for the formation of students' character and potential (Firmansyah & Darmawan, 2023). By upholding the principles of professionalism, such as high pedagogical skills, strong work ethics, and a commitment to continuous self-development, teachers can create an inclusive, fair and meaningful learning

environment for all students. Thus, through their role as professionals, teachers contribute greatly to the realization of equal rights for every citizen to obtain quality education and become an integral part in the development of an intelligent, competitive and civilized society (Ismaya et al., 2023). Teacher professionalism is about understanding subject matter, and involves the ability to apply that knowledge in ways that are innovative and appropriate to student needs. According to Darmawan (2014), proficient educators exhibit advanced academic proficiency, establish an environment conducive to learning, and adeptly cater to the varied learning styles of students. These competencies form the basis of effective teaching and help students reach their full potential.

Professional teachers apply ethical values, including integrity, honesty and respect for diversity. Apart from that, teachers are expected to show dynamic and creative qualities to develop students' learning processes. To ensure effectiveness and efficiency in the educational process, teachers are required to have adequate competence both in terms of type and content (Siagian, 2017; Darmawan, 2024). By practicing high ethics, teachers create a positive learning environment and build relationships of mutual respect between teachers and students (Darmawan et al., 2021). Dedication is another aspect of teacher professionalism that has a big impact on their performance (Rosmawati et al., 2020). Continuous self-development is an important element in the professionalism aspect of modern teachers. Putra et al. (2017); Djazilan and Darmawan (2022) argue that a teacher actively develops self-competence to achieve better performance. That way, teachers can present the latest teaching methods and prepare students to face future challenges (Andayani & Darmawan, 2004). Professional teachers contribute to improving the quality of education, giving birth to a generation that is superior, creative and highly competitive. They involve students in the learning process, and play a role in producing a generation that understands and applies human values, justice and diversity. Teacher professionalism is the main condition for the success of quality education, and is the basis for creating an educated and highly competitive society (Sinambela et al., 2014). Therefore, investing in increasing teacher professionalism is a long-term investment that will have a positive impact on the future of the nation and the development of national education.

Apart from professionalism, discipline is the main factor determining teacher performance (Rosmawati et al., 2020). Discipline in the field of education plays an important role in shaping teacher performance. Discipline includes aspects of compliance with school rules and regulations, and reflects the teacher's commitment and dedication to their duties and responsibilities (Akmal et al., 2015). When a teacher shows discipline, this creates an orderly learning environment that can provide a sense of satisfaction at work (Fachruddin et al., 2023). Disciplined teachers tend to plan their learning well, ensure learning time is utilized optimally, and manage the class efficiently (Saraswati et al., 2014). This discipline has a positive impact on teacher performance in delivering learning material and creating a good learning experience for students.

Apart from that, discipline is also a teacher's integrity in carrying out their duties

(Kurniawan & Rianto, 2020). Disciplined teachers will follow teaching ethics and uphold moral values. They set a good example for students in terms of responsibility, consistency and good behavior. This discipline builds students' trust in teachers and creates positive relationships between teachers and students (Nengseh & Darmawan, 2024). Discipline also influences the effectiveness of teacher classroom management. Teachers who apply discipline well will find it easier to regulate student behavior in class. Thus, teacher discipline has an impact on a positive classroom atmosphere, which ultimately improves teacher performance to achieve learning goals. Discipline can also be an important indicator related to performance assessment. Teachers who behave in a disciplined manner tend to fulfill the assessment criteria well because they manage time and tasks efficiently, pay attention to student development, and participate actively in school activities. To link discipline with teacher performance, it is necessary to understand that discipline is not an end goal, but is a tool that supports the achievement of optimal teacher performance (Hariani et al., 2016). Discipline creates a strong foundation for effective teaching and classroom management, which ultimately has a positive impact on achieving learning goals (HD & Darmawan, 2023). By consistently applying discipline, teachers can create a conducive learning environment, foster good relationships with students, and increase effectiveness in guiding and forming the character of the next generation.

This research is directed at analyzing and understanding the role of professionalism and discipline variables in shaping teacher performance. These two variables are important factors that can have a significant impact on the effectiveness and success of a teacher in carrying out their duties and responsibilities in the educational environment. Thus, it is hoped that this research can make a significant contribution to insight into the factors that influence teacher performance and also contribute to improving education through an approach that focuses more on aspects of professionalism and discipline

2. METODE

This research applies a quantitative approach to measure and analyze the influence of professionalism and discipline on teacher performance. This approach was chosen to provide a scientific basis and quantitative figures to understand the extent to which the independent variable contributes to the dependent variable. The research design applied is a correlational or cross-sectional design, where data is collected at a certain point in time to determine the relationship between the observed variables. Through the use of regression analysis techniques, this research aims to identify how significant the influence of professionalism and discipline is on teacher performance. Cross-sectional designs allow researchers to observe the relationship of these variables simultaneously, providing an accurate picture at the time of data collection. This approach is expected to contribute to a deeper understanding of the factors that influence teacher performance in a particular time period.

The population of this research includes all teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation who are the focus of the research. Sampling was carried out by census to ensure a valid representation of the population. The number of samples determined was 65 teachers. The instrument used is a questionnaire specifically designed to measure the level of teacher professionalism, discipline and performance. The validity and reliability of the questionnaire have been previously tested to ensure the accuracy and consistency of the data collected. The research variables involved are as follows:

1. Teacher professionalism (X1) is a reflection of their mental attitude and commitment to realizing and improving the quality of their teacher competence with all efforts and strategies and always developing their abilities in accordance with the demands of modern progress so that their existence always provides meaning (Sastrawan, 2016). Indicators of this variable are professional responsibility, implementation of roles and functions, achievement of educational goals, learning in the classroom (Hanafiah & Suhana, 2009).

2. Teacher discipline (X2) is the nature of the teacher's responsibility to carry out everything on time (Karmelia et al., 2019). Teacher discipline is measured from 6 main indicators, namely (Nashir, 2016) acceptance, will energy, working hard, respecting time, developing personal productivity, persistence.

3. Teacher performance (Y) is a condition that shows the teacher's ability to carry out his duties and responsibilities at school while carrying out learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well and in accordance with expectations, which shown in appearance, actions and work performance (Muspawi, 2021). Indicators of teacher performance are increased discipline, increased responsibility and increased example, sub-competencies of work ethic, cooperation, willingness to accept criticism and suggestions (Kartowagiran, 2011).

The data collection process in this research will be carried out through distributing questionnaires to teachers as respondents. Previously, respondents will be given an introduction explaining the purpose of this research and a guide providing instructions on how to fill out the questionnaire correctly. The introduction aims to provide teachers with an understanding of the relevance and significance of the research, as well as providing clear directions in filling out the questionnaire. During data collection, confidentiality and security of information will be the top priority. Every response and information provided by teachers will be carefully guarded to avoid privacy violations. This aims to create a safe and comfortable environment for

respondents, so that they feel more open in providing responses. The collected data will be analyzed using statistical methods, especially regression analysis. This method will help determine the extent to which teachers' professionalism and discipline influence their performance. Regression analysis will provide a more detailed picture of the strength and direction of the relationship between these variables. The results of the statistical analysis will later become the basis for drawing up conclusions and recommendations in this research. Thus, this research can provide insight into increasing understanding of the factors that influence teacher performance, so that it can make a positive contribution to educational development

3. HASIL DAN PEMBAHASAN

The distribution of questionnaires to 65 teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation which received responses from 34 teachers showed a participation rate of more than 50%, so it can be considered worthy of further analysis. Although the number of respondents does not reach the entire population, a figure that exceeds half of the number of teachers significantly reflects a fairly representative level of involvement. Analysis of the results of the questionnaires received can provide valuable insight regarding the perceptions and views of teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation, although of course it is still necessary to consider potential biases that may arise from respondents who did not participate.

The validation assessment involved two distinct independent variables—professionalism and discipline—and one dependent variable, namely teacher performance. Findings from the validation test indicate that all items in the questionnaire were well-received, as evidenced by the corrected item-total correlation values for each item surpassing 0.3. Given that these values exceeded the 0.3 threshold, it can be inferred that each question substantially contributes to gauging the respective variable.

Reliability testing is carried out to measure the extent to which a measurement instrument is reliable and consistent in measuring the variables being measured. In this research, the results of the reliability test show that the Cronbach's alpha value for professionalism is 0.878, for discipline is 0.917, and for teacher performance is 0.987. Cronbach's alpha values that exceed the threshold of 0.6 for these three variables indicate a high level of reliability and consistency of the measurement instrument. Thus, it can be considered that the questions in the questionnaire regarding professionalism, discipline and teacher performance provide consistent and reliable results.

Table 1. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 ^a	.706	.687	3.60980

Analysis using the coefficient of determination is an important step in evaluating the extent to which variability in the dependent variable can be explained by the independent variables in the regression model. The findings of this research show that there is a close relationship between the variables studied, namely professionalism and discipline, on teacher performance at the Tahsinul Akhlaq Bahrul Ulum Foundation, Surabaya. The R value obtained is 0.840 indicating a strong level of relationship between the variables. Furthermore, the R Square value of 0.706 reflects that around 70.6% of the variation in teacher performance can be explained by teacher professionalism and discipline. Nevertheless, around 29.4% of the variation in teacher performance is still influenced by other factors not included in the scope of this research.

Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.501	3.357		4.916	.000
	X1	2.865	.478	.611	5.995	.000
	X2	2.390	.572	.426	4.178	.000

The results of this research produce a regression model in the form of the equation $Y = 16,501 + 2,865X_1 + 2,390X_2$. From this model, it can be concluded that if all variables, namely professionalism and discipline, have a value of zero, then the predicted teacher performance score will be around 16.501. This means that the positive contribution of the two independent variables, namely professionalism and discipline, is expected to increase teacher performance scores significantly. This regression equation provides an idea of how much change in teacher performance can be explained by variability in teacher professionalism and discipline.

Apart from that, from the results of table 2, it is found that there is a very high level of significance for professionalism with a value of 0.000. Likewise with the teacher discipline variable at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation, which also shows a significance value of 0.000. By reaching such a small level of

significance, it can be concluded that both professionalism and discipline play a very significant role in shaping teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation. The fact that the significance value of these two variables is much lower than the 0.05 limit confirms that their role in determining teacher performance is statistically significant.

Table 3. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	969.491	2	484.746	37.200	.000 ^b
	Residual	403.950	31	13.031		
	Total	1373.441	33			

The results of the F test, as recorded in Table 3, show that the F-calculated value reached 37.200, with a significance level of 0.000. With a probability smaller than 0.05, it can be concluded that the regression equation has strong significance. Further analysis of the results of this test illustrates that professionalism and discipline, when combined together, have a significant influence on teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation. This conclusion indicates that factors such as professionalism and discipline play an important role in influencing teacher performance simultaneously.

Research confirms that professionalism determines teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation, and this is in accordance with the findings of Hayumita and Soesanto (2021); Rosmawati et al. (2020); Farezhena and Wijayaningsih (2022). According to them, teacher professionalism is not only reflected in academic qualifications or technical knowledge, but also in a set of skills, attitudes and a strong commitment to educational tasks.

This professionalism plays a big role in helping students develop towards achieving their life goals optimally. Professional teachers are able to carry out their duties and functions optimally, forming noble morals in students (Al Mursyidi & Darmawan, 2023). This is important because humans are basically weak creatures and need the help of others in their development. Students, as humans, need the role of teachers as mentors, companions and directors so that they gain knowledge that guides their lives.

Aspects of ethics and integrity in carrying out teacher duties are also an integral part of professionalism. High ethics and integrity in teacher behaviour provide an example for students, helping shape their character (Masnawati & Hariani, 2023). This

confirms that teacher professionalism is not only related to academic performance, but also to the moral and character development of students, which ultimately influences the quality of education.

Developing teacher professionalism is the responsibility of the individual teacher himself, but is also an important focus in educational policies and human resource development programs in the education sector (Masnawati & Darmawan, 2022). Thus, awareness and application of teacher professionalism values can be a strong catalyst for improving the quality of education (Sachs, 2016; Mardikaningsih & Darmawan, 2020).

Research shows that discipline has a significant impact on shaping teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation, and this is consistent with findings from several studies such as those conducted by Darmawan (2015); Ekhsan (2019); and Rosmawati et al. (2020). The discipline possessed by a teacher does not only include physical order, but also involves a high commitment to his responsibilities and obligations as an educator.

Teachers who have a high level of discipline tend to be more open to change, ready to implement updates in teaching methods and curriculum, and proactively seek opportunities to improve their skills. Discipline is also a personal characteristic that is highly valued in the context of teacher professionalism because it reflects the teacher's ability to control himself, obey regulations, and carry out his duties consistently.

Highly disciplined teachers are able to create a structured and efficient learning environment. Consistency in carrying out tasks results in superior teacher performance, strengthens their authority in the classroom, and provides a positive example for students. Teacher discipline also has a positive impact on student learning, because it provides a stable and conducive foundation for the educational process.

By maintaining discipline, teachers are able to create an atmosphere that supports students' academic growth and character development, as well as making a major contribution to achieving educational goals (Maharani & Darmawan, 2024). Therefore, implementing policies and development programs that support the formation of teacher discipline can be an important investment to improve the overall quality of education. This emphasizes that discipline is not just rules or actions, but is also a strong foundation for the quality of learning and student growth.

4. SIMPULAN

The research findings are that professionalism and discipline have a significant effect on teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya

Foundation. These findings demonstrate the overall dynamics of the educational environment at the foundation and provide valuable insight into the key factors that influence the work outcomes of educators. The professionalism of teachers at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation stands out as a determining factor, highlighting the importance of mastering skills, knowledge and ethics to deliver quality education. Discipline, as revealed in the research, includes aspects of time management, compliance with ethical norms, and the ability to maintain consistency in the implementation of educational tasks. These two factors, professionalism and discipline interact and synergize to form optimal teacher performance at the Tahsinul Akhlaq Bahrul Ulum Surabaya Foundation. As the core of the research results, strategic recommendations and development programs can be directed at strengthening these aspects, with the hope that this will have a sustainable positive impact on improving the quality of education at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya.

Based on the research findings indicating the impact of professionalism and discipline on teacher performance, several suggestions can be put forward:

1. Increasing teacher professionalism by providing training and professional development that is relevant to the latest developments in the field of education.
2. Developing professional standards by establishing and communicating clear professional standards for teachers, including work ethics, academic knowledge, and pedagogical skills as well as providing facilities for a performance assessment process that is transparent and based on these standards.
3. Monitor teacher discipline by implementing clear and fair disciplinary policies, and ensuring that all teachers understand these rules. Next, carry out regular monitoring of teacher discipline levels and identify potential problems.

By taking these steps, it is hoped that schools can create an environment that supports the development of teacher professionalism and discipline thereby improving their performance and making a positive contribution to the quality of education

5. DAFTAR PUSTAKA

- Al Mursyidi, B. M. & D. Darmawan. (2023). The Influence of Academic Success of Islamic Religious Education and Social Media Involvement on Student Morality. *Al-Fikru: Jurnal Ilmiah*, 17(2), 321-331.
- Akmal, D., D. Darmawan., & A. Wardani. (2015). *Manajemen Pendidikan*. Inti Presindo Pustaka, Aksara, Bandung.

- Andayani, D. & D. Darmawan. (2004). *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.
- Aprilianti, E. T., E. A. Sinambela., D. Darmawan., & A. R. Putra. (2019). Hubungan Pendidikan, Pengalaman, Kedisiplinan, Pelatihan Kerja dan Kinerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 5(3), 187-194.
- Arifin, S., R. Mardikaningsih., & Y. R. Al Hakim. (2017). Pengaruh Kedisiplinan, Kompetensi, dan Motivasi Kerja terhadap Kinerja Karyawan. *Management & Accounting Research Journal*, 2(1), 43-50.
- Darmanto, D., A. R. Putra., & R. Mardikaningsih. (2014). *Evaluasi Hasil Belajar*. Pustaka Belajar, Yogyakarta.
- Darmawan, D. (2014). Pengaruh Kompetensi dan Semangat Kerja terhadap Prestasi Kerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 1-14.
- Darmawan, D. (2015). Peranan Motivasi Kerja, Kedisiplinan, dan Lingkungan Kerja terhadap Kinerja Guru SD di Kecamatan Gempol Kabupaten Pasuruan. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(3), 173-182.
- Darmawan, D., F. Issalillah., E. Retnowati., & D. R. Mataputun. (2021). Peranan Lingkungan Sekolah dan Kemampuan Berkomunikasi Guru terhadap Motivasi Belajar Siswa. *Jurnal Simki Pedagogia*, 4(1), 11-23.
- Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.
- DeJaeghere, J., V. Dao, & T. Nguyen. (2024). Education Systems Change: Cultural Beliefs and Practices that Support and Inhibit Deep Learning in Vietnam. *Journal of Educational Change*, 1-23.
- Dena, S. & D. Darmawan. (2024). Character Development of Students in Public High School 4 Surabaya Through the Role of School Culture and Parenting Style. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 417-428.
- Dewi, R. S. (2018). Kemampuan Profesional Guru dan Motivasi Kerja Terhadap Kinerja Mengajar Guru Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 15(1),

150-159.

- Djazilan, M.S. & D. Darmawan (2022). Pengaruh Kompetensi dan Lingkungan Kerja terhadap Kinerja Guru, *Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 2(1), 17 – 26.
- Ekhsan, M. (2019). Pengaruh Motivasi dan Disiplin Kerja Terhadap Kinerja Karyawan. *Optimal: Jurnal Ekonomi dan Kewirausahaan*, 13(1), 1-13.
- Evendi, W. & M. Masfufah. (2023). Balance of Technology Use in Muslim Family Life, *International Journal of Service Science, Management, Engineering, and Technology*, 4(1), 31–35.
- Fachruddin, A., D. Darmawan., & B. A. S. Eddine. (2023). Satisfaction of MI Darul Ulum Tambakrejo Waru Sidoarjo Teachers: The Role of Work Environment and School Compensation. *Jurnal Cahaya Mandalika*, 4(2), 1317-1323.
- Farezhen, S. & L. Wijayaningsih. (2022). The Effect of Professional Allowances and Teacher Professionalism on Teacher Performance. *Al-Athfal: Jurnal Pendidikan Anak*, 8(2), 85-94.
- Firmansyah, B. & D. Darmawan. (2023). The Importance of Islamic Education Teacher Competence and Parental Attention in Enhancing Students' Character Formation at Nur Al-Jadid Excellent Islamic High School. *Jurnal Cahaya Mandalika*, 4(2), 1353-1363.
- Gheith, E. & N. Aljaberi. (2018). Reflective Teaching Practices in Teachers and Their Attitudes toward Professional Self-Development. *International Journal of Progressive Education*, 14(3), 160-179.
- Hanafiah, N., & Suhana, C. (2009). *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama.
- Hariani, M., D. Darmawan., & Y. Yuli. (2016). Motivasi Kerja dan Kepemimpinan Untuk Mengembangkan Kinerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(2), 67-76.
- Hayumita, Y. & S. Soesanto. (2021). The Influence of Principal Leadership and Teacher

- Professionalism on Honorary Teacher Performance. *Educational Management*, 10(3), 393-402.
- HD, A. A. & D. Darmawan. (2023). The Influence of Classroom Management and the Use of Learning Media on Increasing Student Learning Motivation. *Hikmah*, 20(2), 372-382.
- Haqiqi, M. F. & D. Darmawan. (2023). School Environment and Independence: Effects on Academic Achievement in MTs Nahdlatul Athfal Gersempal Omben Sampang Students. *Kabillah (Journal of Social Community)*, 8(2), 171-180.
- Ismaya, B., S. Sutrisno, D. Darmawan, J. Jahroni, & N. Kholis. (2023). Strategy for Leadership: How Principals of Successful Schools Improve Education Quality. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 247-259.
- Jackson, Y. (2015). *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*. Teachers College Press.
- Karmelia, R., M. Nasirun., & I. Indrawati. (2019). Pelaksanaan Kedisiplinan Guru PAUD di Gugus Asoka. *Jurnal Ilmiah Potensia*, 4(2), 161-170.
- Kartowagiran, B. (2011). Kinerja Guru Profesional (Guru Pasca Sertifikasi). *Jurnal Cakrawala Pendidikan*, 3(3), 463-473.
- Kholid, K. & D. Darmawan. (2023). The Influence of Digital Literacy and Learning Media Utilization on Student Learning Motivation. *Fitrah: Journal of Islamic Education*, 4(2), 393-403.
- Kurniawan, Y., S. Arifin, A. R. Putra, D. Darmawan, M. Hariani, R. Mardikaningsih, & M. Irfan. (2020). Peranan Motivasi Guru dan Pelatihan Kerja Terhadap Prestasi Kerja Guru. *Jurnal Ekonomi dan Bisnis*, 10(1), 34-42.
- Kurniawan, M. R. & S. Rianto. (2021). Integrasi Penguatan Pendidikan Karakter Kedisiplinan di Sekolah Dasar dalam Pembelajaran Berbasis E-Learning. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 5(2b), 872-882.
- Kurniawan, Y., A. S. Lee, R. K. Khayru, & M. Hariani. (2022). Social Media, Impact on

- Student Learning Behavior, *Bulletin of Science, Technology and Society*, 1(1), 15-21.
- Laili, N. & D. Darmawan. (2024). Investigating the Impact of Educational Media and Teaching Methods on Student Interest at SMP Buana Waru Sidoarjo. *Jurnal Pendidikan Inovatif*, 6(2), 456-471.
- Latif, A. & D. Darmawan. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.
- Lin, S., W. Duan, Y. Wang, & H. Duan. (2024). Thinking Style Moderates the Impact of the Classroom Environment on Language Creativity. *Journal of Intelligence*, 12(1), 5.
- Liu, C. C., S. J. Liu, G. J. Hwang, Y. F. Tu, Y. Wang, & N. Wang. (2023). Engaging EFL Students' Critical Thinking Tendency and in-Depth Reflection in Technology-Based Writing Contexts: A Peer Assessment-Incorporated Automatic Evaluation Approach. *Education and Information Technologies*, 28(10), 13027-13052.
- Maharani, L. & D. Darmawan. (2024). Factors Affecting Learning Achievement: Learning Discipline and Self-regulation at MTs Wachid Hasyim Surabaya. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 7(1), 12-20.
- Mardikaningsih, R. (2013). Pengukuran Kinerja Dosen Berdasarkan Penilaian Mahasiswa. *Jurnal Ilmu Sosial*, 6(1), 15-26.
- Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43-54.
- Mardikaningsih, R. & M. Hariani. (2016). Peningkatan Hasil Belajar Siswa dengan Kontribusi dari Kompetensi Kepribadian Guru serta Kreativitas Siswa. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(1), 1-12.
- Mardikaningsih, R. & D Darmawan. (2020). Sistem Pengendalian Mutu. *Metromedia*,

Surabaya.

- Mardikaningsih, R., E. A. Sinambela., & V. Mendrika. (2022). Peran Motivasi Kerja, Kompetensi, dan Profesionalisme Terhadap Kinerja Guru. *Ekonomi, Keuangan, Investasi dan Syariah (EKUITAS)*, 4 (1), 250-255.
- Masnawati, E. & D. Darmawan. (2022). School Organization Effectiveness: Educational Leadership Strategies in Resource Management and Teacher Performance Evaluation, *International Journal of Service Science, Management, Engineering, and Technology*, 2(1), 43–51.
- Masnawati, E., N. D. Aliyah, M. S. Djazilan, D. Darmawan & Y. Kurniawan. (2022). Dynamics of Intellectual and Creative Development in Elementary School Children: The Roles of Environment, Parents, Teachers, and Learning Media, *International Journal of Service Science, Management, Engineering, and Technology*, 1(1), 33-37.
- Masnawati, E., R. Mardikaningsih, N. S. Wisnujati, M. Hariani, & Y Kurniawan. (2022). Student's Perception of the Effectiveness of Online Learning Implementation, *International Journal of Service Science, Management, Engineering, and Technology*, 1(2), 22 – 25.
- Masnawati, E. & M. Hariani. (2023). Teacher Example and its Impact on Students' Social Behavior, *Studi Ilmu Sosial Indonesia*, 3(1), 31-48.
- Masnawati, E. & M. Masfufah. (2023). The Role of Parents in Shaping Children's Character, *International Journal of Service Science, Management, Engineering, and Technology*, 4(2), 1–9.
- Mohajer, S., T. Li Yoong, C. M. Chan, M. Danaee, S. R. Mazlum, & N. Bagheri. (2023). The Effect of Professional Portfolio Learning on Nursing Students' Professional Self-Concepts in Geriatric Adult Internship: A-Quasi-Experimental Study. *BMC Medical Education*, 23(1), 114.
- Mudzakkir, M. & D. Darmawan. (2024). The Influence of Teacher Teaching Styles and Learning Motivation on The Learning Achievement. *Edu-Riligia: Jurnal Kajian*

- Pendidikan Islam dan Keagamaan, 8(1), 79-91.
- Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(1), 101-106.
- Narvaez, D. & D. K. Lapsley. (2008). Teaching Moral Character: Two Alternatives for Teacher Education. *The Teacher Educator*, 43(2), 156-172.
- Nashir, A. (2016). Pengaruh Kedisiplinan Guru Terhadap Prestasi Belajar. *TARBAWI: Jurnal Pendidikan Agama Islam*, 1(1), 21-28.
- Nengseh, Y. & D. Darmawan. (2024). Motivation and Self-Efficacy as Drivers of Academic Learning Independence Among Students in UPT SD Negeri 313 Gresik. *Jurnal Pemikiran dan Kajian Pendidikan*, 8(1), 44-52.
- Pramudya, G. & R. Mardikaningsih. (2021). Peningkatan Kinerja Guru melalui Motivasi Diri, Konsep Diri dan Efikasi Diri (Studi Pada SMAN 1 Gondang Kabupaten Mojokerto). *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 1(1), 9-20.
- Putra, A. R., D. Darmawan., & R. Mardikaningsih. (2017). Peningkatan Kemampuan Siswa dengan Profesionalisme dan Kompetensi Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(3), 139-150.
- Rafiuddin, A. & D. Darmawan. (2023). The Dynamics of Student Social Interaction with Teachers and Peers: Its Influence on Academic Achievement at MA Miftahut Thullab Sampang. *Kabilah: Journal of Social Community*, 8(2), 161-170.
- Rahmawati, D. & D. Darmawan. (2024). The Relationship Between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49-58.
- Rosmawati, N. Ahyani., & M. Missriani. (2020). Pengaruh Disiplin dan Profesionalisme Guru terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 2020, 200-205.

- Sachs, J. (2016). Teacher Professionalism: Why are We Still Talking About It?. *Teachers and Teaching*, 22(4), 413-425.
- Safitri, S. M. & D. Darmawan. (2023). Enhancing Students' learning Interest: The Role of Teacher's Teaching Style and Parental Support at SD Negeri Wadungasri Waru Sidoarjo. *Jurnal Cahaya Mandalika*, 4(2), 1343-1352.
- Saraswati, R. Mardikaningsih, & T. Baskoro. (2014). *Strategi dan Inovasi Pendidikan Tingkat Dasar*. Bumi Aksara. Jakarta.
- Sastrawan, K. B. (2016). Profesionalisme Guru dalam Upaya Meningkatkan Mutu Pembelajaran. *Jurnal Penjaminan Mutu*, 2(2), 65-73.
- Siagian, S. P. (2017). *Teori dan Praktek Kepemimpinan (Leadership Theory and Practice)*. Rineka Cipta, Jakarta.
- Sinambela, E. A., R. Mardikaningsih., & D. Darmawan. (2014). *Inovasi Pendidikan dan Profesionalisme Guru*. IntiPresindo Pustaka, Bandung.
- Steinberg, O., S. Kulakow, & D. Raufelder. (2024). Academic Self-Concept, Achievement, and Goal Orientations in Different Learning Environments. *European Journal of Psychology of Education*, 1-25.
- Ummat, L. S. & E. Retnowati. (2022). The Influence of Social Capital, Intrinsic Motivation, Self-Esteem on Student Learning Outcomes, *Bulletin of Science, Technology and Society*, 1(3), 25-30.
- Wunberg, M., J. Baumert, M. Feddermann, L. F. Lohmann, & J. Möller. (2024). CLIL Effects on Academic Self-Concepts: Positive Effects in English But Detrimental Effects in Math?. *Learning and Instruction*, 92, 101923.
- Ya'lu, M. & D. Darmawan. (2024). Exploring the Influence of Self-Concept and Social Support on Achievement Motivation in Students of Madrasah Diniyah Hikmatun Najjiyyah Sidosermo Surabaya. *Jurnal Multidisiplin Inovatif*, 8(2), 121-127.
- Yanti, Y. & D. Darmawan. (2016). Pengaruh Kompetensi Guru dan Lingkungan Belajar terhadap Hasil Belajar melalui Motivasi Belajar Sebagai Variabel Intervening.

Jurnal Ilmiah Manajemen Pendidikan Indonesia, 2(4), 269-286.

Yulianto, A. & D. Darmawan. (2024). Effective Implementation of Teaching Skills and Religious Activities to Enhance the Quality of Learning in Islamic Religious Education at MTsN 2 Surabaya. *Educan: Jurnal Pendidikan Islam*, 8(1), 68–85.