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THE EFFECT OF TRAINING, WORK CULTURE AND COMPETENCY ON MADRASAH TEACHER PERFORMANCE IN THE AREA OF THE RELIGIOUS TRAINING CENTER PEKANBARU

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Abstract

This study aim for analyze influence training, culture work, and competence to performance of madrasah teachers in the area of the religious training center Pekanbaru. Analysis results show that third variables well in a way simultaneous and partial, have significant contribution in increase teacher performance. Structured and appropriate training need proven capable increase professionalism educators. Culture Work appear as factor dominant driving force teacher productivity through environment collaborative and positive work. Meanwhile that, teacher competence, especially in aspect pedagogical and professional, also strengthen effectiveness work at a madrasa. Findings This in line with various study previously confirmed the importance of development strategy source power man in increase quality education. Therefore that, strengthening training, coaching culture work, and improvement teacher competency is necessary made into priority in policy management power educators in the madrasa environment.

Keywords: *Training, Culture Work, Competence, Teacher Performance, Madrasah*

INTRODUCTION

Madrasah education in Indonesia has not quite enough answer strategic to produce the next generation of the nation that does not only intelligent intellectual, but also characterful religious. In the context of global developments and demands modern curriculum, quality madrasah teacher performance becomes aspect dominant in determine success education. The performance of madrasa teachers is results work achieved by teachers in carry out his duties based on standard competencies that include ability pedagogical, professional, social, and personality, as well as values religious in environment Islamic education. This performance not only covers effectiveness in learning, but also morals, role models, and contributions to coaching character student based Islamic teachings. Teacher performance is not only influenced by facilities and curriculum, but is greatly influenced by three variables important: training, culture work, and competence.

Teacher training is instrument important in build capability professionalism and technical aspects of madrasah teachers. The training is designed with good and sustainable in a way significant increase mastery material, ability manage class and quality teacher learning (Maghfira & Asmirati, 2025). In research at MI Negeri Gorontalo in 2024, teacher training strengthening teacher competence through method interactive such as e --learning and discussion proven effective increase ability pedagogical and professional teachers (Saud,

2024).

Culture work in madrasas, which is influenced by values Ministry of Religion like integrity, professionalism, innovation, responsibility responsibility, and exemplary behavior, also holds role significant in motivation and discipline teacher's work. Found culture organization positive as well as leadership the principal of the madrasah with servant leadership gives impact positive and significant to teacher performance (Kartiko et al., 2023).

Teacher competencies include pedagogical, professional, personality, and social like mandated by Undang-Undang 14/2005 determines teacher's ability in teaching, guiding, and become role model for students. Professional competence of madrasah teachers in general positive influence results study participant educated at MIN Nagekeo, with results significant learning statistically (Ikhsan et al., 2022). The importance of improvement teacher competence in handle participant educate in need special, expanding coverage competence social and pedagogical requirements in environment inclusive madrasah (Suprihatin, 2024). Teachers' professional competence is still face challenge in mastery technology as well as digital ethics of learning in the Society 5 era (Adisel et al., 2014).

Even though the religious training center Pekanbaru has organize training for increase competence and professionalism of teachers in Riau and the Riau Islands, often found inequality in implementation. Variations level teacher competency between madrasas is still high, and culture Work not yet optimally implemented in a way consistent. This is demand existence study empirical linking third variables — training, culture work, and competence — in simultaneous to performance of madrasa teachers, in particular in context strategic institution with breath religious such as religious training centers Pekanbaru.

With integrate variables the in one study model, this research expected give understanding more deep about mechanism influence the three of them and become foothold policy development greater capacity of madrasa teachers systemic and based context local.

LITERATURE REVIEW

The performance of a teacher is about how much success educator in reach objective Study with appropriate methods, strategies and approaches for need student (Mangkunegara, 2022). Madrasah teachers need to can direct student in matter academic and moral, so that quality work they are also influenced by their extent understand Islamic values (Arifin, 2023). Indicators teacher performance includes planning learning, implementation learning, evaluation learning and development profession (Arifin, 2023).

Teacher training is a purposeful activities for increase ability pedagogical, professional, social and character of teachers so that they can operate his duties optimally (Mulyasa, 2021). Training for madrasah teachers it is necessary covering improvement understanding about curriculum based on Islam, implementation method appropriate teaching, and mastery technology education latest (Arifin, 2023). Indicator training covers relevance, method training, facilitator, and evaluation post training (Suryadi, 2023).

Culture work is pattern values, beliefs, and expectations collective that forms method individual in something organization interact and collaborate (Robbins, 2022). In the environment education such as madrasahs, culture work describe values Islam that forms attitude professionalism teachers, discipline, and commitment in educating students (Hasibuan, 2023). Cultural work indicators in this study that is commitment organization, norms and values, work the same team, innovation and adaptation.

Competence refers to the ability someone who covers factor technical, intellectual, and social skills required for do task with effective (Rivai, 2022). Teacher competencies consist of from a number of characteristics that include necessary skills, abilities and attitudes owned by

a educator in carry out his role as teachers who support the learning process (Uno, 2023). Indicator teacher competencies consist of from pedagogical competence, professional competence, social competence, and personality competence.

RESEARCH METHODS

This study is a quantitative with survey method, which involves analysis descriptive and verification. Analysis descriptive is methods used for data analyze with method describe or describe the data that has been collected as existence without aim for interesting conclusions that are general or generalization. Verification analysis namely the method used for analysis connection between two variables or more (Sugiyono, 2023).

Population consists of from alumni madrasah in madrasah community members that has follow training implementation independent curriculum based on community at the religious training center Pekanbaru in 2023 and 2024, a total of 210 people were recruited. The sample size 120 people, that's was calculated by use sample size calculator method, with confidence level value 95%, margin of error 5%, and proportion, the population size was 25% (Sugiyono, 2023). The data collection techniques used in this study were questionnaires, observation, and documentation. Data analysis included validity and reliability tests. multiple linear regression with the regression equation $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. Testing hypothesis using partial tests (t-tests) and simultaneous tests (F-tests), which will be analyzed by SPSS 23 software.

RESEARCH RESULTS AND DISCUSSION

1. Validity and Reliability Test

Table 1. Instrument Validity Test Results

Variables	Indicator	r _{count}	r _{table}	Sig .	α	Information
Training (X1)	X1.1	0.808	0.1779	0.000	0.05	Valid
	X1.2	0.793	0.1779	0,000	0.05	Valid
	X1.3	0.856	0.1779	0,000	0.05	Valid
	X1.4	0.876	0.1779	0,000	0.05	Valid
	X1.5	0.845	0.1779	0,000	0.05	Valid
	X1.6	0.852	0.1779	0,000	0.05	Valid
	X1.7	0.788	0.1779	0,000	0.05	Valid
	X1.8	0.649	0.1779	0,000	0.05	Valid
	X1.9	0.778	0.1779	0,000	0.05	Valid
	X1.10	0.748	0.1779	0,000	0.05	Valid
Work Culture (X2)	X2.1	0.331	0.1779	0,000	0.05	Valid
	X2.2	0.468	0.1779	0,000	0.05	Valid
	X2.3	0.331	0.1779	0,000	0.05	Valid
	X2.4	0.650	0.1779	0,000	0.05	Valid
	X2.5	0.661	0.1779	0,000	0.05	Valid
	X2.6	0.708	0.1779	0,000	0.05	Valid
	X2.7	0.746	0.1779	0,000	0.05	Valid
	X2.8	0.708	0.1779	0,000	0.05	Valid
	X2.9	0.712	0.1779	0,000	0.05	Valid
	X2.10	0.287	0.1779	0.001	0.05	Valid
	X2.11	0.409	0.1779	0,000	0.05	Valid
	X2.12	0.650	0.1779	0,000	0.05	Valid
	X2.13	0.668	0.1779	0,000	0.05	Valid
	X2.14	0.732	0.1779	0,000	0.05	Valid
	X2.15	0.274	0.1779	0.002	0.05	Valid

Competence (X3)	X3.1	0.424	0.1779	0.000	0.05	Valid
	X3.2	0.697	0.1779	0,000	0.05	Valid
	X3.3	0.597	0.1779	0,000	0.05	Valid
	X3.4	0.719	0.1779	0,000	0.05	Valid
	X3.5	0.755	0.1779	0,000	0.05	Valid
	X3.6	0.798	0.1779	0,000	0.05	Valid
	X3.7	0.782	0.1779	0,000	0.05	Valid
	X3.8	0.733	0.1779	0,000	0.05	Valid
	X3.9	0.747	0.1779	0,000	0.05	Valid
	X3.10	0.794	0.1779	0,000	0.05	Valid
	X3.11	0.747	0.1779	0,000	0.05	Valid
	X3.12	0.655	0.1779	0,000	0.05	Valid
	X3.13	0.614	0.1779	0,000	0.05	Valid
	X3.14	0.493	0.1779	0,000	0.05	Valid
	X3.15	0.665	0.1779	0,000	0.05	Valid
	X3.16	0.660	0.1779	0,000	0.05	Valid
	X3.17	0.660	0.1779	0,000	0.05	Valid
	X3.18	0.745	0.1779	0,000	0.05	Valid
	X3.19	0.720	0.1779	0,000	0.05	Valid
	X3.20	0.688	0.1779	0,000	0.05	Valid
	X3.21	0.683	0.1779	0,000	0.05	Valid
	X3.22	0.646	0.1779	0,000	0.05	Valid
	X3.23	0.633	0.1779	0,000	0.05	Valid
	X3.24	0.545	0.1779	0,000	0.05	Valid
	X3.25	0.503	0.1779	0,000	0.05	Valid
Teacher Performance (Y)	Y.1	0.770	0.1779	0,000	0.05	Valid
	Y.2	0.695	0.1779	0,000	0.05	Valid
	Y.3	0.707	0.1779	0,000	0.05	Valid
	Y.4	0.726	0.1779	0,000	0.05	Valid
	Y.5	0.779	0.1779	0,000	0.05	Valid
	Y.6	0.727	0.1779	0,000	0.05	Valid
	Y.7	0.732	0.1779	0,000	0.05	Valid
	Y.8	0.765	0.1779	0,000	0.05	Valid
	Y.9	0.672	0.1779	0,000	0.05	Valid
	Y.10	0.705	0.1779	0,000	0.05	Valid
	Y.11	0.543	0.1779	0,000	0.05	Valid
	Y.12	0.756	0.1779	0,000	0.05	Valid
	Y.13	0.509	0.1779	0,000	0.05	Valid
	Y.14	0.548	0.1779	0,000	0.05	Valid
	Y.15	0.560	0.1779	0,000	0.05	Valid

Table 1 shows the results of the statement item validity test variables in this study was calculated which r value $>$ r table and $\text{sig.} < 0.05$, so can stated that all statement items for this research is valid.

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Standard	Information
Training (X1)	0.931	0.60	Reliable
Work Culture (X2)	0.897	0.60	Reliable

Competence (X3)	0.948	0.60	Reliable
Teacher Performance (Y)	0.904	0.60	Reliable

Based on table 2, it can be stated that the results of the reliability test of all variables research obtained a Cronbach's alpha with all values > 0.6 , and it can be stated that all variables in this study are reliable.

2. Normality Test

**Table 3. Normality Test Results
One- Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		122
Normal Parameters ^{a,b}	Mean	,0000000
	Standard Deviation	3.07479498
Most Extreme Differences	Absolute	,194
	Positive	,095
	Negative	-,194
Test Statistics		,194
Asymp . Sig. (2-tailed)		.200 ^{cd}

Table 3 shows that the results of the normality test with Kolmogorov-Smirnov test shows the Asymp value sig. $0.200 > 0.05$. This indicates that the data in this study are normally distributed.

3. Linearity Test Results

Table 4. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Madrasah Teacher Performance * Training	Between Groups	(Combined)	8665,790	29	298,820	14,158	0.177
		Linearity	4621,899	1	4621,899	218,989	0.517
		Deviation from Linearity	4043,890	28	144,425	6,843	0.150
	Within Groups		1941,718	92	21,106		
	Total		10607,508	121			
Madrasah Teacher Performance * Culture Work	Between Groups	(Combined)	8166,911	30	272,230	10,150	0,000
		Linearity	5526,565	1	5526,565	206,063	0,000
		Deviation from Linearity	2640,346	29	91,046	3,395	0.141
	Within Groups		2440,597	91	26,820		
	Total		10607,508	121			

Madrasah Teacher Performance * Competence	Between Groups	(Combined)	8415,142	41	205,247	7,490	0.861
		Linearity	4190,853	1	4190,853	152,925	0.874
		Deviation from Linearity	4224,289	40	105,607	3,854	0.804
		Within Groups	2192,367	80	27,405		
		Total	10607,508	121			

Based on table 4, the results of the linearity test for the training, work culture and competency variables have a significant *deviation value from linearity* > 0.05 , it can be concluded that there is a linear relationship between the independent variables (X1, X2, X3) and the dependent variable (Y).

4. Multicollinearity Test Results

Table 5. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 X1	0.458	2,185
X2	0.295	3,388
X3	0.461	2,169

a. Dependent Variable : Y

According to table 5, the results of the multicollinearity test show that variables X1, X2, X3 against Y have a tolerance value > 0.10 or VIF value < 10 , so it can be concluded that there are no symptoms of multicollinearity or pass the multicollinearity test.

5. Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig .
		B	Std . Error	Beta		
1	(Constant)	15,893	3,425		4,640	,000
	Training	-,089	,058	-,187	-1,517	,132
	Work Culture	-,173	,085	-,313	-2,011	,059
	Competence	,022	,044	,061	,496	,621

a. Dependent Variable : ABS_RES

Based on the 6, it can be seen that the results of the heteroscedasticity test show that all variables have a sig. value > 0.05 , so it can be concluded that there are no symptoms of heteroscedasticity between the variables or they pass the heteroscedasticity test.

6. Multiple Linear Regression Analysis

Table 7. Multiple Linear Regression Equation

Model	Unstandardized Coefficients	
	B	Std . Error
1 (Constant)	5,573	5,438
Training	0.298	0.093
Work Culture	0.432	0.135
Competence	0.173	0.070

a. Dependent Variable : Teacher Performance

$$Y = 5.573 + 0.298 + 0.432 + 0.173 + e$$

Based on the Regression equation, it can be explained that the constant coefficient value is 5.573, this can be interpreted that with the existence of training, work culture, and competency variables, the value of the teacher performance variable is 5.573. The beta coefficient value of the training variable is 0.298. If the value of other variables is constant (fixed) and the training variable increases by 1%, then teacher performance will increase by 29.8%. The beta coefficient value of the work culture variable is 0.432. If the value of other variables is constant (fixed) and the work culture variable increases by 1%, then teacher performance will increase by 43.2%. The beta coefficient value of the competency variable is 0.173. If the value of other variables is constant (fixed) and the competency variable increases by 1%, then teacher performance will increase by 17.3%.

Table 8. Correlation Coefficient (R)

Model	R	R Square	Adjusted R Square	Std . Error of the Estimate
1	0.761 ^a	0.579	0.568	6,152

In the table 8, obtained mark correlation multiple (R) of 0.761. This is showed level connection between three variables free (X1, X2, X3) against variables bound (Y) enter in category closeness connection tall or influence high and in the same direction. This is based on standards category degrees connection or standard Guilford category.

Table 9. Coefficient of Determination (R Square)

Model	R	R Square	Adjusted R Square	Std . Error of the Estimate
1	0.761 ^a	0.579	0.568	6,152

Table 9, shows acquisition mark coefficient determination (R square) of 0.579. This shows that the variables Training (X1), Work Culture (X2), and Competence (X3) provide donation influence in a way together by 57.9% against variables Teacher Performance (Y), whereas the rest 42.1 % were influenced other variables outside study this, like compensation, motivation, work environment, etc.

7. Hypothesis Testing

Table 10. Simultaneous Test Results (F Test)

Model		Sum of Squares	df	Mean Square	F	Sig .
1	Regression	6142,229	3	2047,410	54,105	.000 ^b
	Residual	4465,279	118	37,841		
	Total	10607,508	121			

a. Dependent Variable: Madrasah Teacher Performance

b. Predictors: (Constant), Competence, Training, Culture Work

From table 10 we can put forward that F calculated test results $54.105 > F$ table 2.681 and sig. value $0.000 < 0.05$, then can concluded that variables Training (X1), Work Culture (X2), and Competence (X3) have an influence significant in a way together to variables Teacher Performance (Y).

Table 11. Partial Test Results (t-Test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig .
		B	Std . Error	Beta		
1	(Constant)	5,573	5,438		1,025	,308
	Training	,298	,093	,284	3,217	,002
	Work Culture	,432	,135	,353	3,207	,002
	Competence	,173	,070	,218	2,480	,015

a. Dependent Variable: Madrasah Teacher Performance

From the table 11, can explained that the results of the partial test (t test): *First*, the calculated t value of the Training variable (X1) is $3.217 >$ the t table value of 1.979 and sig. $0.002 < 0.05$, so H_0 is rejected and H_a is accepted. This means that Training (X1) has a significant effect on Teacher Performance (Y). The beta coefficient value obtained by this variable is 0.298, so the influence given by the Training variable on Teacher Performance is 29.8%. *Second*, the calculated t value of the Work Culture variable (X2) is $3.207 > 1.979$, and sig. $0.002 < 0.05$, so in this case H_0 is rejected and H_a is accepted. This means that the Work Culture variable (X2) has a significant effect on Teacher Performance (Y). For the beta coefficient value obtained by this variable is 0.432, so the influence given by the Work Culture variable on Teacher Performance is 43.2%. *Third*, the calculated t value of the Competence variable (X3) is $2.480 > 1.979$, and sig. $0.015 <$ than 0.05, so H_0 is rejected and H_a is accepted. This means that the Competence variable (X3) has a significant effect on Teacher Performance (Y). Judging from the beta coefficient value obtained by this variable is 0.173, so the influence given by the Competence variable on Teacher Performance is 17.3%.

CONCLUSION

This study was concluded that training, culture work and competence contribute in a way real in increase madrasah teacher performance. All three influential good in a way together and

individually towards performance work educator. This study confirms that three factors — training, culture work (climate work), and teacher competence— in general overall strengthen madrasah teacher performance in general real. Findings this in accordance with results studies connection combinational between training, climate work, and competencies that are significant push improvement teacher (Siswati et al., 2023).

Of the three variables, training own influence positive to improvement teacher's ability in operate tasks and functions. structured and ongoing training, especially tailored training with need field, proven repair how teachers manage learning. Other studies also show that good training can strengthen ethos teacher work and discipline in operate not quite enough answer professional they (Anam & Winarko, 2023).

Besides training, culture work appear as the most dominant factor in push creation superior teacher performance. culture healthy, collaborative, and quality-oriented work has encourage teachers to work more optimal and professional. This is agreed that culture strong work become foundation formation the character of a teacher with integrity and productivity (Arman & Tahwin, 2025).

Competence is also proven play role important. Teachers who have competence good pedagogical, professional, personality and social skills tend show performance more work quality . Improvement teacher competence is condition absolute in support performance and achievement quality madrasa education (Arman & Tahwin, 2025).

With thus, all variables studied — training, culture work, and competence — in synergistic play a role in form optimal teacher performance. These results support the importance of madrasah teacher development strategies that focus on strengthening culture work, design proper training targets, and improvement comprehensive competency. The role of institutions training such as religious training centers Pekanbaru is very important in ensure the sustainability of the strategy so that it has an impact directly on the increase quality madrasa education.

LIMITATIONS AND FURTHER RESEARCH

This study own a number of limitations. *First*, space its scope limited to madrasa teachers in the work area of the religious training center Pekanbaru, so that the result not yet can generalized in a way national. *Second*, only three variables analyzed — training, culture work, and competence — while other factors such as motivation, leadership, and well-being Not yet studied. *Third*, the approach quantitative with questionnaire closed limit exploration deep to teacher experience, as well as allows the presence of answer bias from respondents.

For futures' study, it is recommended expand coverage area and involving teachers from various level and background behind the madrasah. Use mixed-methods approach is also important for dig into data more holistic. In addition, the variables addition like motivation and leadership the head of the madrasah needs to included. Longitudinal research is also recommended for evaluate impact term long training to teacher performance, as well as evaluate effectiveness of training programs in a way comprehensive.

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