

## The Influence of Educational Qualifications and Educational Competence on the Quality of Learning Services in Segregation Education in DKI Jakarta

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### Abstract

*This study aims to examine and analyze the effect of educational qualifications and pedagogical competence on the quality of learning services because the proportion of non-specialized teachers still dominates segregation-based schools. The research method used in this study is a quantitative descriptive method with survey techniques. While the data analysis technique used to answer the research hypothesis is a statistical model of path analysis (path analysis). The population and at the same time being the respondents in this study were 133 SLB teachers spread across 14 special schools in DKI Jakarta. The technical analysis data used to test the hypothesis is simple regression analysis with multiple regression, t test and F test. The results show that 1) there is an effect of educational qualifications on the quality of learning services in segregated education in DKI Jakarta of 44.32%, which means that the two variables go hand in hand, the higher and linear the qualifications of teacher education, the better the quality of learning services produced. 2) There is an influence of pedagogic competence on the quality of learning services in segregated education in DKI Jakarta of 43.80%, meaning that the more teachers improve their pedagogical competence, the higher the effect on the quality of learning services produced. 3) There is an effect of educational qualifications and pedagogical competence on the quality of learning services in segregated education in DKI Jakarta of 45.23%, the two variables of educational qualifications and pedagogical competence go hand in hand with the quality of learning services, which means that the higher and linear the educational qualifications and pedagogic competence, the better the quality of learning services produced by the teacher. The results of testing the main hypothesis in this study can be concluded that educational qualifications and pedagogic competence have a positive and significant effect on the quality of learning services in segregation education in DKI Jakarta.*

**Keywords:** Quality of learning services, educational qualifications, educational competence

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## INTRODUCTION

Education is an important element to achieve Indonesia's national goals. This is proven by the inclusion of the spirit of improving education at the opening of the 1945 Constitution of the Republic of Indonesia. At the opening of the 1945 Constitution, the fourth paragraph namely: "Participate in the intellectual life of the nation". It is clear that the state wants an intelligent and superior nation. Therefore, to support the national goals stated in the preamble of the 1945 Constitution, the government has established eight educational standards whose quality must be maintained in realizing superior Indonesian human resources. The 8 standards are outlined in Government Regulation number 57 of 2021. The standards that form the basis for the implementation of education include; 1) graduate competency standards, 2) content standards, 3) process standards, 4) educational assessment standards, 5) educational staff standards, 6) facilities and infrastructure standards, 7) management standards, and 8) financing standards.

One important component that must be considered continuously in improving the quality of education according to national standards is the quality of learning services. "The quality of an instructional program is composed of three elements; materials (and equipment), activities, and

people” (Hernawaty, 2006). As Cox said in Hernawaty, it means that the quality of learning programs depends on learning facilities and infrastructure, the activities of teachers and students in learning, and the personal involved in learning activities, both teachers and students. In other words, the quality of learning will depend on and be influenced by teachers, students, learning facilities, classroom environment, and classroom climate.

The teacher has a fairly dominant influence on the quality of learning, because the teacher is the party responsible for the learning process in the classroom, even as the implementer of education in schools (Suryobroto, 2010). The results of research conducted by Sudjana showed that 76.6 percent of student learning outcomes were influenced by teacher performance (Sudjana, 2017). The same results were shown by research conducted by Schacter from the Milken Family Foundation which stated that teacher performance is a very important variable in improving the quality of learning services for students. The quality and performance of teachers are closely related to their competencies (Schacter, 2009).

Meanwhile, this is inversely proportional to conditions in Indonesia. The results of research from Haikal and Darmiani state that the problem that is often experienced in Indonesia is that the quality of learning services that are being developed by teachers today is still very weak (Haikal & Darmiani, 2022). The quality of learning in Indonesia is still low due to the weakness of educators in exploring the potential of students. This is even proven based on data from the 2019 Research and Development Agency (Balitbang) that the quality of teachers in Indonesia ranks last out of 14 developing countries in Asia Pacific. Teachers often impose their will without ever paying attention to the needs, interests, and talents of each of their students. Another weakness of teachers in Indonesia is that they never explore problems and potential in their students. As a result of these low factors according to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia, and Indonesia's position is below Vietnam. Data reported by The World Economic Forum Sweden (2023) states that Indonesia has low competitiveness, which only ranks 67th out of 207 countries surveyed in the world (Febrianti, 2017).

The impact of teacher quality problems is also felt in segregation-based schools or special schools. Being an special school teacher is not an easy job, it requires a strong struggle, must have knowledge about children with special needs, special school teachers are required to have high patience, physically and mentally good at work. The special school teacher carries out functional tasks, namely teaching students one by one with patience, carrying out the duties and roles of the teacher such as making a Learning Plan/Learning Implementation Plan, implementing learning, and evaluating learning as well as structural tasks in school organizations (Febrianti, 2017). An Special school teacher is not only required to be able to work on a number of knowledge and skills that are in accordance with the potential and characteristics of his students, but also must be able to act as a therapist, social worker, paramedic and administrator (Syahabuddin, 2021).

In fact, based on the results of initial interviews conducted with the principal and one of the teachers in 3 special schools in Jakarta, information was obtained that many teachers who teach in special schools experience problems managing children with special needs because teachers do not have the qualifications to teach children with special needs. Many of them are teachers who are forced to teach in classes with children with special needs as part of their students thereby influencing teachers in planning lessons, carrying out learning and evaluating students with special needs for the learning process in handling and managing classes because some teachers lack the competence to make it and do it for children with special needs. Plus there is a lack of training to improve competence for teachers who teach in special schools by the relevant Education Office. This statement regarding educational qualifications is in line with the opinion of several experts, including Graham Gibbs in his book *Dimension of Quality* which states "what best predicts education gain is measures of educational process: what institutions do with their resources to make the most of whatever students they have." . One of these is who undertakes the teaching. Teachers who have teaching qualifications, he notes, have been found to be rated more highly by their students. Not only this, teaching

qualifications (e.g. Postgraduate Certificates in Learning and Teaching or Academic Practice) result in ‘improvements in the sophistication of teachers’ thinking’ which predicts the quality of student learning” (Gibbs, 2010).

If we accept the premise that qualified teachers will produce quality students, then low student achievement can be associated with low teacher service quality. (Fasli, 2010). Based on statistics from the Ministry of National Education, it is shown that teachers in Indonesia have a relatively low level of educational qualifications. More than 60 percent of the total 2,783,321 teachers in Indonesia have not yet attained an undergraduate academic qualification. In fact, more than 70 percent concentrate on teaching in elementary schools. For special school teachers, junior high schools, high schools, as much as 21.37 percent still do not meet academic qualifications as Strata 1. Even though according to Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, concerning Standards of Academic Qualifications and Teacher Competency, it is stated that teachers or other equivalent forms, must have qualifications x minimum education diploma four (D-IV) or undergraduate (S1) study program that is appropriate to the subject being studied. taught/assisted, and obtained from an accredited study program (Komang, 2012).

As a result of the current low qualifications of teacher education, it is not uncommon for there to still be many deficiencies in teacher professionalism as mentioned in the results of the interviews at Special Schools, where there are not a few teachers who teach not in accordance with their vaks (not in accordance with the disciplines received in college). SLB teachers with special education qualifications certainly have the knowledge to educate children with special needs according to various categories, study the scope of psychology of children with special needs, have practical experience of orientation and mobility of children with special needs, are able to design curriculum according to the category of children with special needs (Hastuti, 2017). However, the conditions found in the field are different. Many teachers who teach in SLB have non-PLB education qualifications due to the minimal number of teachers who have graduated from special education to become teachers in these segregation-based schools.

Based on the results of calculations of education statistics and education staff according to school status and the highest diploma in Special Special Schools in DKI Jakarta Province, there are 91 Special Special Schools (SLB) 39 of which are public SLB including special elementary schools, special junior high schools, special high schools and 52 of them accredited private schools spread across DKI Jakarta with a total number of teachers of 1,339.

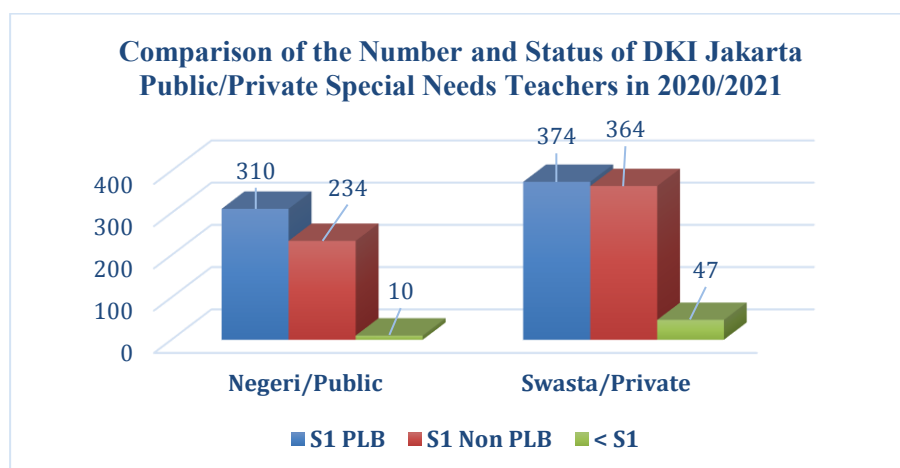


Diagram of Comparison of the Number and Status of DKI Jakarta Public/Private Special need Teachers in 2020/2021

The data diagram shows that the difference in the number of special need teachers with special education and non-special education is still quite significant, in state schools non-specialized bachelor's degree graduates can reach 42% and 1.8% of them do not graduate, while private special schools reach 46% for non-specialized bachelor's degrees and 6% of them do not graduate. This is

quite worrying because it is indicated that the high percentage of teachers who graduated from non-PLB to become teachers in special school can affect the quality of the learning services provided. Several studies have proven that non special educational teachers encounter several obstacles during teaching, where they still have difficulty understanding the characteristics of special children, have difficulty communicating with special children, and take a long time to adjust to special children (Hastuti M. B., 2017). Not infrequently in teaching students with special needs, teachers experience negative emotions in the form of fear and anxiety because their educational qualifications do not match the demands of teaching. Various behaviors of students with special needs in the learning process can make teachers feel pressured. Not only that, the large workload that can be a source of stress for non-special educational teachers (Mangkunegara, 2015). This happens because the teacher does not have experience in their field so they experience difficulties in carrying out teaching assignments. Furthermore, in the implementation of learning, teachers are still lacking in providing learning treatment to students with special needs, such as learning materials that are adapted to the needs of students, such as for mentally retarded, deaf, autistic students who are in the same class level, the use of learning methods is less varied, the media used in learning is still lacking in conveying material, sometimes not conducive in class management such as managing students. In evaluation, basically every school requires teachers to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, processing and use of evaluation (Tentawa, 2016). However, in reality the average teacher conveys a number of things related to evaluation by giving practice questions after each meeting on that day so that they only focus on the basic abilities of students even though student learning outcomes still tend to be low.

With the increasing number of children with special needs every year, it is certainly a big challenge for human resources in this country to educate them so that they are efficient and have potential in life. The quality of the competence of special education teachers has an important role in the learning process which is related to the communication and interaction of children with special needs during the teaching and learning process. Some aspects that need to be understood by teachers include the ability to understand character, develop students' potential and learning styles, guide students in dealing with problems, understand standard of competency or basic competency and develop them into learning indicators, choose effective learning and assessment strategies for all students, manage classes and carry out follow-up assessments. Teachers must be able to plan, implement, and evaluate these aspects. If these aspects are able to be carried out by the teacher well, then automatically the teacher's role as educator, teacher, and mentor is carried out well and convincingly. These aspects are included in the pedagogic competencies that must be owned by a teacher. Teacher pedagogical competence is the teacher's ability to guide students towards a better direction. So, the teacher's pedagogical competence is very important in the implementation of learning in the classroom. The results of this study are in line with the opinion of Sudargini and Purwanto who stated that "The importance of a teacher having pedagogical competence is that teachers can increase the instructional quality which can develop their students' abilities maximally because teachers who master several theories about education by various educational understandings theories can choose which one is the best to help the development of students. In addition, the teacher is also expected to understand various learning models. By increasingly understanding the many learning models, it will be easier for him to teach children according to the situation of their students. Basically, increasing the pedagogic competence of teachers will prevent monotonous learning activities, dislike students and make students lose their interest and absorption and concentration of learning" (Sudargini & Purwanto, 2020).

Thus the problems related to the teacher's ability to carry out functional tasks have major implications in managing learning for students. Teacher mistakes in managing learning can impact on mistakes in the pattern of education. And mistakes in the pattern of education will have an impact on the lack of quality of educational outcomes so that this will trigger a decrease in the quality of education in that school (Sakir, 2012). As Deming said, the low quality of education in general is



caused by several sources, including educational qualifications (Supriono, 2017). So therefore teacher education qualifications are an important part that must be met by teachers before carrying out their functional duties at school. Therefore, the authors conducted a study entitled "The Influence of Educational Qualifications and Teacher Competence on the Quality of Learning Services in Segregated Education in DKI Jakarta"

## RESEARCH METHODOLOGY

This research uses descriptive method with survey techniques. The reason researchers use this description method is because this method pays more attention to obtaining a representative population sample in the study, the techniques or procedures for collecting data are more precise, and the problem statement is clearer (Adi & Wiryokusumo, 2016). This research technique uses a survey technique, which is research that takes samples from a population using a questionnaire as the main data collection tool to examine the observed symptoms or phenomena (Ramdani, 2016). The sample technique used by researchers used 2 sampling techniques because the population was very large including multistage random sampling and proportional random sampling. The population and at the same time being the respondents in this study were teachers in 14 special schools selected among them; Sch 1, Sch 2, Sch 3, Sch 4, Sch 5, Sch 6, Sch 7, Sch 8, Sch 9, Sch 10, Sch 11, Sch 12, Sch 13, Sch 14.

The technique used in this study uses path analysis techniques (Path analysis). There are two variables to be studied, namely exogenous variables and endogenous variables. Exogenous variables or moderator variables are variables that are considered to influence endogenous variables. Meanwhile, endogenous or intervening variables are variables that are influenced by independent variables. The statistical analysis used was in the form of the SPSS program version 23.0.

To see the objective conditions of the research, the researcher determines the research variables which are arranged to facilitate the steps in capturing and collecting data obtained from respondents in accordance with the theories, concepts and assumptions of the specified variables. The operationalization of this research variable is as follows:

**Table 1.** Research Instruments on the effect of educational qualifications and pedagogical competence on the quality of learning services in segregated education in DKI Jakarta

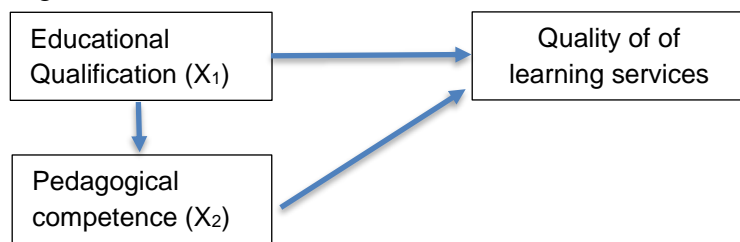
No	Variable	Dimensions
1.	Quality of of learning services (Y)	1. Teacher Learning Behavior 2. Student Behavior 3. Learning Climate 4. Learning Materials 5. Learning Media 6. Learning Methods
2.	Educational Qualifications (X1)	1. Pre-Service Education program 2. In Service Training Program 3. In Service Education Program
3.	Pedagogical competence (X2)	1. Understanding the potential and diversity of students 2. Basic curriculum development 3. Preparation of learning plans and strategies 4. Implementation of learning 5. Implementation of evaluation

## RESULT AND DISCUSSION

### Result

This study examines empirical facts about the effect of educational qualifications and pedagogical competence on the quality of learning services in segregated education in DKI Jakarta. Furthermore, to facilitate analysis, modeling of the research focus is carried out in the form of a research paradigm. The model is a simplification of the real world that can show the relationship

between variables (Amin & Ramdhani, 2006). The research paradigm tested in this study is presented in Figure 1.



**Figure 1.** Formulation of the Relationship between Educational Qualification Variables and Pedagogic Competence on the Quality of Learning Services in Segregated Education.

The results of the study present the results of statistical calculations presented in Table 2.

**Table 2.** Research results

Main Hypothesis	Path Coefficient	Fhitung	Ftabel	Determinant	Relationshi meaning
The effect of educational qualifications and pedagogical competence on the quality of learning services in Segregation Education in DKI Jakarta	0.6657	6.7359	2.0032	0.4523	Significant
Sub Hypothesis	Path Coefficient	Fhitung	Ftabel	Determinant	Relationshi meaning
The effect of educational qualifications on the quality of learning services in Segregation Education in DKI Jakarta	0.3718	3.0505	2.0032	0.4432	Significant
The effect of pedagogical competence on the quality of learning services in Segregation Education in DKI Jakarta	0.6807	5.1016	2.0032	0.4380	Significant

## Discussion

### The Effect of educational qualifications (X1) and pedagogical competence (X2) on the quality of learning services in segregated education in DKI Jakarta (Y)

The formulation of the main hypothesis proposed in this study is "there is an influence of educational qualifications and pedagogical competence on the quality of learning services in Segregated Education in DKI Jakarta". To answer the proposed hypothesis, a test is carried out using path analysis testing. Based on the results of data processing, the path coefficient value is 0.6657. To find out more about the influence of educational qualifications and pedagogical competency variables on the quality of learning services in Segregated Education, a test was carried out, namely testing the path coefficient by finding and comparing the Fcount value with Ftable. Based on the calculation results, the Fcount value of 6.7359 is greater than the Ftable value of 2.0032.

From this value, it can be drawn a statistical conclusion that H0 is rejected, meaning that there is an effect of educational qualifications and pedagogical competence on the quality of learning services in Segregation Education. The significance of the test results above is also supported by the Coefficient of Determination R2 of 0.4432 which also shows the magnitude of the contribution of educational qualifications and pedagogical competence to the quality of learning services in Segregated Education, namely 45.23%, while the remaining 0.5477 or 54.77% is influenced by other variables not observed in this study. The test results can be explained that educational qualifications

and pedagogical competence have a significant positive effect on improving the quality of learning services in segregation education.

Even so, on the variables of educational qualifications and pedagogic competence based on observations and the results of distributing questionnaires conducted by the author, the lowest percentage was obtained on the human resource dimension, namely the non-transparent teachers regarding the last educational qualification attained. In the teacher competence variable, based on the results of observations and the results of distributing questionnaires conducted by researchers, the lowest percentage was obtained in the dimensions of carrying out learning. This is due to the non-linearity of the educational qualifications taken which have an impact on the low ability to convey learning to children with special needs in diverse classes in accordance with pedagogical principles. So that in the end the less optimal implementation of these dimensions automatically reduces the influence of the educational qualification and pedagogical competence variables on the quality of learning services in segregation education.

Other factors outside the research that are thought to influence the effect of educational qualifications and pedagogical competence on the quality of learning services in Segregated Education are the activeness of teachers in creating new innovations in carrying out learning, teacher motivation in motivating participants, school principal policies, facilities and infrastructure and the climate of the school environment. This is because these factors are thought to have a relationship with pedagogic competence and the quality of learning services, meaning that with teacher innovation, teacher motivation in motivating students, it is suspected that it will affect teacher competence (ability) and special expertise in their field, which will ultimately affect teacher professionalism in improving competence and performance.

The results of this study are in line with the opinions of several experts including Graham Gibbs in his book *Dimension of Quality* which states "what most predicts educational attainment is the size of the educational process: what institutions do with their resources to maximize whatever students they have". One of them is who does the teaching. Teachers who have teaching qualifications, he said, are valued higher by their students. Not only that, teaching qualifications (eg Postgraduate Certificate in Learning and Teaching or Academic Practice) result in 'increases in teacher sophistication' which predicts the quality of student learning" (Gibbs, 2010). According to Gibbs, to measure the quality of education can be seen from the size of the educational process carried out by the teacher as a teaching agent. The higher the teacher's educational qualifications and academic practice will result in an increase in thinking and this has a positive impact in terms of the quality of student learning.

### **The Effect of educational qualifications (X1) on the quality of learning services in segregation education in DKI Jakarta (Y)**

The formulation of the hypothesis proposed is: "there is an influence of educational qualifications on the quality of learning services in Segregation Education in DKI Jakarta". To answer the proposed sub-hypothesis, a test is carried out, namely by using path analysis testing. Based on the test results, the path coefficient value is 0.3178. To find out more about the influence of educational qualifications on the quality of learning services in segregation education, a test was carried out by searching for and looking at the comparison between the tcount and ttable values. Based on the test results, the tcount value is 3.0505. and the ttable value is 2.0032. Furthermore, to see the significant effect is done by comparing the value of tcount with ttable, where the results show that ttable > tcount, meaning that H0 is rejected or it can be stated that there is a significant influence of the educational qualification variable on the quality of learning services in Segregation Education in DKI Jakarta. The influence of educational qualifications on the quality of learning services in Segregated Education is 44.32% while the remaining 55.68% (epsilon) is influenced by other variables not included in the model.

The results of this study are in line with the opinion of Taniredja and Abduh who stated that "Teacher pedagogical competency studies have been carried out a lot. There is a correlation between

competence, performance and background. Competence refers to the characteristics that underlie behavior that describes motives, personal characteristics (characteristics), self-concept, values, knowledge or skills possessed by someone who performs well which is obtained both in the educational process and post-education through training seminars and workshops” (Taniredja & Abduh, 2016). According to Taniredja and Abduh, teacher pedagogical competence has something to do with performance with educational background/qualifications where competence refers to the characteristics that underlie behavior that describe motives, personal characteristics (characteristics), self-concept, values, knowledge or skills possessed by someone who has good performance obtained in both the educational process and post-education through training seminars and workshops.

### **The effect of pedagogical competence (X2) on the quality of learning services in segregation education in DKI Jakarta (Y)**

The formulation of the hypothesis proposed is: "there is an influence of pedagogical competence on the quality of learning services in Segregation Education in DKI Jakarta". To answer the proposed sub-hypotheses, we tested the influence of pedagogical competence on the quality of learning services in segregation education, namely by using path analysis testing. Based on the test results, the path coefficient value (PYX) is 0.6807. To find out more about the effect of the variable on the influence of pedagogic competence on the quality of learning services in Segregation Education, a test is carried out by searching for and looking at the comparison between  $t_{count}$  and  $t_{table}$  values. Based on the test results, the  $t_{count}$  value is 5.1016 and the  $t_{table}$  value is 2.0032, meaning that the  $H_0$  decision is rejected, because  $t_{count} > t_{table}$  so it can be concluded that the pedagogical competence variable has a significant effect on the quality of learning services in Segregation Education. The magnitude of the influence of pedagogic competence on the quality of learning services in Segregated Education is 43.80% while the remaining 56.20% (epsilon) is influenced by other variables that are not included in the model.

The magnitude of the coefficient of determination indicates that the influence of the variable has the influence of pedagogic competence on the quality of learning services in Segregated Education only by 43.80%, while the remaining 56.20% is influenced by other variables outside of educational qualification variables which are not included in the model. This is understandable, because the quality of learning services has developed and changed according to the demands of education in the current era. The test results above strengthen the notion that the pedagogical competency variable determines the quality of learning services.

From the results of observations in the field, it is known that the effect of pedagogical competence has an impact on the good quality of learning services in segregation education. Thus, this condition indicates that pedagogical competence can have a significant effect on the variable quality of learning services. The better and optimal the pedagogical competence of teachers with higher education qualifications (minimum S1 PLB), the better the quality of learning services produced in these segregated schools. In other words, the work results achieved by a person in carrying out the tasks assigned to him are based on his skills, experience, and sincerity while studying in higher education.

The results of this study are in line with the opinion of Sudargini and Purwanto who stated that "The importance of a teacher having pedagogical competence is that teachers can increase the instructional quality which can develop their students' abilities maximally because teachers who master several theories about education by various educational understandings theories can choose which one is the best to help the development of students. In addition, the teacher is also expected to understand various learning models. By increasingly understanding the many learning models, it will be easier for him to teach children according to the situation of their students. Basically, increasing the pedagogic competence of teachers will prevent monotonous learning activities, dislike students and make students lose their interest and absorption and concentration of learning” (Sudargini & Purwanto, 2020). According to Sudargini and Purwanto when a teacher has pedagogical competence the teacher can improve the quality of his learning such as developing the abilities of his students to



the fullest because teachers who master several theories about education by understanding various educational theories can choose which one is best for helping student development. In addition, the teacher will also understand various learning models. By understanding more and more learning models, it will be easier for him to teach children according to the situation of his students. Basically increasing the teacher's pedagogical competence will prevent monotonous learning activities, dislike students and make students lose interest and absorption and concentration in learning.

## CONCLUSION

Based on the results of the above research it can be concluded the following things which has there is a significant influence between educational qualifications on the quality of learning services in segregation education in DKI Jakarta, with a partial correlation coefficient of 0.3718 or a partial determination coefficient of 44.32%, which means that the better and linear the educational qualifications taken by teachers, the better the quality of learning services in segregation education in DKI Jakarta. There is a significant influence between pedagogical competence on the quality of learning services in segregation education in DKI Jakarta, with a partial correlation coefficient of 0.6807 or a partial determination coefficient of 43.80%, which means that the better and optimal the teacher's pedagogical competence, the better the quality of learning services in segregation education in DKI Jakarta. There is a significant influence between educational qualifications and pedagogical competence on the quality of learning services in segregation education in DKI Jakarta, with a partial correlation coefficient of 0.6657 or a partial determination coefficient of 45.23%, which means that the better the educational qualifications and pedagogical competence of teachers, the better the quality of learning services provided to segregated education students in DKI Jakarta.

Research on the impact of educational qualifications and pedagogical competence on the quality of learning services in segregation education in DKI Jakarta has highlighted the significance of teacher skills and competencies. Based on regression analysis and hypothesis testing, it is imperative for teachers to enhance their abilities through comprehensive training. Additionally, stricter teacher recruitment processes aligned with S1 PLB certified educational qualifications are recommended to ensure optimal learning tailored to the diverse needs of students with special needs. Furthermore, future research is encouraged to incorporate variables like personality, professional and social competence, motivation, leadership, and compensation, which can potentially influence the quality of learning services.

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