

THE ROLE OF TEACHERS IN IMPROVING STUDENTS' WRITING SKILLS IN TK SURI TAULADAN KOTA PAGAR ALAM

***¹Lestari, ²Ahmad Surya Luzi**

^{*1,2}Sekolah Tinggi Ilmu Tarbiyah Kota Pagar Alam

Email: ^{*1}lestarileta52@gmail.com, ²ahmadsuryaluzi95@gmail.com

Abstract

Early childhood development is associated with psychological changes themselves, covering cognitive, linguistic, socio-emotional, religious, and moral aspects. Cognitive development in early childhood is concerned with all psychological processes related to knowledge, as well as the way the child learns and thinks about his environment. The purpose of this study is to determine the role of teachers in improving students' writing skills and to find out what obstacles teachers find in improving student's writing skills in Suri Tauladan Kindergarten in Pagar Alam City. The method in this study uses quantitative methods with the type of Classroom Action Research (PTK), which in English is called Classroom Action Research (CAR). The type of research used in this study is qualitative analysis research (assessment analysis), which uses data collection techniques using interviews, documentation, interviews, and observations. Students' writing skills have not developed. Therefore, one action is needed, namely the role of the teacher. The implementation of learning carried out by teachers can improve students' writing skills in Suri Tauladan Kindergarten in Pagar Alam City. In cycle I, students' writing skills are low, while in cycle II, it increases.

Keywords: Teacher, writing ability, queen tauladan

Abstrak

Perkembangan anak usia dini dikaitkan dengan perubahan psikologis itu sendiri, meliputi aspek kognitif, linguistik, sosio-emosional, agama dan moral. Perkembangan kognitif pada anak usia dini berkaitan dengan semua proses psikologis yang berkaitan dengan pengetahuan, cara anak belajar dan berpikir tentang lingkungannya. Tujuan dari penelitian ini adalah Untuk mengetahui peran guru dalam meningkatkan kemampuan menulis siswa dan Untuk mengetahui kendala apa saja yang ditemukan guru dalam meningkatkan kemampuan menulis siswa di TK Suri Tauladan Kota Pagar Alam. Metode dalam penelitian ini menggunakan metode kuantitatif dengan jenis penelitian Tindakan Kelas (PTK) yang dalam bahasa inggris disebut Classroom Action Research (CAR), Jenis penelitian yang digunakan di penelitian ini adalah penelitian Analisa kualitatif (analisis penilaian) teknik pengumpul data menggunakan wawancara, dokumentasi, wawancara dan observasi. bahwa kemampuan menulis siswa belum berkembang. Maka dari itu diperlukan satu tindakan yang dikulan yaitu dengan peran guru. Pelaksanaan pembelajaran yang dilakukan oleh guru dapat meningkatkan kemampuan menulis siswa di TK Suri Tauladan Kota Pagar Alam. Pada siklus I kemampuan menulis siswa renda, sedangkan pada siklus II meningkat.

Kata kunci: Guru, kemampuan menulis, suri tauladan

INTRODUCTION

Education is very important for humans in all aspects of life. Education has a great influence on humans, and it helps them to survive by building good interactions with others so that their needs are met easily. Ideally, education should be given from an early age so that the values in education are easier to apply in adulthood (Amaliyah, 2021). Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 Paragraph 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Habsy dkk., 2024; Ikhlasiah dkk., 2024; Nulhakim, 2023).

Early childhood development is associated with psychological changes themselves, covering cognitive, linguistic, socio-emotional, religious, and moral aspects (Kusuma & Wardhani, 2023; Mandas dkk., 2021). Cognitive development in early childhood is related to all psychological processes related to knowledge and the way children learn and think about their environment (Istiqomah & Maemonah, 2021; Izzudin, 2021). Overall, there are many benefits to learning to write. Among them are a medium of self-expression and emotional communication, learning opinions, practicing patience, honing commitment, and others (Putra & Baiti, 2023; Syakur & Budianto, 2024). Writing, like painting and drawing, can help children develop their imagination and creativity.

The main factor that determines the quality of education is teachers. A teacher will improve the quality of human resources. In the learning process, it is the teacher who deals directly with students (Djononiarjo, 2020; Fardinal dkk., 2022; Shaliadi & Budianto, 2023). Therefore, it is very necessary in education for a teacher to have competence, qualifications, and high dedication to carry out all his professional duties and responsibilities. Likewise, the teaching profession is very influential in the world of education and society. Teachers are professional educators, and teachers are experienced educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on the path of formal education, primary education, and secondary education (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022; Maghfiroh & Eliza, 2021)

A teacher is someone who has devoted himself to teaching science, educating, directing, and training his students to understand the knowledge they teach. In this case, teachers not only teach formal education but also other education and can be exemplary figures for their students (Fatoni, 2023). From this explanation, we can understand that the role of teachers is very important in the process of creating a quality next generation, both intellectually and morally. The role of the teacher, in general, is an educational task that includes educating, teaching, and training. The role of teachers in carrying out duties at school must be to make themselves second parents and to attract the sympathy of students

so that any lessons given should be able to motivate students in teaching. A teacher also plays a role in helping students develop their skills and knowledge (Hasanah, 2023) Therefore, teachers must be able to make their students interested in following the lesson. If a teacher's appearance is no longer attractive, then the first failure is that he cannot plant the seeds of his teaching in his students (Azmi, 2024). Students will be reluctant to face unattractive teachers so that lessons cannot be absorbed properly, and every level of society can understand when facing teachers. From the above opinion, it can be concluded that the important role that we can underline is that teachers not only educate, teach, and train but also teachers as facilitators, informants, organizers, mediators, motivators, initiators, transmitters, and evaluators. As a teacher, you must also master knowledge, including extensive expertise, in order to carry out your duties as a teacher who is an example or example for students.

Based on the description above, it can be concluded that the key to the success of an education in the learning process lies in the teacher. Based on the description above, researchers relate to the fact and data in the field regarding the role of teachers in Suri Tauladan Kindergarten who still do not understand the duties of teachers, which can be seen from the academic results of students obtained through the learning process are less satisfactory, especially in the aspect of student writing. The problem of writing is a separate phenomenon that is all dilemmatic. In general, parents who have early childhood are worried that their children are unable to follow lessons in elementary school if, from the beginning, they have not been equipped with reading and writing. Therefore, many parents expect their children to be taught to read and write soon.

The standard level of developmental achievement for children aged 5-6 years is that children can imitate (pronounce and write) the letters A to Z, recognize the sound of the initial letters of the names of objects around them, read their names, and write their names. Based on these achievement level standards and seeing that there are still many children who are not able to write independently, efforts need to be made to improve children's writing skills Permendikbud No. 37, 2014. In this era of globalization, the Indonesian nation is faced with the challenge of preparing a competent society to go to a more modern era. Education is the basic capital to prepare quality human beings. So, the most influential person in the world of education is a teacher.

METHOD

The method in this study uses quantitative methods with the type of Classroom Action Research (PTK), which in English is called Classroom Action Research (CAR). The type of research used in this study is qualitative analysis research (assessment analysis). Data collection techniques use three methods, namely interviews, observation, and documentation.

RESULTS AND DISCUSSION

Student Writing Interest in Suri Tauladan Kindergarten Before the Teacher's Role Action

1. Observation before Action

Before the researcher took action, the researcher observed the learning process at Suri Tauladan Kindergarten in Pagar Alam City. This is done to determine the ability of students to write interest before action. Observations before the action were carried out by researchers on Wednesday and Thursday, January 3-4, 2024. Pukul 07.30-11.00 WIB. The initial activity begins with singing, and then children are welcome to enter the classroom and shake hands with the teacher one by one. Next, the teacher opens the lesson, sings, asks how the students are doing, and ignores the students.

The thing observed in the precycle is the writing ability of students. The results of this initial activity will later be compared with the child's ability after being given action. With this comparison, it is expected to experience an increase in students' writing skills. Activities in this precycle are done with color-type material. From the learning that takes place, teachers who teach still use monotonous methods such as lectures, and the media used by the teacher is less interesting, which results in students becoming bored and not constitution. This is due to the lack of socialization between teachers and students who teach. Therefore, researchers are interested in researching the role of teachers in increasing student writing interest in Suri Tauladan Kota Kindergarten Nature Fence.

Below are the results of observations of student's gross motor development before the action of the teacher's role in the learning process:

Table. Results of Observation of Increased Student Interest in Writing in Suri Tauladan Kindergarten Before Action

Category	Before Action	
	Frequency	Persentase
Very well developed	0	0%
Grow as expected	4	18,18%
Start developing	6	27,27%
Undeveloped	12	54,54%
Total	22	100%

The table describes students who develop very well in the cycles. Students who developed according to the expectations of 4 students with a percentage of 18.18%, students who began to create 6 with a rate of 27.27%, and undeveloped students 12 students with a percentage of 54.54% of the total number of students 22.

2. Implementation of the Teacher's Role in Learning

The role of teachers in the implementation of learning aims to improve students' writing skills in Suri Tauladan Kindergarten in Pagar Alam City. This is done because the initial condition of students' writing skills has not reached the average success target. In carrying out research and learning, researchers collaborate with all teachers in Suri Tauladan Kindergarten, Pagar Alam City. Researchers go directly to the field while helping teachers in education. Researchers carry out classroom action research in two cycles, where each cycle is held in one meeting. Each cycle has four stages that include planning, implementation, observation, and reflection.

The following is a description of the implementation of learning through the role of teachers in improving student's writing skills in Suri Tauladan Kindergarten in Pagar Alam City:

a. Action Planning Phase

1) Cycle I

In the action planning stage, researchers make learning preparations that will be carried out at the first meeting. The planning carried out includes the following:

1. **Determining Learning Themes.** The determination of the learning theme is adjusted to the existing theme in Suri Tauladan Kindergarten in Pagar Alam City. The learning theme used is the color subtheme of the types of colors.
2. **Prepare a Daily Learning Implementation Plan (RPPH).** The daily learning implementation plan is prepared as a guide for activities from the beginning to the end of learning. RPPH is ready to be used by researchers in collaboration with classroom teachers.
3. **Preparing the Tools and Materials Used.** The tools and materials used are colored paper and stationery.
4. **Preparing Observation Sheets.** Researchers use observation sheets to record the improvement of students' writing skills through the role of the teacher.
5. **Setting Up Tools for Documentation.** Researchers use documentation tools to complete the data needed for research, be it images, videos, or audio/recordings during the activity.

b. Action Implementation Stage

The implementation of actions at the inaugural meeting will be held on Monday, April 19, 2024. The steps of learning activities in cycle I are as follows:

1. **Initial Activities.** The initial activity begins with the teacher greeting and guiding students to pray, and the teacher encourages children to sing and applaud. The teacher opens the lesson, checks student attendance, provides motivation that can arouse students' interest in learning, and provides appreciation activities to students.

2. Core Activities. The teacher explains the material types of colors, emphasizes how to write, invites students to write together, gives questions to students, and shows appreciation to students.
3. Final Activities. After finishing the break, then the students entered the classroom. The teacher and the students conclude, and the teacher evaluates by asking the sisea questions. The teacher closes the learning activity with a joint prayer.

c. Action Observation

Based on the results of observations in the implementation of the first meeting actions, there has not been an improvement in the writing skills of students in Suri Tauladan Kindergarten, Pagar Alam City. The results of observations can be seen from the table below:

Table. Category of improving the writing ability of Suri Tauladan Kindergarten students

Cycle I

Category	First Meeting	
	Frequency	Percentage
Very well developed	3	13,63%
Grow as Expected	7	31,81%
Start Developing	4	18,18%
Undeveloped	8	36,36%
Total	22	100%

The table above explains that in the first cycle, 3 students showed an increase in BSB writing skills, with a percentage of 13.66%. Seven students were showing BSH with a percentage of 31.81%, then there were 4 MB students with a percentage of 18.18%, and there were 8 BB students with a rate of 36.36%.

3. Reflection

Based on the results of observations and documentation of improving students' writing skills in Suri Tauladan Kindergarten, Pagar Alam City, the following conclusions can be drawn:

- a. Success in Cycle I. Children are quite enthusiastic about learning but not optimally. There are still fewer active students because they do not pay attention to the explanation from the teacher. The teacher examines how to write the type of color, and students are enthusiastic and continue to do it. Based on the explanation above, it can be concluded that students' writing skills through the role of teachers in Suri Tauladan Kindergarten in Pagar Alam City have increased. In the implementation of teaching, the teacher invites children to actively participate so that the teacher gives examples of writing, and children are invited to practice together.
- b. Disadvantages in Cycle I. Some of the obstacles that arise in the implementation of cycle I include the following.

- 1) By the time the teacher explained the seal, some students did not pay attention.
- 2) There are still noisy students during learning.

Cycle II

1. Action Planning Phase

In the action planning stage, researchers make learning preparations to be implemented. Planning carried out includes:

- a. Determining Learning Themes. The determination of the learning theme is adjusted to the existing learning theme in Suri Tauladan Kindergarten in Pagar Alam City—color themes subtheme types of colors.
- b. Prepare a Daily Learning Implementation Plan (RPPH). The daily learning implementation plan is prepared as a guide for activities from the beginning to the end of learning. RPPH is ready to be used by researchers in collaboration with classroom teachers.
- c. Preparing the Tools and Materials used. The tools and materials used are colored paper, markers, erasers, and stationery.
- d. Preparing Observation Sheets. The observation sheet was used by researchers to record the improvement of students' writing skills in Suri Tauladan Kindergarten through the role of teachers.
- e. Setting Up Tools for Documentation. Researchers use documentation tools to complete the data needed for research, be it images, videos, or audio/recordings during the activity.

2. Action Implementation Stage

The implementation of actions at the meeting will be held on Tuesday, April 23, 2024. The steps for learning activities in the second cycle of the meeting are as follows:

- a. Initial Activities. The initial activity begins with the teacher greeting and guiding students to pray, and the teacher encourages children to sing and applaud. The teacher opens the lesson, checks student attendance, provides motivation that can arouse students' interest in learning, and provides appreciation activities to students.
- b. Core Activities. The teacher evaluates students by asking questions about the material taught at the first meeting, the teacher explains the types of colors, the teacher acts on how to write, students are invited to write together, the teacher gives questions to students, and the teacher provides appreciation to students. The teacher randomly calls to practice writing color types one by one, and the teacher evaluates the results of the child's writing.

- c. Final Activities. After finishing the break, then the students entered the classroom. The teacher and students conclude the teacher evaluation by giving questions to students, the teacher again acts to write the types of colors to understand the material better, the teacher gives appreciation to all students, and the teacher closes the learning activity with a joint prayer.

3. Action Observation

Based on the results of observations on the implementation of cycle II actions, students' writing skills in Suri Tauladan Kindergarten, Pagar Alam City, have improved. The results of observations can be seen from the table below:

Table. Category of improving the writing ability of Suri Tauladan Kindergarten students Cycle II

Category	First Meeting	
	Frequency	Percentage
Very well developed	6	27,27%
Grow as Expected	13	59,09%
Start Developing	3	13,63%
Undeveloped	0	0%
Total	22	100%

The table explains that in cycle I, 6 students showed an increase in BSB writing skills with a percentage of 27.27%, then there were 12 students showing BSH with a rate of 59.09%, then there were 3 MB with a percentage of 13.63%. And students who BB no longer exist in cycle II.

4. Reflection

Based on the results of observations and documentation of improving students' writing skills in Suri Tauladan Kindergarten, Pagar Alam City, the following conclusions can be drawn:

- a. Success in Cycle II. Children are quite enthusiastic about learning. Teachers practice writing using different colors, and students are passionate and continue to do it. Students have begun to be able to write the kinds of colors based on the explanation above, and it can be concluded that students' writing skills through the role of teachers in Suri Tauladan Kindergarten in Pagar Alam City have improved.
- b. Disadvantages in Cycle I. Based on the observation of cycle II, the increase in students' writing skills increased in the BSB 6 student category with a percentage of 27.27%, with the BSH category 13 students with a percentage of 59.09%, and the MB 4 student category with a rate of 18.18%, while for the BB category, it is no longer found in cycle II. The role of teachers in the implementation of learning in

improving students' writing skills in the second cycle reaches the high category. It is declared successful and achieves success indicators, which are at least 75%, with a minimum of developing categories as expected (BSB and BSH categories). Therefore, it is not necessary to continue in the next cycle.

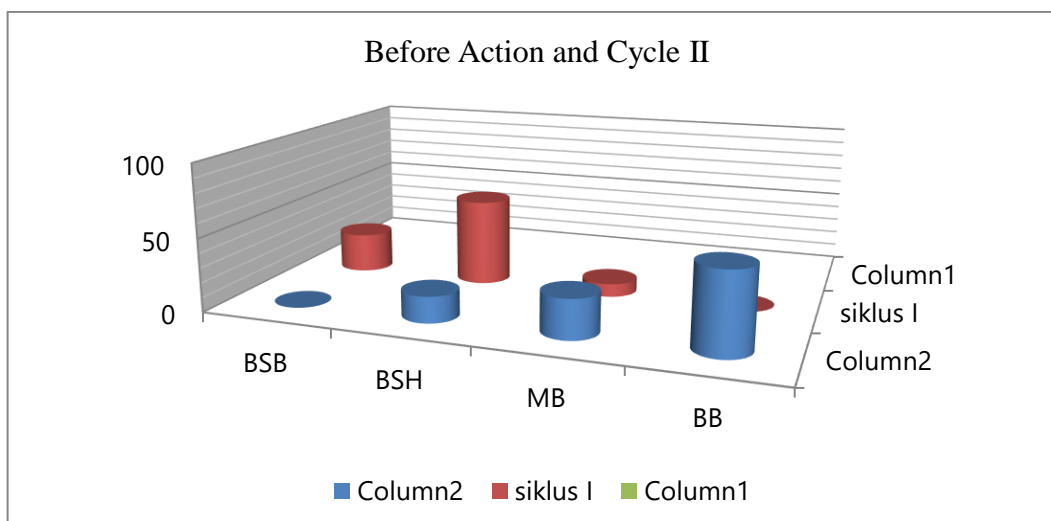
Suri Tauladan Kindergarten Students' Writing Skills After Implementing the Teacher's Role

The writing ability of students before the action was 18.18% of the 4 students category developed as expected, the BSB and BSH categories of the 22 students studied. The comparison of improving students' writing skills before action and cycle can be seen in the table below:

Table. Comparison of students' writing skills before action and cycle I

Category	Before Action		Cycle I	
	Frequency	Percentage	Frequency	Percentage
BSB	0	0%	3	13,63%
BSH	4	18,18%	7	31,81%
MB	6	27,27%	4	18,18%
BB	12	54,54%	8	36,36%
Total	22	100%	22	100%

Based on Table, the improvement of students' writing skills before action and cycle I has increased. Before the action, no students had entered the BSB category, and in cycle I, there were 3 students with a percentage of 13.63%. In the BSH category before the action, there were 4 students with a percentage of 18.18%, and in the first cycle, there were 7 students with a percentage of 31.81%. In the MB category before the action, there were 6 students with a percentage of 27.27%, and in the first cycle, there were 4 students with a percentage of 18.18%, while in the BB category before the action, there were 12 students with a percentage of 54.54% and in the first cycle there were 8 students with a percentage of 36.36% if students' writing skills improved converted between BSB and BSH categories, then before the action reached 18.18%. Then, cycle I experienced an increase of 45.44%. The results of improving students' writing skills before action and cycle II can be illustrated in the diagram below.



Graph. Comparison Diagram of Students' Writing Improvement Before Action and Cycle II

The development of student's writing skills in the precycle reached 18.18% in the category of developing as expected (BSB and BSH categories), and there was an increase in the second cycle, gaining 86.36% in the category of developing as expected ((BSB and BSH categories). The comparison of improving students' writing skills in cycle I and cycle II can be seen in the table below.

Table. Comparison of Writing Skills Improvement of Cycle I Students and Cycle II

Category	Cycle I		Cycle II	
	Frequency	Persentase	Frequency	Percentage
BSB	3	13,63%	6	27,27%
BSH	7	31,81%	13	59,09%
MB	4	18,18%	3	13,63%
BB	8	36,36%	0	0%
Total	22	100%	22	100%

Based on Table 5, the increase in students' writing skills in Cycle I and Cycle II has increased. In cycle I, which reached the BSB category, there were 3 students with a percentage of 13.63%, and in cycle II, there were 6 students with a percentage of 27.27%. In the BSH cycle I category, there were 7 students with a percentage of 31.81%, and in the second cycle, there were 13 students with a percentage of 59.09%. The MB category in cycle I had 4 students with a percentage of 18.18%, and in cycle II there were 3 students with a percentage of 13.63%. In the BB category in cycle I there were 8 students with a percentage of 36.36% and in cycle II there were no students who were included in the undeveloped category. This can be seen in the diagram below:

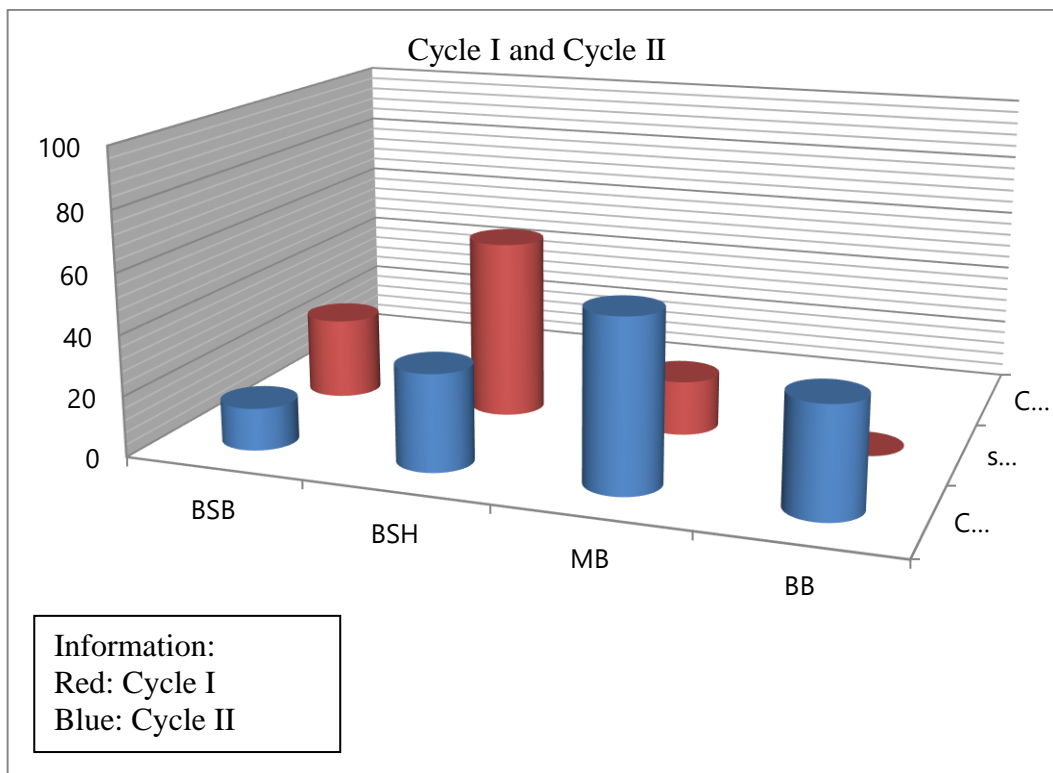


Diagram. Comparison of Writing Ability Improvement of Cycle I and Cycle II Students

Based on the comparison diagram of the increase in writing ability of cycle I and cycle II students, it can be seen the difference in the increase that occurs. In cycle II, students' gross motor improvement reached 86.36%, which means that they have reached the limit of research success. **DISCUSSION**

This research is a classroom action research that aims to make improvements and improve the quality of learning carried out in several cycles. Each cycle consists of stages of planning, execution, observation, and reflection. This research consists of Cycle I and Cycle II. Each cycle is held once a meeting.

1. Precycle

Based on the results of observations, the writing skills of students in Suri Tauladan Kindergarten in Pagar Alam City can be said to have not developed. This is shown in the initial data of observations that there were 4 students who reached the BSH category with a percentage of 18.18%, in the MB category there were 6 students with a percentage of 27.27%, and in the BB category there were 12 students with a percentage of 54.54%, and there were no BSB category students.

2. Cycle I

a. Improved Writing Skills

The writing ability of students in the first cycle showed a fairly optimal improvement. From before the action, the child's ability at least reached the expected development

category by 18.18% (BSB and BSH), increasing to 45.44% (BSB and BSH categories). In cycle I children are quite enthusiastic about participating in learning activities. Some children still ask the teacher for help in writing practice. In addition, students are interested in the types of colors that teachers use in learning.

b. Learning Implementation

The teacher greets and guides the students to pray, the teacher encourages the children to sing and applaud, the teacher opens the lesson, the teacher checks the attendance of students, the teacher provides the motivation that can arouse students' interest in learning and the teacher provides appreciation activities to students. The teacher evaluates students by asking questions about the material taught at the first meeting, the teacher explains the types of colors, the teacher acts on how to write, students are invited to write together, the teacher gives questions to students, and the teacher gives appreciation to students. The teacher calls one by one randomly to practice writing color types, the teacher evaluates the results of the child's writing. After finishing the break, then the students entered the classroom. The teacher and students draw conclusions, the teacher evaluates by giving questions to students, the teacher again acts to write the types of colors to better understand the material, the teacher gives appreciation to all students and the teacher closes the learning activity with a joint prayer.

3. Cycle II

a. Improved Student Writing skills

Looking at the results in cycle I, researchers in cycle II made improvements so that students' writing skills experienced a significant increase. The writing ability of the first-cycle students reached the expected developing category by 45.44.09%, increasing in the second cycle to 86.36% (BSB and BSH categories).

b. Learning Implementation

The teacher greets and guides the students to pray, the teacher encourages the children to sing and applaud, the teacher opens the lesson, the teacher checks the attendance of students, the teacher provides the motivation that can arouse students' interest in learning and the teacher provides appreciation activities to students. The teacher evaluates students by asking questions about the material taught at the first meeting, the teacher explains the types of colors, the teacher acts on how to write, students are invited to write together, the teacher gives questions to students, and the teacher gives appreciation to students. The teacher calls one by one randomly to practice writing color types, the teacher evaluates the results of the child's writing. After finishing the break, then the students entered the classroom. The teacher and students draw conclusions, the teacher evaluates by giving questions to students, the teacher again acts to write the types of colors to better understand the material, the teacher gives appreciation to all students and the teacher closes the learning activity with a joint prayer.

Looking at the advantages and disadvantages during the first and second cycles of research, it can be concluded that the role of teachers in improving student's writing skills in Suri Tauladan Kindergarten, Pagar Alam City is said to be successful. Based on the results of observations made by researchers in the activities of the role of teachers in improving students' writing skills and the following influencing factors:

- 1) Lack of teacher approach to students
- 2) Monotonous learning methods that result in many students feeling bored and less active in learning.
- 3) Use of interesting learning media.
- 4) The use of methods and media that are still very rarely used by teachers in the teaching process, especially in improving writing skills.
- 5) Facilities and infrastructure that still need to be equipped.
- 6) Lack of communication between teachers and children and parents, resulting in an increase in children's gross motor skills both at school and at home. As time goes by, the age of the developing child must be equipped with maturity from an early age so that the child is able to adapt according to the age level of his growth.

CONCLUSION

The results of observations before the action of students' writing skills in Suri Tauladan Kindergarten, Pagar Alam City, were BSB and BSH 18.18%. Based on the observations, researchers concluded that students' writing skills have not developed. Therefore, one action is needed, namely the role of the teacher. The implementation of learning carried out by teachers can improve students' writing skills in Suri Tauladan Kindergarten in Pagar Alam City. In cycle I students' writing skills are low, while in cycle II they increase.

The improvement of students' writing skills in Suri Tauladan Kindergarten in Pagar Alam City can be proven by the results of the research. In cycle I the BSB and BSH student categories reached a percentage of 45.44% and increased in the second cycle to 86.33% with BSB and BSH student categories. In cycle I, there were 3 students who reached the BSB category with a percentage of 13.63% of 22 students, for the BSH category 7 students with a percentage of 31.81%, the MB category students 4 students with a percentage of 18.18%, while for the BB category, there were 8 students with a percentage of 36.36%. In cycle II there was an increase in students for the BSB 6 category students with a percentage of 27.27% of the total number of 12 students, BSH students 13 students with a percentage of 59.09%, students who MB 3 students with a percentage of 13.63%, while for system II there was no more undeveloped side.

The factor that affects the improvement of students' writing skills is the environment, be it family, school, or social community, teachers are active and creative in choosing media or learning methods to improve students' writing skills, teachers do not involve students to practice in learning, teachers do not give appreciation to students taught, there is no

motivation and innovation from teachers and teachers do not evaluate the results or value of the learning process.

BIBLIOGRAPHY

Alfiyanto, A. (2022). Manajemen Rekrutmen Tenaga Pendidik Baru di SMA Nurul Palembang. *Adaara: Jurnal Manajemen Pendidikan Islam*. <https://doi.org/10.30863/ajmpi.v12i1.1741>

Alfiyanto, A., & Hidayati, F. (2022). Tenaga Pendidik dan Literasi Digital: Tantangan Pembelajaran Di Era Industri 4.0. *Ikhtisar: Jurnal Pengetahuan Islam*. <https://doi.org/10.55062/ijpi.2022.v2i1.45>

Amaliyah, S. (2021). Konsep pendidikan keluarga menurut Ki Hadjar Dewantara. *Jurnal Pendidikan Tambusai*, 5 Nomor 1, 1766–1770.

Azmi, M. (2024). ASPEK PENDIDIK DAN PENANGGUNG JAWAB PENDIDIKAN: ORANG TUA, GURU DAN ULAMA. *Jurnal Konseling Pendidikan Islam*, 5(1 Januari), Article 1 Januari. <https://doi.org/10.32806/jkpi.v5i1.143>

Djonomiarjo, T. (2020). Pengaruh Model Problem Based Learning Terhadap Hasil Belajar. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(1), 39. <https://doi.org/10.37905/aksara.5.1.39-46.2019>

Fardinal, F., Ali, H., & Anwar US, K. (2022). Mutu Pendidikan Islam: Jenis Kesisteman, Konstruksi Kesisteman Dan Berfikir Kesisteman. *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(4), 370–382. <https://doi.org/10.31933/jemsi.v3i4.894>

Fatoni, I. (2023). THE INFLUENCE OF SOCIAL SUPPORT ON WORK FAMILY CONFLICT IN FEMALE TEACHERS IN SLB BANJARMASIN. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(2 Desember), Article 2 Desember. <https://doi.org/10.61397/jkpp.v1i2.22>

Habsy, B. A., Febiyanti, D., Arsalan, F. I. P., Maulana, H., & Arfianti, Y. P. (2024). BASIC CONCEPTS OF THE GROUP APPROACH IN GUIDANCE AND COUNSELING. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(3 April), Article 3 April. <https://doi.org/10.61397/jkpp.v1i3.122>

Hasanah, U. (2023). *Optimalisasi Peran Guru Pendidikan Agama Islam (PAI) dan Pembinaan Karakter Siswa*.

Ikhlasih, M., Mutmainnah, I., & Hajar, B. S. (2024). EDUCATION THROUGH HEALTH PROGRAMMES: EFFORTS TO STRENGTHEN COMMUNITY HEALTH IN SUKMAJAYA VILLAGE, JOMBANG DISTRICT, CILEGON CITY. *TOPLAMA*, 1(2), 44–53. <https://doi.org/10.61397/tla.v1i2.95>

Istiqomah, N., & Maemonah, M. (2021). KONSEP DASAR TEORI PERKEMBANGAN KOGNITIF PADA ANAK USIA DINI MENURUT JEAN PIAGET. *Khazanah Pendidikan*. <https://doi.org/10.30595/jkp.v15i2.10974>

- Izzudin. (2021). *Upaya mengembangkan kemampuan kognitif anak usia dini*. 230.
- Kusuma, D., & Wardhani, A. (2023). STIMULASI PENGEMBANGAN KONSEP DIRI PADA ANAK USIA DINI. *Jurnal Impresi Indonesia*, 2(8), 733–742. <https://doi.org/10.58344/JII.V2I8.3138>
- Maghfiroh, S., & Eliza, D. (2021). Mengenal Standar dan Etika Profesionalisme Guru PAUD. *Jurnal Pendidikan Tambusai*, 5(2), 2707–2711.
- Mandas, A. L., M Lausan, M. L., Dampi, S. V., & Dampi Hambatan Perkembangan, S. V. (2021). Hambatan Perkembangan pada Anak TK. *Journal of Psychology Humanlight*, 2(2), 41–58. <https://doi.org/10.51667/JPH.V2I2.718>
- Nulhakim, L. (2023). IDENTITY DISSOCIATION IN THE VIEW OF ISLAMIC PSYCHOLOGY AND THE SOLUTIONS OFFERED. *TOPLAMA*, 1(1 September), Article 1 September. <https://doi.org/10.61397/tla.v1i1.30>
- Putra, S. M., & Baiti, N. (2023). PSYCOEDUCATION AND IMPROVING THE ROLE OF COMMUNITY IN BREAKING THE CHAIN OF THE SPREAD OF COVID - 19. *TOPLAMA*, 1(1 September), Article 1 September. <https://doi.org/10.61397/tla.v1i1.23>
- Shaliadi, I., & Budianto, A. A. (2023). KHURUJ FISABILILLAH PENDEKATAN BARU UNTUK PEMBINAAN KARAKTER PELAJAR. *Molang: Journal Of Islamic Education*, 1(01), Article 01. <https://doi.org/10.32806/h9hpw136>
- Syakur, M., & Budianto, A. A. (2024). Peran Bibliocounseling Dalam Meningkatkan Kedamaian Psikologis. *Coution : Journal of Counseling and Education*, 5(1), Article 1. <https://doi.org/10.47453/coution.v5i1.1539>