



The Urgency of Teachers' Professional Competence to Improve the Quality of Education

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ARTICLE INFO

Received: 01 July 2024

Accepted: 03 September 2024

Published: 30 December 2024

ABSTRACT

This article discusses teacher professional competence to improve the quality of education. The main problem faced by education in Indonesia is the quality problem which cannot yet be equated with developing countries, let alone developed countries in the world. This quality is influenced by teacher competence, especially professionalism. This study uses qualitative methods, data was collected through literature study or document study. This article concludes that teacher professional competence is a set of knowledge, skills, experience that teacher possess and control in carrying out their duties as teachers. Professional competence is a must for teachers in an effort to improve the quality of education. Teachers have a urgent position to improve the quality of education because teachers who have professional competence will be the main factor, so that they can provide positive impacts such as quality learning processes and improving the quality of education.

Keywords: Professional Competence; Reachers; Learning Process; Quality of Education.

INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching, or training activities for their future roles. Education is an effort designed by the government to educate and advance the nation.¹ A country can be said to be advanced if it puts education as a top priority. Without education, a nation will have difficulty in managing its natural resources. If Indonesia's young generation does not have adequate skills, this can become an obstacle to national development. Education itself is a consciously and planned effort to create an environment and learning process that encourages students to develop their potential. Thus, they can have self-control, good personality, intelligence, noble character, and the skills needed. Therefore, education is one of the main instruments in human resource development that must be carried out democratically, fairly, and without discrimination.² The main subject in the development process is carried out by education personnel who come from members of the community who devote themselves and are appointed to support the implementation of education with the goal of developing abilities and shaping the character and civilization of a dignified nation in order to educate the nation's life.³

In reality, in general, the quality of education in Indonesia is still far from the standards and quality that can compete with developing countries, let alone developed countries. This is due to the quality of Human Resources (HR) found in teachers, because it is the first and main component in determining the quality of education in a nation. The teacher's problem will affect the quality of learning and the quality of student learning as an educational outcome.⁴

The essence of education is the teaching and learning process. The better the teaching and learning process that is implemented, the better the quality of education. To improve the quality of the teaching and learning process, there are three elements that need to be considered, namely teachers, students and the curriculum or learning materials. Analysis to improve the quality of learning can be started from the teacher's side by analyzing the extent to which teachers master teaching methods, master learning materials, understand the psychology of student development, understand learning and learning theories, and be able to practice them

¹ Cahyono Agus and others, 'Revitalization of Local Traditional Culture for Sustainable Development of National Character Building in Indonesia', 2021, pp. 347–69 <https://doi.org/10.1007/978-3-030-78825-4_21>.

² Khaira Elvina and Putri Oktia Rezeki, 'Transforming Early Childhood Islamic Education through Technology', *Journal of Education in Islamic Review (JEIR)*, 1.1 (2024), 45–54.

³ Sulastrri Sulastrri, Happy Fitria, and Alfroki Martha, 'Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan', *Journal of Education Research*, 1.3 (2020), 258–64 <<https://doi.org/10.37985/jer.v1i3.30>>.

⁴ Rosni Rosni, 'Kompetensi Guru Dalam Meningkatkan Mutu Pembelajaran Di Sekolah Dasar', *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7.2 (2021), 113 <<https://doi.org/10.29210/1202121176>>.



in the context of the teaching and learning process in the classroom. Although the teaching and learning process is the core of education, direct attention from the government and the public to this aspect is still relatively weak. The main focus is more on funding, facilities, improving the quality of educators and education personnel, as well as educational outcomes (output) measured through national exams, national standard final school exams, and various other types of tests. The results of national exams are often used as the only indicator of education quality. If the national exam score is high, the school tends to be considered quality. In fact, success in national exams is generally greatly influenced by the special preparation process ahead of the exam through reinforcement programs, not solely the results of the teaching and learning process that takes place naturally.⁵

The above indicates that the teaching and learning process that occurs in the classroom every day is still not optimal. Especially if you look at what happens in the context of learning in the classroom. In general, learning is carried out in one direction, teachers have more lectures while students listen. Teachers think that their task is only to transfer their knowledge to students with the target of conveying the topics written in the curriculum document.⁶ Teachers do not inspire students to be creative and do not train students to live independently. The lessons presented by teachers are less challenging for students to think. Learning is not designed systematically, comprehensively, collaboratively with students so that as a result, students do not like and are actively involved in the learning process.⁷ Based on the background mentioned above, this article will discuss the urgency of teachers' professional competence in improving the quality of education. This study is important because teachers are the main factor in creating a good quality of education.

METHODS

This study uses qualitative research methods. Qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people

⁵ Agus Dudung, 'KOMPETENSI PROFESIONAL GURU', *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 5.1 (2018), 9–19 <<https://doi.org/10.21009/JKKP.051.02>>.

⁶ Eka Rizki Amalia, 'Collaborative Learning: The Concepts and Practices in the Classroom', 2018 <<https://doi.org/10.31219/osf.io/xn67t>>.

⁷ Dudung.

and observable behaviors and social situations.⁸ Meanwhile, the data collection technique is documentation or literature study, which is to trace data sourced from journal articles, books and research reports related to the discussion.

RESULTS AND DISCUSSION

Definition of Teacher Professional Competence

In this section, the author should be able to resolve or provide explanations to the question stated in the introduction. Summarize the collected data and the analysis performed on those data relevant to the discourse that is to follow. Report the data in sufficient detail to justify your conclusions. A teacher's professional competence is a set of knowledge, skills, and experience that a teacher possesses and masters in carrying out his or her duties (position or job) as a teacher. Professional competence is a must for teachers in an effort to improve the quality of education.⁹

Professional competence is an ability related to mastering the learning material in the field of study broadly and in-depth which includes mastering the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher. According to the National Education Standards, the explanation of Article 28 paragraph (3) point c states that what is meant by professional competence is the ability to master learning materials broadly and deeply that allows guiding students to meet the competency standards set out in the national education standards.¹⁰

Teachers who have professional competence must be able to choose and group the learning materials that they will deliver to students according to their type. Without these competencies, it is certain that the teacher will face various difficulties in shaping student competencies, and will even fail to carry out learning.¹¹ Teachers' professional competence includes three things, namely personal-religious, social-religious, and social-religious.¹² These competencies can be described in the following competencies:

⁸ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2007).

⁹ Nur Hasanah, 'Dampak Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah Di Kota Salatiga', *INFERENSI*, 9.2 (2015), 445 <<https://doi.org/10.18326/infsl3.v9i2.445-466>>.

¹⁰ Susi Fitriana and Moh. Toriqul Chaer, 'Model Pengembangan Kompetensi Profesional Guru Di Mts Darul Huda Mayak Ponorogo', *Muaddib: Studi Kependidikan Dan Keislaman*, 1.2 (2020), 97–108 <<https://doi.org/10.24269/muaddib.v1i2.3348>>.

¹¹ Fitriana and Chaer.

¹² Muhaimin and Abdul Mujib, *Pemikiran Pendidikan Islam: Kajian Filosofis Dan Kerangka Dasar Operasionalisasanya* (Bandung: Trigenda Karya, 1993).



1. Knowing and mastering the material taught
2. Have the ability to analyze the material taught through educational interaction
3. Practice the information that has been obtained before being presented to students
4. Evaluate the process and results of education that are and have been implemented
5. Giving rewards (*tabisyir*) and punishment (*tandzir*) according to the student's efforts in the context of motivation in the learning process
6. Providing *uswatun hasanah* in improving its quality and professionalism.

A teacher's professional competence in a good learning process is reflected in his ability to apply the basics of education, both from philosophical, psychological, sociological, and other aspects. In addition, teachers must also be able to implement learning theories that are in accordance with the growth and development stage of students, develop scientific fields that are their responsibility in the teaching and learning process, and utilize innovative methods, tools, media, and learning resources that are innovative, relevant, and in accordance with the latest developments.¹³

According to Nur Hasanah, that to be able to improve teachers' professional competence there are at least three basic requirements that must be met, namely:¹⁴

1. Ability in the cognitive field, meaning intellectual ability, mastery of subjects, knowledge of how to teach, counseling guidance, knowledge of learning methods and individual behavior, classroom administration and so on.
2. Ability in the field of attitude (affective), meaning the readiness and willingness of teachers to various matters related to their professional duties.
3. Behavioral ability (psychomotor), which is the teacher's ability in various skills and behaviors (performance).

The Urgency of Professional Competence in Improving the Quality of Education

To improve the quality of education, many things are factors, but teacher competence is the main factor. The competence in question is the professionalism of teachers who can have a positive impact and improve the quality of education. According to Nur Hasanah, of the 11

¹³ Eti Dwi Koriati, Aldo Redho Syam, and Ayok Ariyanto, 'Upaya Peningkatan Kompetensi Profesionalisme Guru Pendidikan Dasar Dalam Proses Pembelajaran', *AL-ASASIYYA: Journal Of Basic Education*, 5.2 (2021), 85–95 <<https://doi.org/10.24269/ajbe.v5i2.4815>>.

¹⁴ Hasanah.

professional competencies of teachers, in their implementation, it is necessary to have the right learning principles/principles which include:¹⁵

a. The principle of active students

Basically, children are active creatures. This can be accounted for from the philosophical, psychological, biological, and sociological missions related to the child's life.¹⁶ Learning is a fundamental humanitarian activity, so it is natural for teachers and students to be actively required to carry out their roles. Because learning is basically how to learn students.

b. Principles of motivation in learning

Motivation is the drive that makes a person do learning activities. This motivation can be intrinsic and extrinsic. Teachers are required to be able to build student learning motivation.

c. Fundamentals of the center of interest

In an effort to build student interest, teachers should try hard to explain the meaning, direction, usefulness, beauty, uniqueness, and positive value of the material that must be studied by students. Teachers are required to master teaching materials in a deep, structured manner, so that students learn something meaningful in their interaction with teachers.

d. Principles of perception, correlation and integration

The application of the principle of perception in learning is carried out by utilizing and relating the knowledge that students already have as a basis for introducing new material. Meanwhile, the principle of correlation in learning is applied by connecting various data, concepts, principles, and generalizations discussed, so that the learning results obtained become clearer, more in-depth, and systematically arranged.

f. Principle of individualization

In this principle, the learning process must be adjusted to the conditions, potential, character, interests, level of development, and needs of students. Teachers are expected to be able to manage classes flexibly. The success of the application of this principle is marked by the optimal acquisition of student learning in accordance with their potential, the development of various aspects of skills and talents in a balanced manner, the formation of self-integration, and the ability of students to face various life experiences in a wide range.

¹⁵ Hasanah.

¹⁶ Intan Khairani and Isramatur Rahmi, 'Building Moral and Religious Foundations in Children through Habitual Activities in Kindergarten', *Journal of Education in Islamic Review (JEIR)*, 1.1 (2024).



g. Prop basics

The principle of demonstration is the concretization of learning messages so that they are easily mastered by students. Therefore, teachers are required to master learning media and technology.

h. Principles of cooperation

The principle of cooperation in learning involves the arrangement of group work and the development of healthy competition. Teachers need to explore various aspects, such as variations in group formation, group dynamics, and clarity of goals and results of group work to support the student learning process. Healthy competition between students in groups is characterized by a realistic attitude, persistent efforts, openness in providing assistance, and readiness to accept criticism related to the process and work results. Therefore, the role of teachers is very important in guiding and directing this dynamic in learning.

i. multi-resource teaching fundamentals

In this principle, teachers are required to be able to describe and organize teaching materials systematically by utilizing various learning resources that are increasingly in society. And considering the level of maturity of students' thinking, teachers should be able to describe and organize teaching materials with comparative, contextual, systematic and integrative studies.

j. Principles of continuity of learning

The application of this continuous as an is seen in:

- 1) Assisting the student learning process effectively and efficiently (Achieve standardized learning outcomes).
- 2) The availability of conducive conditions (facilities) and learning situations,
- 3) The existence of a sequence of teaching materials or learning experiences that are related systematically and logically and in accordance with the needs of students.
- 4) Students need to master knowledge tools for the sake of learning, for example: language skills, inquiry skills, logical synthesis-analysis skills.

k. Basis of assessment

Assessment in learning serves to measure the quality of teacher performance and student learning outcomes. Data from the assessment can be used as feedback for teachers and students to make further improvements and development. In addition to teachers' efforts in

improving their competence, the role of school principals and the Education Office also contributes greatly to improving the ability of educators. As the main controller in an educational institution, the principal has the responsibility to supervise and direct the learning process. Meanwhile, teachers play the role of facilitators who guide and direct students towards the educational goals that have been set. Optimization and improvement of the professional competence of basic education teachers can be done through the following strategic steps:

- 1) Involve teachers in various courses, seminars, workshops, trainings and courses that can provide additional scientific insight for teachers.¹⁷
- 2) Encourage teachers to start and end the learning process according to the predetermined time, and use it effectively and efficiently for the benefit of teachers' self-development activities.¹⁸
- 3) Empowering basic education teachers through cooperation with advanced and developing agencies, this is intended that in improving the professional competence of teachers, school principals must prioritize cooperation with other related parties in carrying out every activity to realize the vision and mission and achieve the school's educational goals.¹⁹
- 4) Providing opportunities for basic education teachers to improve their profession optimally.²⁰
- 5) Encourage the involvement of basic education teachers in every educational activity (participatory).
- 6) Holding deliberations or meetings as a forum for determining the improvement of teachers' professional competence. Because frequent deliberations between the principal and teachers will obtain better steps in improving the learning process, and obtaining solutions to the problems faced by the school.²¹

¹⁷ Despoina Schina, Vanessa Esteve-González, and Mireia Usart, 'An Overview of Teacher Training Programs in Educational Robotics: Characteristics, Best Practices and Recommendations', *Education and Information Technologies*, 26.3 (2021), 2831–52 <<https://doi.org/10.1007/s10639-020-10377-z>>.

¹⁸ Maryam Taji, Ali Siadat, and Leila Moghtadaie, 'Developing and Validating a Training Package of Self-Development and Determining Its Effectiveness on Job Performance and Human Capital Agility in Secondary School Principals', *International Journal of Educational Management*, 37.6/7 (2023), 1228–42 <<https://doi.org/10.1108/IJEM-10-2022-0441>>.

¹⁹ Belinda G. Gimbert and others, 'Social Emotional Learning in Schools: The Importance of Educator Competence', *Journal of Research on Leadership Education*, 18.1 (2023), 3–39 <<https://doi.org/10.1177/19427751211014920>>.

²⁰ Raziye Sancar, Deniz Atal, and Deniz Deryakulu, 'A New Framework for Teachers' Professional Development', *Teaching and Teacher Education*, 101 (2021), 103305 <<https://doi.org/10.1016/j.tate.2021.103305>>.

²¹ Koriati, Syam, and Ariyanto.



So thus, with the quality of learning increasing, the quality of education also increases. The quality of education in question includes inputs, processes, and outputs.²² Educational input includes everything that must be available because it is necessary for the continuity of the learning process. The input consists of resources, software, and expectations that serve as a guide in the implementation of education. Resource input includes madrasah/school heads, teachers, students, and various supporting facilities such as infrastructure, funds, and other equipment. Meanwhile, software input includes the school's organizational structure, laws and regulations, policy plans, and so on. The input in the form of expectations includes the vision, mission, and goals that the school wants to achieve. The readiness of input greatly determines the smooth running of the educational process. Therefore, the quality of the inputs can be measured based on the level of readiness of these components.

A teacher's professional qualification is the teacher's competence based on his or her educational background, ranging from the suitability of the discipline to the teacher's suitability in carrying out learning in the classroom. The indicators are related to the skills of completing educational tasks carried out by teachers as follows: 1) mastering the teaching work: 2) understanding the purpose of the teaching work: 3) being able to develop themselves: 4) being able to evaluate themselves: and 5) being able to utilize technology and information disclosure.²³ For this reason, the competence of teacher professionalism is very important to be considered in order to achieve the educational goals that have been set by the school and improve student learning achievement and education quality.²⁴

Therefore, ideal learning has not been created due to problems with teacher competency, which has an impact on low student learning outcomes. Therefore, appropriate steps are needed to design effective and efficient priority training programs to achieve knowledge, skills and practice. In this context, it is very important to carry out training to increase the professional competence of teachers at all levels of education.²⁵ It is hoped that

²² Hamzah Hamzah, 'Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah', *HUNAFA: Jurnal Studia Islamika*, 10.1 (2013), 151 <<https://doi.org/10.24239/jsi.v10i1.23.151-175>>.

²³ Romi Laspita, Indriyanto Indriyanto, and Nasrul Nasrul, 'Analisis Kompetensi Profesional Guru Dalam Menerapkan Pembelajaran Tematik Di Sekolah Dasar', *Indonesian Journal of Multidisciplinary on Social and Technology*, 2.1 (2024), 49–57 <<https://doi.org/10.31004/ijmst.v2i1.290>>.

²⁴ Koriati, Syam, and Ariyanto.

²⁵ Cucu Hayati, 'Urgensi Pelatihan Dalam Peningkatan Kompetensi Guru IPA Yang Berkelanjutan Pada Tingkatan Sekolah Dasar Dan Madrasah Ibtidaiyah', *Jurnal Ilmiah Pendidikan Profesi Guru*, 5.2 (2022), 208–17 <<https://doi.org/10.23887/jippg.v5i2.50328>>.

this training can be carried out regularly to increase teacher competency, so that teachers will be able to create and manage classes optimally which will have an impact on progress and improve the quality of education.²⁶

CONCLUSION

The professional competence of basic education teachers is also the ability of teachers to carry out their duties as educators which includes mastery of pedagogy, science, management, methodology, and so on which is reflected in their performance in schools. concluded that teachers' professional competence is a set of knowledge, skills, and experiences that teachers possess and master in carrying out their duties as teachers. Professional competence is a must possessed by teachers in an effort to improve the quality of education. Teachers have a central position to improve the quality of education because teachers who have professional competence will be the main factor, so that they can have a positive impact such as a quality learning process and improving the quality of education.

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²⁶ Miftahur Rahman Hafid, 'Pengaruh Budaya Organisasi, Kompetensi Dan Motivasi Terhadap Kinerja Guru Sekolah Menengah Pertama Di Majene', *Jurnal E-Business Institut Teknologi Dan Bisnis Muhammadiyah Polewali Mandar*, 3.1 (2023), 100–103 <<https://doi.org/10.59903/ebusiness.v3i1.67>>.

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