

Analysis of the Impact of Teaching Experience on Teacher Professionalism with Digital Literacy as an Intervening Variable at Elementary Schools in Bengkayang District, Bengkayang Regency

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Article Info

Article history:

Received: 8 Juni 2026

Publish: 1 July 2026

Keywords:

Teaching Experience;
Teacher Professionalism;
Digital Literacy.

Abstract

Teacher professionalism is a key factor in improving the quality of education, but the mechanisms of its formation in the era of digital transformation are not yet fully understood, especially at the elementary school level. This study aims to analyze the influence of teaching experience on teacher professionalism with digital literacy as an intervening variable. The study used a quantitative explanatory approach with a cross-sectional survey design. The sample in this study involved 138 teachers. Data were collected using a questionnaire with a five-point Likert Scale and analyzed using SEM-PLS. The research findings indicate that: teaching experience influences digital literacy. Teaching experience has a positive and significant effect on teacher professionalism. Digital literacy influences teacher professionalism. Digital literacy is proven to mediate the effect of teaching experience on teacher professionalism. The findings of partial mediation indicate that teaching experience influences teacher professionalism through two channels: directly and indirectly through increased digital literacy. This study confirms that the development of teacher professionalism in the Independent Curriculum era is not sufficient to rely solely on accumulated work experience, but must be accompanied by structured and sustainable strengthening of digital literacy. The practical implications of this research encourage schools to synergistically integrate digital literacy improvement programs with teacher teaching experience development programs.

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1. INTRODUCTION

Education is a necessity for humans, and through education, one will acquire skills and develop a personality. Education is also an unavoidable element for humans; it is an act that should not be neglected, as it can guide the younger generation towards a more advanced generation. As explained by Khairunisa et al. (2023) Education plays a very strategic role in the development and progress of a nation. As one of the fundamental human needs, education serves to shape individuals with good character, noble morals, and in accordance with the ideals and values held by society. Furthermore, education also plays a crucial role in enhancing the nation's intelligence, as mandated by the constitution. Therefore, the education system should be designed to facilitate social transformation towards equal learning opportunities, improved educational quality, and alignment with the demands and dynamics of societal needs. Thus, education becomes not only a vehicle for developing students' potential but also a strategic instrument for realizing collective well-being and the advancement of national civilization.

In the world of education, teachers play a crucial role in supporting the teaching and learning process. Teachers are required to fully understand the significant responsibility they hold, as parents' expectations for their children's educational success depend heavily on the quality of the teaching they provide. This awareness serves as a crucial foundation for teachers in directing their attention and dedication to their students. However, successful teaching depends not only on the teacher's commitment and enthusiasm, but also on their mastery of knowledge and the skills needed to convey it to students with diverse backgrounds and challenges (Rowikarim, 2017). In the context of improving the quality of education, teachers hold a strategic position as the primary driving force. Teacher professionalism is key to creating optimal learning and learning outcomes. This professionalism encompasses a number of competencies, namely pedagogical, professional, social, and personality. Among the many factors influencing this professionalism, teaching experience is one important aspect thought to have a significant influence on the maturity and quality of teachers' work in the classroom. Teachers with more experience tend to have better pedagogical skills, a deeper understanding of student needs, and greater adaptability in facing classroom challenges. However, further research is needed to understand the extent to which teaching experience can empirically influence teacher professionalism.

Teacher professionalism is an essential requirement that cannot be ignored, as the quality of a nation's education depends entirely on the quality of its educators. Professional teachers are not only skilled at delivering subject matter but also capable of developing students' potential holistically, in line with the needs of the current era. Therefore, various factors influencing teacher professionalism need to be studied in depth, including the teaching experience a teacher has gained throughout their career. Teaching experience is believed to be a crucial factor in shaping teacher professionalism. The longer a teacher is involved in education, the more practical knowledge, pedagogical skills, and wisdom they acquire from real-life interactions with students in the classroom. This is in line with research findings. Wiranti (2021) who found that teaching experience had a positive and significant influence on the professionalism of kindergarten teachers. Furthermore, Eliyanto & Wibowo (2013) this shows that experience influences teacher professionalism. Thus, rich teaching experience will provide a strong foundation for developing truly professional teachers. Supriyadi et al. (2023) revealed that teaching experience influences teacher professionalism. In line with this, Alamsyah et al. (2020) found that experience influences teacher professionalism. These findings indicate that relying solely on length of service is not sufficient; other factors are needed to optimize the use of experience in learning practices.

On the other hand, the world of education now faces a major challenge in the form of massive digital transformation. The implementation of the Merdeka Curriculum, initiated by the Ministry of Education, Culture, Research, and Technology, requires teachers to be not only pedagogically proficient but also digitally literate. The Merdeka Mengajar (PMM) Platform, launched in 2022, is a concrete manifestation of the government's efforts to encourage digital transformation among educators (Kemendikbudristek, 2023). However, research Suarlin et al. (2025) a study revealed surprising findings: 53.95% of teachers faced significant difficulties in utilizing online learning platforms, while 65.79% found it difficult to design online learning models. These findings demonstrate that while teaching experience is important, without adequate digital literacy, teacher professionalism cannot be optimal in today's era.

Digital literacy has become a fundamental need for 21st-century teachers. Research Nada & Indrawan (2023) a study examining the digital literacy of elementary school teachers showed that the average digital literacy level of teachers was in the good category (68.42%), but this figure needs to be continuously improved so that technology-based

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learning can be optimized. Furthermore, the study Rahayuningsih & Muhtar (2022) emphasized that digital pedagogy is a key effort to improve the competence of 21st-century teachers. Meanwhile, Lismawati & Trihantoyo (2022) specifically explains that improving digital literacy is key to achieving professional teacher performance in the Industrial Revolution 4.0 Era. Thus, digital literacy has strong potential to be an intervening variable that bridges the relationship between teaching experience and teacher professionalism.

The relationship between digital literacy and teacher professionalism has been proven by a number of studies such as Maharani et al. (2021) found that teacher performance professionalism and digital literacy skills influence the quality of learning. Putra et al. (2023) also revealed the positive influence of digital literacy on teachers' pedagogical competence. Anggraini et al. (2024) emphasizes the importance of digital literacy in improving teachers' pedagogical competence. This series of findings strengthens digital literacy's position as a strategic intervening variable in research on teacher professionalism.

Real-world conditions, particularly in rural elementary schools, demonstrate a significant gap between the demands of teacher professionalism and the reality. Elementary schools in Bengkayang District, Bengkayang Regency, as primary education institutions, have diverse teachers in terms of tenure and teaching experience. Some teachers have decades of service and possess extensive teaching experience, while others are new to the world of education. In terms of digital literacy, the implementation of the Independent Curriculum and various educational technology platforms requires every teacher, regardless of tenure, to be able to integrate technology into their learning. This situation underscores the importance of scientifically examining how teaching experience can influence teacher professionalism, with digital literacy acting as an intervening variable in this process.

Although a number of studies have examined the relationship between teaching experience and teacher professionalism, as well as the relationship between digital literacy and teacher professionalism separately, research that explicitly positions digital literacy as an intervening variable in the relationship between teaching experience and teacher professionalism, especially at the elementary school level, is still very limited. Suarlin et al. (2025) stated that although regulations and teacher development programs are well-formulated, challenges at the implementation level still require in-depth analysis. By including digital literacy as an intervening variable, this study is expected to provide a more comprehensive and contextual description of the mechanisms for developing teacher professionalism in the era of digital transformation.

2. RESEARCH METHODS

2.1. Operational Definition of Variables

The following presents the operational definition of each variable.

Table 1. Operational Definition of Variables

No	Variables	Operational Definition	Indicator	Scale
1	Teaching Experience (X)	Accumulation of knowledge and skills acquired by teachers through direct teaching practice over a certain period of time	1) Length of teaching tenure 2) Variations in levels/classes taught 3) Experience dealing with student diversity 4) Classroom management skills from experience Law No. 14 of 2005; Wiranti (2021); Eliyanto & Wibowo (2013)	Likert 1–5
2	Digital Literacy (Z)	Teachers' ability to use, evaluate, and create digital technology-based content to support the learning process	1) Ability to use technological devices 2) Access and evaluation of digital information 3) Creation of educational digital content 4) Digital security and ethics 5) Technology-based problem solving Nada & Indrawan (2023)	Likert 1–5
3	Teacher Professionalism (Y)	The ability of teachers to carry out their professional duties optimally in accordance with the competency standards set by the government.	1) Pedagogical competence 2) Personality competencies 3) Social competence 4) Professional competence Minister of National Education Regulation No. 16 of 2007; Wiranti (2021)	Likert 1–5

2.2. Population and Sample

This study involved all 209 elementary school teachers in Bengkayang District, Bengkayang Regency, as the research population. The sample size was determined through a calculation approach using the Slovin formula to obtain a representative sample size. The calculation results indicated that the required sample size was 138 teachers. The sampling process was carried out using a simple random sampling technique, which provides an equal opportunity for each teacher in the population to be selected as part of the research sample.

2.3. Data analysis

In this study, quantitative data analysis was performed using PLS-based SEM. SmartPLS was chosen because it can accommodate models with a high level of complexity consisting of many latent variables, including latent variables, intervening variables, and dependent variables. Furthermore, SmartPLS does not require data to be normally distributed. Therefore, SmartPLS is very suitable for small to medium

sample sizes, which are often found in educational research in border areas. Furthermore, to test the hypothesis, the bootstrapping technique was used. With bootstrapping, this study can produce t-statistic and p-value values to measure the significance of the relationship between variables. The relationship between variables in this study is significant if $t \geq 1.96$ and $p \leq 0.05$. Mediation analysis can be performed using bootstrapping, and is influential if the indirect effect has a significance value < 0.05 .

3. RESULTS AND DISCUSSION

3.1. SEM PLS Analysis Results

This study uses a PLS-based SEM analysis model to explain the relationship between teaching experience, digital literacy, and teacher professionalism. The latent variables studied include Teaching Experience (X) as the independent variable, Digital Literacy (Y1) as the intervening variable, and Teacher Professionalism (Y2) as the dependent variable. Each variable is measured using predetermined indicators based on the theoretical framework and research instruments, as represented in the research conceptual model.

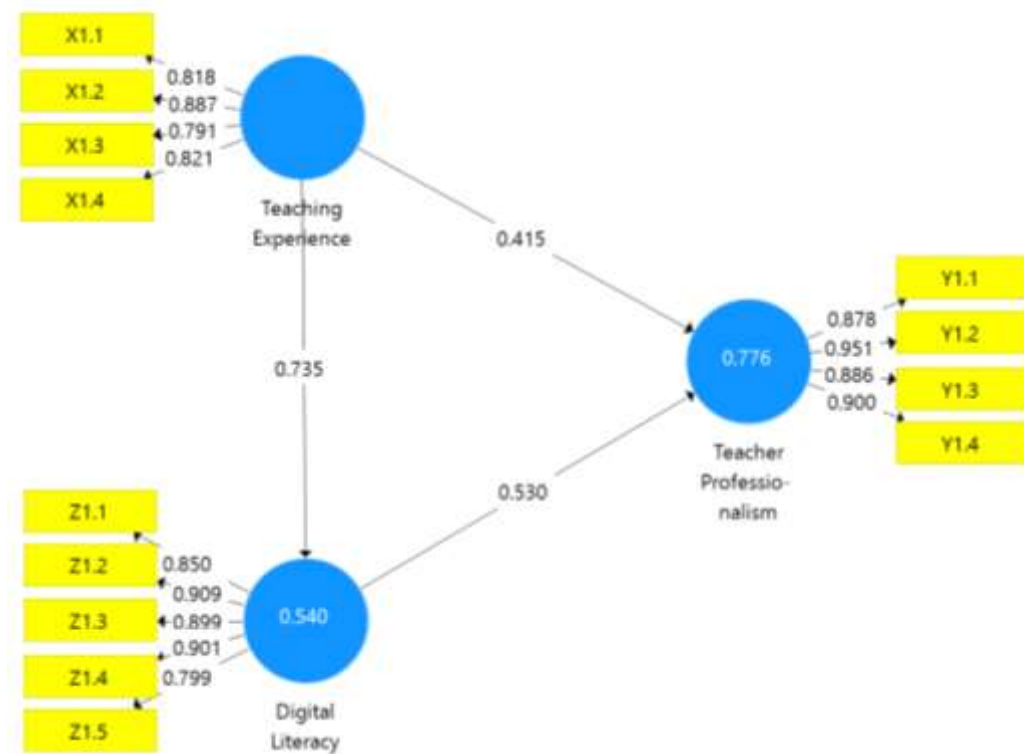


Figure 1. PLS SEM results

Based on Figure 1, it can be seen that the value loading factor the t-values for all indicators of the Teaching Experience, Digital Literacy, and Teacher Professionalism variables were above 0.70, thus concluding that all indicators met the construct validity criteria. These results demonstrate that the research instrument adequately reflects each latent variable. Therefore, the research model is suitable for explaining structural relationships, particularly in understanding how teaching experience contributes to improving teacher professionalism, both directly and through the mediating role of digital literacy.

3.2. Hypothesis Testing

The results of the hypothesis testing in this study are presented in Table 1 to show the magnitude of the path coefficient, significance value, and direction of the relationship between teaching experience, digital literacy, and teacher professionalism.

Table 2. Hypothesis Testing

Hypothesis Code	Relationship between variables	Path Coefficient (β)	T-Statistic	P-Value	Results
H1	Teaching Experience \rightarrow Teacher Professionalism	0.415	5,825	0,000	Accepted
H2	Teaching Experience \rightarrow Digital Literacy	0.735	18,638	0,000	Accepted
H3	Digital Literacy \rightarrow Teacher Professionalism	0.530	7,804	0,000	Accepted
H4	Teaching Experience \rightarrow Digital Literacy \rightarrow Teacher Professionalism	0.390	6,857	0,000	Accepted

Source: Processed data, 2026.

The analysis results show that teaching experience influences teacher professionalism with a path coefficient of 0.415, a t-statistic of 5.825, and a p-value of 0.000 less than 0.05, so the higher the teaching experience, the higher the teacher professionalism. Thus, H1 is statistically accepted.

Teaching experience has a positive and significant effect on digital literacy with a coefficient of 0.735 and a t-statistic of 18.638, and a p-value of 0.000 less than 0.05, indicating that teachers with longer experience tend to have better digital literacy skills. Thus, H2 is statistically accepted.

Digital literacy influences teacher professionalism with a coefficient of 0.530 and a t-statistic of 7.804, and a p-value of 0.000, below 0.05, indicating that increased technology utilization contributes to strengthening professional competence. Thus, H3 is statistically accepted.

Digital literacy significantly mediated the effect of teaching experience on teacher professionalism, with a coefficient of 0.390, a t-statistic of 6.857, and a p-value of 0.000, below 0.05. This finding confirms that teaching experience not only has a direct impact but also contributes significantly to professionalism when supported by strong digital literacy skills. Thus, H4 was statistically accepted.

3.3. Discussion

The Influence of Teaching Experience on Teachers' Digital Literacy

Teaching experience influences teachers' digital literacy. This means that the longer a teacher's teaching experience, the higher their digital literacy level. This finding aligns with the theoretical logic that experienced teachers tend to be more adaptable to change, including the ever-evolving technological changes in education. These results support research by Nada & Indrawan (2023), which concluded that teachers' experience and active involvement in the learning process contribute to improving their digital literacy skills. Teachers with a long teaching experience have experienced various phases of educational technology development, from the use of conventional media to digital platforms, and thus naturally have more experience adapting to new technologies. This long-term adaptation process ultimately forms more mature digital literacy skills.

This finding is further supported by Rahayuningsih & Muhtar (2022) observation that teachers with more teaching experience tend to be more proactive in adopting digital pedagogy in response to curriculum demands and student dynamics in the modern era. Classroom experience provides teachers with a unique sensitivity to recognize learning needs that cannot be met without technological assistance, thus encouraging them to continuously improve their digital literacy independently. From a research context perspective, teachers at SDN Bengkayang District Elementary School, Bengkayang Regency, who have a longer tenure are proven to be more familiar with various educational technology platforms. This indicates that accumulated teaching experience not only shapes conventional pedagogical skills but also simultaneously encourages mastery of digital literacy as an unavoidable professional demand in the current era of educational transformation.

According to Ernawati (2022), the quality of learning is not only determined by the content of the material, but also by Teacher creativity in designing meaningful learning experiences. Teachers with extensive practice tend to be more skilled at designing engaging and challenging learning activities. Professional teachers recognize that each student has a unique learning style, enabling them to offer a more personalized and contextually relevant approach. Teaching innovation is no longer perceived as a burden but rather as a reflection of evolving professionalism. This provides significant added value to efforts to improve the overall quality of education.

The Influence of Teaching Experience on Teacher Professionalism

Teaching experience influences teacher professionalism at elementary schools in Bengkayang District, Bengkayang Regency. The longer a teacher's teaching experience, the higher their level of professionalism. This finding empirically confirms the argument that experience is the best teacher (experiential learning), where a teacher's knowledge, skills, and professional attitudes continue to develop along with prolonged interaction with the real world of education. This finding is consistent with research by Wiranti (2021), which found teaching experience to have a positive and significant effect on teacher professionalism. Research by Eliyanto & Wibowo (2013) also demonstrated a similar finding, stating that teaching experience is a significant predictor of teacher professionalism.

From the perspective of Kolb's experiential learning theory, direct classroom experience provides a continuous learning cycle: teachers experience situations, reflect on them, develop new concepts, and then apply them again. This cycle results in the accumulation of professional skills that cannot be acquired solely from formal education or short training. Mulyanti et al. (2024) also confirmed that teaching experience influences teacher professionalism. Teachers with longer teaching experience have been shown to have better classroom management skills, understand diverse student characteristics, design effective learning, and establish harmonious communication with all school stakeholders. All of these capabilities directly reflect the high level of professionalism of the teacher in question, as measured by the four core competencies stipulated in Minister of National Education Regulation No. 16 of 2007.

Teaching experience is closely linked to improving a teacher's professional competence. Teachers with a long career in education typically demonstrate a better mastery of teaching materials and maximize the use of learning resources. This competence encompasses the ability to effectively plan, implement, and evaluate learning outcomes. Over time, teachers also become more skilled at adapting the

curriculum to the real needs of students in the classroom. Thus, professional competence develops naturally through continuous learning in the field.

According to Saputra et al. (2025) Teachers' professional competence is formed not only through formal education but also through active involvement in reflective activities and scientific development. Teachers who regularly participate in training, seminars, and scientific discussions tend to be more adaptable to curriculum changes and innovations in learning. Teaching experience allows teachers to deeply reflect on their teaching practices. This process is crucial for refining teaching strategies to make them more relevant to the current context. Teachers who are intellectually active and reflective demonstrate a professionalism that strengthens over time. Guarantee (2022) explains that a professional teacher is required to have various important competencies, including competent pedagogical skills in delivering learning materials, in-depth and comprehensive knowledge in various fields, a thorough understanding of the structure and objectives of the applicable curriculum, skills in utilizing various learning aids and resources, skills in operating and integrating digital devices in the learning process, commendable character and noble morals, and the ability to be a positive example and role model for students and the surrounding environment.

The Influence of Digital Literacy on Teacher Professionalism

Digital literacy influences teacher professionalism at SDN Bengkayang District, Bengkayang Regency. This means that teachers with higher levels of digital literacy have been shown to demonstrate higher levels of professionalism. This finding confirms that in the digital era, technological literacy is no longer merely an additional skill, but rather a core component of teacher professionalism. The results of this study align with the findings of Maharani et al. (2021) this proves that teacher professionalism influences the quality of learning, where digitally literate teachers are able to design more innovative, interactive, and contextual learning experiences for students. The ability to integrate technology into the learning process is one of the indicators of professional competence recognized in Minister of National Education Regulation No. 16 of 2007.

The results of this study support Putra et al. (2023) found a positive influence of digital literacy on teachers' pedagogical competence, one of the four core competencies of teacher professionalism. Teachers with good digital literacy are able to utilize various digital learning resources, use technology-based assessment applications, and create learning content relevant to the needs of Generation Z students. Lismawati & Trihantoyo (2022) firmly states that digital literacy is the key to realizing professional teacher performance in the Industrial Revolution 4.0 Era. Teachers who are able to operate digital devices, access scientific references online, and utilize technology-based learning media have been proven to demonstrate higher professional performance in both pedagogical, social, personality, and professional competency aspects as measured by this research instrument.

The Role of Digital Literacy as an Intervening Variable

Digital literacy has been shown to mediate the influence of teaching experience on teacher professionalism. Partial mediation means that teaching experience influences teacher professionalism through two simultaneous pathways: (1) a direct pathway from teaching experience to teacher professionalism, and (2) an indirect pathway through increasing digital literacy first before ultimately increasing teacher professionalism. Both pathways are equally significant, indicating that digital literacy

is an important but not the sole mechanism for transmitting the influence of teaching experience. This partial mediation finding has profound theoretical implications. On the one hand, teaching experience inherently shapes teacher professionalism through direct classroom learning processes, in line with Kolb's experiential learning theory. Long teaching experience contributes to developing teachers' digital literacy, and this growing digital literacy then helps propel professionalism to a higher level.

These results strengthen the argument Anggraini et al. (2024) that digital literacy is a strategic intermediary variable in the digital era within the chain of teacher professional development. The fact that the mediation is partial, rather than complete, actually adds to the richness of this study's findings. Although digital literacy is important, teaching experience still has a direct, independent influence on teacher professionalism, and is not entirely dependent on digital skills alone. This finding has significant practical implications for human resource management at SDN Bengkayang District Elementary School, Bengkayang Regency. Teacher professional development programs cannot simply focus on increasing teaching hours or accumulating experience alone; they must also strategically strengthen teachers' digital literacy. Conversely, digital literacy improvement programs that fail to consider the maturity of teachers' teaching experience will also not produce optimal impacts on professionalism. Both must be developed synergistically and continuously.

4. CONCLUSION

Teaching experience influences teachers' digital literacy. This means that the longer a teacher's teaching experience, the higher their digital literacy skills. Experienced teachers are more adaptable in integrating technology into the learning process, having experienced various phases of educational technology development throughout their careers.

Teaching experience influences teacher professionalism. Accumulated classroom experience directly shapes teachers' professional skills through repeated cycles of experiential learning, resulting in competencies that cannot be acquired solely through formal education.

Digital literacy influences teacher professionalism. These results confirm that in the era of digital transformation, technological mastery is no longer merely an additional skill, but a core component of teacher professionalism. Digitally literate teachers have been shown to have higher pedagogical, professional, personal, and social competencies.

Digital literacy has been shown to mediate the influence of teaching experience on teacher professionalism. While teaching experience shapes pedagogical knowledge, classroom management skills, and the ability to reflect on practice, its impact on professionalism is maximized when teachers possess adequate digital literacy. The ability to utilize technology enables teachers to integrate this experience into innovative learning, the use of digital media, technology-based assessments, and ongoing self-development.

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