



TEACHER'S REPRESENTATIVE AS DEMONSTRATOR; FIGURE ACTUALIZATION FOR STUDENTS

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Article History:

Received: November 2022

Accepted: December 2022

Published: December 2022

Keywords:

Teacher representation, demonstrators, students

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Abstract: The purpose of this study is to find out how the representation of the teacher as a demonstrator actualizes himself to become a figure for students. This study uses a qualitative approach with a type of phenomenology at Permata Kraksaan Integrated Islamic Elementary School. Data collection techniques through observation, in-depth interviews with the principal, Deputy Student Affairs, Deputy Head of Curriculum, homeroom teacher, and related documentation. Data analysis techniques use the Miles and Huberman Interactive Model by reducing data, presenting data, and drawing conclusions. The validity of the data is reached by the process of triangulation of sources and techniques. The results showed that SDIT Permata Kraksaan required its teachers to be good demonstrators for students. Teacher representatives as demonstrators are actualized with *personal capability*, *capability to innovate*, and *capability to develop*. The role of the teacher with these various skills facilitates students' understanding in a simple and clear way. The learning process will also be dynamic and rich in broad insights. Of course, this research will be a scientific contribution to educational practitioners in positioning themselves for educational success. More importantly, the utility of the teacher figure as a demonstrator will make it easier for students to reach a wider range of information.

INTRODUCTION

Indonesia is one of the countries that is exploring the 4.0 education phase to be able to fully synergize in facing the 5.0 education era. So that the main priority and the dignity of the nation is the development of the quality of education (Hasbullah et al., 2019). The biggest challenge in the era of the development of science and technology is being able to prepare and realize multitalent students with 4C skills (*critical thinking, communication, collaboration, and creative*) (Jannah & Junaidi, 2020). So the central point of educational success can be measured, one of which is through the course of the teaching and learning process. A teacher who in fact is a determinant of educational success is a key instrument in the formation of intelligence and student skills in terms of academic, affective, and psychomotor (Rahmat, 2019).

A teacher as a pedagogue (student) morally, emotionally and professionally has various sensitive issues because every decision, behavior, feeling and knowledge places him in the profession of humanizing humans (Jannah & Junaidi, 2020). Closely related to this, the teacher's professional position is to support every educational policy that leads their students to become quality successors of the nation in the future. With the teacher's participation being so important in the success of an educational journey, it is required to be able to position itself multifunctionally for students (Teppo et al., 2021). Among the various functions of a teacher, Sadirman said that the teacher's duties are not small and should not be underestimated, such as the teacher must be able and ready to be a *role model* (example or role model), the teacher is a class manager, the teacher is a planner, the teacher is a predictor (predicting the flow of learning), teachers as learning resources, teachers as facilitators, teachers as motivators, teachers as mediators, teachers as evaluators, teachers as *directors* (directors), and teachers as demonstrators (Wafi, 2017). Of all the functions of the teacher's presence, it must always be properly and properly considered because all of these functions are interrelated in the learning process for students (Hikmah, 2021).

If we examine the learning process that requires student learning activities and outcomes to achieve their learning goals, the teacher must be a good learning resource and demonstrator for students. The teacher as a demonstrator means the presence of the teacher by showing students everything that can make students better understand and understand the message/learning information conveyed (Hwang et al., 2018). Not only as an informant or conveyer of material according to teaching materials for students, teachers must also be able to expand the imagination, intelligence, and reasoning of students towards a material to achieve ease of understanding. The role of the teacher as a demonstrator also requires the teacher to be proficient in developing his insights and knowledge, delivering students to new experiences and practices, motivating students to easily understand, and making themselves an easily accessible learning resource (Waritsman & R, 2020).

As a demonstrator, the teacher must be able to display knowledge in an interesting and easy-to-digest manner so that it can be well received by students (Dewantara et al., 2020). The key to the success of the teacher carrying out the role of the demonstrator is mastering the knowledge that will be given properly and conveying it with the right learning method (Mansyur, 2021). Because, how can students receive lessons if the teacher experiences doubts in delivering the subject matter. As a result, students will experience distrust of the truth of the material conveyed by the teacher. Furthermore, the credibility of the teacher will decrease in the eyes of students (Kamal & Ma'rufah, 2019).

The essence of the problem of the current learning pattern is that there are still looming delays in students' understanding of the material as a whole. There are still many subjects or materials that not all students are able to master (Sari et al., 2022). The implementation of the teacher's role in learning should include: (1) Providing learning experience and practice consisting of learning media as one of the teacher's facilities to facilitate the learning process, learning resources that are

used during learning in gathering information in accordance with learning objectives, teaching materials are intended so that the teacher and students have clear guidelines in the learning process, (2) Prioritize activities to stimulate the level of student curiosity so that the teacher pays attention to the circumstances around the class during the learning process, (3) Monitor and evaluate students with the teacher observing students and providing assessments related to student learning outcomes as a form of measurement the extent to which students understand in learning (Nugraha, 2018) .

The role of the teacher as a demonstrator seems to have been implemented by Permata Krakasaan Islamic Elementary School. School authorities demand that all teachers be able to participate and devote their positions properly to students who are not limited at one time or to one particular subject. Permata Krakasaan Islamic Elementary School forms such a pattern of teacher roles because it is in accordance with the demands of the 2013 Curriculum which requires students to be critical, open and responsive. Other demands of the Integrated Islamic Elementary School Permata found on the problem of some teachers who could not provide learning experiences for elementary age students . Meanwhile, children with elementary age need a lot of experience and full learning experience from the teacher. Initially, the teacher was unable to carry out the role as a media, source, and teaching material because the teacher's creativity was lacking, causing students to be less interested in learning and weak in their understanding of a material. Apart from that, another problem that arises from the incompetence of this teacher is the learning process which only focuses on the teacher and textbooks without involving the role of unresponsive students.

Departing from these various student problems, the Permata Krakasaan Integrated Islamic Elementary School policy requires that every teacher act as a demonstrator for students. The teacher as the first figure in the school environment is required to be able to achieve scientific development actualization activities and insights for students. According to Kandiri & Arfani (2021), in educational interactions, not all learning materials can be understood. Moreover, students who have moderate or even low intelligence. For lesson material that is difficult for students to understand, the teacher must try to help and prepare alternative delivery styles that make it easier for students. Khakiim (2019) suggests that by demonstrating what is being taught didactically, so that what the teacher wants is in line with student understanding, there are no misunderstandings between the teacher and students. Yulianingsih & Sobandi (2017) added that the teacher with this demonstrator character will be a good quality introduction to learning. So what needs to be considered is the ability of the teacher to be able to answer all the problems of students' difficulties by making it easier for them to understand the lesson.

This research is the only study that observes the role and position of the teacher who is able to become the best demonstrator figure for students. However, there is other research that is relevant to this research conducted by Rahmawati & Suryadi (2019) . The research explains that the teacher as a facilitator becomes a consideration and one of the factors influencing student learning effectiveness.

Then another similar study was also conducted by Khakiim (2019) which explained that teachers who become *role models* will be able to show attitudes and behavior that are in accordance with values and norms in everyday life so that students can see and emulate them. This can affect the development of character in students because basically humans are easier to imitate, so the role of the teacher as a *role model for* individuals with character will support character education programs and help students to have a personality with good character.

It is evident from the two previous research findings above, indicating that this research is different in terms of its research focus, namely being the first study to examine the importance of the teacher's role as a demonstrator who is a figure of actualization of student learning success. This research is a reformer of teacher figures who can represent themselves as the main learning resource that is easily accessible to students. So this research is important and interesting to do so that all education practitioners know that quality students are born from quality teachers. With this research will also be an evaluator of the behavior patterns of teachers as representatives of education.

According to the phenomena that occur, the uniqueness and urgency of this research, the researchers conducted a study on how the actualization of teachers who act as demonstrators so that they can foster the impression of a good representative figure for students. Of course, this research will become a treasure trove of knowledge, experience, and practice for other teacher figures.

RESEARCH METHOD

This study uses a qualitative approach to the type of phenomenological research. Phenomenological studies are research that uncovers phenomena that occur in the actualization of the teacher's teaching pattern as a demonstrator who becomes the impression of being the main representative figure for students at the Permata Kraksaan Integrated Islamic Elementary School. The location of this research was at the Permata Kraksaan Integrated Islamic Elementary School which is located at Perum Jati Asri 2 Blok Dd 10, Kebun Agung, Kraksaan District, Probolinggo Regency and the subjects of the research were the entire board of teachers. The data collection technique for this study was observation, in-depth *interviews* which asked 5 informants directly, namely the principal, Deputy Student Affairs Officer, Deputy Curriculum Assistant, homeroom teachers for grades I and II, as well as documentation related to the object of research. The instrument used in this study was the researcher as the main instrument and with 2 auxiliary instruments, namely guidelines for observing the madrasah environment, and interview guidelines. The data analysis technique uses the Miles and Huberman Interactive Model with activities *data reduction*, *display data* (data presentation), and *conclusion drawing/verification* (drawing conclusions). Data validity with source and technique triangulation process.

RESULT AND DISCUSSION

Permata Kraksaan Integrated Islamic Elementary School is one of the basic Islamic education institutions in Kraksaan District. This school has a vision of "The realization of students who are faithful and pious, achievers, cultured and environmentally minded. While the mission of the vision formulation is (1) Carry out innovative, effective and participatory learning; (2) Increasing academic, non-academic and religious achievements; and (3) Improving the human resources of school members. In accordance with the statement of the school principal, namely Mr. Saiful Rizal, who stated that the vision and mission of this school is to create and realize outstanding students with innovative, effective and participatory learning, the policy of SDIT Permata Kraksaan is to prioritize all teacher boards to actualize their role as good demonstrators for student.

According to Kandiri & Arfani (2021), in educational interactions, not all learning materials can be understood by students, especially students with low cognitive abilities. Teachers must try to help and prepare alternative styles of delivery of material that make it easier for students to help them increase their imagination and reasoning power more broadly. So that the role of the teacher who positions himself as a demonstrator, can display a broader allegory of the material that students want to understand. Suyahman (2018) said that educating does not only fulfill administrative requirements in the learning process, but requires totality. This means that there are all components included in it in between intelligence insight of a teacher.

So the importance of students' understanding of learning makes SDIT Permata Kraksaan conceptualize the professional qualifications of teachers who are said to be ready as demonstrators with 3 patterns of behavior, namely personal capability, capability to innovate, and capability to develop. To find out the teacher's teaching pattern as a demonstrator, the researcher describes the details below.

Capabilities Personal

SDIT Permata Kraksaan demands every teacher to have more solid and adequate knowledge, skills and skills and attitudes so as to be able to manage the teaching and learning process effectively. SDIT Permata Kraksaan did what was done to find out that teachers were capable of possessing the characteristics of these abilities and skills, in the opinion of Mrs. Asia as Deputy Head of Curriculum, which was done by recruiting teachers with graduates who were linear in their field (education), and conducting a Teacher Style Assessment (teaching style test). With graduates who have been taught beforehand with the knowledge and practical experience of teachers in lectures, it will make it easier for them to recognize appropriate learning and teaching styles given to students. In this case all teachers and SDIT Permata Kraksaan policies agree that learning with the 2013 curriculum using a student-centered scientific approach will create students who are creative, innovative in thinking, communicating, and collaborating with each other in an integrated manner. Then each teacher who was recruited previously had their teaching methods tested (TSA) in the presence of

the principal, Deputy Head of Curriculum, and Deputy Head of Student Affairs. This assessment is tested based on skill patterns, innovative delivery styles and language, the validity of their knowledge insights, and gestures when teaching. So this assessment is very useful for the continuity of learning that the teacher will bring to students.

Table 1. List of TSA Results for SDI Permata Kraksaan Teachers

No	Teacher name	Assessment criteria			
		Proficiency Pattern	Delivery Style and Language Innovation	Legitimacy of Knowledge Insights	Gestures When Teaching
1	IN (Class I teacher)	87	88	92	85
2	KK (Class II teacher)	90	89	91	90
3	NS (Class III teacher)	90	90	90	90
4	FH (grade IV teacher)	85	90	90	89
5	ZH (Teacher of class V)	89	93	93	93
6	FJ (Teacher of class VI)	88	93	92	90
7	FWH (PAI teacher)	90	92	90	92
8	NI (Sports Teacher)	92	95	93	91
Total		711	730	731	720
Average		89	91	91	90

From what is shown in the table, it is explained that the teacher has been tested for skill patterns, innovative delivery styles and language, the validity of his knowledge insights, and gestures when teaching him. So the average obtained from the skill pattern of a total of 8 teachers is 89, the results of their innovation style and language tests are 91, the validity of their knowledge insight is 91, and their gestures when teaching are 90. This shows that the ability criteria their personal teaching is fairly good and has passed the assessment given by the school. So to see more clearly the results of the average ability of SDI Permata Kraksaan teachers, the following is a graph of the assessment.

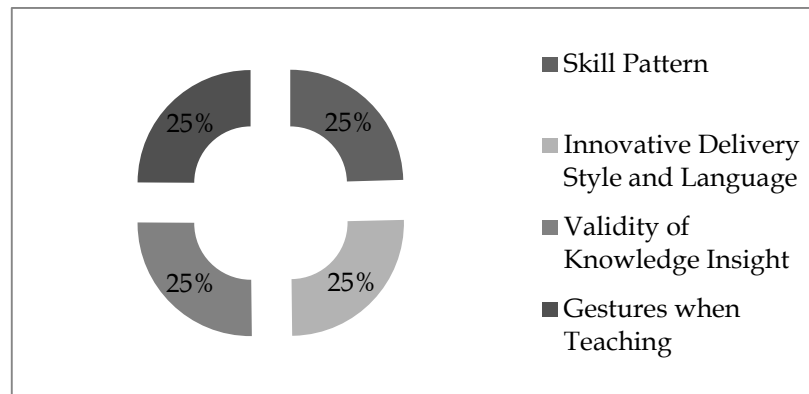


Figure 1. Graph Assessment results according to the criteria

From the description of the graph above, it shows the results of the TSA assessment carried out by the principal, Deputy Head of Curriculum, and Deputy Head of Student Affairs at SDI Permata Kraksaan for 8 teachers. It can be seen that each ability criterion, from skill pattern, innovative delivery style and language, validity of knowledge insight, and gestures when teaching, is synchronous and balanced between one ability and another. So you can say that teachers at SDI Permata are said to be able to act as good demonstrators for students.

Of course, every educational institution must be firm and capable in choosing teacher figures who are the main source of learning and role models for students. Mrs. MY as Deputy Head of Student Affairs explained that teachers as demonstrators must be able to be proficient broadly in terms of insight, knowledge, experience, practice, behavior, and creativity in conveying material for students to understand more easily. According to Siringoringo et al. (2020), Proficiency in teaching is important and critical because teachers have a great influence on student learning outcomes and interest in learning. Capable means being able to do something, being able or being able to. Ibrahim & Robandi (2020) emphasized that the representation of teacher figures who demonstrate well (expands discussion, enriches intentions, and demonstrates) the process of delivering material/information can reach and develop the reasoning power and thinking power of students in a more focused manner. In fact, teachers not only dictate information but present their understanding more clearly and simply.

The main principle for teachers to be accepted by students during the learning process is to be able to become a source of learning. The role of the teacher as a source of learning is very vital. Not only teaching materials (material books), the teacher as a source of learning is related to mastery of the material in a competent manner. Mrs. Kamalia as homeroom teacher for class II said " When teaching mathematics a teacher must have competent mathematics. By becoming a source of learning, the teacher will become more charismatic in front of students. If There are students who ask whether they will be able to explain in language that is easy to understand. According to Çavuşoğlu & Tepebaşılı (2017), in the midst of the rapid development of science and technology, it is possible for students to know or master information more than the teacher. In order not to miss information, a teacher is required to enrich reference materials related to learning

materials, both from the internet, mass media, books, and other sources of information. The more references he reads, the more he will master the material.

Capability to Innovate

The teacher's ability can be said to be perfect as a demonstrator by having the skills to innovate. This means that teachers are also innovators, namely educators who are committed to efforts to change and reform (Susilawati et al., 2019) . In this case SDIT Permata Kraksaan seeks to enrich teaching methods and strategies, and this must be forged through a linear educational level in their field. Deputy head of curriculum said that because a teacher needs teaching skills more than anyone". Every teacher at SDIT Permata Kraksaan is required to be able to activate students so that they experience actual learning. In the learning process, there is a process of transmission and conditioning of the soul and experiences of students. The learning atmosphere that is successfully formed by the teacher who activates students is described according to its characteristics, namely : 1) the teacher shows good command for students, 2) the teacher plans learning effectively, 3) the teacher has clear goals in learning, 4) the teacher's presence attracts students, 5) the teacher uses time effectively, 6) students expand and acquire new knowledge and skills in their learning experience, 7) students give positive responses to learning, 8) students show attitude and concentration and are productive, 9) the teacher assesses student work comprehensive and constructive, 10) teachers use assessment to inform planning and setting targets, 11) students understand how learning flows and fix problems properly.

That means, the skills and personality of teachers influence or relate to the quality of activities and student learning outcomes to develop individual and community personalities (Ilyas, 2022) . In this context, SDIT Permata Kraksaan plays a strategic role in advancing its community. Explained by the principal that a school is not only a place to teach knowledge and skills, but more than that because a school is a miniature society where its members interact with one another. Mrs. IN as the homeroom teacher of class I also explained that when she encountered students who were unable to understand the lesson perfectly, a good teacher would do self-introspection. He reflects on and evaluates the learning strategies he uses for his students so that the root causes of problems faced by students in teaching are identified.

Capability to Develop

Role as a curriculum developer, teachers have authority in designing a curriculum. Teacher no alone can determine the purpose and content of lessons delivered. However can also determine what strategy should be developed and how to measure success. Principal of SDIT Permata Kraksaan explained that As fully teacher curriculum developer can arrange the curriculum accordingly characteristics, vision and mission of the school, as well according to the learning experience students need.

Another ability that must be possessed by the teacher as a demonstrator is being able to become a *developer*, that is, the teacher must have a steady and broad

perspective on teacher vision. According to Aghaei et al. (2020), Teachers must be able and willing to look far ahead in responding to the challenges faced by the education sector as a system. As a developer, the teacher becomes a figure for the development of teaching materials by designing a system, be it from structure, prospects, to the appearance of the system itself to students. Based on the homeroom teacher's statement II, the teacher should not be *stuck* (fixed) on teaching materials while students' understanding is not necessarily achieved and they are not familiar with scientific and standard language. So the role of the teacher as a curriculum developer or developer of teaching materials is very important for the teacher. The teacher cannot let students swallow information in teaching materials just like that, but a complete explanation in an open and broad manner must be fulfilled by the teacher. The researcher concludes that the quality of student intelligence will be perfectly formed if there is a teacher's role as a *developer* in all things. So Cicekci & Sadik (2019) suggests that this condition requires a teacher to be literate in information and technology.

CONCLUSION

According to the description of the data findings and the discussion above, it is concluded that SDIT Permata Kraksaan requires each teacher as a figure practitioner for students to be able to position themselves as good demonstrators. Representative teachers as demonstrators are actualized by several principles of competence, namely *personal capability* (knowledge and insight skills), *capability to innovate* (skills in innovating), and *capability to develop* (ability to develop). The role of the teacher with these various skills will facilitate students' understanding in a simple and clear way. The learning process will also be dynamic and rich in broad insights. Of course, this research will be a scientific contribution to educational practitioners in positioning themselves for educational success. More importantly, the utility of the teacher figure as a demonstrator will make it easier for students to reach a wider range of information.

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