



The Influence of The Students' Perceptions About Teacher Professional Education Program (PPG) on The Interests in Becoming Certified Teachers

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Abstract

The purpose of this study was to determine the influence of the students' perceptions about Teacher Professional Educational Program (PPG) on the interest in becoming a certified teacher in the Early Childhood Teacher Education (PGPAUD) study program, faculty of education, UNNES. Students' perceptions about PPG and interest in becoming certified teachers are interrelated. One of the requirements for someone wanting to become a professional teacher and having certification has to take PPG. The program is aimed at graduates of S1 / D4 education and non-education. The approach used is quantitative with survey methods. The populations of this study are the active students of PGPAUD UNNES 2017. The number of samples that have been taken using a proportional random sampling technique is 78 students from 3 classes. The data collection techniques used a questionnaire. All calculations use SPSS 24. Based on statistical calculations using Linear Regression, a significance value (Sig.) Of 0.00 is obtained, which means it is smaller than the significance level of 0.05 or $0.00 < 0.05$, then H_a is accepted. The results of the study using simple linear regression analysis showed there was an effect of 59.4% and the remaining 40.6% was influenced by other factors not covered in the study. This shows that students' perceptions about PPG have an influence on the interest in becoming a certified teacher. This research suggests that educational student graduates must be more enthusiastic and increase their confidence to be able to compete with non-education students to become certified, competent, and professional teachers.

How to Cite

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INTRODUCTION

The teacher is a determinant of the progress and success of education in the future. Considering the quality of teachers is still a problem in the world of education, the government issued regulations for teachers that are required to have academic qualifications, competencies, and educator certificates that have been regulated in Law Number 14 of 2005 concerning teachers and lecturers. Its existence is often seen as a professional position so it needs to be prepared through professional education or what is referred to as Teacher Professional Education Program (PPG).

Education has a goal to humanize humans and bring someone to human quality which means to make people live well and be able to plan their future lives independently. (Fikriyah&Astuti, 2017). The quality of education in Indonesia is still in the spotlight. Mukminin, et al (2019) said that this happened as a result of teacher professionalism. Some teachers do not have good professionalism in carrying out their duties as stipulated in Law No. 20 article 39. In this case, the Institute of Education and Education Personnel (LPTK) also has a significant contribution to the quality of teachers. The government, through various programs, has created an effort to guide teachers to create professional teachers.

Professional teacher development has a law from the government as stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation (PP) No. 74 of 2008 concerning Teacher Certification. Teacher certification is obtained through professional programs through Teacher Professional Education Program or often known as the PPG program. The existence of this policy is not only aimed at education graduates, but non-education graduates can join this program if they have an interest in becoming teachers. So education graduates will compete with a bachelor of pure science. The program is expected to be an effective forum for producing professional teachers in the future.

The effectiveness of the PPG program requires an assessment from education students who will later run the program and as input and form of support to further refine their objectives. Assessment of each student can be seen from how students' perceptions about PPG. Besides, it is also prepared for bachelor graduates who have the talent and interest in becoming a professional teacher who has a teaching license that can be called an educator certificate. The certificate can be obtained if a teacher has competence and professionalism (Qomario, 2018).

This is in accordance with Sidiq's opinion (2018) that a teacher must have a competency, qualification, and certification to be declared as professional teaching staff. Professionalism is rooted in the word profession which means work that is based on expertise education. In line with Latiana (2016) said the government has formalized that the teaching profession is equivalent to other professions and is referred to as professional staff, and is verified through the teacher professional certificate given to teachers as a sign of professional teachers. Pangestika (2015) said that teachers are a professional position so they must be able to carry out their duties professionally. This opinion is supported by Surya (2014) states that with an increase in teacher qualifications as a profession then a teacher should be those who are qualified from graduates of professional education teacher and professional certification. This is an affirmation that the aim of teacher certification is proving the professionalism of a teacher.

According to data from the Ministry of Education and Culture in 2017, in general, there are 3,017,296 teachers in Indonesia. A total of 2,114,765 are in public schools, while 902,531 are in private schools. 1,174,377 are Civil Servants (PNS) teachers in certified public and private schools, and 217,778 are certified non-PNS teachers (www.kemdikbud.go.id in 2017). The following is Table 1 which details the kindergarten teacher certification nationally.

Based on Table 1, the problem of teachers is still the main in the world of education, because of the total number of 267,875 kindergarten teachers, there are still 164,794 teachers who do not yet have professional certificates while the number of those who have had professional certificates is only 103,081 teachers. The data indicate that the lack of kindergarten teachers in Indonesia who have not yet participated in the Teacher Professional Education (PPG) program has resulted in a lack of certified teachers. The problem is due to the perceptions of education students towards the Professional Teacher Education (PPG) program which impacts the interest to become a certified teacher.

The interest in becoming a certified teacher arises from the perception of students about teacher professional education program (PPG). In accordance with the Galih&Iriani's statement (2018) that "teacher professional education program (PPG) has the main goal is to empower teachers by producing certified teachers". Teacher certification is expected to improve teacher welfare. The form of teacher welfare improvement is in the form of professional allowances for te-

Table 1. National Kindergarten Teacher Certification Data

Age	Employment status				Total
	PNS	Permanent Teacher in a Foundation	Honoror	Nonpermanent Teacher	
Certified					103.081
> 50 years old	19.967	8.464	19	35	28.485
40-49 years old	15.773	26.102	160	124	42.159
30-39 years old	4.998	26.236	205	145	31.584
< 30 years old	60	776	8	9	853
Total	40.789	61.578	392	313	103.081
Not Certified					164.794
> 50 years old	2.065	5.563	194	924	8.746
40-49 years old	3.418	24.623	1.339	6.369	35.749
30-39 years old	2.965	47.130	2.696	14.610	67.401
< 30 years old	394	35.350	1.540	15.614	52.898
Total	8.842	112.666	5.769	37.517	164.794
Total					26.875

Source: dapo.paud-dikmas.kemdikbud.go.id in 2017.

achers who have an educator certificate and meet other requirements in accordance with applicable regulations. The allowance is addressed to teachers who are civil servants (PNS) and non-civil servant teachers who have educator certificates. Also, the PPG program will establish and enhance teacher professionalism, add experience, and means to obtain an educator certificate. The teacher certification activity must go through a teacher professional education program (PPG).

Relationship with interest, perception is a factor that determines the emergence of interest. Because perception is the process of someone's assessment for something and ultimately produces a choice. In accordance with research conducted by Destria (2015) said that

"In relation to interest, perception determines interest. It is said so because perception is the process of one's selection of an object through its sensors that produce messages and information then interpreted through assessment and produce choices. While interest is the effect of evaluating or looking at objects, interest is the choice of the selection process in perception. So it can be said the emergence of interest in an object can be determined by the perception of the object. The better of the perception of an object, the greater the interest to explore an object is".

Based on interviews and dissemination of online questionnaires conducted by the researcher to students on August 20, 2019, students assessed that there was discrimination because students assumed that the PPG program was det-

rimonental to education graduates because it could be attended by a non-education bachelor or Diploma 4 graduates. Students also think that the PPG program does not guarantee that they will become professional teachers without the sincere intention of each teacher. Because being a teacher does not only educate people's intellectual but also educates students' character. They said that the existence of the policy made no difference between the education and non-education graduates.

The existence of the program has caused unrest especially for education students as teacher candidates. The anxiety felt by PGPAUD students as education students are that if they want to become a teacher, they are obliged to attend the PPG program before being appointed as professional and certified teaching staff. This means that students who graduate from education will not automatically become valid teachers because without joining the PPG program, a person who even has an education diploma is not considered qualified to teach and has not been considered to be a professional and certified teacher.

Students consider that government policies related to the PPG program are unfair to them. According to them, they already have the professionalism of a teacher while pursuing knowledge about education for at least 4 years, which of course is ready to go to the field (school) to teach. Another problem is that someone from a non-education bachelor or D4 graduate has the talent and interest to become a teacher whose studies

are not in contact with the world of education can still take part in PPG. Students consider this unfair because it reduces chance and opportunities for students and they must fight and compete with non-education students in the PPG entrance selection.

The researcher's reason chose the research location at Universitas Negeri Semarang (UNNES) was that it was one of the LPTK appointed by the government and given the task and authority to conduct PPG. Besides, it also makes it easier for the researcher in the research process because the researcher is in Central Java and study at Universitas Negeri Semarang. Therefore, the researcher feels interested in examining the influence of students' perceptions about teacher professional education programs (PPG) on the interest in becoming a certified teacher. The purpose of this study was to determine the effect of students' perceptions about teacher professional education programs (PPG) on the interests of becoming certified teachers.

The advantage of this study is that this study uses proportional random sampling because it takes a sample of members from random participation by looking at the proportions of each class, so that each population in each class can be represented. Therefore, the samples used match the hearing of the population.

METHODS

This type of research used quantitative survey methods. The dependent variable in this study was the interest of students to become certified teachers while the independent variable is students' perceptions of teacher professional education programs (PPG). The population in this study was the active students of the PGPAUD class of 2017. The sample was taken using a pro-

portional random sampling technique so that each class could be represented. The data collection method used a questionnaire with a Likert and Guttman scale, while the data analysis technique used a simple regression method. All calculations used SPSS version 24.0 for windows.

RESULTS AND DISCUSSION

This section is an explanation of the results of research related to the category of perception scores of students about PPG, which can be seen in Table 2. The score results Table 2, the information obtained is that students have medium perceptions are 63 people with a percentage of 80.77%. Whereas, the interest score category for becoming a certified teacher can be seen in Table 3.

The score results Table 3, the information obtained is that the interest of students becoming certified teachers is in the medium category that is 54 with a percentage of 69.23%. To find out the hypothesis testing, it can be seen through the results of the output of regression analysis (ANOVA) which can be seen in the Table 4.

ANOVA analysis results are used to test the presence or absence of the influence of independent variables on the dependent variable. The ANOVA calculation results obtained information about the results of the F calculation of 111.340 and probability (Sig) 0.00 which means smaller with a significance level of 0.05 or $0.00 < 0.05$, so it can be concluded that there is an influence of students' perceptions about PPG on interest in becoming a certified teacher, then H_a was accepted.

The number of the influence of students' perceptions about PPG, it can be seen through the coefficient of determination. Following are the results of the analysis of the coefficient of de-

Table 2. Categories of Students' perception Scores about PPG

Number of Answer Scores	Frequency	Percentage	Category
30 – 60	3	3,85 %	Low
61 – 90	63	80,77 %	Medium
91 – 120	12	15,38 %	High
Total	78	100 %	

Table 3. Interest Score Categories for Certified Teachers

Number of Answer Scores	Frequency	Percentage	Category
28 – 55	0	0 %	Low
56 – 83	54	69,23 %	Medium
84 – 112	24	30,77 %	High
Jumlah	78	100 %	

Table 4. Results of Regression Analysis Output (ANOVA)

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5857,025	1	5857,025	111,340	,000 ^b
Residual	3997,962	76	52,605		
Total	9854,987	77			

a. Dependent Variable: INTEREST; b. Predictors: (Constant), PERCEPTION

Table 5. Results of the Determination Coefficient Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,771	0,594	0,589	7,25291

a. Predictors: (Constant), PERCEPTION

termination in Table 5.

The Table 5 shows that the coefficient of determination (R Square) is 0.594, which means that the influence of the independent variable (students' perception of PPG) on the dependent variable (interest in becoming a certified teacher) is 59.4% while the remaining 40.6% is influenced by other factors that are not covered in this study.

Teacher is a job that requires training and mastery of certain knowledge and expertise or what is called a profession. To be a professional teacher means having a job that requires skills or expertise gained through special education. This is stated in Law No. 14 of 2005 concerning Teachers and Lecturers which states that teachers are professional occupations. In line with that, Suriansyah, et al (2015) stated that a position or occupation can be called a profession if it is prepared through special education to master the fields of science that underlie approaches, strategies, techniques, and work procedures. Someone will have expertise in a particular field of study if specifically prepared through education that is carried out thoroughly. Therefore, a profession must be prepared in a pre-service education with good standards in the education process and competency standards for the screening organizers. Thus, professional staff can be prepared in carrying out their duties.

An educator can be said to be professional if he has competence that will drive the process of improving the quality of education. The existence of professional teachers is needed to be able to advance education and career development and the teaching profession that is directed to improve the competence and performance of teachers in the context of implementing the educational process. The recognition of the position of the teacher as a professional is proven by the teacher's certificate. The same recognition also applies to

other education personnel who are professional.

Sidiq (2018) said that teachers are often associated with three factors, including teacher competency, teacher certification, and teacher professional allowance. Therefore, competent teachers can be proven by obtaining teacher certificates. Educator certificates obtained through the PPG program can also support a career as a teacher because with the existence of an educator certificate, it will be recognized as a professional teacher. In addition, educator certificates also provide guarantees that teachers who have a certificate means that they have a license to teach because they meet the specified qualifications. Having an educator's certificate certainly does not immediately become a professional teacher, but teachers who have an educator's certificate have been trained and have experience through the PPG program which is the foundation if they have more quality and professionalism.

In the score category, students' perceptions about PPG are in the medium category, this indicates that students' perceptions about PPG are neither low nor high but are in the moderate or sufficient category with a percentage of 80.77%. This is certainly influenced by several factors that influence perception, such as the opinion of Toha (2014) saying that the factors that influence one's interest are divided into 3 namely psychology (mental state), family, and culture (community environment). Agreeing with that, Latipah (2017) also divides perception factors into 3 namely innate (from within), critical periods (one's experience), psychology and culture (needs, beliefs, emotions, and expectations).

In addition to the factors that influence students' perceptions about PPG, the process of forming perceptions certainly also influences the occurrence of a perception. Sugiharto (2018) divides the process of formation of perception

into 3, namely a) the existence of the perceived object, the object will cause a stimulus that will be received by the senses; b) sensory organs, used to receive stimulus and as a means of response; c) attention, is needed as a preparation for holding perception. While perception contains several elements. The Ministry of Education and Culture (2003) divides elements consisting of selection, interpretation and reaction. The theory is supported by Walgito (2010) who divides the perception indicators into 3 parts, namely a) absorption of objects. In this section will give rise to an image, response, and impression; b) understanding. After obtaining a picture, it will be organized, classified, compared, and interpreted so that attention and understanding are formed; c) evaluation or evaluation that compares understanding and understanding with norms.

Student perceptions about PPG are closely related to students' interest in becoming certified teachers. This is in line with the opinion of Destria (2015) argues that perceptions and interests are interrelated, perceptions determine one's interest. That is because perception is the process of a person's selection of an object through his senses that produces messages and information that has been interpreted through an assessment that produces a choice. This opinion is supported by research conducted by Azizah (2019) that one that influences individual interest is perceived behavioral control. Control of perceived behavior is the ease or difficulty of perceived behavior.

Students' perceptions about PPG can be said that a student's perception of PPG information he has received from the environment through his sensory devices. This is in accordance with research Larasati (2016) states that students' perceptions about PPG is an impression or opinion of students towards the PPG program that is sensed and captured by the five senses. Resulting in different perceptions between students and other students. The main objective of PPG in Permendikbud No. 87/2013 is to produce prospective teachers who have the ability to realize educational goals, so if there are applied science scholars who have the potential and talent to become teachers, it can help advance education in Indonesia. This will produce more qualified teachers.

Actually, educational students are basically also equipped with the PPL (Field Learning Program) which aims to provide opportunities to teach directly in schools. However, that is not enough to become a professional teacher. Galih & Iriani (2018) stated that through the PPG program, the implementation of PPL was coupled with classroom action research as a follow-up to

PPL activities that made it more focused on teaching practice. In addition, the activities of PPG in the process and activities are more in-depth and detailed to form professional and qualified teachers.

The PPG program is the right program to produce quality teachers because the PPG program provides experience in preparing learning and training the competencies of a teacher. Larasati (2016) states that with teacher professional education (PPG) can determine the level of teacher's ability to carry out professional duties. PPG is a concrete effort to provide the widest opportunity for those who want to become teachers to develop and improve their quality in terms of education. Teacher Professional Education (PPG) is held as a vehicle for those who want to become teachers to emphasize expertise in the educational aspect (Saroni, 2011).

Basically, educational students want to become a teacher. Therefore, the department of education was chosen as the level of higher education. The PPG program is a complement to the educational process for educational students. If educational students do not participate in the PPG program, they can still become teachers because they already have the teaching skills they obtained during their undergraduate studies, however, it is actually illegal and is against PP No. 74 of 2008 article 2 on Teachers which states that teachers are required to have educator certificates.

The interest in becoming a certified teacher is a desire, interest, and a high tendency towards teacher certification, which begins with cognition (knowing), then emotions (feelings), giving rise to conations (volition or will). Based on the results of the study, the score of student interest in becoming a certified teacher is in the medium category, this means that the interest of students in becoming a certified teacher is neither low nor high but is in the moderate or sufficient category with a percentage of 69.23%. The existence of factors is something that certainly affects interest. Crow and Crow (in Sugiharto, 2018) states that the factors that influence individual interests are a) the inner urge factor, which means that environmental stimuli that are in accordance with the desires will generate interest; b) the factor of social motive, is a factor within human beings by social motives (society); c) emotional factors, are feeling factors that are influenced by objects.

Besides factors, the things that influence interest are elements. The elements according to Abror (in Sugiharto, 2018) say that interest contains elements, namely elements of cognition

(knowledge), elements of emotion (feelings), and elements of conation (desire), this is in accordance with the opinion of Ahmadi (2009) which mentions indicators interest is cognition / knowing, emotions / feelings, konasi / will.

An undergraduate education degree obtained after an S1 must be completed with an educator certificate. The PPG program aims to produce professional teachers who are recognized through educator certificates and realize national goals because it is the teacher's responsibility in implementing them. Basically realizing the goal of national education is not from an educator certificate, but in realizing the national educational goals the teacher must have professional skills that are realized and recognized by the state through an educator certificate.

Certification can benefit the teaching profession because the teacher will be more considered by the government as well as proof of the professionalism of a teacher. This is in accordance with the objectives of certification according to Suyanto and Asep (2012) namely: a) determining the eligibility of teachers in carrying out their duties as agents of learning and realizing national education goals, b) improving the process and quality of educational outcomes, c) increasing teacher dignity, d) increase teacher professionalism. Febria (2016) teacher certification in Indonesia is known by two types of certification, namely teacher certification in position and certification of pre-service teachers. Specifically for certification in position is regulated in Permendikbud Number 37 of 2017. While for certification of pre-service is regulated in Permendikbud Number 87 of 2013.

In this study, students' perceptions of teacher professional education (PPG) can be used to predict student interest in becoming certified teachers. The student's perception of PPG is a student's assumption about information about PPG that has been received from the environment through its sensory devices and the information will go through a process of screening, evaluating, and drawing conclusions. Students will filter information about PPG through their senses, provide an assessment of PPG, then provide conclusions about PPG related to the interest in becoming a certified teacher. The interest in becoming a certified teacher is a desire, interest, and a high tendency towards a teacher certification. The emergence of interest in an object can be determined by the perception of the object. PGPAUD students who view the PPG program can prepare professional teachers who have educator certification, will always support the PPG

program.

The teacher is a professional position, this means that the teacher position is recognized as a position that has specificity in terms of duties and responsibilities, namely educating and teaching. All skills, knowledge, and competencies possessed must be able to support in the process of educating and teaching. Milson (in Sugiana&Formen, 2015) said that the preparation of teacher education aimed at teachers is to support character education, therefore as educators, teachers are prepared and trained to do their jobs effectively. A teacher must have professionalism in carrying out their duties. In addition to professionalism, teachers will also receive certification. This is the focus of the PPG program. The statement was supported by Galih&Iriani (2018) that the teacher professional education program (PPG) has the main goal of empowering teachers by producing certified teachers. The education is held for teachers who do not have educator certificates or bachelor / D4 graduates who want to become professional teachers. The success of the PPG program, of course, requires an assessment of students to have an idea when graduating. The assessment in question is the perception of students.

In addition, to become a certified and professional teacher, the government issued a policy that every teacher who wants to have an educator certification and holds a degree as a professional teacher, must attend a teacher professional education program (PPG), which is stated in Regulation of Minister of Education and Culture (Permendikbud) No. 87/2013 stating that professional education teacher program or referred to as PPG is an educational program organized by the government to prepare education bachelor and Non-education bachelor / D4 graduates who have the talent and interest to become teachers to fully master teacher competence in accordance with national education standards to obtain a certificate of professional education in Early Childhood Teacher Education, basic education and secondary education. So, it is not only teachers who only provide knowledge, but also produce teachers who have professional competence.

This is in accordance with research conducted by Yilder, et al (2018). Pre-service teacher training is very important in the development of certain belief patterns towards the profession, and the main objective of professional teacher education is to systematically. Yilder suggested that pre-service teacher training is very important in developing certain patterns of belief in the profession, and its main goal is to become a professional teacher systematically.

Based on the results of the study, it showed that the perception of the teacher professional education program (PPG) significantly and positively influences the interest in becoming a certified teacher in the Department of Early Childhood Teacher Education class of 2017. This is in accordance with the ANOVA calculation results, it obtained information about the results of the F calculation 111,340 and probability (Sig) 0.00 which means smaller with a significance level of 0.05 or $0.00 < 0.05$, so it can be concluded that there is an influence of students' perceptions about PPG on the interest in becoming a certified teacher. The R Square value of 0.594 means that the influence of the independent variable (students' perception of PPG) on the dependent variable (interest in becoming a certified teacher) is 59.4%. This study found that students' perceptions about PPG affect the interest of students in becoming certified teachers.

CONCLUSION

Based on the results of the study, it can be concluded that students' perceptions that PPG has a positive influence on student interest in becoming certified teachers. It is shown from the simple linear regression test table which shows that the value of R Square in the table is 0.594 or 59.4%, thus indicating that the influence of students' perceptions about PPG contributed 59.4% to the interest in becoming certified teachers in the PGPAUD program in Faculty of Education, Universitas Negeri Semarang. This study found that students' perceptions about PPG affect the interest of students in becoming certified teachers.

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