

DAFTAR PUSTAKA

- . D. R. A. D. (2018). Qualities of Effective Teachers. In *International Journal of Advanced Multidisciplinary Scientific Research* (Vol. 1, Issue 10).
<https://doi.org/10.31426/ijamsr.2018.1.10.1019>
- Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving student learning outcomes through school culture, work motivation and teacher performance. *International Journal of Instruction*, 13(4), 885–902.
<https://doi.org/10.29333/iji.2020.13454a>
- Anderson, L. (2004). Increasing teacher effectiveness. *Fundamentals of Educational Planning*, 57(2), 1–171.
http://www.unesco.org/iiep%0Ahttp://www.cndwebzine.hcp.ma/CND_sii/IMG/pdf/http__unesdoc.unesco.org_images_0013_001376_137629e.pdf_cla_ss=IIEP_PDF_pubs_page=Fund_79_estat_url=http__unesdoc.unesco.org_images_0013_001376_137629e.pdf
- Andersson, C., Johansson, P., & Waldenström, N. (2011). Do you want your child to have a certified teacher? *Economics of Education Review*, 30(1), 65–78.
<https://doi.org/10.1016/j.econedurev.2010.07.003>
- Andersson, R. (2022). Approaching change through pragmatic routines: a case study of a municipal response to a teacher certification reform in the Swedish School-age Educare. *Nordic Journal of Studies in Educational Policy*, 8(2), 133–145. <https://doi.org/10.1080/20020317.2022.2050593>

- Angrist, J. D., & Krueger, A. B. (1992). The effect of age at school entry on educational attainment: An application of instrumental variables with moments from two samples. *Journal of the American Statistical Association*, 87(418), 328–336. <https://doi.org/10.1080/01621459.1992.10475212>
- Avionela, F., & Fauziah, N. (2017). Hubungan Antara Kecerdasan Emosi Dengan Burnout Pada Guru Bersertifikasi Di Sma Negeri Kecamatan Bojonegoro. *Jurnal EMPATI*, 5(4), 687–693. <https://doi.org/10.14710/empati.2016.15440>
- Bandura, A. (2010). Self-efficacy -Bandura. *The Corsini Encyclopedia of Psychology*, 1–3.
- Berg, P., Cruz, K., Duening, T., & Schoenberg, S. (2018). Disrupting higher education in Alaska: Introducing the native teacher certification pathway. *The Disruptive Power of Online Education: Challenges, Opportunities, Responses*, 147–166. <https://doi.org/10.1108/978-1-78754-325-620181009>
- Bishop, R., & Glynn, T. (2003). *Culture Counts: Changing Power Relations in Education*. Zed Books.
<https://books.google.co.id/books?id=Gm0W0p7iu08C>
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8–21. <https://doi.org/10.1177/003172170408600105>
- Black, P., & London, C. (2010). *Formative Assessment - Improving Learning in Secondary School Classrooms*. www.SourceOECD.org,

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. In J. D. Bransford, A. L. Brown, & R. R. Cocking (Eds.), *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Carrizales, D., Greenlees, L., & Lara, D. (2022). The Effects of Teacher Preparation Special Population Courses for Multispecialty Certification. *Educational Research and Development Journal*, 25(1), 26–46.
- Chang, M. C., Shaeffer, S., Al-Samarrai, S., Ragatz, A. B., de Ree, J., & Stevenson, R. (2013). Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making. In *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making*. <https://doi.org/10.1596/978-0-8213-9829-6>
- Cheong Cheng, Y., & Tung Tsui, K. (1996). Total teacher effectiveness: New conception and improvement. *International Journal of Educational Management*, 10(6), 7–17. <https://doi.org/10.1108/09513549610151659>
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633>
- Choi, T. H. (2017). Teacher change from a short-term certification programme and its comparison with that of a comparable long-term programme: Cases from South Korea and the USA. *International Journal of Comparative*

- Education and Development*, 19(4), 207–218. <https://doi.org/10.1108/IJCED-06-2017-0009>
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2010). Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects. *Journal of Human Resources*, 45(3), 655–681. <https://doi.org/10.3368/jhr.45.3.655>
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143. <https://doi.org/10.3102/003465430298563>
- Creswell, J. (2023). John W. In *Mycological Research* (Vol. 94, Issue 4, p. 522).
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches, 3rd ed. In *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. Sage Publications, Inc.
- Creswell, J. W., & Poth, C. N. (2018). Creswell, John W (pp. 1–459).
- Croninger, R. G., Rice, J. K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, 26(3), 312–324. <https://doi.org/10.1016/j.econedurev.2005.05.008>
- Darling-Hammond, L. (2006). *Powerful teacher education: lessons from exemplary programs*.
- Darling-Hammond, L. (2010). Evaluating Teacher Effectiveness: How Teacher

- Performance Assessments Can Measure and Improve Teaching. *Center for American Progress*, October, 1–36.
- <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED535859>
- Darling-Hammond, L. (2021). Defining teaching quality around the world. *European Journal of Teacher Education*, 44(3), 295–308. <https://doi.org/10.1080/02619768.2021.1919080>
- Day-complexity, J. O. (2002). Complexity , Accountability , and School Improvement 1. *Harvard Educational Review*, 72(3), 293–329.
- Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
- Direktorat PPG. (2023). *Generasi Baru Guru Indonesia*. Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. <https://ppg.kemdikbud.go.id/prajabatan>
- Dyrbye, L. N., Lipscomb, W., & Thibault, G. (2020). Redesigning the Learning Environment to Promote Learner Well-Being and Professional Development. *Academic Medicine*, 95(5), 674–678. <https://doi.org/10.1097/ACM.0000000000003094>
- E, M. (2021). Standar Kompetensi dan Sertifikasi Guru. In *Bandung: PT Remaja Rosdakarya* (pp. 55–56).

- Everson, K. C. (2017). Value-Added Modeling and Educational Accountability: Are We Answering the Real Questions? In *Review of Educational Research* (Vol. 87, Issue 1). <https://doi.org/10.3102/0034654316637199>
- Ferguson, R. F., & Ladd, H. F. (1996). *How and why money matters: An analysis of Alabama schools*. In H. F. Ladd (Ed.), *Holding schools accountable: Performance-based reform in education*.
- Fernandes, P. R. da S., Jardim, J., & Lopes, M. C. de S. (2021). The soft skills of special education teachers: Evidence from the literature. *Education Sciences*, 11(3). <https://doi.org/10.3390/educsci11030125>
- Ganendra, A. (2019). THE EFFECT OF TEACHER CERTIFICATION PROGRAMS AND EDUCATION AND TRAINING MODES ON IMPROVING PEDAGOGIC COMPETENCIES ON ELEMENTARY SCHOOL TEACHER IN DKI JAKARTA. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 3(2), 1–15.
- Giorgi, A. (2009). The descriptive phenomenological method in psychology: A modified Husserlian approach. In *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.
- Goes, L. (2007). the Link Between Teacher Quality and Students Outcomes. *The Nacional Compreensive Center for Teacher Quality*, October. http://www.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/LinkBetweenTQandStudentOutcomes.pdf
- Gustafsson, J.-E. (2003). What do we know about effects of school resources on

- educational results ? *Swedish Economic Policy Review*, 10(March), 77–110.
- Hanim, Z., Saleh, M., Soe'od, R., Kasuma, J., & Fhaeizdhyall, A. (2020). Interaction effect of teacher certification and principal leadership styles towards teacher performance: Empirical evidence of elementary school at Berau district of East Kalimantan province, Indonesia. *International Journal of Advanced and Applied Sciences*, 7(2), 57–62.
<https://doi.org/10.21833/ijaas.2020.02.008>
- Hanushek, E. A. (1989). Impact of Differential Expenditure on School Performance Production Functions and Educational Research. *Educational Researcher*, 18(4), 45–62.
- Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 30(3), 466–479.
<https://doi.org/10.1016/j.econedurev.2010.12.006>
- Hanushek, E. A., & Woessmann, L. (2020). Education, knowledge capital, and economic growth. *The Economics of Education: A Comprehensive Overview*, 171–182. <https://doi.org/10.1016/B978-0-12-815391-8.00014-8>
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). the Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70–88.
<https://doi.org/10.33369/ijer.v2i1.10629>
- Hattie, J. (2008a). Teachers Make a Difference , What is the research evidence ? Teachers Make a Difference What is the research evidence ? *Australian*

- Council for Educational Research.*
- Hattie, J. (2008b). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. In *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (1st ed.).
<https://doi.org/10.4324/9780203887332>
- Hattie, J. (2009). The black box of tertiary assessment: An independent revolution. *Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research*, 259–275. <https://ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/black-box-tertiary-assessment-impending-revolution>
- Helaluddin. (2018). Mengenal Lebih Dekat dengan Pendekatan Fenomenologi: Sebuah Penelitian Kualitatif [Getting Closer to the Phenomenological Approach: A Qualitative Research]. *Uin Maulana Malik Ibrahim Malang, March*, 1–15.
- Hendricks, M. D. (2014). Does it pay to pay teachers more? Evidence from Texas. *Journal of Public Economics*, 109, 50–63.
<https://doi.org/10.1016/j.jpubeco.2013.11.001>
- Hinton, C., & Fischer, K. W. (2010). *Learning from the developmental and biological perspective*. 113–133. <https://doi.org/10.1787/9789264086487-7-en>
- Immordino-Yang, M. H., & Damasio, A. (2011). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education.

- LEARNing Landscapes*, 5(1), 115–131.
<https://doi.org/10.36510/learnland.v5i1.535>
- J. Cresswell. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (Fourth Edi). SAGE Publications, Inc.
- Jackson, C. K., Rockoff, J. E., & Staiger, D. O. (2014). Teacher effects and teacher-related policies. *Annual Review of Economics*, 6, 801–825.
<https://doi.org/10.1146/annurev-economics-080213-040845>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
<https://doi.org/10.3102/0034654308325693>
- Jhingan, M. L. (2007). *Metodologi Penelitian Kualitatif*.
- Jhon, W, C. (2015). Penelitian Kualitatif & Desain Riset. *Mycological Research*, 94(3), 522.
- Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, 27(6), 615–631.
<https://doi.org/10.1016/j.econedurev.2007.05.005>
- Khan, S. N. (2014). Qualitative research method - Phenomenology. *Asian Social Science*, 10(21), 298–310. <https://doi.org/10.5539/ass.v10n21p298>
- Kilag, O. K. T., Calledo, M. F. S., Uy, F. T., Dela Cerna, Y. T., Angtud, N. A. A.,

- & Villanueva, K. M. (2023). Quality Performance of Teachers: Work Environment, Work Attitude, and Principal Supervision: Qualitative Investigation. *Basic and Applied Education Research Journal*, 4(1), 1–11.
<https://doi.org/10.11594/baerj.04.01.01>
- Kola, J. (2015). *Teachers ') Effectiveness) and \$ its \$ Influence \$ on \$ Students ' \$ Learning)*. 2(4), 88–95.
- Krull, E., & Leijen, Ä. (2015). Perspectives for Defining Student Teacher Performance-Based Teaching Skills Indicators to Provide Formative Feedback through Learning Analytics. *Creative Education*, 06(10), 914–926.
<https://doi.org/10.4236/ce.2015.610093>
- Kurniawan, B. D. (2011). Implementasi Kebijakan Sertifikasi Guru Dalam Rangka Meningkatkan Profesionalitas Guru Di Kota Yogyakarta. *Journal of Government and Politics*, 2(2), 259–278.
<https://doi.org/10.18196/jgp.2011.0015>
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6), 590–618. <https://doi.org/10.1080/09645292.2017.1329405>
- La Kahija, Y. (2018). *Penelitian fenomenologis : jalan memahami pengalaman hidup / pengarang* (G. Sudibyo (ed.); 2nd ed.). Yogyakarta : PT Kanisius, 2017 ©2017.
- Limbong, M., & Lumbantoruan, J. H. (2022). The Effect of Government Teacher Certification on Teaching Performance: Certified vs uncertified. *Utamax :*

- Journal of Ultimate Research and Trends in Education*, 4(3), 202–212.
<https://doi.org/10.31849/utamax.v4i3.11353>
- Looney, J. (2011). Developing High-Quality Teachers: teacher evaluation for improvement. *Europan Journal of Education Research, Development and Policy*, 440–455. <https://doi.org/http://dx.doi.org/10.1111/j.1465-3435.2011.01492.x>
- Looney, J., & Looney, J. (2011). *Developing High-Quality Teachers : teacher.* 46(4), 440–455.
- M.Hurmaini. (2011). *Dampak Pelaksanaan Sertifikasi Guru terhadap Peningkatan Kinerja Guru dalam Proses Pembelajaran: Studi pada Madrasah Tsanawiyah Negeri Kota Jambi.* <https://www.semanticscholar.org/author/M.-Hurmaini/72978182>
- Mangkunegara, A. A. A. P. (2000). *Manajemen sumber daya manusia perusahaan.* Remaja Rosdakarya.
- <https://books.google.co.id/books?id=WpohOAAACAAJ>
- Mohamed Nasir, Al-Amin Bin Mydin, A. G. K. A. (2021). *Effect Of Professional Learning Communities Factors On Teachers' Efficiency In Secondary Schools: A Structural Equational Modelling Approach.* 64 No 1. <http://www.solidstatetechnology.us/index.php/JSST/article/view/7972>
- Monk, D. H. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13(2), 125–145. [https://doi.org/10.1016/0272-7757\(94\)90003-5](https://doi.org/10.1016/0272-7757(94)90003-5)

- Muntiaroh. (2011). *MENINGKATKAN KINERJA GURU PASCA SERTIFIKASI PROFESI GURU Jurusan Hukum Dan Kewarganegaraan Fakultas Ilmu Sosial Universitas Negeri Semarang.*
- Murnane, R. J. (1975). *The impact of school resources on the learning of inner city children*. Cambridge, Mass. : Ballinger Pub. Co.
- Murnane, R. J., & Phillips, B. R. (1981). Learning by doing, vintage, and selection: Three pieces of the puzzle relating teaching experience and teaching performance. *Economics of Education Review*, 1(4), 453–465. [https://doi.org/10.1016/0272-7757\(81\)90015-7](https://doi.org/10.1016/0272-7757(81)90015-7)
- Muslich, M. (2007). *Sertifikasi guru menuju profesionalisme pendidik*. Bumi Aksara. http://library.iainmataram.ac.id//index.php?p=show_detail&id=6892
- Nur Aedi. (2014). *Pengawasan pendidikan : tinjauan teori dan praktik / Dr. Nur Aedi, M.Pd.* (pp. 363–370). Jakarta : Raja Grafindo Persada, 2014.
- Nurhattati, Matin, Buchdadi, A. D., & Yusuf, C. F. (2020). Teacher certification in Indonesia: An education policy analysis. *Universal Journal of Educational Research*, 8(5), 1719–1730. <https://doi.org/10.13189/ujer.2020.080508>
- Nuttall, J. (2016). The impact of teacher education on teacher attitudes. *Asia-Pacific Journal of Teacher Education*, 44(2), 107–109. <https://doi.org/10.1080/1359866X.2016.1145322>
- Obilade, S. O. (1999). *Leadership qualities and styles as they relate to instructional productivity*. 25–32.

- OECD. (2001). *Knowledge and skills for life: First results from PISA 2000 (executive summary)*. 24.
- Oxfam Novib. (2011). Quality Educators: An International Study of Teacher Competences and Standards. *Research Report, May*. www.ei-ie.org
- Ozanne, J. L., Strauss, A., & Corbin, J. (1992). Basics of Qualitative Research. In *Journal of Marketing Research* (Vol. 29, Issue 3, p. 382).
<https://doi.org/10.2307/3172751>
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.
<https://doi.org/10.3102/00346543066004543>
- Parfitt, C. M., & Rose, A. L. (2018). Collaborating to Meet the Needs of Alternative Certification Teachers Using Formative Design. *Journal of Formative Design in Learning*, 2(1), 49–55. <https://doi.org/10.1007/s41686-018-0017-5>
- Pellegrino, J. W., Baxter, G. P., & Glaser, R. (1999). Addressing the “two disciplines” problem: Linking theories of cognition and learning with assessment and instructional practice. *Review of Research in Education*, 24, 307–353. <https://doi.org/10.3102/0091732x024001307>
- Pendidikan, M., Kebudayaan, D. A. N., & Indonesia, R. (2012). *Peraturan Menteri Pendidikan dan Kebudayaan No. 5 Tahun 2012 tentang Sertifikasi Guru dalam Jabatan*. 220. www.djpp.depdukham.go.id

- Peretemode, V. F. (1996). Administrations Applied Concepts and Theoretical Perspective. *Joja Educational Research*, 36-50.
- Permendikbud. (2013). Peraturan Pendidikan dan Kebudayaan Republik Indonesia Nomor 87 Tahun 2013. *Peraturan Menteri Pendidikan Dan Kebedayaan*. <https://luk.staff.ugm.ac.id/atur/Permendikbud87-2013PendidikanProfesiGuru.pdf>
- Permenhub. (2013). Berita Negara. *Menteri Kesehatan Republik Indonesia Peraturan Menteri Kesehatan Republik Indonesia*, 69(1496), 1–13.
- Porter, R. E., Fusarelli, L. D., & Fusarelli, B. C. (2015). Implementing the Common Core: How Educators Interpret Curriculum Reform. *Educational Policy*, 29(1), 111–139. <https://doi.org/10.1177/0895904814559248>
- Randall W. Eberts, J. A. S. (1984). *Unions and Public Schools: The Effect of Collective Bargaining on American Education*.
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54–77. <https://doi.org/10.1080/00461520.2020.1862657>
- Rezaull Karim, M., Ahmed Masud, N., Nesa Subarna, M. T., Billah, M. M., & Wienaah, P. (2021). Self-efficacy: A Key Components of Teacher Effectiveness. *Asian Journal of Education and Social Studies*, 25(1), 24–34. <https://doi.org/10.9734/ajess/2021/v25i130590>
- Rice, J. K. (2003). *Teacher Quality: Understanding the Effectiveness of Teacher*

Attributes.

Richter, L. E., Carlos, A., & Beber, D. M. (n.d.). *No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title.*

Ritter, J. T., & Hancock, D. R. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education, 23*(7), 1206–1216. <https://doi.org/10.1016/j.tate.2006.04.013>

Rowan, B., Correnti, R., & Miller, R. J. (2002). What Large-Scale, Survey Research Tells Us about Teacher Effects on Student Achievement: Insights from the Prospects Study of Elementary Schools. *Sage Journal, 104*(8). <https://doi.org/https://doi.org/10.1111/1467-9620.00212>

Rubie-Davies, C., Hattie, J., & Hamilton, R. (2006). Expecting the best for students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology, 76*(3), 429–444. <https://doi.org/10.1348/000709905X53589>

Rubie-Davies, C. M. (2007). Classroom interactions: Exploring the practices of high- and low-expectation teachers. *British Journal of Educational Psychology, 77*(2), 289–306. <https://doi.org/10.1348/000709906X101601>

Russo, C. (2012). Board of Regents of the University of Wisconsin System v. Southworth. *Encyclopedia of Law and Higher Education, 14*(1), 98–111. <https://doi.org/10.4135/9781412969024.n17>

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. In *American Psychologist* (Vol. 55, Issue 1, pp. 68–78). American Psychological Association. <https://doi.org/10.1037/0003-066X.55.1.68>
- Seashore Louis, K., Leithwood, K. a, Wahlstrom, K. L., & Anderson, S. E. (2010). Learning from Leadership: Investigating the Links to Improved Student Learning. *ERS Informed Educator*, 2012(10/7/2012), 1–11. <http://stats.lib.pdx.edu/proxy.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=66564929&site=ehost-live>
- Seidel, T., & Shavelson, R. J. (2007). Teaching effectiveness research in the past decade: The role of theory and research design in disentangling meta-analysis results. *Review of Educational Research*, 77(4), 454–499. <https://doi.org/10.3102/0034654307310317>
- Selamat, N., Samsu, N. Z., & Kamalu, N. S. M. (2013). The impact of organizational climate on teachers' job performance. *Educational Research EJournal*, 2(1), 71–82. <https://doi.org/10.5838/erej.2013.21.06>
- Shapiro, C., & Stiglitz, J. E. (2011). Equilibrium Unemployment as a Worker Discipline Device. *Efficiency Wage Models of the Labor Market*, 74(3), 45–56. <https://doi.org/10.1017/cbo9780511559594.004>
- Sharkey, N. S., & Goldhaber, D. (2008). Teacher licensure status and student achievement: Lessons from private schools. *Economics of Education Review*, 27(5), 504–516. <https://doi.org/10.1016/j.econedurev.2007.09.009>

- Sholihah, M., Ratnasari, K., Permatasari, Y. D., Muawanah, U., & Fajri, A. N. F. (2020). The policy of educators' certification : An effort to improve quality, qualification, and teachers' competence. *IOP Conference Series: Earth and Environmental Science*, 485(1). <https://doi.org/10.1088/1755-1315/485/1/012130>
- Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: how principals enhance teacher's performance. *International Journal of Educational Management*, 32(4), 641–651. <https://doi.org/10.1108/IJEM-08-2017-0218>
- Spezzini, S., Austin, J. S., & Prado, J. (2015). Why didn't anyone tell me this before? *Advances in Research on Teaching*, 24, 205–232. <https://doi.org/10.1108/S1479-368720150000024010>
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good?: A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339–355. <https://doi.org/10.1177/0022487111404241>
- Sudarmono, S., Maisah, M., Fikri, A., & Hasanah, N. (2021). the Impact of Teacher Sertification on Teacher Performance in School. *Dinasti International Journal of Education Management And Social Science*, 2(3), 535–553. <https://doi.org/10.31933/dijemss.v2i3.764>
- Sukono. (2015). Analisis Kinerja Guru IPS Pasca Sertifikasi di SMP Negeri Kota Tarakan. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 1.

- <https://doi.org/https://doi.org/10.22219/JKPP.V3I1.2196>
- Syafitri, J. (2018). *Efektivitas Guru Bersertifikasi di SMP N 2 Gebang Kabupaten Langkat.*
- Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2), 25–42. <https://doi.org/10.5430/jct.v3n2p25>
- Thien, L. M., & Liu, P. (2024). Linear and nonlinear relationships between instructional leadership and teacher professional learning through teacher self-efficacy as a mediator: a partial least squares analysis. *Humanities and Social Sciences Communications*, 11(1), 1–13. <https://doi.org/10.1057/s41599-023-02500-5>
- Thomas, M. A. M. (2018). ‘Policy embodiment’: Alternative certification and Teach For America teachers in traditional public schools. *Teaching and Teacher Education*, 70, 186–195. <https://doi.org/10.1016/j.tate.2017.11.011>
- Triyanto. (2012). Improving Teacher Profesionalism through Certification Program: An Indonesia Case Study. *International Journal of Educational and Pedagogical Sciences*, 6(7), 864–868.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944–956. <https://doi.org/10.1016/j.tate.2006.05.003>
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its

- meaning and measure. *Review of Educational Research*, 68(2), 202–248.
<https://doi.org/10.3102/00346543068002202>
- van Dijk, E. E., van Tartwijk, J., van der Schaaf, M. F., & Kluijtmans, M. (2020). What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. *Educational Research Review*, 31, 100365. <https://doi.org/10.1016/j.edurev.2020.100365>
- Veronika, W. (2022). Evektivitas Kebijakan Sertifikasi Guru (Suatu Studi di SMA Negeri 1 Manado). *Jurnal Administrasi Publik*, VIII(118), 57–63.
- W. Md Rasidi, W. F., Mydin, A. A., & Ismail, A. (2020). Professional Learning Community: Strategi Bimbingan Instruksional Dan Amalan Profesional Guru. *Jurnal Kepimpinan Pendidikan*, 7(3), 38–54.
- Wahono, B., Lin, P. L., & Chang, C. Y. (2020). Evidence of STEM enactment effectiveness in Asian student learning outcomes. *International Journal of STEM Education*, 7(1), 1–18. <https://doi.org/10.1186/s40594-020-00236-1>
- Zhu, X., & Shek, D. T. L. (2020). Impact of a positive youth development program on junior high school students in mainland China: A pioneer study. *Children and Youth Services Review*, 114(January), 105022.
<https://doi.org/10.1016/j.childyouth.2020.105022>
- Zonoubi, R., Eslami Rasekh, A., & Tavakoli, M. (2017). EFL teacher self-efficacy development in professional learning communities. *System*, 66, 1–12.
<https://doi.org/10.1016/j.system.2017.03.003>