Competence of Teachers as Professional Educators

Zulfakar

Educational Administration Program, Faculty of Education Science and Psychology, Universitas Pendidikan Mandalika (UNDIKMA) Mataram Lombok, West Nusa Tenggara, Indonesia

Abstract

Teacher is a respectable and noble profession since the independence era of the Republic of Indonesia, which is sometimes still underestimated by some people in a number of countries in the world, Asia, and even Indonesia, as well as what happened in some areas including Lombok-West Nusa Tenggara-Indonesia. When viewed regarding the influence of teachers as educators on their students, it is very large, therefore, if the curriculum, methods and learning media do not support activities teacher-driven teaching and learning, at every level and education level, it is most likely that students the bine note is the next generation of the struggle of the parents in the family, which in parallel is the human resource on which the struggle of a nation is based and will be neglected by others personally, and from other nations in the world, as an institution. With the progress of the times and all media-based learning tools and current technology, it is hoped that the competence of teaching staff can quickly adjust to the demands and progress existing in all fields related to their task in learning. This article generally provides an overview of the importance of teaching staff in carrying out their duties professionally, supported by pro-education policy tools, and everything related to it. from policy-makers, and a set of learning media that support the progress and smoothness of the teaching and learning process for teachers and students wherever they are, because the if teachers and students do not immediately innovate in learning, it will automatically fall behind in all fields, in learning and in life.

Keywords: *Teacher Competence; Teaching Staff; Professional Educators*

Introduction

Changing needs in the world of education in today's progressive era, have an impact on different understandings in carrying out their duties and functions in the world of education, participate in placing new demands on teachers in the education system. Teachers as the foremost profession in education are required to be open to changes that occur in the world of education, curriculum, learning tools and methods for the advancement of the world of science. Teacher roles and functions, and key teaching competencies have been specifically redefined. When meeting students, a qualified school teacher is constantly looking for better ways to work and asking students for their opinion on this. Although he stressed the importance of persistence, the classroom atmosphere was never gloomy. The teacher-leader tries to create a distance that students enjoy. Teachers are put in front of new assignments and emerge in

new roles. Teacher freedom develops and competence develops. Teachers are seen less and less than craftsmen who are called to follow given concepts and present ready-made solutions, and more than reflective practitioners and researchers who are critical of existing ones, and who are able to approach creative problem solving. Professionalizing teacher vocations is nothing more than increasing access to their education. The re-defined needs of the teaching profession imply a high level of professionalization. The current demands of competence place professionalism on the scale, attracting action education directed at the concept of quality education nationally and internationally.

The Role of the Teacher

Modern society places the role of the teacher on a new foundation, given the two qualifications of today's society, namely a 'knowledge society,' and a 'learning society," Social change inevitably forces changes in the roles of teachers and educators as a whole (Ilić, 1998: 256). Many theorists took this problem seriously. Therefore, Hirvi (Hirvi, 1996) believes that teachers must accept new roles because they have to adapt to modern circumstances. Learning situations, more intensive student involvement in various forms of work-related to them as educators and students in the world of education. The fact is that no one can replace the whole teacher well. A new technology provides only a few opportunities to innovate in the teaching process, in encouraging students to work and think critically, and use a new path in relationships: learning - teaching. (Todorov, 2010: 198) Professionalism as a new competence of teachers puts before them a completely new concept of assignments aimed at teacher lifelong education. And students. The new role of the teacher, which follows the path of the national and international quality structure of basic education, according to Vlahović and Vujisić-Živković, (2005: 21) are as follows: a) Professional teachers. Professionalism is basically the idea of the professionalization of teaching. Professionalization of the requirements of teachers: a comprehensive knowledge base of teaching and learning emerging from scientific research, a rich repertoire of practical teaching procedures, a critical intellectual teacher who works for the benefit of their students (Zulfakar, 2019) responsibility to society and its code of ethics, participation active in pedagogy, but also broader issues and cooperation with all participants in the community. In the spirit of professionalism, teacher education is driven into higher education and continuing professional development; b) Can establish personal relationships with students awake. In schools as demanded by the new age, it is hoped that teachers will move away from the majors and provide the conditions for maximum activity and self-activity of students. The basic setting should be sought in the organization of pedagogical work with the broader choice of possible approaches for teaching and learning. The teacher is in charge of setting goals and subjects in learning (Zulfakar, 2020) with their students; activities that must be done in the environment of their life. Students serve as science researchers in the learning process, finding and solving problems faced in the science they do. The living environment provides facilities and methods for learning to understand life; c) Able to establish communication with students and other people in organizational life. Activity and collaboration are the cornerstones of the modern educational conception. The teacher's role is to create a learning environment, an open environment that is stimulating in nature, where students can apply different learning models; d) Acting as a researcher in the field of education. The search for solutions to make research and development an important field of teacher education has resulted in an idea of the need to shape teachers, both as educators and as researchers. In this case, the research approach includes: active, critical attitude towards education, teaching and learning, competent involvement in research, openness to innovative ideas and approaches, willingness to enhance the teaching process and interest, and the capacity for theoretical reflection and communication; e) Able to adapt in personal and group interactions. Teamwork is one solution where teacher work is pulled out of isolation. In most countries in Asia, and the world, including Indonesia, the recruitment process for multiple profiles of primary school partners is open; f) Able to carry out activities in one theme or various. The development of science, the need to improve the quality of education, the need to rationalize the teaching process have long been topical issues of the number of teaching areas prepared by the teachers. Many Asian and World countries as well as Indonesia are interested in specialized teacher organizations for certain subject areas; g) Able to carry out duties

properly if given full trust. The development of a teacher as an autonomous professional will last throughout he is given the opportunity to undertake research and a critical approach to his professional activities; h) Able to carry out their profession well. Teaching is not only technical, but above all an ethical social activity. The teacher professional code of ethics replaces professional standards and competencies. Teachers have a demand to place education in a community function. The feeling that the development of the student is entrusted to him and the awareness of his own role places the teacher in a position where he cannot ignore the moral side of the task at hand.

Teacher Quality

Professionalism, apart from knowing the job, means doing it in the best possible way. Difference between professionals and non-professionals are not only about independence at work. Most importantly, a professional is interested in quality. Their work is quality, and if they lead or teach them, it's important that they do well. (Glaser, 1999: 27.) The teaching and learning process is in fact a process of interaction that takes place in the field of student interpersonal relationships. - teacher, student, teacher - environment. In its most general form, the entire educational process in schools can be defined as the interaction between personnel which is formed through communication. The effects of educational work can largely depend on the structure, and quality of established relationships in the department. (Kostović, 2006: 7.) The role of teachers in interactions and communication is very important and marks the level of professionalism, but also the ethical dimension as a part of his responsibility. In the OEVID Compulsory Schooling report in a Changing World (Compulsory Schooling in a Changing World, 1983), the following statement can be found regarding the problem and the difficulties teachers face today. With declining school enrollments and increasing pressuring to make changes in curriculum and management in schools, it will be very difficult to maintain the morale and competence of teaching staff over the next decade. It is likely that many teachers find themselves under double stress. On one side, It is only natural that they would be concerned, if there were new reductions at work and a blockade of work progress, or talk about testing their competence, and the perceived threat of a teaching staff surplus in the air. On the other hand, they will be under increasing pressure to diversify their functions, change their teaching style, to cope with the new demands of the curriculum and replace some of its long-established autonomy.

Therefore, it is necessary to ensure that basic teacher training courses have adequate content, abundance, and flexibility. To be able to respond quickly and effectively to changes in schools. In addition, the need is focused on providing wider and better opportunities for professional development through a professional development courses that will enable hired teachers to follow and adapting to new requirements previously set. Recent experiments show that in-service training is most effective when courses at formal higher education institutions such as universities, or an institution that specializes in teacher training, which is associated with the application of theory. In schools. School training has proven to be very effective. (Schools and Quality, 1998: 106) Priority needs to review teaching conditions and policies in relation in improving school performance are set out in the OECD report (1984: 108). Effective education at all levels, depending on the qualifications and motivation of the teaching staff. Teachers,' duties today are much more complex and demanding than ever before. They must respond to parents, ' demands for educational outcomes, the community's need for wider access to education, but also pressure for school activities to take place in a greater democratic atmosphere. It is important to re-examine the positive teacher selection, working conditions and teacher training as well as their motivational status and career prospects. The Republic of Indonesia agrees with a number of countries in Asia , and the world that teacher competence and commitment (Taylor, JA, et al. 2017, Johnson, CC, & Fargo, JD, 2014) are important prerequisites for producing users who are educated by the concept of education. Quality. But, at the moment in many countries in the OECID world there is public dissatisfaction with teacher performance, whereas teachers are clearly dissatisfied with their salary. Dissatisfaction arises from a feeling that some teachers are not sufficiently armed with personal skills or qualities to be able to meet the new assignments and challenges set before they practically teach in the

classroom. Meanwhile, teacher dissatisfaction arises from the loss of self-esteem which in turn is associated with feelings of declining social status, and working conditions which they consider unsatisfactory. The measures proposed for increasing the professionalization of teaching staff are four different measures (OECID, 1998): a) recruiting employees in a favorable manner; b) make preparations for new and better educators; c) maintaining the best quality in teaching practice; d) trying to improve the spirit and morality of the educators. These goals are easy to set, but difficult to implement in the everyday life. Professionalization of the teaching force is the basic path to quality education. There is now and cannot possibly exist, quality education without quality educated teachers. Teaching innovations that must provide new values and humane realization represents a teacher whose early and subsequent education will function directly from new needs. (Vlahović, 2000: 117.) Therefore, an innovative effort in approach for those who decide to become a teacher, as well as for their lifelong education.

In some countries, there is an established practice of entrusting part of the responsibility to train prospective teachers to lead teachers. They form a very useful bridge between the world of school and academia at universities or college. Working with them also delivers additional career path for good teachers who prefer to stay in class instead of doing administrative work. (School and Quality, 1998: 113, Kelly J., et al. 2020). Other countries have again developed the analogy function of supervising teacher, but do not use terms such as master teacher, because the name is sometimes considered inappropriate. In several countries around the world including Indonesia, 'teacher-teaching' is playing an increasingly important role, usually spending most of their time in school and only a little in an educational institution. Therefore, innovative approaches to the teaching profession starting with early education; towards professional development with support for lifelong learning.

Competency Based Teacher

The teacher training approach, which became known as life-long teacher-based education on competence or performance, emerged as a response to teacher education (Allen, J. P., et al. 2015, Hill, H. C., et al. 2013) in depth and courses that are so theoretical, that educators and students consider them too far from the classroom and irrelevant to the needs of future teachers. Unfortunately, the healthy reaction to this misunderstanding of the theory has grown into an extreme movement. Specific skills in building good relationships with students are very clearly defined, which is also very useful for prospective teachers (Philippa C., 2015, Randel, B., et al. 2016)). However, then the principles of competency-based teacher training began to be applied so strictly, so that only those who were previously allowed to are allowed. The main dangers of this approach are: that the role of the teacher becomes very mechanical, and does not allow the teacher or prospective teacher, to adopt a reflexive attitude towards the goals he wants to achieve, with instruction, there is no difference between education and training.

A competency-based approach to teacher education, has its value as a part of initial training. Useful for teachers to adopt specific skills needed in class. After all, education should not be completely equated with training, and the role of professional teachers is to explain the educational process, and analyze it in relation to the reasons, and needs why certain learning experiences are beneficial (Sue S., et al. 2020, Aileen K., 2014). There is no doubt that early training institutions need to be strict in selecting students, who individually prove unsuitable for teaching in school or in the classroom. Part of the problem with initial training lies in too much information to apply and too many skills to master in a limited time. Therefore, initial training should be understood only as the first stage of professional preparation and not entire preparation. Therefore, the lack of qualified teachers and marked by success in carrying out their duties as professional teachers, is not a problem that can be solved by changing the new structure alone. The causes are in teacher education and management, and can only be resolved by improving the methods used in educating and manage them, regardless of school structure. (Glaser, 2000: 20, S. E. A. Groothuijsen, G. T. P., et al. 2019) A more comprehensive teacher education movement, competency-based, developing as a reaction to inadequate education programs. However, if teacher

education needs to be improved, the most important thing is to maintain and improve the quality of those who are directly responsible for the process. Taylor and Rhodes compared university professors who specialize in training prospective teachers with those involved in education in other university disciplines; the former has been shown to devote less time to research than the latter, while most were not involved in research at all; Additionally, they generally had lesser degrees and were obtained at less prestigious universities.

The excellence of the academic field, in two, major countries in education, namely the United States and the United Kingdom, was conducted by a comparative study by Rhodes. In Britain, he says, far more attention is paid to academic excellence than professional competence, whereas in the United States very little attention is paid to academic excellence, but that is why American students are better prepared professionally. He also stated that, although British students performed better on tests of intelligence and verbal comprehension than American students. they performed worse on tests measuring professional knowledge. This statement suggests that it is necessary to develop different, but the same, more stringent criteria for measuring the excellence of teachers involved in training teacher candidates. They shouldn't just follow the usual academic criteria in another college. Their professional development should be linked not only to recent teaching experiences in schools, but also to the ways in which research in education can be combined, practical work in schools involving students, and recording experiences that are permanently of professional significance, (Jacqueline D., et al. 2020, Fred K., 2017), but also personally, is useful regarding maintaining contact with the class. This requires a broader understanding of what constitutes research in education, as well as developing more adequate tools for evaluating practice-based research. In this case, it is not enough to carry out evaluations in the same way that professors from some other university disciplines do, although some may want to. However, teacher education enters a conflicting orientation - must demonstrate that it has the same energy standards as other faculties, and provide practical training for teachers in the classroom. Teachers who are involved in teacher education must develop a style of practice and research that is, in a sense, similar to the clinical model used in medical schools (Schools and Quality, 1998: 116, Tebeje M., et al. 2020). Prospective teachers who are educated for this vocational, should be guided by the competence of research, as an essential part of their future to teaching work, to evaluate and validate their professional results.

Therefore, it is understood that postgraduate students must have the competence to achieve teaching goals by practicing directly in schools, which include: a) academic knowledge is transformed into appropriate content in school teaching; b) transfer of basic social values; c) discusses topics related to social responsibility: human rights, ecology and environmental change; d) respect for diversity, especially gender and cultural differences in the presentation of material; e) planning and carrying out extracurricular activities; f) application of research methods to improve own practice; g) application of information technology in teaching. These educational goals can be formed autonomously by teacher education institutions into their study programs (OECD, 2003; Linde, 2003; Berglindh, 2002).

One of the key questions, posed within the framework of this document, is: How to enable the professional development of teachers and keep them within the framework of their profession? According to the proposed proposals, this can be achieved in a number of steps: a) by ensuring good social and material working conditions; b) by creating a stimulating work environment; and c) the possibility of lifelong learning and education. The three proposals offered are key moments in the development, and acquisition of professionalization of the teaching staff. Ensuring good material and social working conditions, includes adequate wages, ensuring good retirement conditions, adequate annual leave and maternity leave, adequate working hours, opportunities for personal training and professional work (Todorov, 2010: 201, Auli Toom, 2019). A stimulating work environment means, suitable space and good school equipment with teaching aids, class sizes (between 20 to 25 students) and professional support from peers or professional services (specialized pedagogues, psychologists, social workers, medical staff). Continuous professional development is usually associated with three types of professional development

that occurs after initial education: a) job introduction can be done by apprenticeship b) training in formal, or informal positions, and c) postgraduate studies of different duration.

Teaching Quality

To improve the quality of teaching, in some countries a clearer definition of what is expected of teachers in different schools. Over the past few years, the teacher's role has changed and the number of assignments to be performed has increased. Since World War II, there has been a tendency for teachers to be responsible for the welfare and health of students, and to connect with parents and other community members. In addition, current teachers are expected to maintain a overall development of their students, both emotional, physical, and social, as well as purely academic, although in this regard, as recent comparative research has shown, there are differences in a number of countries in the world including Indonesia. At the same time, there is an increasing difficulty faced by teachers: teaching is often overloaded or there are too many students in the classroom, the student population is very diverse and their needs, the support provided to teachers to facilitate classroom teaching is inadequate, and the teaching aids used in learning activities are still lacking. Many schools have a reputation for being unsuitable environments for teachers and students. Schools sometimes complain about a lack of professional staff and inadequate buildings. Educational institutions often complain of a lack of professional or semi-professional staff, and that most students fail to provide sufficiently useful instruction. Or giving sufficient attention to those who learn poorly (Michael K., et al. 2019, Schools and Quality, 1998: 123, Amanda L., et al. 2020). Under such conditions, can good results be expected? Policymakers need to have a clear understanding of the role of the teacher, and accordingly, align the means of providing in-service training, as well as mechanisms according to create a teacher careers structure that reflects any changes in teacher roles. There is no single formula that can be applied in all countries for determining the role of teachers. Historical and traditional factors play a very important role in this, but for those involved in planning, in fact, it is very important to determine their expectations regarding the role of the teacher. Teachers must of course is to be ready to change their teaching style with ever-changing requirements. The question and answer routine is still considered regular teaching.

Although it is common knowledge that this recitative model is completely ineffective. Further research needs to focus on how to implement teaching the style reforms as they resist all change. Obviously, there are some organizational constraints, such as time and place, and the choice of textbooks and other props. Teachers are often expected to take a role in curriculum planning, but are not given the opportunity to acquire the appropriate competencies. The need for conformity of changes in the teaching process with proper planning of teacher training and their training is a necessary principle. Additional experiments are needed regarding alternative teaching strategies. Teachers, ' expectations are often to low, especially when it comes to students who come from ethnic minorities or those who learn slowly. Teaching quality should be linked more to problem-solving pedagogy, rather than some kind of rigid curriculum that is centrally determined and linked to traditional teaching methods. What needs to be avoided is the possibility that the success of alternative strategies depends on the laborious efforts of the 'super teacher." In addition, this strategy needs to be integrated into organizational practices throughout the school. Great educators represent only the exhausted candidate and lonelier than general practice models. Some education experts support the idea that every teacher should be a researcher. When this concept is clarified. It appears that it actually describes the type of teacher who thinks about his own teaching performance which is reflected in the search for better methods to solve problems in the classroom. In other words, the teacher as a researcher represents an expert who is involved in the process of experimenting, collecting data, recording results, and evaluate his own achievements.

Conclusion

Responsibility for teachers in a professional manner is very much-needed, Because, the in carrying out routine daily tasks, teachers are preoccupied with a number of problems related to classroom learning materials and problems their students have, both personally in the concept of personal and institutional guidance, which If not, having a good responsibility in carrying out their duties will have fatal consequences for the mental development of their students in the future because it can be said that the current generation is a miniature of a community that will determine the direction of life of the people of a nation in the future. The position of teachers as professional educators in formal education institutions is currently seen as different from the previous period. Their education is a dynamic, open, and continuous process. Competence is the basis for the professional development of teachers in all periods of their professional careers. Teacher competence and professionalism are currently hot topics that deserves attention from all elements of society and the government, in their daily career paths because of their totality in carrying out their duties. This article is a simple overview to see some aspects of contemporary social trends in teacher education. in new competencies as the basis of the quality structure of education which is the basis in the conceptual context countries with national and international education standards. The concept of standardized education both nationally and internationally requires a fairly complex struggle, regarding scientific mastery, disciplined performance of the professionalism of educators, expertise, creativity, preparation for work, teacher and student lifelong learning paths. In the current concept of roles and teaching methods, confidence and self-esteem are developed, student safety, the possibility of a more mature observation about the world of education in Lombok-Nusa Tenggara Barat-Indonesia today. And easier perceptions of changes in the world of education as a whole in Indonesia and other countries in the world.

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